

Grade 9

Lesson 2

Chinese Immigration to BC



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

Images included in this lesson:

- Page 3: Chinese 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 restauranting.

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.