

THE WRITING ON THE WALL 书写在墙上的诗歌



Educator's Resource Guide

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This resource was developed for the Ministry of International Trade and Responsible for Asia Pacific Strategy and Multiculturalism by the Royal British Columbia Museum in partnership with Open School BC, Ministry of Education, the Legacy Initiatives Advisory Council and BC teachers.

The Writing on the Wall

Educator's Resource Guide

What's in Store?

Big Ideas

- Canada's policies and treatment of minority peoples have negative and positive legacies.
- What makes an object or document historically significant?
- How can students engage with evidence from the past in order to think critically about how we understand history?
- What are the limitations of primary sources?

LEARNING OBJECTIVES

- Connect with information about Chinese experiences in British Columbia.
- Practice reading primary sources.
- Engage with primary source artifacts from the Royal British Columbia Museum to infer about experiences of Chinese immigrants and communities in BC.
- Evaluate the objects/artifacts and, as a class, decide if the graffiti is a historically significant artifact.

HISTORICAL THINKING CONCEPTS

This activity relates to concepts introduced by the Historical Thinking Project. Two main ideas are addressed: *using primary sources as evidence* (how do we know what we know?) and *historical significance* (how do we decide what and whose stories to tell?). For more information, visit: historicalthinking.ca

CURRICULAR CONNECTIONS

NEW Grade 5 Social Studies

Curricular Competencies

- Social Studies inquiry process
- Evidence
- Sequence
- Cause and Consequence
- Perspective taking
- Ethical Judgments

Content

- The changing nature of Canadian immigration over time
- Past discriminatory government policies and actions

NEW **Grade 9 Social Studies**

Curricular Competencies

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews and beliefs.

Content

- Students are expected to know discriminatory policies, attitudes, and historical wrongs.

Social Studies 10

B3 Evaluate the influence of immigration on Canadian society from 1815–1914

B4 Describe the factors that contributed to a changing national identity from 1815–1914

New **Draft Grade 10 Social Studies**

B1 Analyze Canadian society from 1815–1914 in terms of gender roles, socio-economic status, ethnicity, daily life and the arts

B3 Assess why immigrants (including East and South Asian immigrants) came to BC and Canada, the individual challenges they faced, and their contributions to BC and Canada from 1815–1914

CHECKPOINTS FOR UNDERSTANDING OR LEARNING OUTCOMES

At the end of this activity, students will be able to display the following social studies inquiry processes:

Gathering/Analyzing Information

- Select, evaluate, and organize information from appropriate primary source artifacts

Asking Questions and Making Informed Decisions

- Make inferences based on information gathered from artifacts

Communicating Opinions, Ideas and Inferences

- Contribute to discussions both in the classroom and their small groups

LESSON PLAN SEQUENCE

1. Time Shuffle Game (optional)
2. Meet the Object
3. Building History
4. Determining Significance
5. Optional Activities

Lesson Plans

TIME SHUFFLE GAME

(Estimated Time: 20 minutes)

An effective way to reacquaint your students with, or introduce them to, key events in Chinese Canadian history.

Materials

- Time Shuffle card game – six decks. You will need one deck for each player group in your class. A player group can consist of three to six players.
- A set of instructions is included in each deck. A more detailed set of instructions can be downloaded at:

https://www.openschool.bc.ca/bambooshoots/teacher/game/Time_Shuffle_Instructions.pdf

About the Game

Time Shuffle is a timeline building game for three to six players. Each deck has 35 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 trying to place 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.

What is the educational purpose of the game?

- 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.

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, which includes instructions, 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.
7. The order of 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—after fighting many years to regain voting rights—they again won the right to vote. Many students will assume that Chinese Canadians did not have voting rights when they first arrived, then fought and won voting rights later on.
8. After the groups have played Time Shuffle two or three times, have them discuss the events and answer 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. Ask each group to share one thing that surprised them about Chinese Canadian history while playing Time Shuffle, and note one event they are interested in learning more about.

MEET THE OBJECT – THE WALL WRITINGS, A.K.A. 'THE GRAFFITI'

(Estimated Time: 30 minutes)

Materials

- Two reproduction wall fragments
- Stands to display the fragments

About the Wall Writings

The Royal BC Museum has four wall fragments inscribed with writing in their collection. For the purpose of this lesson plan, we are referring to these wall writings as 'graffiti' yet they are not described that way in our collection (your class can discuss this at the end of the “Determining Significance Lesson”). The wall writings were recovered from the Federal Immigration Detention Hospital in Victoria, BC, in 1977 by Dr David Chuenyan Lai. From 1909–1923, newly arrived Chinese immigrants were detained in cells in the Federal Immigration Detention Hospital while government officers sorted out their paperwork.

In the writings dated in 1911 and 1919, early Chinese immigrants expressed their first experience in Canada, their aspirations for their new land, thoughts of family and homeland, and sorrow and anger over the treatment on the walls that detained them.

You may display the series of closed boxes at the front of the room and open the top box to reveal what is inside. Alternatively, you could already have the wall fragments out of the box and on display. These fragments are careful reproductions of two of the originals. They have been made smaller and lighter than the originals, for handling purposes.



Collections Canada, Federal Immigration Detention Hospital. A-046395.

What is the educational purpose of the wall poem?

- Stimulate curiosity and interest about events in Chinese Canadian history.

Vocabulary

Admonishment - to advise somebody to do or, more often, not to do something Sojourn

– a brief visit, or short stay

Frugal – to avoid waste, to spend very little

Dilapidated – partly ruined or in decay because of neglect

Covet – a strong desire to possess something that doesn't belong to you

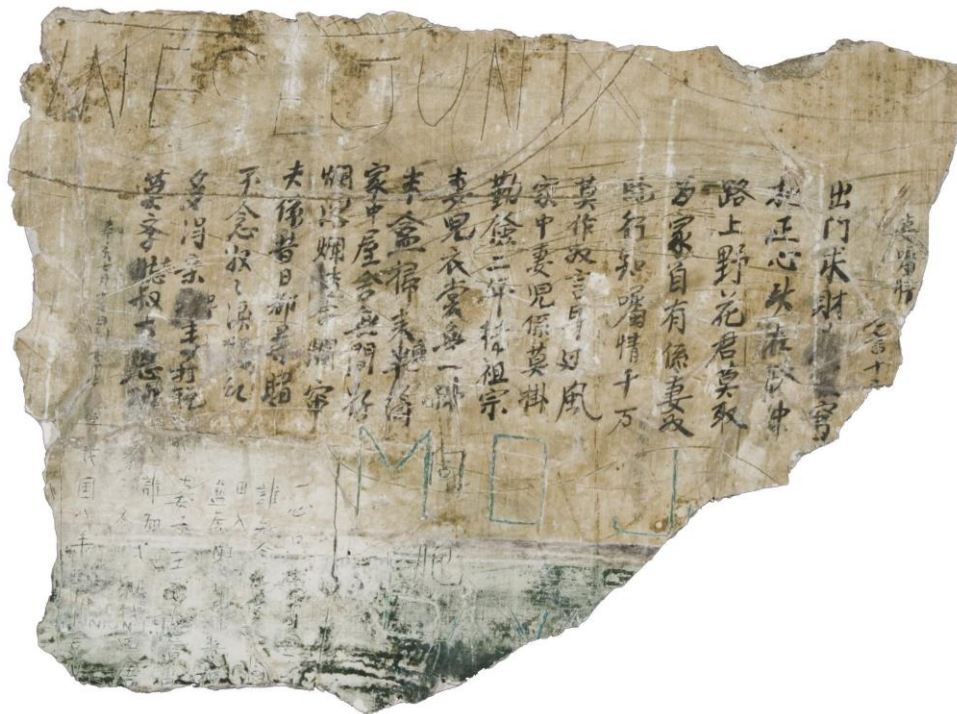
Introduce the graffiti

1. Tell the students that in 1977 Dr. David Lai, a cultural geographer, chiselled this graffiti off the wall of a condemned building in Victoria, BC. Over the course of this lesson we will try to answer why Dr. Lai saved the graffiti and why he would give it to the Royal British Columbia Museum.
2. Have the students look at the graffiti. Before passing it around the room, have the students come up with a list of handling procedures. Including tips such as always handle objects with two hands, and keep food and drink away from the objects.
3. Conduct an object-based learning exercise by asking a series of questions to reveal information about the object.
 - Why do people make graffiti?
 - What do you notice about this graffiti?
 - What do you see that makes you say that? (students should defend any conclusions or assumptions they are making based on what they see)
 - What else do you see?
 - Are there any words or shapes you recognize?
 - Who do you think wrote this?
 - If you could ask this graffiti a question, what would it be?
4. Read the translation aloud, or have a student read it. If you have a student who can read Mandarin, allow them to try to make out words or sentences before reading the translation.

My Wife's Admonishment

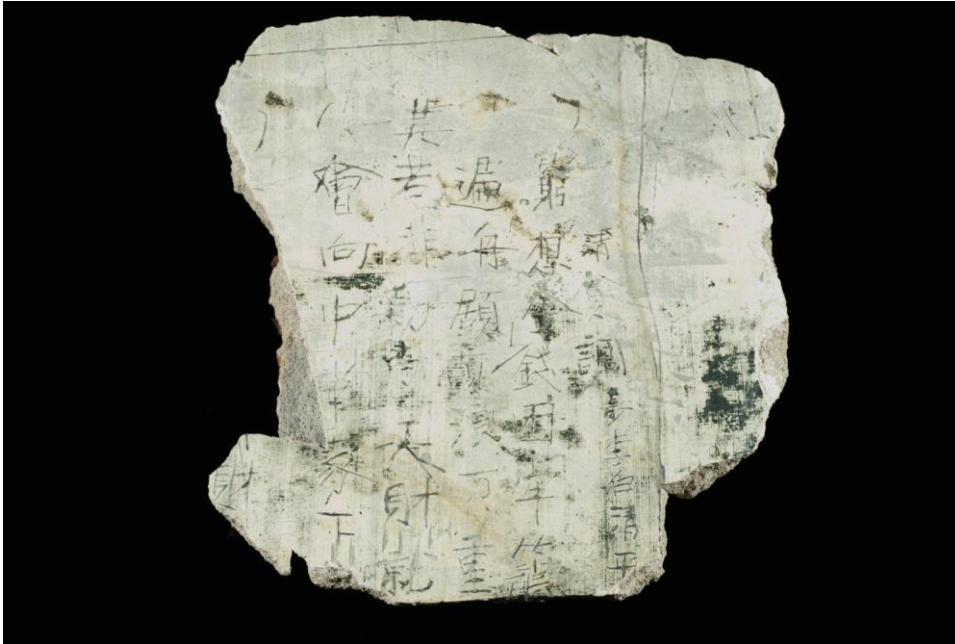
*"You go abroad to seek wealth because we are poor.
In your sojourn, do not sow your wild oats.
Before you departed, I enjoined you to remember
You have a wife and children at home.
Please work diligently and be frugal with money.
Two years hence, return home to sweep your ancestor's tombs.
Remember, our backs are bare;
Not half a cup of rice can be scooped from the pot.
All our housewares are worn and torn;
Our house is dilapidated.
Your gambling has driven us to poverty.
In tears, I beg you to repent.
You are fortunate to have an elder brother to pay your head tax.
Always remember your gratitude to him."*

Xin Hai Year (1911)



Royal BC Museum Image 2000.41.2.

*"I am in prison because I covet riches.
Driven by poverty I sailed over here on the choppy sea.
If only I did not need to labour for money,
I would already have returned home to China."*



Royal BC Museum Image 2000.41.3.

5. Define any difficult vocabulary and then ask:

- Are there words or phrases that stand out to you?
- What do you think the writer hoped to accomplish with this graffiti? (Students should support this by quoting a particular phrase.)
- The building where Dr. Lai found this graffiti was going to be torn down. Why do you think he chose to save it?

BUILDING HISTORY – PRIMARY SOURCE EXERCISE

(Estimated Time: 90 minutes for students to look at all the sources)

Materials

- 11 primary source documents
- Primary Source Student Worksheet (one per student or one per group, page 14).

About Building History

Included in the kit are primary sources to help the students understand the context for the person who wrote this graffiti and to ultimately help them establish if it was worth saving.

A primary source is a leftover from the past. It is something that was created or used during a specific point of time in history and gives a firsthand account of historical events. Primary sources can also be traces, relics or records. These could be letters, diaries, photographs, artifacts, menus, advertisements, tickets, etc.

It is important to think about how each primary source contains its own bias or perspective, and that using only one source to understand the past wouldn't really tell the "full picture" of what happened. The "perfect" primary source may not exist. It may not have been created or kept or it could have been destroyed.

The past is everything that ever happened and histories are the meaningful stories that we tell about the past. These stories come from examining primary sources, asking good questions and drawing conclusions.

What is the educational purpose of the primary source?

- Help students make inferences about the past using primary sources.
- Get experience in sourcing documents and photographs.
- Learn how to handle multiple primary documents and to assess where they reinforce each other and even possibly contradict each other.

Vocabulary

Franchise – the right to vote

Disenfranchised – not allowed the vote

Discrimination – treating a person or group of people differently from other people

Naturalized – having been accepted as a citizen of a country

Segregation – keeping one person, group or something away from others

Preparation

- Familiarize yourself with the primary source material. See the appendix for a complete list and description.
- You may choose to use all the source material or you can choose a few items you feel are the most relevant.

- Make copies of the Primary Source sheets (one per group, or one per person, page 14).
- Break the students into smaller groups.
- If necessary, remind the students about the guidelines you created as a class about the safe treatment and handling of artifacts and documents.

In-Class Activity

Explain that to determine why the graffiti would be saved we have to understand more about the time when it was written.

Ask

- Where do you find evidence about the past? (Photographs, drawings, diaries, letters, newspapers, etc.)
- What is a primary source? (Original first-hand accounts of the past).
- What are the benefits of using a primary source? What are the limitations?

Group Practice

Display the first page of the Chinese Regulation Act 1884 using a data projector (a copy is included on the memory drive in your kit), or copy and hand out the first page of the primary source included in the kit.

Ask

- What are your first impressions of the document
- When and where was this written?
- What was it made for? (How can you tell? Explain your thinking. Are you positive or mostly sure?)
- Let's clarify any difficult vocabulary.
- What is the purpose of this act (many possible answers)?
- Who is affected by this act?
- What has changed and what has stayed the same since the writing of this act?
- Is there something you can't understand?
- Is there something you want to know more about?

Small Group Work

- To learn more about the Chinese Canadian experience there are more primary source documents for the class to look at in small groups, including the rest of the act they were just looking at.
- In small groups, students will visit a table (or all the tables, depending on the time you have allocated for this activity) and use the worksheet to examine the primary sources there.

Circulate around the room to ensure the students understand the activity and are on task.

Debrief

- Ask each group to tell the class about one primary source on their table.
- What could you infer from the document? Explain.
- How well does the document inform us about what life was like in the past?
- What challenges did you have trying to read the document for information?
- Limitations of Artifacts Available
 - Who decides what an important artifact to keep is?
 - Are there objects that might have been destroyed in the past that would have better reflected the Chinese experience?
 - Was there enough information around the objects to fully tell the history of the person it belonged to? Is that information available?
 - Ask the students what artifacts they create in their everyday life. (Create a list as a class or as an individual assignment). What would a historian in the future learn about you based on this list? Would it be enough to accurately piece together your history?



BC Archives Image C-07930.

DETERMINING SIGNIFICANCE

(Estimated Time: 60 minutes)

Materials

- Wall Fragments
- Discovery of the Wall Fragment video on memory stick or online at <http://learning.royalbcmuseum.bc.ca/pathways/chinese-historical-wrongs/watch/>
- Historical Significance worksheet (one per student or one per group, page 15)

About Determining Significance

Students will determine the historical significance of the graffiti by showing what it reveals about Chinese Canadian history and by placing it within the context of the primary sources. This activity can be done as a whole class, in groups or individually.

What is the educational purpose of the primary source?

- Improve student familiarity with the criteria for historical significance.
- Give students an opportunity to demonstrate their understanding of said criteria.

Preparation

- Set up the wall writings at the front of the room
- Make copies of the Determining Significance worksheet
- Test the video (bottom drawer) to ensure it works. You may display it on the included screen or use the thumb drive (at the back of the video player) to play on a data projector.

In-class Activity

- By asking if a situation, person or object resulted in large scale change or if it reveals something about the past that is important to us today can help to determine if something is historically significant. Historical significance is always demonstrated through the object's place in the larger story.
- Working as a class, in a group or individually, answer the question "Does this graffiti deserve a place in the collection of the Royal British Columbia Museum?" (It is not currently on display).
- Review the worksheet and review the scale and questions being asked for clarity.
- After sufficient time has been given to complete the worksheet, write the five categories up on the board: Result in Change, Revealing, Meaningful, Adds to Narrative, Significant.
 - Reaffirm that to be historically significant the wall poems must meet some of the criteria listed on the board and on their worksheet (at least three out of five).
 - Ask which students agree with the first question on the list and then of those who say "Yes", ask which primary sources they used to support this. Write them on the board.
 - Continue through all the questions. Not every primary source object may appear on the list and some may appear in more than one category. Discuss.

- Show the class the video of Dr. David Lai discovering the writing on the walls of the Federal Immigration Detention Hospital (3:34 min).
- Ask one or all of the following:
 - If these wall fragments were submitted to the Royal British Columbia Museum in 1920, do you think it would have been accepted into the collection or disregarded as graffiti?
 - Why would the Chinese experience be insignificant for so many years and then historically significant now?
 - Do you think these wall fragments should be called graffiti? Does that diminish them? What else could they be called?

No. 159.

SCHEDULE D.
FORM OF CONTRACT PASSAGE TICKET.

I hereby 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 Victoria, in the Ship or Vessel called the Osama with not less than 72 Cubic 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.		
<u>Chong jin</u>	<u>10</u>		<u>Labourer</u>	<u>Cung loon</u>

Victoria, Hongkong, the 11th Day of March 1865.

I hereby certify, that I have explained and registered the above Contract Passage Ticket.

John Munroe
Immigration Officer.

Victoria, Hongkong, the 11th Day of March 1865.

九年一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
工生意係在麥縣人氏搭船也
船包到 檳榔嶼 單地方上岸在船以
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

Royal BC Museum K_EA_C43_b36f01n005.

Date:

Name:

WRITING ON THE WALL: Primary Source Student Worksheet

1. What type of source is it?	2. Who created it?	3. When was it created?
4. What historical events were occurring when it was created?		
5. Why was it created? Who was the intended audience?		
6. What point of view/ position does the creator represent? How sure are you of this? Very sure. Somewhat sure. Not sure.		
7. What evidence does it contribute to the understanding of Chinese Canadian history?		

Date:

Name:

DETERMINING SIGNIFICANCE: Historical Significance Worksheet

Construction of historical significance: making connections among evidence and themes to create meaning within a historical sequence of events.

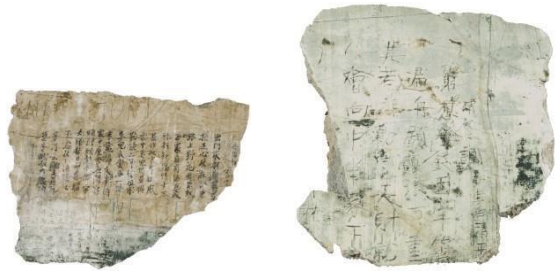
In what ways are the wall writings historically significant?	Does it apply? Y/N	If YES, which primary sources support this? List all that apply.
Did the situation that resulted in the writing of the graffiti have deep consequences, for many people, over a long period of time? That is, did it result in change ?		
Does the graffiti shed light on enduring or emerging issues in history or contemporary life? Is it revealing ?		
Does the writing of the graffiti fit within a bigger picture of Chinese Canadian history? Does it have a meaningful place in a narrative?		
Has the significance of the graffiti varied over time and from group to group?		


Activity Ideas

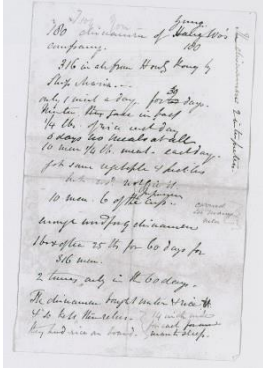
Below is a list of ideas if you wish to further the learning while the kit is in your class or after it leaves.

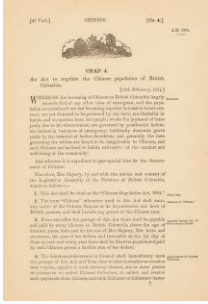
- Ask students to create a list of historically significant events at your school. Compare student lists. Why are there differences?
- Write a historical plaque to be put up at the location of the Federal Immigration Detention Hospital in Victoria, BC. Submit a maximum 50 words and one image. Visit the Learning Portal at learning.royalbcmuseum.bc.ca to find images to use for your plaque.
- Imagine it is 1911 and you have been locked in the Federal Immigration Detention Hospital in Victoria. What would you write on the wall? Visit the pathway “Acknowledging Past Wrongs” on the Learning Portal at learning.royalbcmuseum.bc.ca and listen to Fred Soon’s oral history recording about being in the Federal Immigration Detention Hospital in the 1920s.
- Look at graffiti in your neighbourhood. Is there any graffiti that is a comment on a recent event, or history? Take a photo of it and discuss what you think it means.
- The Royal British Columbia Museum has hundreds of thousands of objects in its collection but limited space, so not everything can go on display. Imagine that you are the curator and you are allowed to put three objects from this outreach kit into a new display on the history of British Columbia. Which objects would you include in your display and why?

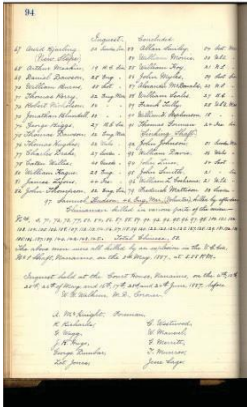
DESCRIPTION OF MATERIALS

Artifact	Image thumbnail and file name	
	Artifact title	Wall Poems, 1911
		Two wall poem recreations
	Description	<p>From 1909–1923, some newly arrived Chinese immigrants were detained in cells in the Federal Immigration Detention Hospital in Victoria, BC, while government officers sorted out their paperwork.</p> <p>On the walls that detained them, early Chinese immigrants wrote poems on the walls that detained them that expressed their hopes for their new land, their thoughts of family and homeland, and their sorrow and anger over their treatment.</p>
	Credit	RBCM 2000.41.2; 2000.41.3
Box	1	

Artifact	Artifact thumbnail	
	Artifact	Ticket for Passage on the ship <i>Maria</i> , 1865
		One page - reproduction
	Description	These tickets, from 1865, are evidence of a voyage from Hong Kong to Victoria. Chinese names of passengers are written in Chinese calligraphy on the upper left corner. The ticket notes the name of the passenger, their age (10), their occupation (labourer) and their place of origin.
	Credit	BC Archives K/EA/C43/b36f01n005
Box	2	

Artifact	Artifact thumbnail	
	Artifact	Letter Regarding <i>Maria</i> Tickets, 1865
		One page, handwritten, reproduction
	Description	<p>This handwritten letter describes how conditions for Chinese passengers on the trans-Pacific voyage of the <i>Maria</i> were harsh, with only one meal per day and a sleeping space only 36 cm wide for each of the 316 passengers. This was in contradiction of the Chinese Passengers' Act of 1855.</p> <p>There is no letterhead or signature, so who would write this and why?</p>
	Credit	BC Archives K/EA/C43/b36f01n000
Box	2	

Artifact	Artifact thumbnail	
	Artifact	An Act to Regulate the Chinese Population of British Columbia, 1884
		Three pages, double sided, reproduction
	Description	Known as the Chinese Regulation Act of 1884, this act imposes an annual tax of \$10 on every Chinese person in British Columbia above the age of fourteen. It further condones Cultural Discrimination by banning Chinese customs such as the exhumation of bodies for shipment back to China and the non-medical use of opium. It also attempted to impose standards on housing by requiring a minimum number of cubic feet for every resident.
	Credit	BC Archives NW348.711 B862-1884.4.
Box	2	

Artifact	Artifact thumbnail	 <p style="text-align: center;">GR-2935</p>
	Artifact	<p>Coroner's Report on Nanaimo mine disaster, listing Chinese deaths (1887)</p> <p>Last page of a 100 page report detailing the events leading up to the mine disaster.</p>
	Description	<p>On May 3, 1887, the No. 1 mine in Nanaimo experienced two large explosions. The disaster killed 148 people, 53 of whom were Chinese miners. As seen in this coroner's report, the Chinese miners are identified only by their payroll numbers rather than their names. To this day, the names of these miners are unknown.</p> <p>Some white miners blamed the Chinese miners for mining accidents on Vancouver Island because of their limited English skills.</p> <p>Although investigators cleared the Chinese of blame, these accusations led the provincial government to pass a law banning Chinese workers from working underground.</p>
	Credit	BC Archives GR-2935
	Box	2






Artifact	Artifact thumbnail	
	Artifact	Cartoon published in the <i>BC Saturday Sunset</i> Newspaper
		August 24, 1907
	Description	<p>While European migrants coming to Canada were immediately welcomed, Asians were not.</p> <p>Two weeks after this cartoon was printed, the Vancouver branch of the Asiatic Exclusion League, an American organization, organized—with labour unions, local politicians and others—a parade and rally to protest Asian immigration. The rally turned into a riot that focused on Vancouver's Chinatown. Rioters smashed windows, vandalized Chinese stores, and assaulted Chinese people in the streets.</p> <p>The Japanese Canadian community was also targeted. They had enough time to arm themselves and fight off the rioters, but not before significant property damage was done.</p>
	Credit	BC Archives, <i>BC Saturday Sunset</i> , August 24, 1907
Box	2	

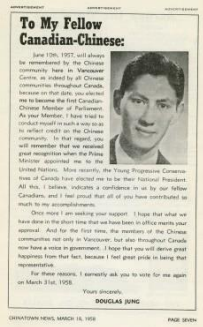
Image	Image thumbnail	 c-07930.tif
	Caption	Chinese Sunday School Picnic, Victoria, BC, ca. 1907
	Description	Members of the Chinese Sunday School attend a picnic.
	Credit	BC Archives C-07930
	Drawer	2


Artifact	Artifact thumbnail	
	Artifact title	Attorney General's Correspondence, 1910
		Two pages, typed
	Description	In February of 1910, Long Poyyou received permission to purchase Crown Land as a "naturalized Chinaman". Six months later he received a notice that a mistake was made and, despite having built a home and making improvements to the property, the Land Act forbids any person of Chinese descent to own Crown Land. Furthermore, he was not eligible to be compensated for the money he had spent.
	Credit	BC Archives GR-0429.3100
	Box	2

Artifact	Artifact thumbnail	 <p>2001.82.1 head tax certificate, RBCM.JPG</p>
	Artifact title	Head Tax Certificate, 1912
	Description	Between 1885 and 1923, more than 82,000 Chinese immigrants paid a tax to enter the country. The Canadian government kept raising the tax to discourage Chinese people from entering the country. It began in 1885 at \$50 then climbed to \$100 by 1900 and peaked at \$500 in 1903. The tax was only removed in 1923 when the federal government passed legislation that prevented almost all Chinese immigration to Canada.
	Credit	RBCM 2001.82.1
	Box	2

Artifact	Image thumbnail and file name	 <p>D-03307</p>
	Image title	Chinese store wrecked during the Dunsmuir Lockout in Nanaimo, BC, 1913.
	Description	In 1912, white coal miners on Vancouver walked out of their jobs and began a strike for better working conditions, and for their union to be recognized. Chinese miners at the time were not allowed to join this union. When one mine started hiring Chinese miners as 'strikebreakers' in place of the white workers, homes and stores of the local Chinese community were damaged and looted by rioting strikers.
	Credit	BC Archives D-03307
	Box	2

Artifact	Artifact thumbnail	 <p style="text-align: center;">Segregation</p> <p>Sir,—Allow me to express my opinion as that of a Chinese girl concerning the welfare of the Chinese pupils. I do not think that it would be justice in putting the Chinese pupils in segregated schools. For why was this step taken to separate the Chinese from the western pupils I do not know, except that there is a motive behind it and the real motive was concealed by saying that "The best educational interest of the Chinese pupils demand that they be segregated," which I think is a very poor argument indeed.</p> <p>Why only the Chinese and not other Orientals or nationalities? Is it because the school board accused the Chinese pupils of being unclean, for the Chinese, compared with other nationalities are probably just as clean and tidy, if not more so.</p> <p>A segregated school will only cause</p>
	Artifact Title	Letter to the Editor regarding School Segregation, 1922.
	Description	In 1922, residents of Victoria worried that the "mingling of Chinese with white boys and girls in the public schools of Victoria constitutes a growing menace...". To achieve segregation, the school board used unsupported arguments that Chinese students were unclean, or that they were delaying the progress of classes as a whole. Over 200 Chinese elementary students were moved to separate buildings. The segregation ended in September of 1923 thanks to editorials, like this one, and public outcries by members of the Chinese community.
	Credit	BC Archives
	Box	2

Artifact	Artifact thumbnail	 <p style="text-align: center;">NW301_4505_C53v05n13p007.tif</p>
	Artifact Title	Douglas Jung addressing Canadian Chinese in the <i>Chinatown News</i> , March 3, 1958.
	Description	<p>Douglas Jung was the very first Chinese Canadian ever to be elected into Canada's Parliament. Jung was born in Victoria on February 24, 1924, at a time when Chinese Canadians were denied many basic rights in BC, such as the right to vote. During the Second World War, Jung served in the Canadian armed forces, and took part in a secret operation known as "Operation Oblivion".</p> <p>After the war, Jung studied to become a lawyer, eventually starting practice in Vancouver, focusing on immigration law. On June 10, 1957, Jung was elected as an MP for Vancouver Centre, where he held office until 1962.</p>
	Credit	BC Archives NW 301.4505 C53, Vol.05 No. 13
	Box	2

Artifact	Image thumbnail and file name	
	Artifact title	Provincial Apology, 2014.
		Printed copy in English and Simplified Chinese
	Description	In May, 2014 the legislative assembly and the province of British Columbia apologized to Chinese Canadians for historical wrongs committed by past provincial governments. These wrongs include 160 historical racist and discriminatory policies, such as denying Chinese immigrants the right to vote, and supporting and taking payments for the head tax. A formal apology was made in an effort to fight racism now—to heal the past, but also to create a positive future as an inclusive society. Through the apology, the provincial government affirmed its commitment to ensure that discrimination will never be repeated, and that the province will never draft racist legislation again.
	Box	2

RESOURCES TO CONTINUE STUDENT LEARNING

Resources Referenced in this Guide

Bamboo Shoots: Chinese Canadian Legacies in BC
openschool.bc.ca/bambooshoots/

The Learning Portal
learning.royalbcmuseum.bc.ca/pathway/chinese-historical-wrongs/

learning.royalbcmuseum.bc.ca/pathway/chinese-canadian-experiences/

Other Resources

A Brief Chronology of Chinese Canadian History: From Segregation to Integration
<https://www.sfu.ca/chinese-canadian-history/>

Canadian Immigration Acts and Legislation
pier21.ca/research/immigration-history/canadian-immigration-acts-and-legislation

Chinese Canadian Women, 1923-1967: Inspiration - Innovation- Ingenuity
<http://www.mhso.ca/chinesecanadianwomen/en/>

Embrace BC: Chinese Legacy BC
<http://www2.gov.bc.ca/gov/content/governments/multiculturalism-anti-racism/chinese-legacy-bc>

Heroes Remember – Chinese-Canadian Veterans
<https://www.veterans.gc.ca/en/remembrance/those-who-served/chinese-canadian-veterans>