



Chinese workers on the Canadian Pacific Railway
1884-1885

Canadian Expansion:
Asian Communities – The West Diversified
Teacher's Program Guide

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Teacher's Program Guide for School Visits

Canadian Expansion: Asian Communities – The West Diversified is a social studies program designed for grades 5, 6, and 7. This program explores the stories of Chinese and Japanese immigration to Alberta, and the challenges and opportunities that immigrant families encountered here. Students will explore the Glenbow's *War and the Homefront* and *Many Faces Many Paths: The Art of Asia* galleries, as well as learn the stories of Chinese and Japanese immigrant families through artifacts, photographs, and documents.

This guide will assist you in preparing for your visit to Glenbow Museum. It contains pre-visit lessons, vocabulary terms as well as follow up activities. Engaging in the suggested activities before and after your visit will reinforce the ideas in the program and link classroom learning to the Museum experience. The activities require few materials and can be adjusted to meet the age and needs of your students.

CURRICULUM CONNECTIONS

Grade 5

Social Studies:

5.2 Histories and Stories of Ways of Life in Canada

5.2.1 appreciate the complexity of identity in the Canadian context:

- recognize how an understanding of Canadian history and the stories of its peoples contributes to their sense of identity (I, TCC)
- acknowledge the contributions made by diverse cultural groups to the evolution of Canada (CC, I, TCC)
- recognize how changes in society can affect identity (CC, I)

5.2.8 examine, critically, ways of life of non-European immigrants by exploring and reflecting upon the following questions and issues:

- How do stories of Chinese immigrants (i.e., railway workers) contribute to an understanding of the development of Canada? (CC, I, TCC)
- How do stories of immigrants from India contribute to an understanding of diversity in Canada? (CC, I)

Grade 6

Social Studies:

6.1 Citizens Participating in Decision Making

6.1.1 recognize how individuals and governments interact and bring about change within their local and national communities:

- recognize and respect the democratic rights of all citizens in Canada (C, I)
- value the role of the Canadian Charter of Rights and Freedoms in protecting individual and collective rights and freedoms (I, PADM)
- recognize the influence of historical events and legislation on democratic decision making in Canada (TCC, PADM)
- value citizens' participation in a democratic society (C)
- value the contributions of elected representatives in the democratic process (PADM)

6.1.2 demonstrate an understanding of the fundamental principles of democracy by exploring and reflecting upon the following questions and issues:

- What is democracy (i.e., justice, equity, freedoms, representation)? (C, PADM)

6.1.3 analyze how the democratic ideals of equity and fairness have influenced legislation in Canada over time by exploring and reflecting upon the following questions and issues:

- How does the Canadian Charter of Rights and Freedoms protect the individual rights and freedoms of all Canadians? (I, PADM)

- How does the Canadian Charter of Rights and Freedoms protect collective rights in Canada (i.e., Aboriginal rights, the linguistic rights of official language minorities)? (I, PADM)

Grade 7

Social Studies:

7.2 Following Confederation: Canadian Expansions

7.2.1 recognize the positive and negative aspects of immigration and migration (GC, LPP, C, I)

7.2.2 recognize the positive and negative consequences of political decisions (PADM)

7.2.3 appreciate the challenges that individuals and communities face when confronted with rapid change (I, CC, LPP)

7.2.5 evaluate the impact of Confederation and of subsequent immigration on Canada from 1867 to the First World War by exploring and reflecting upon the following questions and issues:

- How did Asian immigrants contribute to the development of Canada (i.e., Chinese railway workers)? (TCC, CC, LPP)
- In what ways did the building of the Canadian Pacific Railway affect the growth of Canada? (TCC, PADM, ER, LPP)

7.2.6 assess, critically, the impacts of social and political changes on individual and collective identities in Canada since 1918 by exploring and reflecting upon the following questions and issues:

- How have Canadian immigration policies contributed to increased diversity and multiculturalism within the Canadian population? (PADM, GC, C, I)

VOCABULARY

- **Citizenship:** Canadian citizenship means being part of Canada and having certain rights and responsibilities based on Canadian Laws, common traditions and shared values.
- **Discrimination:** Treating people differently based on prejudices or negative opinions.
- **Diversity:** Variety, multiformity, difference, variation. Acceptance and respect. Understanding that each individual is unique and recognizing differences. (race, gender, sexual orientation, socio-economic status, age, religion)
- **Identity:** The distinct personality of an individual regarded as a persisting entity; individuality.
- **Immigrant:** A person living in another country who wants to come and live in Canada.
- **Immigration** – Movement of people intending to establish a home and gain citizenship in a country which is not their native country.
- **Multiculturalism:** The policy of recognizing and promoting the cultural diversity of a population sharing a common territory.
- **Racism:** Discrimination against people based on their race.

LESSON PLANS

PRE-VISIT ACTIVITY

PURPOSE

The purpose of this activity is to prepare students to think about the contributions of Chinese and Japanese immigrants to Canadian culture.

These are discussion questions and have no right or wrong answers when discussed in a serious and respectful manner.

INSTRUCTIONS

Facilitate a class discussion on the connections between Canada, China, and Japan.

1. Have the students brainstorm the things that we in Canada have from Japan. Write these down in a list. This list will likely include things like anime (Japanese animation), manga (Japanese comics), sushi and Japanese food, video games and fashion, and specific examples (i.e.: Pokémon, Nintendo, *Naruto*, *Death Note*, Edo Japan, Harajuku Girls).
2. Next, have students brainstorm the things that we have in Canada from China. Also write these down in a list. Examples may include Chinese food, manufactured goods (“Made in China”), and so forth. The creation of these two lists may overlap, as many people have difficulty telling items from Asian cultures apart (some things from Korean, Vietnamese, and Thai culture may also get mentioned, such as Bubble Tea or K-pop).
3. Ask the students if they can name any famous Japanese-Canadians or Chinese-Canadians. Some examples include:
 - a. David Suzuki, broadcaster and environmentalist: Born a third-generation Japanese-Canadian in Vancouver in 1936, most well-known for hosting the CBC television show *The Nature of Things* since 1979 and for climate change activism.
 - b. Adrienne Clarkson, broadcaster and former Governor General: Born in Hong Kong in 1939, she escaped to Canada with her family in 1942 when Japanese forces invaded the city. She became an investigative reporter and arts reviewer with the CBC and served as the first Chinese-Canadian Governor General of Canada from 1999-2005.
 - c. Norman Kwong, football player and former Lieutenant Governor: Born in China in 1929, Kwong played with the Calgary Stampeders (1948-1951) and Edmonton

Eskimos (1951-1960), then became president and general manager of the Stampeders (1988-1991), and a part owner of the Calgary Flames, after which he served as Lieutenant Governor of Alberta from 2005-2010.

4. If there are any Japanese-Canadian or Chinese-Canadian students in your class, this may be a good opportunity to encourage them to tell the stories of their families, if they would like to.
5. Discuss the role and experience of Chinese-Canadian and Japanese-Canadian families in Alberta. Has it always been positive? Has there always been acceptance and tolerance? Do the Chinese-Canadian and Japanese-Canadian communities play an important part in our culture today? What challenges might have faced in the past?

POST-VISIT ACTIVITY

PURPOSE

This activity allows students to reflect on their experience in the *Canadian Expansion* program and connect the experience of Chinese and Japanese immigration to multiculturalism and globalization in modern Canada.

Once again, these are discussion questions and have no right or wrong answers when discussed in a serious and respectful manner.

INSTRUCTIONS

1. If possible, watch the short film *The Relocation Experience* available on the CBC Digital Archives website (17:39 minutes): <http://www.cbc.ca/archives/entry/japanese-canadians-the-relocation-experience>
2. Reflect on the video and the program. Discuss whether the treatment of Japanese-Canadians during the Second World War was fair or reasonable. What made it unfair?
3. Discuss students' feelings about how Canada should deal with issues of multiculturalism and globalization today. What groups are arriving in Canada today (many students in class may be part of these groups)? Do other Canadians feel threatened by these groups and, if so, why? How is Canada being affected by globalization? Do you feel that Canadian culture is being threatened by cultural influences from abroad (i.e.: Hollywood films)? What is Canadian culture?

4. Continue the discussion at the close of the program: what are ways that we can be welcoming to new immigrants to Canada, as a society and as individuals? What are things that **you** can do to welcome newcomers? If possible, consider a class social justice activity like “adopting” an immigrant family, fundraising, etc.

RESOURCES

Websites

Relocation to Redress: The Internment of the Japanese Canadians:

<http://www.cbc.ca/archives/entry/japanese-canadians-the-relocation-experience>

CBC Digital Archives topic on the wartime treatment of Japanese-Canadians and later efforts for redress from the Canadian government, with radio and television clips.

Chop Suey on the Prairies: <http://www.royalalbertamuseum.ca/exhibits/online/chopSuey/>

The website of a Royal Alberta Museum feature exhibit on Chinese restaurants in Alberta and their social role.

Chinese Canadian... Since 1858:

http://www.culturalcentre.ca/chinese_albertan_history/index.html

An online exhibit from the Calgary Chinese Cultural Centre.

OUR COLLECTIONS

<http://www.glenbow.org/collections/>