

Gr5 SS  
**CDN Immigration, Injustice  
and Social Justice:**

The Path Toward Antiracism, Truth and Reconciliation, Righting Wrongs,  
and Acknowledging the Contributions of BIPOC Canadians

**BIG IDEAS:**

Immigration and multiculturalism continue to shape Canadian society and identity.	Canada's policies and treatment of minority peoples have negative and positive legacies.
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*The lessons/resources listed farther down the page* will help shape these BIG IDEAS via short lectures, note-taking, and by looking at primary documents, archive photos, and reading children's literature.

The Curricular Competencies and Content covered are as follows...

<b><u>CURRICULAR COMPETENCIES (skills)</u></b>	<b><u>CONTENT (knowledge)</u></b>
Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)	the changing nature of Canadian immigration over time
Take stakeholders' perspectives on issues, developments, and events by making inferences about their beliefs, values, and motivations(perspective)	past discriminatory government policies and actions, such as the Head Tax, the Komagata Maru incident, residential schools, and internments
Make ethical judgments about events, decisions, and actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)	human rights and responses to discrimination in Canadian society

Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions	
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note: a few other curric competencies would also apply in part to these lessons.

note: this unit has applications to other grade curriculum, especially Gr 10 SS, elements of Gr 6 SS around UN Declaration of the Rights of the Child, human rights, social justice coursework, etc.

note: some lessons and resources here could be used to enhance learning on Orange Shirt Day, Black History Month, Black Excellence Day, etc, etc at various grades.

### **Lesson 1: The Canadian Charter of Rights and Freedoms**

- Share copies of The Charter with students (circa 1982, with occasional additions over time).
- Discuss and make notes on key social justice guarantees: the Fundamental Freedoms & Equality Rights sections; protected classes include race, ethnicity, religion, SOGI, age...
- Especially note: no person or group's rights may be used to supersede another's; rights also come with responsibilities

### **Lesson 1 Resources:**

- Copies of The Charter can be downloaded here; additionally, educators may order free poster sized copies:

<https://www.canada.ca/en/canadian-heritage/services/download-order-charter-bill.html>

- The picture book *The Big Umbrella*, by Amy June Bates can be a good, quick introductory metaphor to either Lesson 1 or Lesson 2.

### **Lesson 2: Definitions of Need-to-know Terms**

see text, old ***Connections Canada: Outlooks 5***, p. 30-45

- A) Create notes explaining subtle difference btwn immigrate/emigrate
- B) Create notes re: push factors vs pull factors determining immigration/emigration
  - Consider creating a t-chart for this
  - Model & class discussion to start...  
small group brainstorm to continue...whole group share
  - Ex: push factors = feel forced to leave home = war, famine, persecution...

- pull factors = re-connecting with family who already moved, good jobs available...
- Introduce the term refugees and the important difference between the refugee and immigration process: immediate, fleeing for life, or from disaster versus slowly planning and choosing to leave one's home country.
- Lesson 4 will go deeper into refugee learning.

### **Lesson 3: Different Waves of Immigration Over Time**

Resources: old *Connections Canada/Outlooks 5* textbook

- + Mr. Hunt's "*Chart Showing Some of the Early Immigration to Canada*" to chart *who, when, why?*

Class discussion:

- build on prior knowledge from grade 4 of French and English immigration/colonists during exploration, Contact, fur trade...

Fill in chart as you go, modeling on screen...

Model filling in knowledge of Scottish and Irish immigration...see text pp. 30-31

- students work in small groups/partners to read pp. 35-45 continue to fill in their charts with info about Hutterites, Japanese immigrants, etc \*\*\*
- whole group share \*\*\*

\*\*\***OR**, alternatively, assign different groups to read and fill in chart on one particular immigration wave (Chinese, Hutterites, etc), THEN have each group report findings to the whole class

Optional Assessment tool:

Mr Hunt's "*Early Immigration to Canada Test*"

### **Lesson 4: Refugees: Immigratiin Under Duress**

- Review the term refugees and the important difference between the refugee and immigration process: immediate, fleeing for life, or from disaster versus slowly planning and choosing to leave one's home country; review push vs pull factors.
- Writing Activity: **After first reading some other picture books** on the refugee theme (see Resources below), do a reading of *Out*, by Angela May George, but

stop on the page “We were surrounded by water...,” which pictures the mother and child huddled on the deck of the boat.

- Ask students to write about what experiences this family has possibilities gone through, what outcomes they may face, etc.

#### **Lesson 4 Resources**

- **Picture books about refugees:** *What is a Refugee?*, by Elise Gravel; *The Journey*, by Francesca Sanna; *Stepping Stones*, by Margriet Ruurs.
- [Insert old refugee writing rubric...?](#)

For FN Lesson sections: video re: Kamloops 215:  
<https://www.youtube.com/watch?v=m8wXExEHIS8>

#### **Lesson 3: Canadian Immigration Injustice Case Studies**

##### **Chinese Canadian Edition:**

##### **Lesson:**

- a) Lecture and note-taking regarding early waves of Chinese immigration during Gold Rush years...push vs pull factors...
- b) then railroad building era
- c) establishment of Chinatowns
- d) citizenship issues, issues re: bringing families here (see Resources below)
- e) anti-Chinese legislation and head tax issues (see Resources below)

##### **Resources:**

- Reproductions of primary documents from The Writings on the Wall kits, etc, made by Royal BC Museum
- see also: <http://www.openschool.bc.ca/bambooshoots/> (see Museum Outreach Kits for contact info to order/borrow the kit) (also, Outreach Kits page has clickable/projectable pics of the primary docs)
- Mr Hunt's primary documents file includes...head tax certificate, political cartoon re: Chinese immigration, newspaper article re: Chinese segregated schools, anti-Chinese gov legislation limiting immigration, and more...
- primary document Written/Photograph/Cartoon Analysis Worksheets (see Mr Hunt) (find examples here: <https://goo.gl/mzyeOK> )

- The Chilliwack Museum & Archives (and possibly SD33 Curric Dept) has excellent Local History Kits as Resources For Educators to borrow—one is Chilliwack's Chinatowns (site links down at time of this typing).

**Lesson cont'd:**

- f) choose a primary doc, model process filling in corresponding Analysis worksheet
- g) assign small groups to examine and fill in Analysis Worksheets for various primary documents
- h) share with whole group

- i) reparations and apology process for injustices against Chinese Canadians

Primary Docs samples:

from The Writing on the Wall kit available to borrow via Royal BC Museum:



祥然

SCHEDULE D.

No. 159.

FORM OF CONTRACT PASSAGE TICKET.

I **Whereby Engage**, that the Chinese named at foot hereof shall be provided with a Passage to, and shall be landed at the Port of *Victoria* in  
, in the Ship or Vessel called the *Maania* with not less than  
72 Cubit Feet and 12 Superficial Feet for Berth Accommodation, and shall be victualled  
according to Schedule A to the "Chinese Passengers Act, 1855," annexed, during the  
Voyage and the term of detention at any place before its determination, for the Sum of  
Dollars; and I hereby acknowledge to have received the Sum of  
Dollars in full payment.

NAME OF PASSENGER.	MALE.	FEMALE.	OCCUPATION.	NATIVE PLACE.
	Age.	Age.		
<i>Chang jin</i>	10		<i>Labourer</i>	<i>Cung Koon</i>

183  
m

李嘉  
Passage Broker.

Victoria, Hongkong, the *7th* Day of *March* 1865.

I **Whereby Certify**, that I have explained and registered the above Contract Passage Ticket.

*John Townsend*

Victoria, Hongkong, the *7th* Day of *March* 1865. *Emigration Officer.*

○年二月廿一日寫船經紀李嘉收單

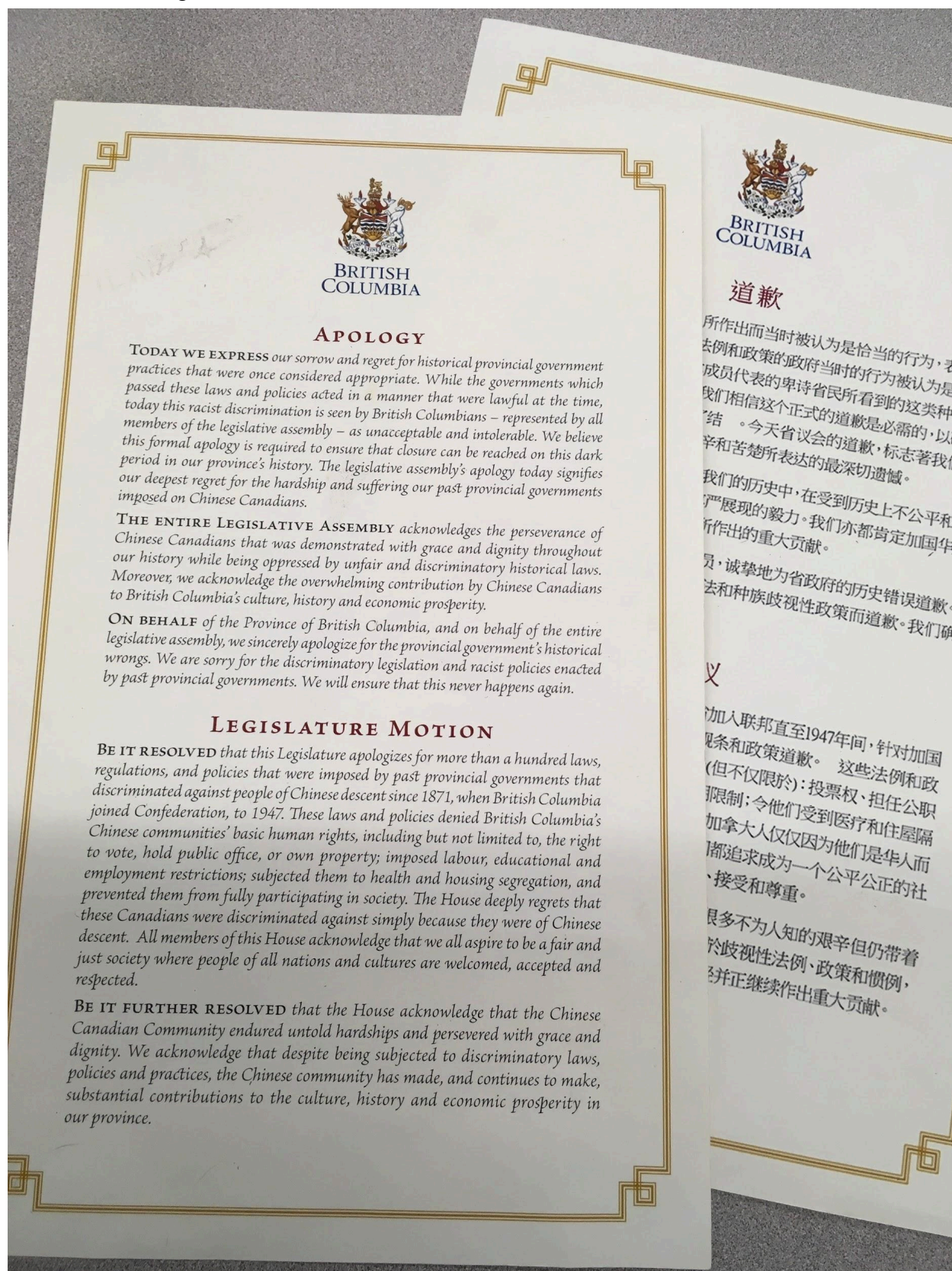


立收船位銀單人李嘉今收到  
船位一個係廣東人年十歲做  
工生意係在縣人氏搭船也  
船包到城多明卑地方上岸在船以  
方停七十二英尺橫直則以十二尺地  
方安置其食用照一千八百五十五年  
華民搭客律例內所載長行或停留別  
處地方為式共該船位銀  
照數收清茲立此收單為據  
員





Also from Writing on the Wall:



BRITISH  
COLUMBIA

### APOLOGY

TODAY WE EXPRESS our sorrow and regret for historical provincial government practices that were once considered appropriate. While the governments which passed these laws and policies acted in a manner that were lawful at the time, today this racist discrimination is seen by British Columbians – represented by all members of the legislative assembly – as unacceptable and intolerable. We believe this formal apology is required to ensure that closure can be reached on this dark period in our province's history. The legislative assembly's apology today signifies our deepest regret for the hardship and suffering our past provincial governments imposed on Chinese Canadians.

THE ENTIRE LEGISLATIVE ASSEMBLY acknowledges the perseverance of Chinese Canadians that was demonstrated with grace and dignity throughout our history while being oppressed by unfair and discriminatory historical laws. Moreover, we acknowledge the overwhelming contribution by Chinese Canadians to British Columbia's culture, history and economic prosperity.

ON BEHALF of the Province of British Columbia, and on behalf of the entire legislative assembly, we sincerely apologize for the provincial government's historical wrongs. We are sorry for the discriminatory legislation and racist policies enacted by past provincial governments. We will ensure that this never happens again.

### LEGISLATURE MOTION

BE IT RESOLVED that this Legislature apologizes for more than a hundred laws, regulations, and policies that were imposed by past provincial governments that discriminated against people of Chinese descent since 1871, when British Columbia joined Confederation, to 1947. These laws and policies denied British Columbia's Chinese communities' basic human rights, including but not limited to, the right to vote, hold public office, or own property; imposed labour, educational and employment restrictions; subjected them to health and housing segregation, and prevented them from fully participating in society. The House deeply regrets that these Canadians were discriminated against simply because they were of Chinese descent. All members of this House acknowledge that we all aspire to be a fair and just society where people of all nations and cultures are welcomed, accepted and respected.

BE IT FURTHER RESOLVED that the House acknowledge that the Chinese Canadian Community endured untold hardships and persevered with grace and dignity. We acknowledge that despite being subjected to discriminatory laws, policies and practices, the Chinese community has made, and continues to make, substantial contributions to the culture, history and economic prosperity in our province.



BRITISH  
COLUMBIA

### 道歉

所作出而当时被认为是恰当的行为，表  
去例和政策的政府当时的行为被认为是  
成员代表的卑诗省民所看到的这类种  
我们相信这个正式的道歉是必需的，以  
结。今天省议会的道歉，标志著我们  
辛和苦楚所表达的最深切遗憾。

我们的历史中，在受到历史上不公平和  
严展现的毅力。我们亦都肯定加国华  
所作出的重大贡献。

员，诚挚地为省政府的历史错误道歉。  
法和种族歧视性政策而道歉。我们确

### 义

加入联邦直至1947年间，针对加国  
观条和政策道歉。这些法例和政  
(但不限於)：投票权、担任公职  
限制；令他们受到医疗和住屋隔  
加拿大人仅仅因为他们是华人而  
都追求成为一个公平公正的社  
、接受和尊重。

良多不为人知的艰辛但仍带着  
於歧视性法例、政策和惯例，  
并正继续作出重大贡献。





Contd samples: Head Tax doc, front

NUMBER 75288

NEW C.I. SERIES

**DOMINION OF CANADA**  
IMMIGRATION BRANCH — DEPARTMENT OF THE INTERIOR  
RECEIVED FROM

*Yue Kuan Shing* — whose photograph is attached  
hereto, on the date and at the place hereunder mentioned, the sum  
of Five Hundred Dollars being the head tax due under the  
provisions of the Chinese Immigration Act.  
The above mentioned party who claims to be  
a native of *Hong Kong*  
in the *Province* of *Canton*  
of the age of *24* years arrived or landed  
at *Montreal* on the *20th* day of  
*Dec* 1912  
The declaration in this case is C.I.F. No. *1524*  
Dated at *Montreal* on *Dec 20* 1912  
*[Signature]*  
CONTROLLER OF CHINESE IMMIGRATION

MADE IN QUEBEC BY BANK NOTE OF OTTAWA





Contd: Head Tax doc, back

**IMPORTANT**

IT IS NECESSARY THAT THIS  
CERTIFICATE BE CAREFULLY  
PRESERVED, AS IT IS OF VALUE  
AS A MEANS OF IDENTIFICATION

注意！  
此照務須小心保存以為  
人照相符之證據此佈

REGISTRATION No. 50354

This is to certify that the person, whose photograph  
appears on the face of this certificate, has registered  
as required by Section 18, of the Chinese Immi-  
gration Act, 1923.

Dated at Vancouver BC.  
this 26<sup>th</sup> day of June 1924

A. L. Galliffe  
Controller of Chinese Immigration.





## **Lesson 4: Canadian Immigration Injustice Case Studies**

### **Japanese Canadian Edition:**

#### **Lesson:**

- a) Discussion, lecture, notes re: immigration for fisheries work, 1880s (recall immigration chart, Lesson 1)
- b) discuss push vs pull factors
- c) 1940s, WWII, Japan joins war...Cdn gov worry about spies...
- d) limiting movement, etc
- e) Internment Camps; gov. selling of Japanese Cdn homes, fishing boats, etc
- f) reparations and apology process
- g) read picture book *So Far from the Sea* and graphic novel *The Japanese Internment* (see also: Library catalogue search for "Japanese internment")
- h) Photo Analysis Worksheets for attached images (down below) (or copy/project images from the books) \*\*\* (also, find tons of pics via Google image search, or BC Archives)

**ALSO, NEW MATERIAL to use** added Nov13/17:

Letters from internees: [bit.ly/2iU1gUH](http://bit.ly/2iU1gUH)

Plus, the website: <http://www.landscapesofinjustice.com>

Optional assessment:

\*\*\* use a primary doc photo or photo from the books mentioned above; have students write about what is important and why in the photo; give their opinions on what they see, why it happened, how it still affects the present, how attitudes have changed, etc

# **NOTICE TO ALL JAPANESE PERSONS AND PERSONS OF JAPANESE RACIAL ORIGIN**

TAKE NOTICE that under Orders Nos. 21, 22, 23 and 24 of the British Columbia Security Commission, the following areas were made prohibited areas to all persons of the Japanese race:—

LULU ISLAND  
(including Steveston)

SEA ISLAND

EBURNE

MARPOLE

DISTRICT OF

QUEENSBOROUGH

CITY OF

NEW WESTMINSTER

SAPPERTON

BURQUITLAM

PORT MOODY

IOCO

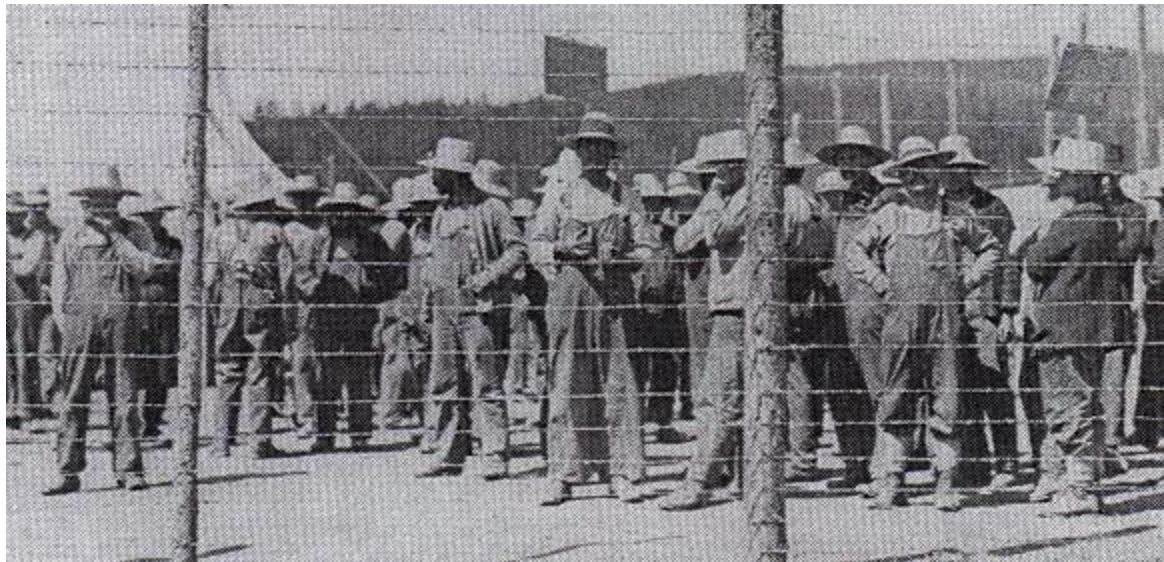
PORT COQUITLAM

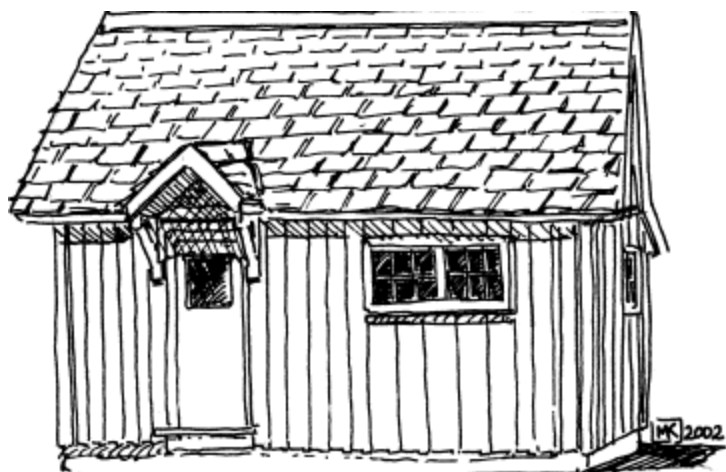
MAILLARDVILLE

FRASER MILLS

AND FURTHER TAKE NOTICE that any person of the Japanese race found within any of the said prohibited areas without a written permit from the British Columbia Security Commission or the Royal Canadian Mounted Police shall be liable to the penalties provided under Order in Council P.C. 1665.

AUSTIN C. TAYLOR,  
Chairman,  
British Columbia Security Commission





ONE-FAMILY JAPANESE INTERNMENT HOUSE  
UNION STREET • (HWY 6)  
"THE ORCHARD" • NEW DENVER • BC • 1942



## **Lesson 5: Canadian Immigration Injustice Case Studies**

### **Other Groups Edition:**

#### **Lesson:**

Discuss the Komagata Maru incident, deportation of Jews fleeing holocaust, Doukhobors..., Ukrainian internment WWI...



## **Lesson 6: Canadian Immigration Injustice Case Studies**

### **Aboriginal/First Nations Edition (multiple sessions needed):**

#### **Resources:**

Picture books: *Shi-shi-etko*, *Shin-chi's Canoe*, *Not My Girl*, *Secret of the Dance*  
(Chwkw Museum primary document kit re: Coqualeetza ?)

***Important first step:*** discuss political implications of terms Indians, First Nations, Native, Aboriginal, Indigenous...changes over time...acceptability... (see Mr Hunt's notes)

#### **Lesson Part A: Reservations:**

- a) Term: reserve/reservation/the rez
- b) Discuss early Cdn history...European colonization, claiming land for France/England, Eurocentric attitudes of superiority, dispute over land ownership
- c) Creation of only a few treaties, but many reservations across Canada; tradition of "giving" Ab. people not the best land because it was wanted for new farming or cities; tradition of putting landfills, power lines, etc next to reservations; lack of Native control over decisions (Indian Act/Indian Agents)
- d) Many rules limiting rights of reserve-based people: curfews, travel permission, not allowed to meet in groups (to limit opportunity for dissent), etc...
- e) Some treaties gave fishing/hunting rights, etc...disputes in courts...example of 1990s Sto:lo win on selling salmon
- f) Major goal became ASSIMILATION

#### **Lesson Part B: Residential Schools**

- a) Discuss what "culture" means...language, food, beliefs, dress, etc, etc
- b) Define the term; how it was different from boarding school: choice; census records of those living on reserves made it impossible to hide children; legal penalties of refusal
- c) Goal: to ensure/force assimilation by eliminating Ab. culture and replacing it with EuroCanadian/white culture
- d) Read books *Shi-shi-etko*, *Shin-chi's Canoe*, *Not My Girl*...with discussion
- e) Have kids make lists afterward of negatives/problems with residential schools...see chart example from Mr. Hunt with column for negatives, plus column for thoughts/opinions (could be used as possible assessment) (tread lightly when alluding to physical abuse with such a young audience)
- f) Discuss legacy/implications for Ab. culture; discuss formal gov. apology
- g) (Coqualeetza: Residential school here in Chilliwack—place-based education. Borrow res. school primary doc kit from Chwkw Museum?)

Possible Assessment:

Write 5 paragraph essay discussing the three worst/most serious injustices inherent in the residential school system. Must explain and give opinions as to why those things were so wrong, damaging, etc. Strong intro and conclusion. (see rubric from Mr. Hunt)

**Lesson Part C: Banning the Potlatch**

- a) Explain/define potlatch; gov. ban as way to enforce assimilation
- b) Read book *The Secret of the Dance*
- c) Problem that many ceremonial items taken in years of reservations, potlatch bans, etc have still not been returned; “repatriation” from museum collections