

Grade 9

# Unit Overview



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# Acknowledgements & Copyright

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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](http://www.openschool.bc.ca/bambooshoots).

## 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.

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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 concepts<sup>1</sup> 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.

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<sup>1</sup> 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](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.cchsbc.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 TC<sup>2</sup>  
[http://tc2.ca/uploads/sections/thinking\\_about\\_history/historical\\_significance\\_secondary.pdf](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](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](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](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><b>nationalism and the development of modern nation-states, including Canada</b></p> <p>Sample topics:</p> <ul style="list-style-type: none"> <li>• Canadian Confederation</li> <li>• National projects and policies (e.g., the building of the Canadian Pacific Railway, Macdonald's National Policy)</li> </ul> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• Is nationalism a more positive or negative force in the world?</li> <li>• To what extent does nationalism bring people together or drive them apart?</li> <li>• What factors influence nationalism and national identity?</li> </ul> <p><b>Global demographic shifts, including patterns of migration and population growth</b></p> <p>Sample topics:</p> <ul style="list-style-type: none"> <li>• slavery</li> <li>• disease, poverty, famine, and the search for land</li> <li>• why immigrants (including East Asian immigrants) came to BC and Canada, the individual challenges they faced, and their contributions to BC and Canada</li> <li>• influences of immigration on Canada's identity</li> <li>• historical reasons for the immigration of specific cultural groups to Canada (e.g., Chinese railway workforce, gold rushes)</li> </ul> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• Did immigrants benefit from emigrating to Canada?</li> <li>• How did the arrival of new groups of immigrants affect Canadian identity?</li> </ul>	<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"> <li>• Make connections between events and their causes, consequences, and implications.</li> </ul> <p>Sample activities: Timeline Shuffle; examining causes and consequences of Chinese immigration</p>	<p><b>Global demographic shifts, including patterns of migration and population growth</b></p> <ul style="list-style-type: none"> <li>• historical reasons for the immigration of specific cultural groups to Canada (e.g., Chinese railway workforce, gold rushes)</li> <li>• individual challenges they faced, and their contributions to BC and Canada</li> </ul> <p><b>Local, regional and global conflicts</b></p> <ul style="list-style-type: none"> <li>• Chinese rebellion</li> </ul>	Lessons 1 and 2
<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"> <li>• To what extent do sources like newspaper articles reflect the attitudes of society versus the attitudes of authors?</li> </ul>	<p><b>Discriminatory policies, attitudes, and historical wrongs</b></p> <p>Sample topics:</p> <ul style="list-style-type: none"> <li>• Head Tax and other discriminatory immigration policies against people of East and South Asian descent</li> <li>• societal attitudes toward ethnic minorities in Canada (e.g., Chinese railway workers)</li> <li>• social history</li> <li>• gender issues</li> <li>• labour history, workers' rights</li> <li>• responses to discrimination in Canada</li> <li>• Asiatic Exclusion League in BC</li> </ul>	Lessons 3, 4 and 5

Curricular Competencies	Content	Bamboo Shoots Lessons
<ul style="list-style-type: none"> <li>• What types of sources are best to consult to get a more complete understanding of a particular issue or event?</li> </ul> <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"> <li>• 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.</li> <li>• 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.</li> <li>• Assess information sources for selected topics in terms of bias and point of view.</li> </ul> <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><b>Key question:</b></p> <ul style="list-style-type: none"> <li>• 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?</li> </ul>	<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"> <li>• Is there a Canadian identity? Explain your answer.</li> <li>• To what extent are Canadians' perceptions of Canadian identity similar or different from non-Canadians' perceptions?</li> <li>• to what extent is Canada a democracy?</li> <li>• Whose stories are told and whose stories are missing in the narratives of Canadian history?</li> </ul>	<p><b>Changing conceptions of identity in Canada</b></p> <ul style="list-style-type: none"> <li>• immigration and multiculturalism: — immigration and refugee policies and practices</li> <li>• multiculturalism policy (Canadian Multiculturalism Act)</li> <li>• cultural identities of subsequent generations</li> </ul> <p><b>Discriminatory policies and injustices in Canada and the world, such as the Head Tax</b></p> <ul style="list-style-type: none"> <li>• racism           <ul style="list-style-type: none"> <li>» Chinese Exclusion Act</li> </ul> </li> <li>• responses:           <ul style="list-style-type: none"> <li>» Bill of Rights and CCRF</li> </ul> </li> </ul>	<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"> <li>• What events, values, worldviews, actions have influenced Canadian identity?</li> </ul> <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"> <li>• Does systemic racism continue to pervade Canadian society?</li> </ul> <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 (<i>cont</i>)</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"> <li>• Make connections between events and their causes, consequences, and implications.</li> <li>• What are the most important aspects of how Canada’s multiculturalism policy came about, and what were the short- and long-term consequences?</li> <li>• In what ways have Canada’s immigration and refugee policies in the past 100 years changed?</li> <li>• How has Canadian identity changed or stayed the same over the past 100 years?</li> <li>• What might Canadian identity look like in the future?</li> </ul> <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><b>changing conceptions of identity in Canada:</b></p> <ul style="list-style-type: none"> <li>• immigration and multiculturalism: <ul style="list-style-type: none"> <li>» immigration and refugee policies and practices</li> <li>» cultural identities of subsequent generations</li> </ul> </li> </ul> <p><b>Human-environment interaction</b></p> <ul style="list-style-type: none"> <li>• demographics: <ul style="list-style-type: none"> <li>» population growth/decline</li> <li>» voluntary/involuntary migration</li> <li>» urbanization and suburbanization</li> </ul> </li> </ul>	<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.

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