

Grade 9

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

- Portrait of a group of young men and women, 192-
Image 58912, CB Wand photo, Vancouver Public Library

Lesson 1

- Page 3: Ship launching on Nootka Sound
Image A-02688, courtesy of the Royal BC Museum and Archives
- Page 6: Immigration Office wall fragment with Chinese poem
Image 2000.41.2 courtesy of the Royal BC Museum and Archives

Lesson 2

- Page 3: Chinese just disembarked off the Monteagle steamship, lining up at the immigration office, c.a. 1907–1923
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Grade 9

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

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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 “If You Have More Time” sections and Extension Activities.

While the Grade 5 and Grade 9 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

The following 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 9 materials, and other relevant materials.

Unit Resources

These resources apply to the unit as a whole, but not any one specific lesson.

- A book list hosted by the Vancouver Public Library:
http://www.vpl.ca/ccg/Pioneer_Booklist.html
- Chinese Canadian Women 1923-1967
<http://www.mhso.ca/chinesecanadianwomen/en/index.php>
- Larry Wong's Memoir, *Dim Sum Stories*
<http://www.cchsbcc.ca/dimsum.html>
- Stories from collections by Paul Yee
<http://www.paulyee.ca/stories.php>
- 'Cumberland Chinatown' Teaching Resource Kit
<http://www.cumberlandmuseum.ca/learning-resource-kits/>

Lesson 1

- Historical Significance Lesson at TC²
http://tc2.ca/uploads/sections/thinking_about_history/historical_significance_secondary.pdf

Lesson 2

- Yip Sang is a well-known Chinese Canadian, a primary agent for bringing Chinese workers to Canada. He was also a social reformer, and political activist. His story is online at UBC's site, *The Chinese Experience in British Columbia 1850–1950*
<http://www.library.ubc.ca/chineseinbc/yipsang.html>
- A video on Kelowna's Chinatown
https://www.youtube.com/watch?v=LsynbEs-a_c
- Chinese-Canadians serving in WWII
<http://www.veterans.gc.ca/eng/remembrance/those-who-served/chinese-canadian-veterans/>
- *The Panama* (1996) is a documentary film about the Chan family in Victoria, proprietors of the Panama Cafe (Depression era-to 1967)
<http://gingerpost.com/?p=1421>
- SFU Teaching and Learning Centre's award-winning documentary, *From C to C: Canadian Stories of Migration*
<http://www.imdb.com/title/tt2306690/>

Lesson 3

- First Nations and Chinese relations: Interview with Larry Grant
<http://ccs.library.ubc.ca/en/stories/viewItem/2/0/28/>
- *Cedar and Bamboo*: A film created by the CCHSBC. Chinese people arrived on the Western shores of Canada many generations ago. Since then, they have formed unique relations and shared many experiences with this land's indigenous people. *Cedar and Bamboo* explores those relationships through the lives of four people of Chinese and First Nations roots.
<http://ccs.library.ubc.ca/en/stories/viewItem/2/0/28/>

Lesson 4

- A full list of the discriminatory legislation in BC
http://www.embracebc.ca/local/embracebc/pdf/discriminatory_legislation_in_bc_1872_1948.pdf

Lesson 5

- "Forgotten Ties", Hunter, Justine. Globe and Mail. 5/9/15
First Nations people and Chinese immigrants have enjoyed a symbiotic relationship since before BC joined Confederation. Now, archeologists are chronicling this chapter of history by documenting sites where the two communities lived together.
http://www.theglobeandmail.com/news/british-columbia/chinese-heritage/article24335611/?utm_source=twitter.com&utm_medium=Referrer:+Social+Network+Media&utm_campaign=Shared+Web+Article+Links

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 9 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/>

Bamboo Shoots Grade 9 Learning Standards

The events in Chinese Canadian history that students learn about in Bamboo Shoots take place in a broad time period, from first immigration in the 1850s to the present day. Given this, the Bamboo Shoots lessons include Social Studies content that spans Grades 9 and 10.

Bamboo Shoots Secondary lessons also provide an opportunity for students to become more proficient in curricular competencies across Social Studies 9 and Social Studies 10.

Grade 9 (1750 – 1919)

Big Ideas

- Collective identity is constructed and can change over time.
- Disparities in power alter the balance of relationships between individuals and between societies.

Curricular Competencies	Content	Bamboo Shoots Lessons
<p>Assess the significance of people, places, events, or developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group</p> <p>Sample activities: Timeline Shuffle; examining causes and consequences of Chinese immigration; analysis of archival pieces</p>	<p>nationalism and the development of modern nation-states, including Canada</p> <p>Sample topics:</p> <ul style="list-style-type: none"> • Canadian Confederation • National projects and policies (e.g., the building of the Canadian Pacific Railway, Macdonald's National Policy) <p>Key questions:</p> <ul style="list-style-type: none"> • Is nationalism a more positive or negative force in the world? • To what extent does nationalism bring people together or drive them apart? • What factors influence nationalism and national identity? <p>Global demographic shifts, including patterns of migration and population growth</p> <p>Sample topics:</p> <ul style="list-style-type: none"> • slavery • disease, poverty, famine, and the search for land • why immigrants (including East Asian immigrants) came to BC and Canada, the • individual challenges they faced, and their contributions to BC and Canada • influences of immigration on Canada's identity • historical reasons for the immigration of specific cultural groups to Canada (e.g., Chinese railway workforce, gold rushes) <p>Key questions:</p> <ul style="list-style-type: none"> • Did immigrants benefit from emigrating to Canada? • How did the arrival of new groups of immigrants affect Canadian identity? 	<p>Lessons 1, 2 and 3</p>

Curricular Competencies	Content	Bamboo Shoots Lessons
<p>Compare and contrast continuities and changes for different groups during this period (continuity and change):</p> <ul style="list-style-type: none"> • Make connections between events and their causes, consequences, and implications. <p>Sample activities: Timeline Shuffle; examining causes and consequences of Chinese immigration</p>	<p>Global demographic shifts, including patterns of migration and population growth</p> <ul style="list-style-type: none"> • historical reasons for the immigration of specific cultural groups to Canada (e.g., Chinese railway workforce, gold rushes) • individual challenges they faced, and their contributions to BC and Canada <p>Local, regional and global conflicts</p> <ul style="list-style-type: none"> • Chinese rebellion 	<p>Lessons 1 and 2</p>
<p>Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective):</p> <ul style="list-style-type: none"> • To what extent do sources like newspaper articles reflect the attitudes of society versus the attitudes of authors? 	<p>Discriminatory policies, attitudes, and historical wrongs</p> <p>Sample topics:</p> <ul style="list-style-type: none"> • Head Tax and other discriminatory immigration policies against people of East and South Asian descent • societal attitudes toward ethnic minorities in Canada (e.g., Chinese railway workers) • social history • gender issues • labour history, workers' rights • responses to discrimination in Canada • Asiatic Exclusion League in BC 	<p>Lessons 3, 4 and 5</p>

Curricular Competencies	Content	Bamboo Shoots Lessons
<ul style="list-style-type: none"> What types of sources are best to consult to get a more complete understanding of a particular issue or event? <p>Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence:</p> <ul style="list-style-type: none"> Identify primary sources (e.g., original documents, political cartoons, interviews, surveys) and secondary sources (e.g., textbooks, articles, reports, summaries, historical monographs) for selected topics. Plan and conduct research using primary and secondary sources, including sources from a range of media types (e.g., print news, broadcast news, online sources) representing a range of perspectives. Assess information sources for selected topics in terms of bias and point of view. <p>Sample activities: Analysis of archival pieces; Considering historical context while developing a position argument with respect to government's responsibilities for historical wrongs; considering community context and perspective in selecting a historically significant place for a memorial</p>	<p>Key question:</p> <ul style="list-style-type: none"> How might specific examples of past incidents of inequality (e.g., Head Tax on Chinese immigrants) be handled today under the Canadian Charter of Rights and Freedoms? 	<p>Lessons 3, 4 and 5 (cont)</p>

Grade 10 (1919 – present)

Big Idea

- Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.

Curricular Competencies	Content	Bamboo Shoots Lessons
<p>Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective):</p> <ul style="list-style-type: none"> • Is there a Canadian identity? Explain your answer. • To what extent are Canadians' perceptions of Canadian identity similar or different from non-Canadians' perceptions? • to what extent is Canada a democracy? • Whose stories are told and whose stories are missing in the narratives of Canadian history? 	<p>Changing conceptions of identity in Canada</p> <ul style="list-style-type: none"> • immigration and multiculturalism: — immigration and refugee policies and practices • multiculturalism policy (Canadian Multiculturalism Act) • cultural identities of subsequent generations <p>Discriminatory policies and injustices in Canada and the world, such as the Head Tax</p> <ul style="list-style-type: none"> • racism <ul style="list-style-type: none"> » Chinese Exclusion Act • responses: <ul style="list-style-type: none"> » Bill of Rights and CCRF 	<p>Lessons 1 and 4</p>

Curricular Competencies	Content	<i>Bamboo Shoots Lessons</i>
<p>Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence:</p> <ul style="list-style-type: none"> • What events, values, worldviews, actions have influenced Canadian identity? <p>Assess the significance of people, places, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group</p> <ul style="list-style-type: none"> • Does systemic racism continue to pervade Canadian society? <p>Sample activities: Timeline shuffle, Debating the responsibility of governments for historical wrongs; Investigating the progress and decline of an equitable society for Chinese Canadians over time</p>		<p>Lessons 1 and 4 (cont)</p>

Curricular Competencies	Content	Bamboo Shoots Lessons
<p>Compare and contrast continuities and changes for different groups during this period (continuity and change):</p> <ul style="list-style-type: none"> • Make connections between events and their causes, consequences, and implications. • What are the most important aspects of how Canada's multiculturalism policy came about, and what were the short- and long-term consequences? • In what ways have Canada's immigration and refugee policies in the past 100 years changed? • How has Canadian identity changed or stayed the same over the past 100 years? • What might Canadian identity look like in the future? <p>Sample activities: Timeline shuffle; Analysing archival pieces to infer perspectives of different Chinese Canadians at different points in BC's history; Investigating the progress and decline of an equitable society for Chinese Canadians over time</p>	<p>changing conceptions of identity in Canada:</p> <ul style="list-style-type: none"> • immigration and multiculturalism: <ul style="list-style-type: none"> » immigration and refugee policies and practices » cultural identities of subsequent generations <p>Human-environment interaction</p> <ul style="list-style-type: none"> • demographics: <ul style="list-style-type: none"> » population growth/decline » voluntary/involuntary migration » urbanization and suburbanization 	<p>Lesson 1, 2 and 3</p>

Core Competencies

Throughout the *Bamboo Shoots* Grade Nine 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.

Lesson 1	Critical thinking – analyze and critique as they assess historical significance of events in Chinese Canadian history and assess the progress and decline of equitable society over time
Lesson 2	Communication – connect and engage with others as they teach the long-term and short-term causes and consequences of Chinese immigration to BC to another group
Lesson 3	Critical thinking – question and investigate as they come to an understanding of the diverse values and beliefs among groups of Canadians and individuals as they conduct historical perspective-taking
Lesson 4	Communication – connect and engage with others as they support their statements of ethical judgment about historical wrongs in debate
Lesson 5	Critical thinking – analyze and critique as they consider places in BC for commemoration of significance in Chinese Canadian history

Grade 9

Lesson 1

Significant Events in Chinese Canadian History in BC



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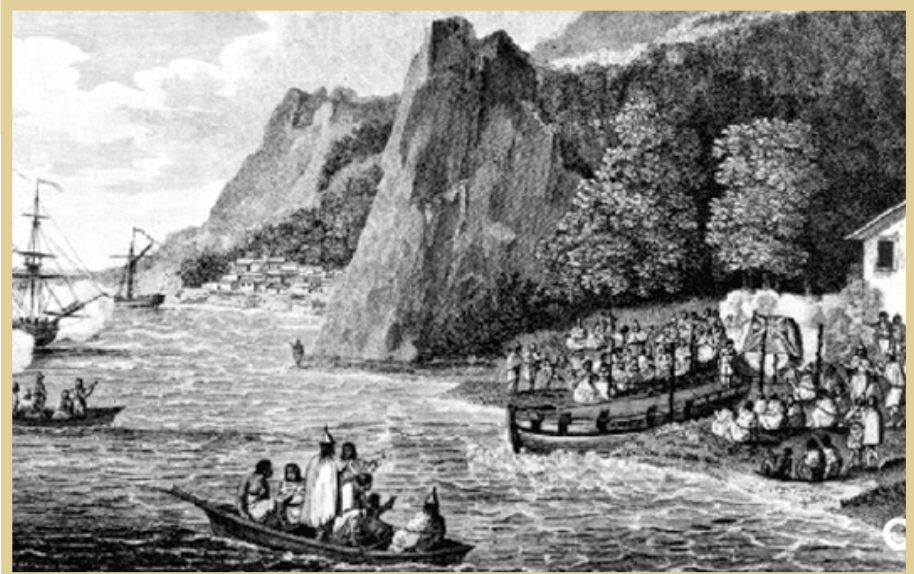
Lesson Plan

Theme

- The most significant events in Chinese Canadian history were those that were notable at the time, had long lasting and widespread consequences, and were revealing or symbolic of Chinese Canadian experiences in BC.
- The movement towards equity for Chinese Canadians in BC was a long and difficult process that featured both progress and challenges.

Focus Question

Which historically significant events in Chinese Canadian history indicate progress towards, or decline away from, equity for Chinese Canadians?



Overview

In Part A of this lesson, students are introduced to a selection of key events in Chinese Canadian history in BC through a card game and follow-up activity. In Part B, students discuss what makes a historical event significant, and determine the historical significance of events from the card game. In Part C, students complete a living continuity and change timeline to identify progress towards, or decline away from, equity for Chinese Canadians in BC.

Learning Outcomes

Students will be able to:

- Describe historically significant events in Chinese Canadian history, and provide justification for their significance.
- Identify examples of progress and decline in achieving equal opportunity for Chinese Canadians in BC.

Historical Thinking Competencies

- Assessing and comparing the significance of people, places, events, and developments over time and place, and determining what they reveal about issues in the past and present (significance).
- Comparing and contrasting continuities and changes for different groups across different periods of time and space (continuity and change).

Lesson Preparation

Teacher Backgrounder

This lesson introduces students to a range of events in Chinese Canadian history. The events include successful activism and positive contributions, as well as struggles against historical racism and discrimination.

Tips

Although this lesson may be completed during class-time, students may also create their equity graphs as homework to prepare for the next part of this lesson. When they next meet as a class, they would create the large graph as a group.

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

- Time Shuffle Card game and instructions
Print and prep enough card sets for your class. The game can be played with three to six players. You will need one set of cards for each player group in your class.
- Historical Backgrounders
- Sticker dots: enough for fifteen per student
- Blackline Master 1:
Reflecting on the Time Shuffle Game
- Blackline Master 2:
Assessing Historical Significance of Events

Vocabulary

franchise:
the right to vote

disenfranchised:
deprived of the right to vote

equity:
fairness in the way people are treated

equality:
having the same rights, social status, or opportunities as others

discrimination:
treating a person or group of people differently from other people

naturalized:
having been accepted as a citizen of a country

- Blackline Master 3: Assessing Progress or Decline
Do not distribute this Blackline Master before playing the Time Shuffle game because the dates are included on this table of events.
- Blackline Master 4: Charting an Equity Living Graph
- Rubric 1: Assessing Historical Significance of Events
- Rubric 2: Assessing Progress or Decline

Optional:

- Two-sided tape
- A set of game cards backed with adhesive magnets
- A flip-chart

Lesson Sequence

The “Hook” (Suggested Introduction)

Choose one of the following to introduce the *Bamboo Shoots* unit:

- **A Visual Entry:**
Print and display the wall poem posters in your classroom. The downloadable posters are available in the Grade 9 Teaching Materials on the website.



These wall poems were written by early Chinese people in the immigration detention center in Victoria, BC. The messages in these poems stir empathy for people who were detained far from home, missing their families, and unsure of their futures.

- **A Fiction or Creative Non-fiction Entry:**
Read the class a story from Paul Yee's collection, Larry Wong's *Dim Sum Stories*, or another biography or story collection.

■ A Personal Immigration Story:

If you have students in your class who have immigrated, or whose parents or grandparents have immigrated, and the students would like to share their stories, invite them to speak to the class.

■ A Regional Story:

Consider starting with immigration stories that have local relevance. For example, you might pique the interest of students in Saanich, on Vancouver Island, by sharing the story of Butchart Gardens. These gardens used to be a cement works that was operated with resident Sikh labourers. The students might also be interested in a story about the Chinese labourers at Bamberton. Students in Princeton, BC, may be drawn in by the story of Granite Creek, a nearby townsite. Granite Creek was the location of a placer mining gold rush in 1885, and it was home to a significant Chinese population. The Chinese population at Granite Creek were segregated even in death, in a separate section of the cemetery. Depressions in the ground at this cemetery remain today as evidence of the practice of exhuming graves to return the deceased's bones to China.

Part A: Time Shuffle Game

(Estimated Time: 30 minutes)

About the Game

Time Shuffle is a timeline building game for three to six players. Each deck has thirty-five cards and each card represents an event in Chinese Canadian history. The cards have an image on the front, and a date on the back. Each player is dealt a hand, but players **do not** look at the date on the back of their cards. The starting player places one event date-side up in the middle, as the first card of the timeline. Players take turns building the timeline by placing their cards in chronological order. To decide on placement, players make inferences about the image on the card, or the event's relationship to other events on the timeline. There are three ways to play Time Shuffle: Full Time, Quick Time, and Play Time. **See the game instructions for rules of play.** You'll find a downloadable version of the game and instructions in the Grade 9 Teaching Materials on the website.

The educational purpose of the game is to:

- Introduce students to some of the most historically significant events in Chinese Canadian history.
- Help students understand the chronological sequence of events in Chinese Canadian history.
- Stimulate curiosity and interest about events in Chinese Canadian history.

Playing the Game:

1. Read through the instructions provided with the game cards ahead of class.
2. Divide the class into playing groups of three to six players each.
3. Before handing out the card decks, explain how to play the game. While you are teaching the rules of play, you might want to spend some time teaching students how to make reasoned judgments about where the event 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 conclusions about where the event card should be located. For example, “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.” Tell students they’ll be expected to offer explanations like this as they place their cards.
4. Give one deck of cards and an instruction sheet to each group.
5. Allow the groups to play more than one hand of Time Shuffle, so they have exposure to a greater number of the events.
6. If some groups finish earlier than others, have them shuffle the cards and play again. They can then see if they are better at placing the cards in the correct chronological order the second time around.

The first playing
cards appeared
in ninth century
China

7. The order of the events in Chinese Canadian history might be surprising for some students, and may not be intuitive. For example, Chinese Canadians could vote, then laws were passed to take away their right to vote, then they won the right to vote again after fighting for many years to regain voting rights. Many students will assume that Chinese Canadians did not have voting rights when they first arrived, and then fought and won voting rights later on.
8. After the groups have played Time Shuffle two or three times, have the groups discuss the events, answering the following questions:
 - » What seems like the most important event in Chinese Canadian history?
 - » What makes you choose that event?
 - » If you didn't know where to place an event on the timeline, how did you decide?
9. Have the students take turns in their groups testing their ability to put the events in order, using the shuffled card deck. Using Blackline Master 1: Reflecting on the Time Shuffle Game, students then self-assess their ordering ability on a scale of 4 to 1. They also write down one thing that surprised them about Chinese Canadian history while playing Time Shuffle, and note one event they are interested in learning more about.

Part B: Historical Significance

(Estimated Time: 25 minutes)

1. Have the students list four events in their own lives that have been significant. Then discuss the following questions:
 - » How did they choose the events?
 - » Would their parents or friends agree with them?
 - » Would they choose the same events five years from now—why, or why not?Identify similarities in their choices and the reasons they give.
2. Help the students to identify the ten most important events or developments in the history of Canada or BC, based on what they have studied so far. If they have trouble, prompt them with the periods of history they've studied as a class.

This is a good opportunity to review and set context for the particular part of BC history considered in the *Bamboo Shoots* unit. Alternatively, you could have the students come up with the top five most significant events in the history of the world. As students come up with the significant events, record them on a flipchart or board, or build a timeline on a board after coming to a consensus with the class.

3. Discuss the criteria they used for deciding whether the event was historically significant. How do we decide whether a historical event is significant for everybody, or just some people? Whose history is it? If students have difficulty talking about reasons why they chose a particular event, you may ask questions such as:
 - » Who would find this event significant?
 - » Did the event create a great change over a long period of time or for a lot of people?
 - » Do you think the event should be remembered? By whom? Why?
4. As a class, draft criteria for determining an event's historical significance. When the students think the criteria reflects what they've been using, present the criteria for significance explained below.
 - **Notable?**
Was the event recognized at the time as being important? How long did the event exist or operate? Was the event revealing? Did the event shed light on issues in history or contemporary life?
 - **Remembered?**
To what extent has the event been remembered or memorialized? Did the event become a meaningful part of a narrative?
 - **Influential?**
Did the event result in change? Were the consequences deeply felt? How widespread were the consequences? Were the consequences short-term or long-lasting?¹

¹ These questions come from *Significance of the War of 1812* by Ernest Wasson, Historical Thinking Project Lesson 23: http://historicalthinking.ca/sites/default/files/files/docs/L23_Significance%20of%20the%20War.EN_.pdf

Compare the criteria developed as a class to these established criteria, and identify the similarities and differences.

5. Demonstrate evaluating one event from Time Shuffle using the drafted historical significance criteria. (Do one event with the class.) Note that for something to be considered significant, it doesn't have to meet all of the criteria.
6. Now students are ready to assess the historical significance of the events in Time Shuffle. Have them pair up, then distribute two to three copies of Blackline Master 2: Assessing Historical Significance of Events to each pair. Students work with their partner to complete the Blackline Master for two to three events. To make sure all events are covered, you can use one deck of Time Shuffle cards, and deal events to each pair until there are no cards left.
7. Students may use a Historical Backgrounder to learn about the events, and/or they can conduct research to investigate information about the events. While you circulate, assess how well students are able to apply the historical significance criteria. (See the Rubric 1: Assessing Historical Significance of Events.) Once you are confident students can do this, move on to the next step.
8. Construct a class timeline with all of the students' completed Blackline Master 2: Assessing Historical Significance of Events. Use two-sided tape to mount the Blackline Masters on the wall, or place them on the floor in a line. If you have a small class, you may be able to take the timeline into a hallway. Go through the timeline, having the students give a quick, informal presentation about their events.
9. Distribute sticker dots.

If You Have More Time

Students could each select an event to research in depth, and they could present their research to the class before the whole class decides on the most significant events.

10. Have the students choose the fifteen most significant events on the class timeline by placing stickers on them. Identify the fifteen most significant events chosen by the class. Ask the students to compare the most commonly chosen events to the events they chose as individuals. In what ways were the choices similar? In what ways were the choices different?
11. If you built a timeline on a chalkboard or whiteboard for ten significant events in the history of Canada or BC, select cards for the fifteen most significant events from Time Shuffle. You could then insert the cards into the BC or Canada timeline in order to include Chinese Canadian historical events within the broad BC or Canadian picture. (Game cards prepared with adhesive magnets could be used on a whiteboard.)

Part C: Progress or Decline?

(Estimated Time: 25 minutes)

1. Ask students to explain the difference between **equity** and **equality**. (See the vocabulary definitions at the start of this lesson.) What does equality look like in a multicultural society? BC's *Multiculturalism Act* states that its purpose is to "recognize that the diversity of British Columbians as regards race, cultural heritage, religion, ethnicity, ancestry, and place of origin is a fundamental characteristic of the society of BC that enriches the lives of all British Columbians." What roles do equity and equality play in that recognition?
2. Have students go over the timeline's thirty-five events and give each event a rating of +2, +1, 0, -1, or -2 based on whether the event was an example of inclusion and equity, or exclusion and inequity. Students record their ratings on the Blackline Master 3: Assessing Progress or Decline. If you have the Blackline Masters for Assessing Historical Significance of Events displayed around the room, the students can circulate and read about the events while making their decisions. As the students work on their rankings and explanations, circulate and provide feedback.
3. Ask the students to use Blackline Master 4: Charting an Equity Living Graph to chart the progress and decline of the fifteen most significant events they chose

in Part B. Focusing on the most significant events will enable the students to consider the themes without being overwhelmed with everything at once.

4. Introduce the concept of turning points in history by likening them to turning points in stories or movies. In fiction or film, the course of events seems to be going in one direction, but then gets reversed. With the students, come up with some examples from favourite stories or films. Then talk about one turning point in the timeline of forty events from the game.
5. In pairs or groups, students compare their completed graphs. Ask them to look for turning points as they analyze. Circulate and provide feedback on the plausibility of the turning points they chose and the reasons they gave.
6. Next, ask students if there are events from the game that symbolize major progress towards, or sharp decline away from, equity that were not included in their choice of fifteen significant events. Would they go back and change the events they included?
7. After they've had a chance to make changes to their graph, build a class construction of the living timeline with all forty events on a whiteboard. (Cards with adhesive magnets would be useful for this task.)
8. Ask the students to identify the dividing lines or turning points in the movement towards or away from an equitable society. Can they divide the timeline into historic time periods that are marked by turning points?
9. Students can name each time period with a theme that fits all of the events in that period.

Note that Lesson 2 will look at four different periods of immigration to BC from China:

- 1857–1884 (Period of Early Immigration)
- 1885–1922 (Head Tax Period)
- 1923–1946 (Exclusion Act Period)
- 1947–1967 (Post-World War II)

These periods were chosen for the purposes of the Lesson 2 activities. Students may support other choices for breaking the events into periods within the 1857–2014 timeframe.

For example: The last period, 1947–2014 (Post-World War II), is longer than the others. In Lesson 1, students may identify turning points and changes in immigration from China within this longer period. This period primarily entails family reunification up to 1967, at which time the Points System was introduced. After Canada's *Immigration Act* was amended again in 1976, a large wave of immigrants came from China to Canada. This was influenced by reaction to the Tiananmen Square incident in Beijing, and the imminent reversion of Hong Kong from Britain to the People's Republic of China in 1997.

10. Ask the students:

- » Was Canada inclusive?
- » Is Canada inclusive now?

Through an anecdotal record-keeping method of your choice, gather evidence of the students' ability to identify turning points and general patterns of progress and decline by discussing the events. This concluding discussion is also a good time to draw connections to the challenges faced by other ethnic groups during their immigration history. East and South Asian immigrants, as well as the First Nations have struggled for equity, and through loss of rights. They have been part of the movement from contributing to being excluded, to becoming citizens, to reaching full acceptance. The pattern that emerges shows a place that was diverse until Confederation, then suffered from an attempt to make it a "white man's province", as politician Richard McBride put it.

11. Students submit their completed Blackline Master 3: Assessing Progress or Decline for assessment. The Blackline Masters are assessed using Rubric 2: Assessing Progress or Decline. Students will be assessed on:

- the plausibility of their rankings of positive or negative events
- their explanations of their ranking of positive or negative events

Summary of Assessment

Part A and Part B: Historical Significance

Students will be assessed on their ability to:

- apply the historical significance criteria to events

Use Rubric 1: Assessing Historical Significance of Events.

Part C: Progress or Decline?

Students will be assessed on their ability to:

- identify continuity and change based upon criteria including:
 - change can be both positive and negative
 - change can occur at different rates
- identify turning points and general patterns of progress and decline in the movement towards equity in Canada

Use Rubric 2: Assessing Progress or Decline.

Extension Activities:

A Regional Timeline

Students who wish to investigate locally can research ten significant events related to Chinese Canadian history that are particularly relevant to their region. For example, students in the Okanagan may wish to research Kelowna's former Chinatown as a study of local history, and use the criteria for historical significance to support their choices. Students could research at their municipal archives or regional museums to find artifacts related to their events' timeline, and they could produce a regional timeline report to share with their class.

Blackline Masters

Blackline Master 1

Reflecting on the Time Shuffle Game

Blackline Master 2

Assessing Historical Significance of Events

Assessing Historical Significance of Events – Sample

Blackline Master 3

Assessing Progress or Decline

Blackline Master 4

Charting an Equity Living Graph

Reflecting on the Time Shuffle Game

Name: _____

How well can I put the events in order?

After you have played Time Shuffle, use the shuffled card deck to test yourself.

Can you put the events in order?

4 = Yes, all of them!

3 = Most of them

2 = Less than half are in the right order

1 = I don't have any sense of when the events happened.

Circle One:

1

2

3

4

What one thing surprised you about Chinese Canadian history while you played Time Shuffle?

Which event are you most interested in learning more about?

Assessing Historical Significance of Events

Name: _____ Event: _____

Criteria In the boxes below, record the criteria that your class decided makes an event historically significant. Then rank the significance, giving your reasons.	<div style="text-align: center;"> 1 2 3 4 5 Not at all Significant \longleftrightarrow Very Significant </div>
Notable: Was it noticed at the time as an important event? Just locally, or farther away? How many people were affected?	Rank: 1 2 3 4 5 Reason:
Remembered: Has the event been memorialized in any way? To what extent has it been remembered?	Rank: 1 2 3 4 5 Reason:
Influential: Were the consequences (seen or unseen) felt for a long time after?	Rank: 1 2 3 4 5 Reason:

1. Given the reasons above, this event is (check one):

- ☐ Significant to the country
- ☐ Significant to the province
- ☐ Significant to the region
- ☐ Significant to the individuals involved
- ☐ Not a significant event

2. Summary of reasons:

Assessing Historical Significance of Events – Sample

Name: John Doe Event: 1786 & 1788/9 Meares' Expeditions

Criteria	1	2	3	4	5
In the boxes below, record the criteria that your class decided makes an event historically significant. Then rank the significance, giving your reasons.	<div style="display: flex; justify-content: space-between; align-items: center;"> Not at all Significant ←————→ Very Significant </div>				
Notable: Was it noticed at the time as an important event? Just locally, or farther away? How many people were affected?	Rank: 1 2 3 4 5 Reason: While this fur trade expedition marks the first recorded arrival of Chinese people to what is now BC, there isn't any record of people at the time considering this event as significant beyond the records of Meares and the Spanish noting the presence of the Chinese craftsmen.				
Remembered: Has the event been memorialized in any way? To what extent has it been remembered?	Rank: 1 2 3 4 5 Reason: We have the white people's record of the Chinese people brought here with the expedition. However, there's no other remembrance of their part in the event, how they may have integrated with the community, or even whether they stayed at all. The event is just remembered in the white people's records of the expedition, and incompletely at that.				
Influential: Were the consequences (seen or unseen) felt for a long time after?	Rank: 1 2 3 4 5 Reason: It's unknown whether the Chinese people joined the local communities or whether they were relocated. The consequences of the Chinese involvement in the expedition are mostly unknown.				

1. Given the reasons above, this event is (check one):

- ☐ Significant to the country
- ☒ Significant to the province
- ☐ Significant to the region
- ☐ Significant to the individuals involved
- ☐ Not a significant event

2. Summary of reasons:

Since it is the first arrival of Chinese people in what is now BC, the event is significant to the province. Also, it may be the beginning of a trend in immigration to BC. The expedition included people who came to BC for labour purposes—and although many years passed in the interim, the same reasons drove much of the early immigration from China to BC.

Assessing Progress or Decline?

Name: _____

Instructions:

Evaluate each event's progress toward equity or decline from equity. Use this scale for your evaluation:

+2 = Major Progress
+1 = Moderate Progress
0 = Neutral
-1 = Moderate Decline
-2 = Steep Decline

Event	Date	Progress or Decline Rating	Reasons for Ranking
Hui Shen Sails from China to Fu Sang	200-300		
Chinese Craftsmen Arrive in Nuu-chah-nulth Territory	1786 and 1788/9		
The Colony of BC is Established	1858		
Fraser River Gold Rush	1858		
Kwong Lee Company Establishes a Merchant Store in Victoria	1858		

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Event	Date	Progress or Decline Rating	Reasons for Ranking
Cariboo Gold Rush	1862		
Cariboo Wagon Road Completed	1865		
Dominion of Canada Established	1867		
British Columbia Joins Canada	1871		
BC law removes Chinese and First Nations' Right to Vote	1872		
Canadian Pacific Railway construction	1881		
<i>Chinese Immigration Act</i> (Head Tax)	1885		
Chinese Empire Reform Association Established in Canada	1889		

Event	Date	Progress or Decline Rating	Reasons for Ranking
Chinese Benevolent Association of Vancouver Founded	1895		
Head Tax increased	1900 and 1903		
Anti-Asian Riot in Vancouver	1907		
Laws Limit South Asian and Japanese immigration	1908		
Sun Yat-sen visits BC	1910		
World War I Begins	1914		
Chinese Canadians Form Labour Unions	1916-1920		
Victoria Chinese Students' Strike	1922		

Event	Date	Progress or Decline Rating	Reasons for Ranking
Law Limits Chinese Immigration (Exclusion Act)	1923		
Chinese Canadian Soccer Team Wins Vancouver City Championship	1926		
World War II Begins	1942		
Charter of the United Nations Signed	1945		
Chinese Canadians Regain Right to Vote	1947 and 1949		
<i>Fair Employment Practices Act</i> Passed	1956		
Douglas Jung Elected to Parliament	1957		

Event	Date	Progress or Decline Rating	Reasons for Ranking
Federal Citizenship and Immigration Minister Announces the Chinese Adjustment Statement Program	1960		
Universal Immigration Policy Introduced	1967		
Lam Appointed BC Lieutenant Governor	1988		
Immigrants from Hong Kong Arrive in Canada	1989		
Clarkson Appointed Governor General	1999		
Prime Minister Apologizes for Anti-Chinese Legislation	2006		
Premier Apologizes for BC's Anti-Chinese Legislation	2014		

Charting an Equity Living Graph



Assessment Rubrics

Rubric 1

Assessing Historical Significance Criteria

Rubric 2

Assessing Progress or Decline

Assessing Historical Significance Criteria

Name: _____

	Well-Developed	Competent	In-Progress
Supports a plausible ranking of a historical event	Support and explanation for student's ranking shows thoughtful consideration of the criteria.	Some support given for the ranking, but student neglects to consider some key factors.	No plausible support for the student's assigned ranking.
<p>Comments:</p>			

Assessing Progress or Decline

Name: _____

	Exceeds Expectations	Meets Expectations	Approaching Expectations	Not Yet Meeting Expectations
Ranking of events from Blackline Master 3: Assessing Progress or Decline	The chosen events have been ranked in a plausible position on the scale.	The chosen events are mostly ranked in a plausible position on the scale.	The chosen events have been somewhat ranked in a plausible position on the scale.	Does not rank the events or the ranking is not plausible for most of the events.
Comments:				

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	Exceeds Expectations	Meets Expectations	Approaching Expectations	Not Yet Meeting Expectations
Identifying turning points	Accurately and clearly describes the general patterns of progress and decline in the movement towards equity in Canada.	The patterns of progress and decline in the movement towards equity in Canada are mostly accurate.	The patterns of progress and decline in the movement towards equity in Canada are somewhat accurate.	The patterns of progress and decline in the movement towards equity in Canada are mostly inaccurate.
Comments (including feedback on in-class contribution):				

Grade 9

Lesson 2

Chinese Immigration 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 just disembarked off the Monteagle steamship, lining up at the immigration office, c.a. 1907–1923
Image CC-OH-00437, University of British Columbia Special Collections, Chung Collection
- Page 14: Award winning soccer team
Image 58896, CB Wand photo, Vancouver Public Library

Lesson Plan

Focus Question

What caused changing patterns in Pacific immigration to Canada through four time periods, and what were the key consequences?

Theme

- Immigration patterns have multiple causes and consequences, both positive and negative.
- The causes of immigration to BC from China, and other countries in Asia, were complex, and were based around historical conditions, but were also the actions of individuals.
- There are similarities and differences in the laws that affected Chinese immigration and Chinese Canadian rights from different time periods. These laws often share similarities in the reasons for their introduction, and differences in the multitude of unintended consequences.



Overview

In this lesson students consider the short-term and long-term causes, and the intended and unintended consequences of Chinese immigration to BC. The students teach each other about one of four time periods of Chinese immigration history. They also demonstrate the relationship between various causes and consequences, and have the option to share their personal or family stories of immigration to the province.

Learning Outcomes

Students will be able to:

- Understand the different factors involved for Chinese people immigrating to BC in the past.
- Identify the consequences of immigration legislation.

Historical Thinking Competencies

- Determining and assessing the long-term and short-term causes and consequences, and the intended and unintended consequences of an event, decision, or development (cause and consequence).

Lesson Preparation

Teacher Backgrounder

The Archive Packages that students will use in this unit include documents that are evidence of discrimination. However, the Archive Packages also include a wealth of images that show everyday life of Chinese Canadians, and the breadth of industry in which they were engaged early in the province's history. These Archive Packages can be used not just for this lesson but also throughout the whole unit.

Note: The stories included in the Archive Packages are not intended as the only examples, but just one representation from the time period.

The Historical Backgrounders for the unit provide more information on key events and issues from the time period. Below is a list of Historical Backgrounders as they relate to the four time periods studied in this lesson. You will find the Historical Backgrounders in the Unit Overview section of the Grade 9 Teaching Materials on the website.

1857–1884 (Period of Early Immigration)

- Chinese Immigration to Canada
- BC Gold Rushes – 1858 to 1870s
- Victoria – An Early History
- Physical Segregation of Chinese Canadians – Chinatowns
- Chinese Disenfranchisement – 1872
- Building of the Canadian Pacific Railway – 1880 to 1885
- Yip Sang and the Wing Sang Company

1885–1922 (Head Tax Period)

- *Chinese Immigration Act* (Head Tax) – 1885
- Chinese Canadian Community Associations and Organizations
- Anti-Asian Riots in Vancouver – 1907
- Chinese Freemasons in Canada

1923–1946 (Exclusion Act Period)

- *Chinese Immigration Act* (Chinese Exclusion Act) – 1923
- Chinese Participation in World War II – 1939 to 1945

1947–2014 (Post WWII)

- *Chinese Immigration Act* (Chinese Exclusion Act) Repealed – 1947
- *Canadian Citizenship Act* – 1947
- *Fair Employment Practices Act* – 1956
- Douglas Jung (鄭天華)
- Chinese Adjustment Statement Program – 1960
- Universal Immigration Policy – 1967
- Canadian Parliamentary Recognition – 1980
- Canadian Charter of Rights and Freedoms – 1982
- David Lam (林思齊)
- Federal Government Apology for the Chinese Head Tax – 2006
- BC Apology to Chinese Canadians for Historical Wrongs – 2014

Using Primary Sources

If this is the first time your class has made significant use of primary material, or if you would like to refresh their learning about using primary sources, we recommend the following sites on teaching primary sources:

- ***The Governor's Letters: Uncovering Colonial British Columbia: Teacher's Material***
This site provides lessons on Reading around a Document, Judging the Credibility of Primary Accounts, and Exploring the Author's Mindset.
<http://govlet.ca/en/tglIntro.php>
- **Strategies for Investigating Pictures**
This site provides a set of resources that help students develop the tools to critically investigate an image.
<http://tc2.ca/sourcedocs/picture-sets/strategies-for-investigating-pictures.html>

- **Canadian Primary Sources in the Classroom**

This site provides 101 Teaching Ideas for using primary sources in the classroom. This website has excellent guiding questions for students working with primary sources.

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

- **Engaging Students with Primary Sources by Smithsonian**

This guide provides ideas and activities for teaching primary sources.

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

Tips

When your class first meets for Lesson 2, check in: Can they name five of the most significant events in Chinese Canadian history in BC and support their choices?

If the students have not worked with primary sources before, you may want to devote a lesson on that topic prior to this unit. See the Teacher Backgrounder above for websites on teaching 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 9 Teaching Materials on the website

www.openschool.bc.ca/bambooshoots

- Archive Package 1857–1884 (Early Immigration)
- Archive Package 1885–1922 (Head Tax)
- Archive Package 1923–1946 (Exclusion Act)
- Archive Package 1947–1967 (Post-World War II)
- Historical Backgrounders
- Blackline Master I: Assessing Causes and Consequences of Chinese Immigration by Time Period (1 per student)
- Rubric I: Assessing Causes and Consequences of Chinese Immigration by Time Period

Vocabulary

enfranchisement:

the admission of someone to citizenship, particularly that person's right to vote in elections

policy:

a government's approved activities and plans

Lesson Sequence

Part A: Causes and Consequences – Introduction to Chinese Immigration to BC

(Estimated Time: 15-20 minutes)

1. Introduce the concept of cause and consequence to students if they are unfamiliar with the concept. You could use an event from history, or a relatable event such as a car crash involving a driver who was texting. If you prefer to use an event from history, consider using one of the events the students provided in Lesson 1 when they first chose ten significant events from the history of BC or Canada. Ask the students to identify all the causes (underlying and immediate) and consequences (immediate, long-lasting, unintended, and intended) of a particular event that is familiar to them. Then have them share their ideas as a class.
2. Consider the notions of positive and negative consequences of an event. In the car crash example, are there any positive consequences? (Students may conclude that while nothing positive came out of the event for those directly affected, there may have been public awareness campaigns. Or, perhaps this accident, along with others, led to a change in law, or more stringent policing of cell phone use while driving.)
3. Ask the students about broad influences that may have led to the accident. The direct cause may have been the driver's inattention, but what may have been at play as an underlying factor? (Perhaps recent advances in technology were an underlying factor.) What underlying social factors may have led to the accident? (Perhaps the pressure to be always available and responsive through our technology was an underlying factor.)
4. Have the students think back to an action taken or a decision made by themselves, or their family, that led to results that were not what they expected. Were the consequences positive or negative for them? What about for their family?

5. Introduce the broad context of BC immigration in the four time periods considered in this lesson:

- 1857–1884 (Early Immigration)
- 1885–1922 (Head Tax)
- 1923–1946 (Exclusion Act)
- 1947–2014 (Post-World War II)

Note: The last time period, 1947–2014 (Post-World War II), is longer than the others. In their Lesson 1 work, students may have identified turning points and changes in immigration from China within this longer time period. Until 1967 and the introduction of the Points System, immigration was primarily for family reunification. After Canada's Immigration Act was amended again in 1976, immigration expanded. This was influenced by reaction to the Tiananmen Square incident in Beijing, and the imminent reversion of Hong Kong from Britain to the People's Republic of China in 1997.

6. You may wish to share the sample family immigration stories from each package as a way to introduce the four time periods. You could read the stories aloud to the class or select students to read. If you have the option to project video, you could show videos for two of the stories:
 - Excerpts from an interview with Shirley Chan (for the 1857–1884 and 1947–2014 time periods) can be found in the Archive Package and in the Grade 9 Gallery
 - Frank Wong's story (for the 1923–1946 time period) is available on YouTube <https://www.youtube.com/watch?v=YzkCsjd70RU>
7. Tell the students that while the focus of the lesson is immigration from China, groups from other places were also coming to BC during these time periods, and they also helped build the province. This includes groups from India, Japan, Eastern Europe, and other regions. These people were also affected by immigration policy over this time period of history.
8. Introduce the students to the Archive Packages for each time period. In each Archive Package, students will find the family stories, a summary of key events,

as well as evidence in primary sources to answer questions about causes and consequences of immigration. The Historical Backgrounders provide more information on key events and issues from the time period. (If your students are without web access, copies of the stories, key events lists, and primary source material may be printed ahead of time and provided to students in hard copy.)

9. Set the context for students for these packages. The primary source material has been provided by BC libraries and museum archives. The selections are not meant to be the only evidence to set the scene for each time period—just examples. The family stories, likewise, are not meant to be the only examples. There are countless people's tales of immigration and contributions to BC, along with countless images and documents that are part of Chinese Canadian history.
10. In your introduction, emphasize that the events of the gold rush and building of the railroad led to Chinese Canadian settlements in the interior of BC, which helped open up the province and promote economic developments. Note the variety of industrial activity included in the Archive Packages, from mining to market gardening, beekeeping, and restaurantering.

More primary and secondary source materials are listed in the "Additional Unit Resources" section of the Unit Overview if you want to investigate beyond the Archive Packages.

Part B: Chinese Immigration to BC – A Close Study of One Time Period

(Estimated Time: 30 minutes)

1. The students will select one of the four time periods of Chinese immigration and settlement in BC. Encourage the students to pick different time periods, or assign students to each time period, so that all four time periods are evenly covered.
2. Provide the students with access to the Archive Package for their time period, or print copies of the archival items and make those available.

3. Working in time period groups, or on their own, students use the packages to research their chosen time period. Using Part A of Blackline Master I: Assessing Causes and Consequences of Chinese Immigration by Time Period, the students note the causes and consequences of immigration to Canada for Chinese Canadians. They also cite artifacts from the archive collection that support their selection. The students may draw upon their knowledge of events from Lesson 1, and they may use their criteria for historical significance in determining the most important causes and consequences.
4. Remind the students that some of the events will have unintended consequences, as discussed in Part A of the lesson.
5. Before the students move on to Part B of Blackline Master I, do a rough mind-map of causal connections. You can use connected bubbles or another visual method. Use the map to connect some events for which the students have already studied the causal relationship, or to illustrate the causes and consequences of the event you worked with when you introduced the concept in Part A of this lesson. Emphasize that the graphic organizer the students create in the next step may look something like the mind-map you did with them on the board, but it doesn't have to. Their graphic organizer should ultimately look the way they need it to look, in order to help them appreciate the causal connections for their time period.
6. Using Part B of Blackline Master I, the students graphically organize the causes and consequences to show their relationship, and highlight the most important causes and consequences. (Share Rubric I: Assessing Causes and Consequences of Chinese Immigration by Time Period, which will be used for assessment.)

Part C: Sharing Stories

1. In this part, the students will teach each other about the causes and consequences of immigration for which they became experts in Part B.
2. Ask the students what skills they think they'll need to effectively teach their time period to their peers.

For example: Will they need to check in with their peers to make sure they heard and understood? Will they need to use an engaging voice and body language? Will it help if they can offer visuals to support their mini-lesson on causes and consequences?

3. The students form a group with one person from each of the other time periods. (Odd numbered groups double up a time period, so every group has at least one representative from each time period.)
4. The students take turns describing their time period and sharing the key events in the period. If they didn't use the family story when introducing their time period in Part A, the students may share the family story during this step.
5. Before students begin the next step, ask them to listen for the ways in which other time periods may have caused, or been the consequence of, events and issues in the time period they studied.
Students use Part C of Blackline Master 1 to note what they hear, and the relationships they discover. Note that prior events don't necessarily have a causal influence on events that follow. Students will need to find evidence for connecting events.
6. The groups discuss similarities and differences in the causes and consequences of immigrating to BC during the different time periods.

There is an absence of artifacts in the Archive Packages pointing to why early Chinese Canadians left China—this could open a discussion. Why don't we have a lot of primary sources from their home country? If we had them, what might they show?

7. Ask students who have immigrated to Canada themselves, or whose families have recently immigrated, to enrich the discussion, if they wish, by sharing their own immigration stories. Encourage them to draw connections with the causes and consequences that the group has just discussed.
8. Circulate amongst the discussions, and listen for students sharing their own personal or family immigration stories. Invite those students to share with the whole class if they're comfortable. These stories can be a springboard to comparing the experiences of historical Chinese Canadians with more recent immigrants.
9. When groups have had enough time to share their stories, bring the class together for a discussion. Ask those who discussed their own family stories, these questions:
 - » What are some of the common causes their families cite as reasons for coming to BC?
 - » What conclusions can we make about Pacific immigration trends in the last 160 to 170 years?

If You Have More Time

If you have time to go deeper in conversation, you can include a broader cultural context. Propose the following questions to students in a class discussion:

- » What was happening during the time period for various cultural groups?
- » Which other groups were affected? First Nations/white settlers?
- » Should we group all of the whites together, or do you see separation of working class and upper class?

Summary of Assessment

Assessment will focus on the student's ability to:

- Identify multiple short-term and long-term causes and consequences, and recognize the relationship between them.
- Differentiate between intended and unintended consequences of legislation in Chinese Canadian history in BC.

Use Rubric 1: Assessing Causes and Consequences of Chinese Immigration by Time Period for assessment.

Extension Activities:

What does it mean to be Chinese Canadian?

Write a response that considers what it means to be Chinese in Canada, or to be Canadian. Also, what does it mean to belong? How long do you need to live in Canada to belong? Five years? Ten years? Thirty years? If someone has lived longer in Canada than some other place, do they belong? Do you have to be born in Canada to belong?

Birthright citizenship was established in 1947. Before that, some migrants from Britain automatically belonged as soon as they arrived in BC. Others could be born and live their whole lives in BC, and still not be considered to belong either politically, legally, or culturally. Sports was often a way of asserting cultural belonging, both as a Canadian who could play the same sport at the same level, or better, than other Canadians, and also as a



Chinese Canadian, since the team bonded around all being Chinese Canadians. They were fighting against discrimination and racism by winning at the same sports as other Canadians. They leveled the "playing field."

What other examples can you think of that offer a way of belonging in a new country?

Comparisons on Southern Vancouver Island

1. Watch a movie about Indian and Chinese immigrant labour at the beginning of the 19th century:

Beyond the Gardens' Wall (30 minute documentary)

This documentary tells the story of Chinese and Sikh immigrants who arrived in Canada and worked at the old Tod Inlet cement plant in the early 1900s. Note the difference in housing between the white workers in the company town, and the Chinese and Sikh workers in the shantytown dwellings. To watch the film online go to:

<http://www.imdb.com/video/imdb/vi1386521881>

Sikhs immigrated to BC via Calcutta and then Hong Kong. The Continuous Journey regulation imposed in 1908 meant that immigration from India halted because it was not possible for ships of the day to make the journey from Calcutta without a stop.

The living conditions for Chinese people were similar elsewhere in BC. Chinese people were segregated within company towns, such as Bamberton, which is just a little way up the Saanich Inlet from the Tod Inlet cement plant. How were the Chinese and Sikh immigrant experiences the same? Were they different? Were the consequences of legislation passed during the early years of the 20th century different for the Chinese and Sikh immigrants?

2. Listen to the two radio interviews in Archive Package: 1885–1922 (Head Tax). How are the two experiences of Chinese people on Vancouver Island, with the backdrop of the mining industry, different? Are there any similarities?

Blackline Masters

Blackline Master 1

Assessing Causes and Consequences of Chinese Immigration
by Time Period

Assessing Causes and Consequences of Chinese Immigration by Time Period

Name: _____ Chosen Time Period: _____

Part A: Period Summary

What can you tell about the experience of Chinese Canadians who came to BC in this period? What evidence leads you to your conclusions about their experience? You will use this description to teach your classmates about the period.

What are the most important causes of the pattern of immigration from China to BC during this period?	List evidence from your archive package.
What were the most important consequences of the pattern of immigration from China to BC in this period?	List evidence from your archive package.

Part B: Graphic Organizer

Sketch or map out the relationship of causes to consequences for Chinese migration to BC during your chosen time period. After you have made your sketch, highlight, circle, or otherwise mark the most important causes and consequences.

Part C: Before and After

Did anything happen in the time before that led to the pattern of immigration during this time period?	Did anything happen during your time period that led to consequences in the periods that followed?

Assessment Rubrics

Rubric I

Assessing Causes and Consequences of
Chinese Immigration by Time Period

Assessing Causes and Consequences of Chinese Immigration by Time Period

Name: _____

	Well-Developed	Competent	Underdeveloped
Identifies causes of events or issues during the immigration time period	Correctly identifies the important causes of immigration pattern during this time period.	Correctly identifies some of the causes of the immigration pattern during this time period, but one or more important ones are missing.	Few causes are provided that are accurate or important.
Identifies the consequences of immigration that occurred in this time period	Correctly identifies numerous examples of the consequences of immigration during this time period.	Correctly identifies some consequences of Chinese immigration that occurred in BC during this time period, but one or more important consequences are missing.	Few consequences are provided that are accurate or important.
Makes causal connection between the causes and consequences during their time period and others	Clearly represents the causal connection between key events and issues related to Chinese immigration to BC within the chosen time period, and correctly identifies causal connections outside of their time period.	Representation of causal connection is mostly clear, but some connections are missing or not clearly represented.	Students are not yet effectively making causal connections during their time period or outside of it.

Grade 9

Lesson 3

Historical Perspectives



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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: Group in front of Chinese School, Fisgard St., Victoria, ca. 1901
Image F-07784 courtesy of the Royal BC Museum and Archives
- Page 14: W.A. Cumyow casting a ballot
University of British Columbia Libraries Special Collections,
Won Alexander Cumyow fonds/BC 1848/9

Lesson Plan

Theme

- Different groups of Canadians had diverse values, beliefs, and motivations, which shaped their attitudes towards important issues and events.
- Historical perspectives are shaped by the historical conditions present at the time.

Focus Question

What were the perspectives of different Chinese Canadians at different points in BC's history?



Overview

The students investigate the historical perspectives of Chinese Canadians at different points in BC's history to attempt to understand their views, beliefs, and attitudes. The students analyze a variety of evidence about the circumstances, beliefs, worldviews, and values that existed at the time. They also anticipate how different people thought or felt about specific events and issues in Chinese Canadian history.

Learning Outcomes

- Students will attempt to understand the historical context and perspective of a Chinese Canadian, from the time of early immigration to the Head Tax period.
- Students will also examine the perspectives of a variety of people about a specific event in BC's early history.

Historical Thinking Competencies

- Explaining different perspectives on past or present people, places, issues, and events, and distinguishing between worldviews of today and the past (perspective)
- Understanding that social, cultural, intellectual, and emotional contexts shaped people's lives and actions in four distinct historical periods in BC history
- Recognizing presentism in historical accounts

Lesson Preparation

Teacher Backgrounder

Chinese Canadians could and did vote as British subjects. There was a municipal election in the late 1860s, affecting the mayoral race, just before BC entered Confederation, and there were a good number of Chinese voters in this election. The voter roll in the archive shows this. However, voting worked in obscure ways in this time period. How were eligible voters counted? There wasn't a centralized process. Often, a birth certificate was required to prove citizenship, which may have been a barrier to voting. Chinese people may have been voting in Victoria at the time, and they legally could vote in other areas such as New Westminster. However, they may have been excluded from voting in elections elsewhere through regional discriminatory practices. Various levels of government were disenfranchising Chinese people in different ways.

Amor de Cosmos used an anti-Asian platform to rise to political power in BC, and was an early example of politicians doing this. Coal baron Dunsmuir is a parallel for Amor de Cosmos. Dunsmuir approved of Chinese labour, and hired many of them to work in his mines. But once he became premier of BC, his political ambitions made him succumb to the pressures of the day, and change his attitude.

The labour movement at the time turned against the Chinese people, and this may be confusing for students, Weren't all lower class workers suffering the same exploitation? But instead of working together to fight for workers' rights, white labourers took up an anti-Asian policy, and targeted their protests against people who didn't have a say because they didn't have the vote—the Chinese people whom they saw as “taking their jobs.” To help bring this mistake to light, ask the students to look at the numbers. Do you think seven people working against three would get what they want? How effective would that be? What if they organized with the Chinese people to work ten-people strong against the people exploiting them as wage labourers? It wasn't until later that white labourers began to work with Chinese people to fight for workers' rights. It's hard not to demonize the labour movement of the time, so this is a good opportunity to explore perspective taking without presentism, while still maintaining that there is a moral right and wrong within the story.

This organization against Chinese workers saw them as tools of the capitalist, which empowered people like Amor de Cosmos. The sentiments were paralleled or echoed by those being expressed in California. (See the Californian pamphlet in Archive Package: Loss of the Franchise).

The First Nations' perspective will be about drawing comparisons—from their point of view and experience, they know that anything could be done to you if you can't vote. Your children can be removed to reserves, etc. First Nations and Chinese people were treated in parallel ways by governments during this time period.

Someone who had just disembarked from a ship from China would be arriving with so much hope about this new land, and the potential for thriving here. What did the loss of franchise for a newly arrived Chinese Canadian mean? What would they have expected when they arrived? How was their actual experience of *Gum San* affected by Confederation?

Tips

Familiarize yourself with the two major events used in this lesson by reading the Historical Backgrounder: Chinese Disenfranchisement – 1872 and the Story Sheets in the Archive Packages.

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

- Archive Package: School Segregation
- Archive Package: Loss of the Franchise
- Historical Backgrounder: Chinese Disenfranchisement – 1872 (one per student)

Vocabulary

presentism:
making a judgment about the past using present-day perspectives, values, or beliefs

segregation:
setting a group of people apart from other people

worldview:
a philosophy of life or conception of the world

- Blackline Master 1: Reading the Archive Package Documents (one per student)
- Blackline Master 2: Assessing Historical Perspectives on Events (two per student)
- Rubric 1: Assessing Observations and Inferences
- Rubric 2: Assessing Historical Perspectives on Events

Lesson Sequence

Part A: Introduction to Historical Perspective Taking: Class Discussion

(Estimated Time: 20 minutes)

- I. Introduce the students to the concept of perspective taking. You may wish to start by introducing students to the Historical Thinking Project's definition of perspective taking after a couple of discussion-provoking questions.
 - » How do we learn someone else's perspective in the present world?
 - » How might we learn the perspective of someone who lived in the past?

Definition from *The Historical Thinking Project*:

Taking historical perspective means understanding the social, cultural, intellectual, and emotional settings that shaped people's lives and actions in the past. At any one point, different historical actors may have acted on the basis of conflicting beliefs and ideologies, so understanding diverse perspectives is also a key to historical perspective-taking. Though it is sometimes called 'historical empathy,' historical perspective is very different from the common-sense notion of identification with another person. Indeed, taking historical perspective demands comprehension of the vast differences between us in the present and those in the past.¹

¹ From "Historical Perspectives" (The Centre for the Study of Historical Consciousness)
<http://historicalthinking.ca/historical-perspectives>

2. Introduce the concept of presentism with a hypothetical situation, such as the following:
 - » Ask the students who were born outside of BC (or outside of the city, or neighbourhood, if necessary) to stand up. Tell the class these students are no longer allowed to go to this school, but have to go to a school up the road in a smaller building with no heat, and not enough resources to go around. And the parents and other adult relatives of the students who must go to the smaller school don't have a say in this plan.
 - » Ask: Is this acceptable today? Why or why not? (The students who had been standing can sit down now. The class will respond from their present-day thoughts and judgments.)
3. Tell students you're going to shift time now, and consider a school segregation that happened in the early years of the 20th century. In 1922, Chinese students protested the segregation of their schools in Victoria, BC.
4. In Step 2, you made a split based on whether the students were born in the province (or city, or neighbourhood). Most of the students who were segregated in Victoria in 1922, however, were born in BC—and unless you were First Nations, almost everyone's parents in BC in the early 20th century were born outside of BC.
5. How could we find out how those students and their community were feeling, and what they were thinking? How about the school staff? Do you think it would have been hard? Think of the Meares Expedition, and the Chinese carpenters and shipwrights who came across the Pacific to help build a schooner and fort at Nootka Sound. Do we have a way to understand the perspectives of Meares? What about the Chinese labour crew? What about the First Nations people who lived there? Why is it difficult to get a clear picture of their perspectives? If we looked at the beliefs, values, conditions, and circumstances of the people at the time, would we know everything about their perspective? Why or why not?

6. Discuss: When we use our current lens to look at the decisions people made in the past, we don't get a clear picture. We have to set aside our values and judgments for a moment to avoid what's called *presentism*. So how can we do this, and do our best to represent the perspectives of people in historical periods? Can we look at archival materials and get a sense of how people felt and thought at the time? What do you think would be some of the best sources when doing historical perspective taking?

Part B: Assignment

(Estimated Time: 60 minutes)

Stage I: Archive Package Introduction

1. Tell the students they will be taking different perspectives on their choice of one of two events. You may choose to introduce each event with the story that introduces the topic: Jon Joe's story introduces the story of the Victoria School Segregation and 1922–1923 protest, and Won Alexander Cumyow's story introduces the loss of the franchise.
2. Distribute the Historical Backgrounders on both events to each student. Tell the students they will be looking at worldviews within and outside of the Chinese Canadian community, and at those who are for and against discriminatory regulations and laws. The students read about the two events, and decide which event they wish to take perspectives on.
3. The students use the Archive Package for their chosen event (School Segregation or Loss of the Franchise). Each package contains the fact sheet on the option's event, as well as documents and photos related to the event. The students can access the Archive Packages through the Grade 9 Gallery on the website. If your students will not have access, you could print and distribute copies of the Archive Package documents for them to work with in small groups.

4. The students use Blackline Master I: Reading the Archive Package Documents to guide their examination of the text items. If they're working in groups, ask each group to complete Blackline Master I for each assigned document. If they're working on their own, ask them to complete Blackline Master I for at least two of the Archive Package documents that they read.
5. Before the students go away to read on their own, use Blackline Master I: Reading the Archive Package Documents – Sample to demonstrate how students might use the guiding questions to examine one of the articles.
6. Explain the need to identify details from the text (find evidence) to support a response that may involve drawing inferences.

Note: Many of the artifacts are newspaper articles without an author attribution. What can they find out about the newspapers? What conclusions can they draw about the people who wrote for the newspapers?

7. Refer to Rubric I: Assessing Observations and Inferences to introduce students to the criteria they'll need as they answer questions about the Archive Package items using Blackline Master I: Reading the Archive Package Documents.

Stage 2: Research Different Perspectives

Option A: School Segregation

Take the perspectives of three of the following people. Describe how each person likely saw the issue of segregation, and the protest that led to its demise. Cite the evidence you use to make your inferences about the person's likely perspective.

1. A Chinese Canadian student in a class that was segregated in 1922
2. A Victoria school board official or Municipal School Inspector
3. A Chinese Consolidated Benevolent Association (CCBA) member who is also a parent organizing the school strike
4. A member of the Victoria Trades and Labour Council
5. The lawyer who helped the school protesters
6. A teacher in an affected school

The students should use Blackline Master 2: Assessing Historical Perspectives on Events to organize their notes about each of the three chosen perspectives.

Remind the students not to resort to stereotypes, or assume that certain groups or individuals in the past acted or thought in a certain way. All inferences being made must be based on evidence from their sources. Remind the students that, to get a perspective on the cultural setting of the time period for these events, they can also return to the Lesson 2: Archive Packages and look through the items for 1885–1922 and 1923–1946.

If You Have More Time

With more time, the students can write perspectives paragraphs for all six points of view given for their chosen option.

Option B: Loss of the Franchise (1872)

Take the perspective of three of the following people. Describe how each person likely saw the Chinese Canadians' loss of the franchise. Cite the evidence you use to make your inferences about the person's likely perspective.

1. A Chinese Canadian with voting rights who then was unable to vote after BC entered Confederation
2. Amor de Cosmos, who rises to political power by being anti-Asian
3. A labour union member
4. A First Nations person
5. A recent arrival from China—someone who comes to BC just as the change is happening

If You Have More Time

With more time, the students can write perspectives paragraphs for all five points of view given for their chosen option.

Students should use Blackline Master 2: Assessing Historical Perspectives on Events to organize their notes about each of the three chosen perspectives. Introduce the students to the criteria with the Rubric 2: Assessing Historical Perspectives on Events.

For students using the *Bamboo Shoots* unit in a cross-disciplinary setting, consider blending Social Studies and English criteria, and have the students write paragraphs in the voices of the three points of view.

Remind the students not to resort to stereotypes or make assumptions about certain groups or individuals in the past as acting or thinking a certain way. All inferences being made must be based on evidence from their sources. Remind the students that to get a perspective on the cultural setting of the time period for these events, they can also return to the Lesson 2: Archive Packages and look through the items for 1857–1884.

Stage 3: Pair and Class Discussions

Knowing what you know about the worldview of the three people you chose, what plausible predictions can you make about what these people might think about another issue during the same time period, or a future time period?

Note: The students could look through the Time Shuffle game cards to consider other events, or select one from a list that you provide. Some other events or issues might include:

- *Chinese Immigration Act*
- The rising cost of the Head Tax
- Chinese are barred from joining professions
- Anti-Asian riots of Vancouver
- Chinese Canadians forming labour unions during World War I
- World War II begins and Chinese Canadians are not allowed to volunteer
- Charter of the United Nations is signed
- Voting franchise in BC is extended to Chinese people
- Chinese Adjustment Statement Program
- Universal Immigration Policy
- Apologies for historical anti-Chinese legislation

Perspective Taking

is an opportunity to consider Chinese-First Nations relations, and the perspectives of both groups. A great way to introduce their relationships is through one of two videos listed in the Additional Resources:

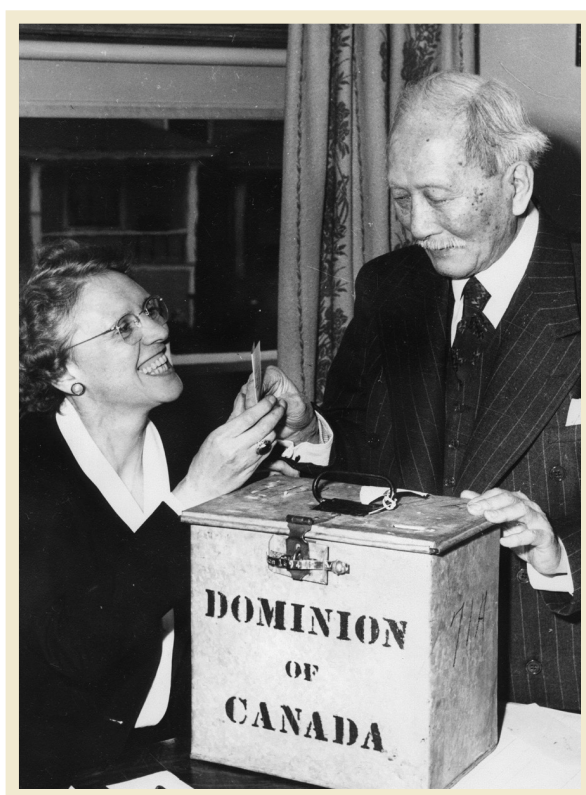
- Interview with Larry Grant
- *Cedar and Bamboo*

Students can look back through the relevant time period's Archive Package from Lesson 2 for evidence. They can use the same Blackline Master 2: Assessing Historical Perspectives on Events for this Step, or write their predictions in paragraph form.

Part C: Opposing Perspectives Pairing and Class Discussion

(Estimated Time: 20 minutes)

1. Have the students pair up with someone else studying the same option (School Segregation or Loss of the Franchise). The first student shares his or her strongest perspective, and the second student shares an opposing perspective that she or he studied.
2. Then have a class discussion, inviting the students to share what they learned about the different perspectives on either the school segregation or the loss of the franchise, and the second events they chose to consider in Stage 3 of Part B. Encourage the students to discuss the evidence they found, or the lack of evidence. Were they tempted to project beliefs and values onto any of these people in light of a lack of evidence about an issue or event? How did they work to avoid that?



Summary of Assessment

Assessment will focus on the student's ability to plausibly take the historical perspective of a selection of viewpoints in one time period in BC's Chinese Canadian history. This will be done by anticipating the historical perspective on two specific issues.

The students will be assessed in their ability to:

- Understand the historical context that existed at the time (worldviews, beliefs, and values).
- Make plausible evidence-based inferences about their character's worldviews, beliefs, and values perspective on either the Victoria school segregation or the Chinese Canadians' loss of the franchise.
- Make plausible predictions about what each person might think about another issue in the same or future time period.
- Consider multiple perspectives in a specific time period or on a given issue.
- Use evidence and understanding of the historical context to answer questions about why people acted as they did (or thought as they did) even when their actions seem at first irrational, inexplicable, or different from what we would have done or thought.

Use Rubric 1: Assessing Observations and Inferences and Rubric 2: Assessing Historical Perspectives on Events.

Extension Ideas: Historical Perspectives

The students can be asked to find examples from their own schooling experience (history or social studies education) in which particular historical perspectives and aspects were overlooked.

From the library or storage in the school, old textbooks can be collected and brought to class. Students can examine the topics and historical perspectives conveyed within the texts, and compare them with more recent books.

Anticipate any topics or perspectives not covered in previous or recent texts. Provide leading questions to guide the students towards ways of understanding and explaining reasons for which particular views are present at the expense of others.

Blackline Masters

Blackline Master 1

Reading the Archive Package Documents

Reading the Archive Package Documents – Sample

Blackline Master 2

Assessing Historical Perspectives on Events

Reading the Archive Package Documents

Title:	
What do you know about the author and the intended audience?	
What do you think is the likely reason for this document's creation? Highlight evidence that supports your conclusion.	
Do you think the information in the document is reliable or not? Highlight evidence that supports your conclusion.	

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Reading the Archive Package Documents – Sample

Title:	Chinese in the Schools: Denied that their Presence in Classes Results in Disorder
What do you know about the author and the intended audience?	<p>The author is a reporter working for The British Colonist who was at a school meeting.</p> <p>No other author is given a byline, and the report in the article includes quotes from a meeting. The audience would be the readers of this newspaper—so people fluent in reading the English language.</p>
What do you think is the likely reason for this document's creation? Highlight evidence that supports your conclusion.	<p>The headline seems to be in response to an opinion. "Denied that their presence in class results in disorder" means that someone had to have thought that Chinese students in the school were causing disorder to begin with. Otherwise, it would not make sense for this article to "deny" it.</p> <p>The article also refers to this as a second call for a report from teachers, saying their report of the classroom peace has not changed.</p> <p>"...as far as the teachers were concerned, the presence of the Chinese boys was not to the slightest degree a discordant note."</p> <p>So the author of the document probably wanted to report the truth to a public concerned with Chinese children in the schools in light of pressures to keep students segregated:</p> <p>"Mr. Eaton stated afterwards, with respect to the reported subversion of order in classes caused by the inability of the Chinese to understand what they are told, that there was absolutely nothing to warrant such rumors and, in fact, that they were pure fabrications."</p>
Do you think the information in the document is reliable or not? Highlight evidence that supports your conclusion.	<p>I think so—it's in a reputable newspaper and appears to be free of editorial opinions. It reports on what happened, what Mr. Eaton stated, and factual events. No personalizing or opinions are given.</p>

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Assessing Historical Perspectives on Events

Check one:

- ☐ School Segregation
- ☐ Loss of the Franchise
- ☐ Other: _____

Profile	What can you find out about this person's worldview? What plausible, evidence-based inferences can you make about the perspectives of this person regarding your chosen event? Consider the following questions: What were this person's opinions? Why did this person think that way? Can we tell? Point to evidence.	Evidence (Clues from Documents)
I.		

Profile	<p>What can you find out about this person's worldview? What plausible, evidence-based inferences can you make about the perspectives of this person regarding your chosen event?</p> <p>Consider the following questions: What were this person's opinions? Why did this person think that way? Can we tell? Point to evidence.</p>	Evidence (Clues from Documents)
2.		
3		

Assessment Rubrics

Rubric 1

Assessing Observations and Inferences

Rubric 2

Assessing Historical Perspectives on Events

Assessing Observations and Inferences

Criteria:	Emerging	On-Track	Extending
Identifies accurate and relevant details from the document(s)	Core details still need to be identified.	Identifies core relevant and accurate details.	Identifies core relevant and accurate details and additional details.
Provides plausible and imaginative inferences	Still needing to provide plausible inferences that build on the observations made.	Provides plausible inferences from the observations made.	Provides many varied and imaginative inferences that are highly plausible.

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Assessing Historical Perspectives on Events

Name: _____

	Emerging	On-Track	Extending
Offers plausible perspectives	The perspective needs further development, or the opinions and predictions could use further examination for plausibility.	The perspective is stated clearly and most opinions or predictions are plausible.	A complete perspective is given, and the opinions or predictions of opinions are highly plausible.
Supports with evidence	Some perspectives given still need to be supported with relevant and accurate evidence.	Supports perspectives with accurate evidence.	Uses evidence and a deep understanding of the historical context to give thorough reasoning for perspectives on the event.

Adapted from The Critical Thinking Consortium

Grade 9

Lesson 4

Judging Government Responsibility



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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: The Formal Apology from the BC Government to BC's Chinese Canadians, 2014 Province of British Columbia, Formal Apology to Chinese Canadians, Image 14194520435_4609bdc3d_o
- Page 6: Premier Christy Clark delivering the apology to BC's Chinese Canadians Province of British Columbia, Formal Apology to Chinese Canadians, Image 14007857328_31d70b63c2_o

Lesson Plan

Focus Question

Should current governments take responsibility for historical wrongs?

Theme

- Chinese Canadians, along with other East and South Asian Canadians, faced a variety of different forms of discrimination and racism throughout BC's history.
- The treatment of Chinese Canadians mirrored the treatment of First Nations in BC, in terms of the segregation of their populations, and the removal of their rights as citizens.
- Governments can take responsibility for historical wrongs and offer redress in a variety of ways.
- There are a variety of opinions and perspectives on whether current governments should be required to apologize for historical wrongs committed by past governments.



Overview

In this lesson students will decide if the government should take responsibility for historical wrongs against Chinese Canadians. In making this ethical judgment, students will consider the historical context, contemporary standards, the responsibility to remember and respond, and the lasting legacy of historical wrongs. Students will also consider the various ways in which governments can take responsibility for historical wrongs. This activity will culminate in a U-shaped debate.

Learning Outcomes

Students will be able to:

- Make ethical judgments about the historical wrongs investigated in the first three lessons.
- Support their statements in debate with specific evidence.

Historical Thinking Competencies

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

Lesson Preparation

Teacher Backgrounder

Read the Historical Backgrounders on the formal government apologies ahead of the lesson.

Tips

The debate activity in this lesson requires that students think about and prepare their arguments ahead of time. While there are some instructions for building arguments within this lesson, you may opt to devote a class ahead of this lesson to building strong arguments, using resources for teaching reasoned arguments.

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

- Historical Backgrounder: BC Apology to Chinese Canadians for Historical Wrongs – 2014
- Historical Backgrounder: Federal Government Apology for the Chinese Head Tax – 2006
- Blackline Master 1: Building Arguments (one per student)
- Blackline Master 2: Changing Arguments (one per student)
- Rubric 1: Assessing Arguments

Lesson Sequence

Part A: How to Respond?

(Suggested Time: 10-15 minutes)

1. Ask the students to pair up and take turns telling their partner about an event in their life that they consider to be unjust. It doesn't matter if the student was the perpetrator or the victim of the injustice. Did they give or receive an apology? If they didn't, what apology do they think should have been given? If they did, was the apology enough? Why or why not?
2. Together, the pairs brainstorm two to three ways to make amends other than an apology. As a class, share some of these ideas, and make a list of the possible ways to make amends.
3. So far, the students have been looking at major historical events in Chinese Canadian history, and examining the overt, systemic racism and discrimination. They'll have already expressed ethical judgments on the events of the past, whether on the Head Tax, Race Riots, the Exclusion Act, or any other event. Now they're invited to consider what an appropriate response is to a past injustice. To start, take a look at the Historical Backgrounders for two different formal apologies made by the Canadian and BC governments:
 - Federal Government Apology for the Chinese Head Tax – 2006
 - BC Government Apology to Chinese Canadians for Historical Wrongs – 2014



4. Have the students do a think-pair-share, answering the following questions:
“What is this apology for, specifically? Is this apology enough? Why, or why not?”

Part B: What Are Historical Wrongs?

(Suggested Time: 10 minutes)

1. Ask the students for which events from 1857–2014 in Chinese Canadian History they think the government of BC owes an apology. Invite them to play Time Shuffle again. Once they have constructed the timeline, they can identify the events that they think are worthy of a government apology.
2. In groups, and then as a class, the students brainstorm ways in which governments can respond to these historical wrongs. Help the students identify ideas such as:
 - official government apologies
 - financial compensation to victims and families
 - educational projects
 - memorials and commemorations
 - others?

Discuss the benefits and disadvantages of each method.

If You Have More Time

The consideration of historical wrongs could be broadened to events outside of Chinese Canadian history, to include other groups who immigrated to BC, as well as First Nations. It may be an opportunity to draw connections with other events the students have studied during Social Studies 9.

Part C: Prepare for the Debate

(Suggested Time: 20 minutes)

1. The students take one of three positions on the issue of government responsibility for the identified historical wrongs committed against Chinese Canadians.
 - The government has full responsibility and should pay financial compensation to victims and their families.
 - The government has some responsibility, and can make amends through education programs, or memorials and commemorations.
 - The government has no responsibility.
2. Let the students know that, to begin, they will be permitted to take any position that they agree with. In their U-debate, they will be encouraged to bring their views and arguments to the table, and then be open-minded to consider other viewpoints and move along the U if their viewpoints change.
3. Give a brief lesson on building reasoned arguments:
 - a. A reasoned argument considers facts and evidence, and makes connections that draw a conclusion.

For example:

Claim: My parents should buy me a car.

Facts and Evidence: My parents spend 10–12 hours per week driving me to and from school and practices. And, my parents say they are less stressed in the summer when they don't have to drive as much.

Conclusion: Buying me a car would save my parents stress, as they would cut down on their driving.

This argument checks off the boxes: facts and evidence, and a connection drawn to support the conclusion.

- b. A good counter-argument will not only find factual errors, it will consider other people's interests, look for questionable assumptions, and suggest more important or reasonable options.

For example:

Claim: You should get a bus pass.

Facts and Evidence: A reliable car costs thousands of dollars. A bus pass is just \$85 a month. Your parents just said they are having a hard time paying the bills they already have.

Conclusion: Buying you a car would add financial stress, which would not remove your parents' overall stress load—you should get a bus pass instead.

This counter-argument considers the parents' other interests, and suggests a more reasonable option.

- c. Invite the students to come up with one or two more examples of claims they support with facts and evidence, and connections that draw a conclusion. Then invite the students to make a counter-argument for each.
4. Using Blackline Master I: Building Arguments, students plan their reasoned arguments in support of their initial position on the U continuum. They may also anticipate counter-arguments, and what they might say in response.
5. Introduce the students to the criteria for a reasoned argument in Rubric I: Assessing Arguments. Remind the students (you may wish to write the reminder on a whiteboard or flipchart) that each argument and response to a previous argument should:
- Be respectful (not insulting) to the person who made the previous reasoned argument (no *ad hominem* attacks)
 - Be relevant (directly respond to the question of judging government's responsibility).

- Appeal to evidence (should relay facts, testimony, interview, or observation in support of the argument).
- Draw a logical conclusion from the facts and evidence.

Part D: The Debate

(Suggested Time: 30-45 minutes)

1. Have students arrange themselves in a U shape, with opposite views on the ends of the “U.” If they strongly agree or disagree, they sit at the tips of the U, and students who have more mixed opinions will sit between. If your students’ “U” is unbalanced, sit at the unrepresented end for the purposes of the discussion.

Each student offers their opinion in turn, explaining why their position is defensible. Alternate between the sides so the students’ arguments can build on each others’.

The students can (and should) shift seats if their opinion changes along the way, as they listen to others’ reasoned arguments. The aim of the debate is not for one side to “win,” but for each student to defend an initial position, then listen to others, while remaining open to changing their personal opinion.

2. Each student takes a turn arguing for their position and suggesting government action or inaction on the issue of historical wrongs. Ensure that the students are making a reasoned argument, and are not resorting to personal attacks or insensitive comments. This can be done through careful moderation and intervention to guide the debate.
3. While the students are listening to each other’s statements, they use the Blackline Master 2: Changing Arguments – Debate Conclusion to record arguments that are different than their own. This keeps them focused on listening, and helps them formulate new opinions if their views change along the way.

4. After hearing the various positions and arguments, invite further discussion, encouraging the students to change their minds when they hear reasons that cause them to question their current position. The students may wish to physically move to a new position that they now find more defensible for them personally.

When you feel the students have sufficiently explored their positions, and have had an opportunity to re-evaluate if they wished to do so, you can conclude the discussion. There is no need to reach consensus on the issue.

5. You may collect the students' Blackline Masters 1: Building Arguments and Blackline Master 2: Changing Arguments – Debate Conclusion. Assess the Blackline Masters using Rubric 1: Assessing Arguments.

Summary of Assessment

Students will be assessed on their ability to make a reasonable ethical judgment about historical wrongs against Chinese Canadians that:

- Are informed and evidence-based.
- Draw logical conclusions from the support.

The students submit their Building Arguments and Changing Arguments – Debate Conclusion work.

Assess their debate work using Rubric 1: Assessing Arguments.

Extension Activities

Responding to the Commentary

Share some of the support and criticism that the formal apology for historical wrongs against Chinese Canadians received through the media. (You can find some of this information by searching for editorials from the time the apology was formally announced.) Using the reasoned arguments they used in their discussions, the students write a short, persuasive response of two to three paragraphs. In these responses, they compare and contrast published viewpoints with their own conclusions about whether formal apologies are sincere and well-motivated, or whether another action is required to respond to injustices in our history.

Persuasive Essay:

The Adjustment Program was a response to a historical wrong.

Agree or disagree?

The students examine why the Diefenbaker government introduced the Chinese Adjustment Statement Program, which allowed Chinese people who had come to Canada under other names, in order to navigate restrictive immigration policy to return to their original names and identities. In a persuasive essay, the students attempt to convince their audience that the Adjustment Statement Program was, or was not, a sort of first formal apology, and a sufficient way to right a historical wrong.

You may refer to the Historical Backgrounder: Chinese Adjustment Statement Program – 1960.

Blackline Masters

Blackline Master 1

Building Arguments

Blackline Master 2

Changing Arguments – Debate Conclusion

Name: _____

The government has:



Anticipated arguments against your position: <i>Example: Some people might say my parents can't afford to buy me a car.</i>	Your counter-argument with supporting reasons: <i>Example: But with my own wheels, I can get to a part-time job, and help out!</i>

Changing Arguments – Debate Conclusion

Name: _____

Use the space below to record other arguments you hear that are different from your own:

Other Arguments: <i>Listen carefully to the arguments and identify the reasons offered in support of the argument.</i>	Supporting reasons: <i>What evidence are they giving, and what conclusions do they draw from that evidence?</i>

At the end of the debate, did your position change? Why or why not?

Assessment Rubrics

Rubric I

Assessing Arguments

Assessing Arguments

Criteria:	Emerging	On-Track	Extending
Justification for initial position	With some assistance, student may give a reason for selecting their initial place in the U-shaped discussion.	Student independently provides plausible, clear reasons for selecting their initial place in the U-shaped discussion.	Student provides several plausible, insightful, and fully-formed reasons for selecting their initial place in the U-shaped discussion.
Articulation of additional points of view	Student is working towards giving justification for an alternative point of view represented in the discussion.	Student articulates, and provides justification for, an alternative point of view represented in the discussion.	Student effectively and concisely articulates, and provides clear justification for multiple alternative points of view represented in the discussion.
Rationale for changing/staying in position	Student is working towards giving plausible reasons for maintaining or changing their position, or may be able to give a reason with support from the teacher.	Student provides one or two mostly plausible reasons for maintaining or changing their position.	Student provides several plausible reasons for maintaining or changing their position, or explains their reasoning for one or two in great depth.
Offers persuasive justification for final position	Student is working towards articulating a persuasive justification for their final position	Student offers clear, persuasive justification for their final position	All of the justifications for the final position are highly persuasive and explained in depth.

Adapted from The Critical Thinking Consortium

Grade 9

Lesson 5

Places of Historic Significance for
Chinese Canadians in 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: Harling Point Cemetery, Victoria, BC
Gordon Pritchard

Lesson Plan

Theme

Memorializing a place is an important way people can remember the past—including the contributions and sacrifices those people made, and the injustices they suffered.

Focus Question

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



Overview

In this final lesson, students bring their historical significance thinking skills to their own community or broader region in BC to identify a place that they would propose for a memorial.

Students will assess their site selections using criteria for geographic and historical significance and considering local context and community. They will then draft a proposal for their choice of place to memorialize on an interactive map.

Learning Outcomes

Students will be able to:

- Make a supported argument for memorializing a site with significance for Chinese Canadian history that is specific to their region or community.
- Weigh criteria for geographical and historical significance in selecting a site for a memorial.

Historical Thinking Competencies

- Assessing and comparing the significance of people, places, events, and developments over time and place, and determining what they reveal about issues in the past and present (significance).
- Comparing and contrasting continuities and changes for different groups across different periods of time and space (continuity and change).

Lesson Preparation

Teacher Backgrounder

This is the final lesson in the *Bamboo Shoots* unit. When you have finished Lesson 5, see the Overview section of the Grade 9 Teaching Materials for the Concluding Assessment.

You may wish to conclude the unit with a story or video from the Additional Resources list.

Tips

Part A in this lesson includes sharing images of memorials with students. We recommend an image search ahead of class, so you have some images that you can share using a projector or by describing them for the students.

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.

Check the Heritage BC site to see what programs and resources they have available.

<http://www.heritagebc.ca/education/>

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

Vocabulary

heritage value:

a place that has significance in the past, or that we value today to mark in some way to remember for future generations – whether that is with memorials or preservation

geographic significance:

a natural area modified by human activities

new heritage approach:

heritage value that is not limited to what historians attach to a place, but the value a place has to the public, and what the public holds as valuable to commemorate

- *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>
- Blackline Master 1: Creating a Historic Site Proposal (one per student)
- Rubric 1: Assessing the Historic Site Proposal

Lesson Sequence

Part A: Commemoration for Historic Places

(Suggested Time: 20-30 minutes)

1. Ask the students to brainstorm the various ways in which we commemorate historic places. This can be done with local, provincial, and national examples. Show the students examples of different types of memorials around the world (e.g., Berlin Holocaust memorial and Vietnam War memorial in Washington), local memorials, and other memorials in Canada. Ask the students to develop criteria for what makes an appropriate and effective memorial.
2. Introduce the students to the Chinese Historic Recognition Project. This project is part of the legacy efforts for a formal apology to the Chinese Canadian Community in BC. The project is one of several Legacy Initiatives, and grew out of the recommendations in the *Chinese Historical Wrongs Consultation Report* to "identify historical sites and culturally important locations and artifacts," and to "commemorate the positive contribution of Chinese Canadians to B.C.'s history, culture and prosperity." When the nominations for this project closed, the project counted 138 nominations from the public, representing 77 distinct historic places in BC.
3. Now you can see those places on the Chinese Historic Places Interactive Map. Does an interactive map like this fulfill the criteria the class came up with?

(Their criteria may include the following: a memorial is public, reaches a lot of people, and helps people remember something that happened in that place or communicates why the place is significant.) If the interactive map doesn't live up to all of their established criteria, ask the students if it is possible that the interactive map could teach people about the significance of a place? Could it help people remember something connected to that place?

4. 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 it reflects a particular period in history.
- **Historic Value:**
Significance the place has in relation to past events, the age of a place, the activities, people or traditions associated with a place—how it evokes a memory of the past.
- **Scientific Value:**
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:**
Has religious or spiritual meaning for a community, or a group of people such as burial sites or cemeteries.

5. If possible, use a projector to show students the Heritage BC interactive map. This map shows the 77 historic sites (with descriptions) that were nominated by people across the province. If you are not able to display the map using a projector, read out some of the historical sites and descriptions, or print copies for the students.
6. Ask the students if they see any nominated places where they live, or where they've visited. Tell the students that historic places aren't just buildings and cemeteries, but community hubs, all kinds of landscape features from quarries and tunnels to gardens and waterways, and locations that were once places of industry or gathering. For example, during World War II, many Chinese men voluntarily joined forces with Canadian soldiers on top of Okanagan Mountain, but there is no official recognition of this sacrifice at that historical site.¹
7. Ask the students if they can think of sites that may have some significance to Chinese Canadians in BC that aren't on the map. Explain that in their upcoming assignment, they will be proposing a site, or proposing that additional information be added to a site already included on the interactive map.

Part B: Assignment: Proposing a Site using the New Heritage Approach

(Suggested Time: 10 minutes)

I. Share the new heritage approach.

For a place to have historic value, it doesn't need to have been of significance in the distant past. What if you are a recent immigrant from China, and you worked in a restaurant and have stories about the family who ran the restaurant and all the customers who have been coming there for years? That restaurant is just as valid for marking a significant place. Your challenge would be to craft a statement of significance for that place, based on the value it has to the public now and had in the past, and what the public holds to be valuable.

1 From the *Forum Summary: Apology for Historical Wrongs Against Chinese British Columbians Consultation Forum*: Kelowna, BC (http://www.embracebc.ca/local/embracebc/pdf/kelowna_summary.pdf) p. 6

2. Distribute Blackline Master 1: Creating a Historic Site Proposal.

Ask the students to use the next week, or other time period determined by you, to decide on a place to propose for inclusion on an interactive map.

- a. They should consider which places have importance to their local Chinese Canadian community, or that had importance in the past. What places have stories, but have not been formally recognized? If the students cannot select one place in their own community, they can look at another area in BC.
- b. Let them know historic places that have already been recognized or designated by local or federal governments can also be nominated, even places that have already been identified by Heritage BC for inclusion on their map. Additional layers of information about a place that was elected for inclusion on the map are welcome.
- c. Any type of site can be considered; it doesn't have to be a building. It could be another type of structure, a landscape, or a district or group of buildings. The Historic Places Recognition Project accepted nominations of places that included "public buildings, places of worship, community buildings, commercial buildings, industrial buildings, residences, monuments, cemeteries, parks, industrial sites, agricultural sites and buildings, and transportation routes. Historic places can also include cultural landscapes, which are distinct geographical areas that represent the combined work of humans and nature."

3. The students consider which places have importance to their local Chinese Canadian community, or had importance in the past.

The students document the site they suggest for a memorial in a proposal using Blackline Master 1: Creating a Historic Site Proposal. Each proposal must include:

- a description of the place
- photographs of the site
- a map to indicate the location
- why they chose the site for inclusion in the Heritage Registry
- a description of its heritage value and a statement of significance

Refer the students to the assessment criteria in Rubric 1: Assessing the Historic Site Proposal.

4. **Tell the students their statement of significance should address the criteria for a historically or geographically significant location.**

But this doesn't mean they're deferring to what heritage experts say traditionally denotes a significant place. Instead of looking for buildings with particular aesthetic value, or a place where a widely-known historic event occurred, they can look for broader narratives in their community. The connection to a place doesn't have to be firmly locked in the past. Tell them they can look for a dynamic, ongoing relationship to a place for the Chinese Canadian community.

For example, a student may say one landscape site has special meaning for him or her because his or her grandparents took the family camping there every year, and the place reminded them of a location in their home village in China. Such a place has heritage value because it evokes memories of the past for that family. The student can make a statement about the social and historic value of that place for the present generation, referring to the criteria established by Heritage BC.

Encourage the students to do research in the community, talking to regional museum staff or long-time residents to see if they have stories about locations that could be candidates.

5. **Students complete assignments outside of class. When you collect the students' completed assignments, record each unique site they propose on a list.**

You will use this list for Part C of this lesson, which is scheduled for after you have marked and returned the students' completed Blackline Master 1: Creating a Historic Site Proposal.

If You Have More Time

Enact a Panel Presentation for the Leading Site Proposals

Divide the class into groups. One group makes their case, bringing their proposal to a panel that evaluates and selects the best site. The other group considers the set of criteria, and evaluates the proposal.

Part C: Selecting the Submission

(Suggested Time: 20-30 minutes)

1. When students meet again for Part C of this lesson, they'll apply the criteria that you provided from Heritage BC to determine the most significant historic sites from the class that should be submitted to the interactive map.
2. List the unique sites in a column on a whiteboard or flip-chart, with all of the criteria listed on the top row.
3. Site Proposers share their statements of significance in support of their elected site.
4. As the class discusses the significance of each site, place check marks under the criteria:
 - two checks for a place with that value for a great number of the community
 - one check for a place with that value for just a few

Example:

Site:	Historic	Scientific	Cultural	Spiritual
Grandparents' camping site at creek	✓		✓	
Commando Bay	✓ ✓		✓ ✓	

5. Ask the students to come to a consensus on the regional places the class would put forward for inclusion on an interactive map memorial.

Summary of Assessment

Assessment will focus on the student's ability to:

- Assess the significance of historical places using a new heritage approach and criteria for historical and geographic significance.
- Make a supported case for proposing a historically significant place for Chinese Canadians in BC.

Use Rubric 1: Assessing the Historic Site Proposal.

Extension Activities

Build an Interactive Regional Map

If your school has IT or computer teaching staff who would like to work together on a cross-disciplinary project, each student could create a webpage for the site they proposed for commemoration, and the students could work together to design an interactive map of the region that links to their individual site pages. The site can then be added each time a class does the Proposing a Site assignment.

Each time a class's submissions have been processed and new locations or location information has been added to the interactive map, be sure to share the results with the class, so they can see the published results of their efforts.

Note: If your students will be including photos in a proposal that will be submitted for the interactive map, please provide them with a photo release form, if one is not already completed for school purposes, and ensure they have signed it before submitting their proposal.

Design a Memorial

Visit Lesson 5 in the Grade 5 unit of *Bamboo Shoots* for a lesson on designing a memorial. This art project is an opportunity for some cross-disciplinary work that considers audience, and how a design will complement the landscape, theme, and place.

Comparison Study

Students can examine or compare the memorialization of other groups' contributions and/or hardships or struggle to Chinese Canadians, such as Canadian First Nations, Indo-Canadians, and Japanese Canadians.

Blackline Masters

Blackline Master 1

Creating a Historic Site Proposal

Blackline Master 2

Changing Arguments – Debate Conclusion

Creating a Historic Site Proposal

Name: _____

Site Chosen: _____

Describe the site:

(Include photographs of the site. If you are able to visit and take pictures, consider including yourself and others in the photo.)

What prompted you to choose this site? What new heritage value does it have for you?

For each of the criteria below, rank your chosen site. Use this scale for your evaluation:

3 = Strong
2 = Moderate
1 = Minimal
0 = No value in this area

Criteria	Ranking	Explain the ranking in this area. What about the site holds this type of value for the community?
Aesthetic value		
Historic value		
Scientific value		
Cultural/Social value		
Spiritual value		

Summarize what and where the historic place is, and why it is important. Identify any key aspects of the place that are historically significant to the Chinese Canadian community.

[illegible]

Assessment Rubrics

Rubric I

Assessing the Historic Site Proposal

Assessing the Historic Site Proposal

All the rankings for different heritage values are accurate and supported with reasoning. Most of the rankings for different heritage values are accurate and supported. Very few of the rankings are accurate or supported with reasoning.

Criteria:	Emerging	On-Track	Extending
Offers strong reasons why the site should be recognized	Student is working towards expressing reasons for selecting the site.	Student presents adequate reasons for selecting the site.	Student presents multiple fully-formed, insightful reasons for selecting the site.
Accurately weighs the site's different heritage values	Student is working towards applying historical significance competencies to support the site's accurate ranking of heritage values with reasoning.	Student is applying historical significance competencies to support an accurate heritage value ranking with reasoning.	The student has given accurate heritage rankings and supported them with thorough reasoning, using their historical significance competencies and considering many different factors.

Adapted from The Critical Thinking Consortium

Grade 9

Concluding Assessment



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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.

Return to the Time Shuffle Game

To conclude the unit, you may have students play the Time Shuffle game once again. They can play for practise, while you use the time for individual assessment if required. While the groups are playing the game, pull out students one at a time, and have them lay out the cards for you in the correct order. Have the students respond to questions orally.

1. **Sequencing the Cards**

Can the student sequence the events in the timeline in the correct order? (If you had students complete the self-assessment in Lesson 1, have them compare how they did today to how they did when they first played Time Shuffle in Lesson 1.)

2. **Reflecting on the Lesson 1 Self-assessment**

If the student identified an event they wished to find out more about on this self-assessment, ask them if they succeeded in learning more about the event over the course of the unit. Ask students:

- » On a scale of 1–5, how significant was that event in Chinese Canadian history?
- » What supports your evaluation?

3. **Identifying Significant Events**

Can the student identify the most significant events in Chinese Canadian history, including the events that signal a decline from equity, and events that significantly changed the pattern of migration of Chinese Canadians? Can they defend their choices using the criteria for historical significance?

4. **Constructing a Narrative**

Can the student construct a defensible narrative of Chinese Canadian history, or of the process by which Chinese Canadians achieved inclusion and equity in Canadian society? Ask the student:

- » If someone were coming to BC for the first time and didn't know any of its history during these years, what would you tell them so they would get the main idea, or big picture about the Chinese Canadian experience in BC?

Alternatively, you may wish to offer the final assessment as a written quiz, with students ordering a list of events and giving reasons instead of using the playing cards.

The four rubrics that follow can be used to assess the four parts of this Concluding Assessment.

Assessment Rubrics

Rubric 1: Sequencing the Cards

Can the student sequence the events in the timeline in the correct order? (If you had students complete the self-assessment in Lesson 1, have them compare how they did today to how they did when they first played Time Shuffle in Lesson 1.)

3	2	1
Easily and correctly places events in order with few errors.	Task presents some difficulty.	Unable to organize events in order.

Rubric 2: Reflecting on the Lesson 1 Self-assessment

If the student identified an event they wished to find out more about on their Lesson 1 self-assessment, ask them if they succeeded in learning more about the event over the course of the unit. Ask the student:

- » On a scale of 1–5, how significant was that event in Chinese Canadian history?
- » What supports your evaluation?

3	2	1
Easily and correctly places events in order with few errors.	Task presents some difficulty.	Unable to organize events in order.

Rubric 3: Identifying Significant Events

Can the student identify the most significant events in Chinese Canadian history, including the events that signal a decline from equity, and events that significantly changed the pattern of migration of Chinese Canadians? Can they defend their choices using the criteria for historical significance?

3	2	1
Student easily identifies Confederation and loss of the franchise as the most significant events in the initial decline from equity.	Student identifies either Confederation or loss of the franchise as the initial decline from equity, but may not see the connection.	Student is unable to point to event without assistance.
Student easily identifies the <i>Chinese Immigration Act</i> of 1923 as the event that began the period of exclusion—and may describe the influencing factors that led to the 1923 Act as events that led to the beginning of exclusion.	Student identifies the <i>Chinese Immigration Act</i> of 1923 as the event that began the period of exclusion.	Student is unable to point to the event without assistance or describe how it began the exclusion period.
Student easily identifies the repeal of the <i>Chinese Immigration Act</i> in 1947 as the period in which immigration to BC resumed; may also provide the influencing factors for the repeal at the time, and may describe family reunification as the main purpose of immigration during that period—citing the reasons for this.	Student identifies the repeal of the <i>Chinese Immigration Act</i> in 1947 as the period in which immigration to BC resumed, and may describe family reunification as the main purpose of immigration during that period.	Student is able to either identify the repeal of the <i>Chinese Immigration Act</i> in 1947 OR describe the nature of immigration after the exclusion period, but not both.

3	2	1
Student can identify many other significant events with strong influence on immigration, citizenship, and the social and cultural life of Chinese Canadians in the periods studied, and supports her or his identification with thoughtful consideration of historical significance criteria.	Student can identify some other significant events with strong influence on immigration, citizenship, and the social and cultural life of Chinese Canadians in the periods studied, and gives some support for her or his identification.	Student has trouble identifying other significant events with strong influence on immigration, citizenship, and the social and cultural life of Chinese Canadians in the periods studied, or does not support her or his identifications with consideration of historical thinking criteria.

Rubric 4: Constructing a Narrative

Can the student construct a defensible narrative of Chinese Canadian history, or of the process by which Chinese Canadians achieved inclusion and equity in Canadian society? Ask the student:

- » If someone was coming to BC for the first time and didn't know any of its history during these years, what would you tell them so they would get the main idea, or big picture about the Chinese Canadian experience in BC?

3	2	1
<p>Student describes many of the main ideas from the unit's lessons, including:</p> <ul style="list-style-type: none"> Chinese Canadians, along with other East and South Asians, faced racism and discrimination throughout BC's history. Governments can take responsibility for historic wrongs, and address them in a variety of ways. Treatment of Chinese Canadians mirrored treatment of First Nations people in many ways. Diverse worldviews shaped opinions about events, within and without the Chinese Canadian community. Immigration patterns were shaped by different causes and changing laws through a period from the mid-19th century to today. The movement towards equity for Chinese Canadians in BC was not a linear upward movement, but a long and difficult process. 	<p>Student identifies some of the main ideas from the unit's lessons, including:</p> <ul style="list-style-type: none"> Chinese Canadians, along with other East and South Asians, faced racism and discrimination throughout BC's history. The movement towards equity for Chinese Canadians in BC was not a linear upward movement, but a long and difficult process. 	<p>Student is unable to describe more than one of the main ideas from the unit's lessons.</p>