



ACCT Exhibit:

Eating Bitterness: The Canadian Journey from Exclusion to Inclusion

Educator's Lesson Plan Guide

Acknowledgements

A heartfelt appreciation to the following individuals from ACENET for their contribution: Sandy Yep, Joshua Lim, Sarah Lu and Steven Wen Tao Wu. Their dedication and expertise have enriched this project significantly.



Funded by the
Government
of Canada





A Special Exhibition

EATING BITTERNESS

THE CANADIAN JOURNEY
FROM EXCLUSION TO INCLUSION

Eating Bitterness: The Canadian Journey from Exclusion to Inclusion

This exhibition is about the resilience of Chinese Canadians against the lasting oppressing impacts of the Chinese Exclusion Act (1927-1947) that created absences in Chinese Canadian communities, such as generational severance, lack of representation in leadership, and erasure from the dominant Canadian narrative.

Highlighting key Chinese Canadian social movements and individuals who fought back against oppression, this exhibit reflects on an important part of Canadian history and encourages viewers to reflect on how they can re-imagine a more inclusive future. It is an invitation for all Canadians - What would Canada be without me?

Educator's Lesson Plan Guide

The purpose of this resource is to provide educators with a general overview of the exhibit and lesson plans that support the overarching themes of the exhibit.

Please note that teachers and students do not need to visit the physical exhibit to use the lesson plan, as it is self-contained and includes all the necessary resource links. Most of the exhibition's content can also be found at the Eating Bitterness website: <https://eatingbitterness.ca/>.

The lessons are laid out to follow the content arc of the exhibit from exclusion to inclusion, with the goals to 1) educate students on the Chinese Exclusion Act and its impacts; 2) create awareness on key social justice movements, and notable figures that demonstrate resilience; and 3) have students critically reflect on anti-Asian discrimination. Finally, students are asked to situate their personal stories of resilience and inclusion, within the overall context of the exhibit theme "Eating Bitterness".

The Lesson Plans include:

- Introduction
- Teacher Resources
- Curriculum Expectations
- Thinking Questions
- Learning Goal
- Minds On
- Action
- Consolidation

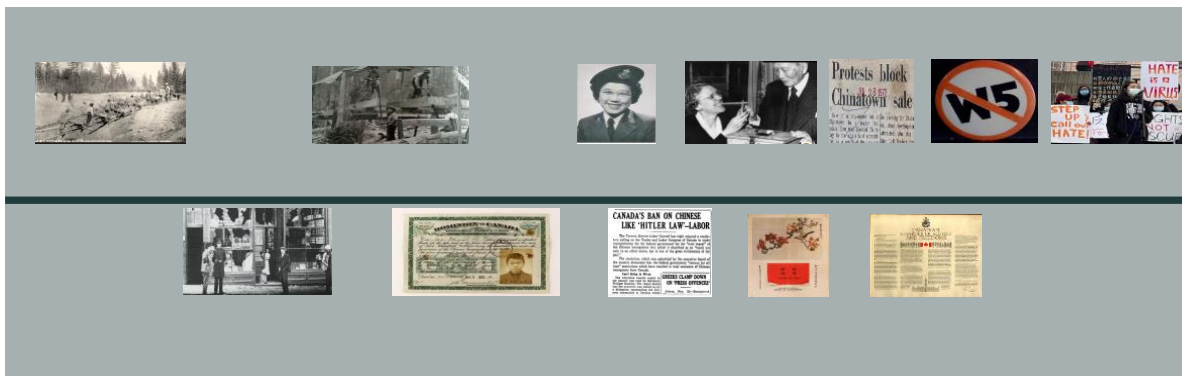
Note: The lessons plans *supplement* the content information in the exhibit/timeline and are not a series of lessons 'about' the exhibit per se. Educators are encouraged to use the lesson plans alongside the exhibit, with a view towards having students better understand, review, and reflect about the Chinese Exclusion Act and its impacts. Whether reviewing the exhibit or after the class lessons students will gain a larger understanding of common stereotypes of yellow peril, perpetual foreigner and model minority that continue to persist today.

Eating Bitterness: A Timeline of the Canadian Journey from Exclusion to Inclusion

Key Figures

Key Movements

Legislation



EATING BITTERNESS (吃苦 - chi ku)

Eating Bitterness, (吃苦 - chi ku) refers to a Chinese proverb which refers to how the endurance of hardship can bring great strength. While many individuals suffered the consequences under the Chinese Canadian Exclusion Act, as well as unfair and unequal pay for their work, many resisted. This resilience of individuals and communities under difficult circumstances, including the separation of families and isolation of many Chinese Canadian bachelors, unjust labour practices, and segregation, is the central focus of our exhibition.

Key Themes	Lesson Plans
The Chinese Exclusion Act and its impact on individuals and the Chinese and Chinatown community	L.1. The Chinese Exclusion Act – <i>Sentiments of Time</i>
	L.2. Chinatowns: A History of Sanctuary and Resistance
How the Chinese community fought back against racism highlighting key movements and significant figures in both historical and contemporary times.	L.3. Key Movements before 1949
	L.4. W5 Campus Giveaway / <i>Too Asian</i>
	L.5. Impacts of SARS Epidemic / COVID 19 on East Asians
	L.6. 100th Anniversary of the Chinese Exclusion Act
	L.7. Recognizing and Celebrating Key East Asian Figures
From Exclusion to Inclusion - Reflections	L.8. A Personal Story Line

THE CANADIAN JOURNEY FROM EXCLUSION TO INCLUSION

The exhibit tells the story of Chinese Canadians. By moving through the exhibit timeline, situating key themes in the classroom lessons plans provided, teachers engage students to critically discuss and reflect on the history and heritage of the Chinese in Canada. What was Canada was like at the turn of the 19th century and what are the impacts of exclusion, and racial discrimination on the Chinese community today? Student will learn about stories of resilience and are provided an opportunity to situate their own personal and familial story of exclusion, inclusion and resilience as way to better understand the story of Chinese Canadians.

L.1. Chinese Exclusion Act – Sentiments of Time

Introduction

This lesson introduces students to the aftermath of the Chinese community after the construction of the Canadian Pacific Railway, particularly the Chinese Exclusion Act. Students will learn and critically think about Canada's decision to exclude Chinese immigration and how these sentiments still hold today. Students will also discuss the definition of 'Canadian' and the impact of the "Yellow Peril" and "Perpetual Foreigner" stereotypes on the Chinese community in Canada.

Teacher Resources

- [The Chinese Exclusion Act](#) - Timeline written by Arlene Chan, Chinatown historian
- [Exclusion of Chinese Immigrants \(1923-1947\) National Historic Event](#) - Government of Canada
- [3 Things you might not know](#) - UBC
- [Beyond Gold Mountain: \(Kayak Educator's Guide\)](#)
- [ACCT: The History: Chinese People in Canada](#)
- [ACCT: Tracking Yellow Peril: Then and Now](#)
- [Act2endracism: Perpetual Foreigner](#)

Lesson Resources

- [L.1. Lesson Plan Resource: The Chinese Exclusion Act](#)
- [L.1.L7.L.8. Eating Bitterness: A Timeline \(PDF version\)](#)

Curriculum Expectations

A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914

A2. Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful

B3. Identity, Citizenship, and Heritage: explain how various individuals, organizations, and specific social changes between 1914 and 1929 contributed to the development of identities, citizenship, and heritage in Canada (FOCUS ON: Continuity and Change; Historical Perspective)

C3. Identity, Citizenship, and Heritage: explain how various individuals, groups, and events, including some major international events, contributed to the development of identities, citizenship, and heritage in Canada between 1929 and 1945 (FOCUS ON: Historical Significance; Historical Perspective)

E3. Identity, Citizenship, and Heritage: analyze how various significant individuals, groups, organizations, and events, both national and international, have contributed to the development of identities, citizenship, and heritage in Canada from 1982 to the present (FOCUS ON: Historical Significance; Cause and Consequence)

Thinking Questions

- Why do you think it took until 2023 for the Canadian government to officially recognize the Chinese Exclusion Act as a historically significant event?
- How are stereotypes such as perpetual foreigner and yellow peril played out today?
- What type of parallels do you see between the Covid-19 pandemic and the Chinese Exclusion Act?

Lesson Sequence

Learning Goal: Determine what it means to be a Canadian.

Minds On (15 min)

1. Hand out a white piece of paper to students and ask students to draw a Canadian.
 - a. Ask students to pair up to share and discuss what they drew.
 - b. Ask students if they considered factors such as race, religion, gender, etc. into account.
2. Classroom discussion on what it means to look like a “Canadian.” Emphasise how although Canada is considered to have an ‘open’ immigration policy, historically, it was not welcoming to Chinese.
3. What is the importance of diverse representation? Use this to segway into the perpetual foreigner stereotype.
 - a. Talk about microaggressions, such as questions like “Where are you from? Where are you actually from?” Discuss why these questions, although they may seem benign, can be hurtful. Include discussions on biases and assumptions that people make when such questions are asked.

Action (30 min)

1. Start with a background review of the first two waves of Chinese immigrants: the gold rush and the Canadian Pacific Railway. Then, move on to talk about “White Canada Forever.” at the turn of the century. Project the slide deck and share or hand out the slide deck to students.
2. Teach about the origins of “Yellow Peril” and then move on to the Chinese Immigration Act and include issues such as head tax.

- a. Ask students to work together in groups to convert the head tax cost back then to today's prices.
 - b. Ask students to consider how "Yellow Peril" and other stereotypes still exist today within the Asian Community.
 - c. How did the yellow peril stereotype play out during the pandemic?
3. Continue to move on to teach the exclusion of Chinese people.
 - a. What was life like during the Great Depression?
4. How did the Second World War impact the Chinese Canadian community?
 - a. What were the implications?
5. Why did it take up until 2006 for the Canadian government to apologise?
 - a. Why did it take until 2023 for the government to recognize it as a significant event in Canadian history?
6. What are some of the main takeaways?

Consolidation (15 min)

1. Discuss how such stereotypes like "Perpetual Foreigner" returned during Covid-19? Review the [timeline](#) and reference similarities from 100 years ago.
2. Hand out an exit card where students can reflect on Canada's history with the following questions:
 - a. Can Chinese people ever be considered fully Canadian?
 - b. How did the Chinese resistance impact the immigration policy for other Asians and other immigrants of colour?
 - c. What can others do to support and provide allyship to Asian Canadians?

L.2. Chinatowns: A History of Sanctuary and Resilience

Introduction

This lesson introduces students to the formation and phenomenon of Chinatowns in Canada, the purpose they served for early Chinese immigrants and wider Canadian society, and how they were viewed by different groups (myths/stereotypes). The purpose of this lesson is to examine the effects of exclusionary immigration policies on Chinatowns and how they became sites of resistance and resilience.

Teacher Resources

- **Formation and phenomenon of Chinatowns**
[Chinatowns by Canadian Encyclopedia](#)
- **Purpose they served**
[A Brief Chronology of Chinese Canadian History by David See-Chai Lam Centre for International Communication at Simon Fraser University](#)
- **How they were viewed by different groups**
[Identity and Culture in Calgary's Chinatown](#)
- **The effects of exclusionary policies**
[Dr Timothy Stanley, Chinese Exclusion Act Policy Brief](#)
- **Big Fight in Little Chinatown**
[Chinatowns as Crucibles of Struggle \(p.6-7\)](#)

Lesson Resources

- [L.2 Lesson Plan Resource Chinatowns – A History of Sanctuary and Resistance](#)
- [Article 1](#)
- [Article 2](#)

Curriculum Expectations

A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914

A2. Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful

C1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments between 1929 and 1945, and assess their impact on different groups and communities in Canada, including First Nations, Métis, and Inuit communities (FOCUS ON: Cause and Consequence; Historical Perspective)

C2. Communities, Conflict, and Cooperation: analyse some key interactions within and between communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1929 to 1945, with a focus on key issues that affected these interactions and changes that resulted from them (FOCUS ON: Cause and Consequence; Continuity and Change)

C3. Identity, Citizenship, and Heritage: explain how various individuals, groups, and events, including some major international events, contributed to the development of identities, citizenship, and heritage in Canada between 1929 and 1945 (FOCUS ON: Historical Significance; Historical Perspective)

D1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments in Canada between 1945 and 1982, and assess their significance for different individuals, groups, and/or communities in Canada, including First Nations, Métis, and Inuit individuals and communities (FOCUS ON: Historical Significance; Continuity and Change)

D2. Communities, Conflict, and Cooperation: analyse some key experiences of and interactions between different communities in Canada, including First Nations, Métis, and Inuit communities, as well as interactions between Canada and the international community, from 1945 to 1982 and the changes that resulted from them (FOCUS ON: Continuity and Change; Historical Perspective)

D3. Identity, Citizenship, and Heritage: analyse how significant events, individuals, and groups, including Indigenous peoples, Québécois, and immigrants, contributed to the development of identities, citizenship, and heritage in Canada between 1945 and 1982 (FOCUS ON: Historical Significance; Cause and Consequence)

Thinking Questions

- What were the functions of Chinatown for Chinese Canadians? If so, how have these functions changed over time?
- What was the impact of exclusionary laws and racial discrimination on the Chinese living in Chinatowns?
- What role did Chinatowns play in myths like Perpetual Foreigner and Yellow Peril?

Lesson Sequence

Learning Goals:

- **Better understanding of the Chinese Exclusion Act and its impact.**
- **Better understanding of what Chinatowns are, how Chinatowns came to be, the functions they served, and their historical significance to Chinese Canadians and Canadians today.**
- **Better understanding of how Chinatowns are viewed by different groups and how these views changed over time in relation to significant events**

Minds On (15 min)

1. Ask students to think about the following questions, then share some of their answers:
 - a. Where is somewhere you feel welcomed / unwelcomed? Why?
 - b. What does it mean to be homesick?
 - i. Describe a time when you felt homesick before.
 - ii. How did you get over your homesickness, and what helped?
 - c. What is a safe space? Give an example.

2. Ask students if there is a Chinatown close to where they live. If there is, ask them “have you visited it?”
 - a. What did they notice while there?
 - b. Have students use Google Maps to find Chinatowns in their area/province.
3. Explain that Chinatowns were defined by distinct Chinese Canadian cultural elements, business, architecture, and community organizations that supported Chinese immigrants. They were safe havens for Chinese immigrants but also the subject of attack by Canadians who feared Chinese Canada.

Action (55 min):

1. Present the slideshow on the history of Chinatowns.
2. Have students discuss what they believe are critical aspects of Chinatown.
3. Create a T-chart and have students provide examples of how Chinatowns were viewed positively and negatively. Who and why were they viewed this way?
 - a. Have students explore the ACCT Exhibition timeline and note events that they believe impacted these views.
4. Remind students that despite the improvements towards including Chinese Canadians and Chinatown over time, racism and discrimination were prevalent. Furthermore, with greater inclusion and more opportunities, Chinese Canadian perspectives on Chinatowns change as well.
5. Read the following two articles and evaluate the lives of different Chinese Canadians. Consider how the impact of Perpetual Foreigner, Model Minority, and Yellow Peril stereotypes has impacted Chinese Canadians and their relationship with Chinatowns.
 - a. Cheung, C. (2017). In Post-War Chinatown, the Siren Call of Sinatra. The Tyee.
<https://thetyee.ca/News/2017/07/05/Post-War-Chinatown/>

- b. Cheung, C. (2017). Fighting to Belong: Chinese Pioneers of Vancouver's White Neighbourhoods. The Tyee. <https://thetyee.ca/News/2017/07/06/Chinese-Pioneers-Vancouver-White-Neighbourhoods/>

Consolidation (15 min)

1. Have students consider the history and legacy of Chinatowns and what the Chinese community faced during the times of the Exclusion Act.
2. Have a discussion about modern (post-1982) events that have impacted Chinatowns.
3. What do you think about Chinatowns today? Has this history changed your views?

L.3. Key Movements before the 1949 Chinese Exclusion Act

Introduction

The goal of the lesson is to learn about the key events leading up to the repeal of the Chinese Exclusion Act. Who were the power players? In this lesson, students will not only learn about the events leading to 1949, but also what were some of the consequences of the Exclusion Act? What lessons can we learn from it? In this lesson, students will be the main driver of the lesson as they use knowledge from previous lessons to identify key movements leading up to the exclusion of Chinese people into Canada and important events that led to the repeal of the Chinese Exclusion Act. The teacher will guide students by providing local Canadian resources. This lesson encourages both teachers and students to examine Canada's history of racism.

Teacher Resources

- [Dr. Timothy Stanley, Chinese Exclusion Act Policy Brief](#)
- [Chinese Head tax](#)
- [Exclusion of Chinese Immigrants](#)
- [Reflecting on the Exclusion Act](#)

Curriculum Expectations

A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914.

D3. Identity, Citizenship, and Heritage: analyse how significant events, individuals, and groups, including Indigenous peoples, Québécois, and immigrants, contributed to the development of identities, citizenship, and heritage in Canada between 1945 and 1982

E3. Identity, Citizenship, and Heritage: analyse how various significant individuals, groups, organizations, and events, both national and international, have contributed to the development of identities, citizenship, and heritage in Canada from 1982 to the present (FOCUS ON: Historical Significance; Cause and Consequence)

Thinking Questions

- Canada often likes to deem itself as the less racist version of America. Why is this problematic?
- Is Canada truly an immigrant-friendly country? Is it as welcoming as it seems?
- How are Chinese Canadians excluded in today's society?

Lesson Sequence

Learning Goals:

- **Better understanding of the events leading up to Chinese Exclusion Act.**
- **Better understanding of the Chinese Exclusion Act and its impact.**

Minds On (15 min)

1. The lesson will start with some self-reflective pieces. Have the teacher project two questions for students to think and write about:
 - a. What is your understanding of the history of Chinese people in Canada? Did they face racism?
 - b. Does racism still exist? Is it directed at certain groups?
2. Ask students to form groups of 4 and discuss what they wrote down.
 - a. Note: Since such questions can invoke strong experiences, it's important that students choose their groups so that they feel comfortable sharing with their friends/peers.
 - b. Have students keep their responses as they will need them later.
3. Have a class discussion.

Action (30 min)

1. In the same groups students are in, ask students to do some research and create a timeline of the **important events that led up to the Exclusion Act**. The teacher can share the ACCT timeline with students for assistance.
 - a. The teacher could either hand out a piece of chart paper or have students use technology using platforms such as Miro to create a timeline.
 - b. It's important here to note that some of these events are in alignment with America's history towards Chinese people. Therefore, teachers should emphasise that students are to be careful when they search and should mainly reference Canadian sources. Share the resources referenced above.
 - c. Teachers should also direct students to think about Canadian society during the time of exclusion and how racism was more explicit at the time.
2. Give groups 10-15 minutes to create the timeline, and then the teacher should do a quick check-in and extract key events identified by the students.
 - a. The extracted key events could be projected up in front.
3. Now, groups are to research **events that led to the repeal** of the Chinese Exclusion Act and, similarly, create a timeline.
4. Give groups 10-15 mins to complete this part, and the teacher should check in with the class, and again, extract key events and have it be projected up at the front.
5. The goal here is to create a timeline of all the important events leading up to 1949 and explore the impacts of the Chinese Exclusion Act on the community.

Consolidation (15 min)

1. Ask students to look at their responses from the beginning of class and write down if their thoughts have changed about Canada, or stayed the same, and explain why. They are to hand in their reflections to the teacher once they are done.

L.4. W5 Campus GiveAway / 'Too Asian'

Introduction

The purpose of this lesson is to introduce students to the W5 CTV documentary and make connections to the "Too Asian" article written in Maclean's magazine, claiming how Asian students were supposedly taking spots away from "Canadian" students and the legacies of the documentary. The documentary led to the creation of the Chinese Canadian National Council (CCNC), which launched the Chinese Head Tax Redress Campaign, which called for a formal apology and government compensation. Students will continue to think critically about the stereotypes of the "Model Minority" and the "Perpetual Foreigner" and how these two stereotypes are often used against each other. Students will also learn about how the African Canadian community played a supportive role during protests and why there needs to be more solidarity between Asian and other minority groups.

Teacher Resources

- [The Toronto Star Article](#)
- [York University W5 Strike Out - Video by Jean Augustine](#)
- [Maclean's "Too Asian" Controversy - Wikipedia](#)
- [Canadian Encyclopedia – Chinese Canadians and CCNC](#)
- [Challenging Racism - ACCT](#)
- [Canadian Encyclopedia - Model Minority \(ACCT\)](#)
- [Road to Justice - Formation of CCNC](#)

Curriculum Expectations

A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914.

D3. Identity, Citizenship, and Heritage: analyse how significant events, individuals, and groups, including Indigenous peoples, Québécois, and immigrants, contributed to the development of identities, citizenship, and heritage in Canada between 1945 and 1982

E3. Identity, Citizenship, and Heritage: analyse how various significant individuals, groups, organizations, and events, both national and international, have contributed to the development of identities, citizenship, and heritage in Canada from 1982 to the present (FOCUS ON: Historical Significance; Cause and Consequence)

Thinking Questions

- What are some of the continual legacies of the W5 documentary?
- What are the similarities between the 2010 Maclean's article and the W5 documentary, and what does this mean for the Asian community?

Lesson Sequence

Learning Goal: Better understanding of omitted history and its connection to social justice movements.

Minds On (15 min)

1. Start off by having a class discussion on the model minority. Then, shift the discussion into whether or not Asians are stereotyped. (Since the Civil Rights Movement, the "Model Minority" has been the more dominant stereotype. Furthermore, some Asians have internalised the model minority and therefore believe that there is no racism towards the Asian community).
2. Review the previous lesson on the Chinese Exclusion Act and ask students what the perpetual foreigner stereotype is about.
 - a. Does it still exist?

Action (30 min)

1. Play the W5 documentary video **or** have students read the [2010 Maclean's article](#)* in groups of 3-4 and have them answer the following prompts:
 - a. What stereotypes are being perpetuated?
 - b. Why is the statement "'too Asian' is not about racism" harmful to the Asian community?
 - c. How are some stereotypes internalised, and what are the harmful effects of internalised racism?
 - d. What is the general message of the article? What is the author trying to prove? What does it say about the Chinese community?
2. The teacher should identify parallels between the W5 documentary and this article. Which they can use to segway to talk about the aftermath of the documentary.
3. Review the Head Tax Redress campaign, and use this as an opportunity to discuss Asian and Black solidarity and the need to support both groups.
4. Discuss how Asian cultures have helped the Asian community push through racism (direct students towards the Chinese proverb on bitterness)

**Note - The title has since been changed to "The Enrollment Controversy"*

Consolidation (15 min)

1. Have students take some time to take in the knowledge taught. Then have a class discussion on the legacies and the effects of the post-W5 documentary and 2010 Maclean's article.
2. Ask students to share their thoughts on a piece of paper or Google Forms as their exit card.

L.5. Impacts of SARS Epidemic/COVID-19 on East Asians

Introduction

The goal of this lesson is for students to create connections between anti-East Asian sentiments during the SARS epidemic and the recent influx of anti-East Asian Racism with the emergence of COVID-19. Students will reflect on terms explored in earlier lessons (Perpetual Foreigner, Yellow Peril, etc....) to guide their thinking. Students will focus on identifying **change and continuity** with how East Asians are experiencing this racism. Students will also evaluate the impact that Sinophobic comments have on East Asian populations. They are also encouraged to create connections to their own lives if comfortable. At the end of the lesson, students will be prompted to reflect on how we can disrupt these harmful narratives and stereotypes in our own spheres of influence.

Teacher Resources

- [“What shall we do with our boys” propaganda poster](#)
- [Anti-Asian tweets article and study](#)
- [“2003 Sars Outbreak field Anti-Asian Racism” article](#)
- [“Let’s Talk about Yellow Peril” Act2endracism Network video](#)
- [Anti-Asian Racism in Canada Two Years into the Pandemic](#)

Curriculum Expectations

A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914

E1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments in Canada from 1982 to the present, and assess their significance for different groups and communities in Canada, including First Nations, Métis, and Inuit communities (FOCUS ON: Historical Significance; Continuity and Change)

E2. Communities, Conflict, and Cooperation: analyze some significant interactions within and between various communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1982 to the present, and how key issues and developments have affected these interactions (FOCUS ON: Continuity and Change; Historical Perspective)

Lesson Sequence

Learning Goals/Success Criteria:

We are learning to...

- create connections between historical events and current events concerning racism against the Asian community with a focus on the historical thinking concept of “Continuity and Change.”
- consider the impact of discriminatory actions (policy or individual occurrences) with a focus on the historical thinking concept of “Cause and Consequence.”
- interpret and respond to various forms of media and share our findings with others

I know I am successful when I can...

- understand how current social issues regarding racism and discrimination against the Asian population are rooted in historical events
- understand and determine the impact that discriminatory words/behaviours/policies have on Asian populations
- create personal connections to how I’ve experienced or witnessed acts of discrimination and reflect on their impacts

Minds On (10 min)

**Prior to this activity, if “norms” regarding how students should be respectful of one another’s lived experience during sharing have not been established, it would be a good idea to do so. Emphasize the idea that we are listening intently, not making judgments, and supporting one another so that the classroom can remain a safe space for people to process and unpack their experiences.*

Jam board or sticky notes on board: Have you seen or experienced Anti-Asian hate? Where have you seen/experienced these instances?

- Allow students to remain anonymous during this process (put up the sticky notes on your own after collecting all sticky notes)
- Share back to the class what students have shared through the sticky notes to the rest of the class and allow opportunities for students to build on ideas that are being shared (be mindful of what is being shared and address comments that may be inappropriate or need further clarification - ex. are the statements perpetuating further harm/reinforcing stereotypes/normalizing discriminatory behaviour or language?)

Action (55 min)

Media Comparison Activity (20 min)

Provide students with the propaganda picture (What shall we do with our boys) as well as this attached article (Anti-Asian tweets article and study) and provide time for students to take a look through them. Have students consider the following in pairs or groups:

1. What are your initial impressions of the political cartoon and Trump's tweets?
2. What similarities can you see between these two pieces of media? How have these sentiments changed, and in what ways have they stayed the same?
3. In what ways do you see the concept of “Perpetual Foreigner” manifest in these pieces of media?

“You’re the Expert” Activity (35 min)

In the same groups (or different if you want students to work with others), have students look at either a video or news article regarding SARS. They will then answer the questions related to their media piece. Afterwards, split the group into two and create new groupings composed of half/half students from the “Video Response” groupings and the “Article Response” groupings. They will then be responsible for sharing their findings with one another in their new group of 4.

Article Response

Have students look at the “2003 Sars Outbreak field Anti-Asian Racism” article and respond to the following questions:

1. What does it mean for the SARS virus to become “racialized?” What are the impacts of this?
2. What is the media’s role in perpetuating these stereotypes? What can we do to ensure that we are properly assessing the credibility of sources?
3. What connections can you make between the SARS outbreak and the COVID-19 outbreak? What are some of the conversations you’ve been a part of/seen/heard of regarding Asians during pandemics?

Video Response

Have students watch the “Let’s Talk about Yellow Peril” video and respond to the following questions:

1. How much of an increase in percentage was there in incidents of Anti-Asian racism in 2020?
2. What impact does the usage of racist terms/phrases/stereotypes have on East Asian populations? How can we connect this to the history of “Yellow Peril?”
3. How have previous Sinophobia sentiments influenced more recent policies? What does this tell you about how marginalized populations experience discrimination?

Consolidation (10 min)

After students have an opportunity to share their learning with each other, have them reflect on the following question and share it with the group or complete exit cards as a learning check.

- What can we do in our spheres of influence to address anti-Asian hate? What are ways that we can disrupt the spreading of misinformation/stereotypes?

L.6. 100th Anniversary of the Chinese Exclusion Act

Introduction

The purpose of this lesson is to critically think about the legacies of the Chinese Exclusion Act. Students will critically discuss how the Chinese community has often been excluded from mainstream communities and society. Students will compare and contrast how the Chinese community was excluded throughout the years from the gold rush immigration to current times, including the COVID-19 pandemic. Students read about the Senate pronouncement written by Honorable Yuen Pau Woo and examine the three methods by which Chinese people were excluded from mainstream society. Students will also learn about the term “Sinophobia” and are encouraged to critically think about how it affects not just the Chinese community but also the Asian community overall.

Teacher Resources

- [Chinese Exclusion Centenary - ACCT](#)
- [Chinese Exclusion Act - Government Canada](#)
- [Life before and after the Chinese Exclusion Act - Pier21](#)
- [Senate Canada - Paula Simons](#)
- [Sinophobia - BBC](#)

Lesson Resources

- [Senate Pronouncement](#)
- [Christopher Tse, Commemorates the Centenary of the Chinese Exclusion Act in the Senate. \(youtube.com\)](#)

Curriculum Expectations

A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914.

D3. Identity, Citizenship, and Heritage: analyse how significant events, individuals, and groups, including Indigenous peoples, Québécois, and immigrants, contributed to the development of identities, citizenship, and heritage in Canada between 1945 and 1982

E3. Identity, Citizenship, and Heritage: analyse how various significant individuals, groups, organizations, and events, both national and international, have contributed to the development of identities, citizenship, and heritage in Canada from 1982 to the present (FOCUS ON: Historical Significance; Cause and Consequence)

Thinking Questions

- Think about how the Exclusion Act specifically affected Chinese men and Chinese women, as well as the entirety of the Chinese community.
- What does Sinophobia mean, and how does it apply to the Chinese Canadian community?
- Why is it important to remember the legacy of the Chinese Exclusion Act? What event specifically occurred in the Senate?

Lesson Sequence

Learning Goals:

- Better understanding of omitted history and the importance of truth and reconciliation.
- Better understanding of the connection between historic and ongoing anti-Asian racism.

Minds On (15 min)

1. Ask students to think about the word “Sinophobia.” The teacher can divide the word into two parts, “Sino” and “phobia,” and encourage students to think about what the term means in groups.
2. Have students think to themselves about how they’ve seen Sinophobic acts in public or through the media.
 - a. Ask students to write it down and then hand it to the teacher.
3. Ask students to think about the term “Chinese Canadian” throughout the lesson. Is it possible for someone to occupy both identities at the same time?

Action (30 min)

1. First, ask students to read the article by [Honourable Yuen Pau Woo](#) individually and highlight any important parts they think contribute to Sinophobic acts and other stereotypes Asians face.
2. Once students are done, they are to pair off and discuss their highlighted parts, and by working together, they are to narrow down to 4 key statements.

3. After that, students in their pair are to join another pair of students (thus a group of 4) to discuss and share their explanation for their selection of the four key statements. In the new group of 4, students are now asked to narrow down to two key statements from the passage.
 - a. The teacher should have the passage projected while students are working on this activity so that students can reference it, just in case.
4. In the group of 4, students should then grab some sticky notes and write down some quick notes as to why they selected the two statements and then post the note next to the statements in the passage that should be projected.
5. Once all groups are done, the teacher will have a class discussion and read out loud some of the written statements from students.
 - a. The teacher should extrapolate from the notes and ask questions from what the students wrote.
6. As a way to wrap up the activity, the teacher can ask the following questions:
 - a. How is Sinophobia seen in today's society, post-COVID-19
 - b. How does Canada's political relations with China affect the Chinese Canadian community?
 - c. Are any other areas of stereotype mentioned in the passage?
7. Take a final moment to share Chris Tse's spoken word poetry read in the Senate Chambers on the day commemorating the Chinese Exclusion Act

Consolidation (15 min)

1. After the lesson, this is a good time to have students reflect on their positioning in Canada by answering an exit card with the following question:
 - a. What are some ways that I can personally address Sinophobia in my own life and at school?
 - b. What was the key message in Chris Tse's spoken word poem? What are some of your reflections about the legacy of the Chinese Exclusion Act?

L.7. Recognizing and Celebrating Key Asian Canadian Historical Figures

Introduction

The purpose of this lesson plan is for students to recognize and celebrate the various contributions of Key historical Asian Canadians in Canada. Students will think about the contributions of these figures in reference to their accomplishments, as well as acts of community-building, advocacy, and/or leadership initiatives. Students should also consider the similarities these key figures may share and how they have demonstrated the exhibit's theme of "Eating Bitterness." Facilitators of this lesson should also consider engaging students in personal reflections on how important it is to have their identities represented in media, leadership positions and/or other positions of power.

Lesson Resources

- [L.1.L7.L.8. Eating Bitterness: A Timeline \(PDF version\)](#)
- [L.7. Asian Canadian Historical Figures \(PDF version\)](#)

Key Historical Profiles:

- Won Alexander Cumyow (1861 – 1955)
- Joseph Hope (1896 – 1960)
- Jean Lumb (1919 – 2002)
- Kew Dock Yip (1906 – 2001)
- Margaret Jean Gee (1927 – 1995)
- Douglas Jung (1924 – 2002)
- Wong Fong Sien (1899 – 1971)
- Fed Wah (1939 –)
- Vivian Jung (1924 –)
- Linda Ann Loo (1947 –)
- Norman ("Normie) Kwong 1929 – 2016)

Curriculum Expectations

A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914

E1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments in Canada from 1982 to the present, and assess their significance for different groups and communities in Canada, including First Nations, Métis, and Inuit communities (FOCUS ON: Historical Significance; Continuity and Change)

E2. Communities, Conflict, and Cooperation: analyze some significant interactions within and between various communities in Canada, including First Nations,

Métis, and Inuit communities, and between Canada and the international community, from 1982 to the present, and how key issues and developments have affected these interactions (FOCUS ON: Continuity and Change; Historical Perspective)

E3. Identity, Citizenship, and Heritage: analyze how various significant individuals, groups, organizations, and events, both national and international, have contributed to the development of identities, citizenship, and heritage in Canada from 1982 to the present (FOCUS ON: Historical Significance; Cause and Consequence)

Lesson Sequence

Learning Goals/Success Criteria:

We are learning to...

- research influential figures and summarise important information.
- identify significant contributions of influential Asians presently and throughout history.
- collaborate with team members to deliver a concise and effective presentation.
- identify key traits that influential Asians share.

I know I am successful when I can...

- summarise researched information and clearly communicate findings through a presentation.
- recognize common traits that influential Asian figures share and how these traits have contributed to their success.
- practice teamwork and effective communication with other group members to manage work.

Minds On (10 min)

Have students consider the following questions:

- Who do you look up to? Why do you look up to this person?
- Do you think it's important to see those who share the same identity/experiences in the things we watch/listen to/learn?

**You can have students share this as a class discussion, jam board, sticky notes, entry card + anonymous share back facilitated by the teacher*

Action (60 min)

1. (20 MIN) - Separate students into groups of 2-3 (depending on your class size) and assign one influential Asian figure for students to research. Have students focus on the following prompts:
 - a. Provide a brief biography of your assigned figure with pictures
 - b. List some of their accomplishments and achievements
 - c. How have they contributed to initiatives regarding community-building, advocacy and/or leadership?
2. Has your figure faced any hardship in their lives? What did they do to overcome this hardship? If they haven't personally experienced it, how have they supported others in overcoming their hardships?

Students should be focusing on the following list of figures:

- Won Alexander Cumyow (1861 – 1955)
 - Joseph Hope (1896 – 1960)
 - Jean Lumb (1919 – 2002)
 - Kew Dock Yip (1906 – 2001)
 - Margaret Jean Gee (1927 – 1995)
 - Douglas Jung (1924 – 2002)
 - Wong Fong Sien (1899 – 1971)
 - Fed Wah (1939 –)
 - Vivian Jung (1924 –)
 - Linda Ann Loo (1947 –)
 - Norman ("Normie") Kwong (1929 – 2016)
3. (40 MIN) - Students will take turns sharing their findings with the rest of the class. Students should be taking roughly 3-4 minutes to share their slides with the rest of the class. To streamline this process, consider having students share a copy of their slides with you in advance so that you can have all presentations ready to present from your device.

- If norms regarding appropriate behaviour when watching peer presentations have not been established, remind students of the following:
 - i. Phones and laptops away
 - ii. Give your classmates your undivided attention
- Additionally, you can have students consider the following question so that they notice connections between the contributions of various influential Asian individuals.
 - What are similar personality traits that these influential Asian Canadian figures share? How do you think these traits support their accomplishment?

Consolidation (5 min)

Have students consider the following questions as a final reflection:

- Why is it important to have various identities represented in media, leadership positions, positions of power, etc.?
- How does the presence of these community members support the community they are a part of?

L. 8. A Personal Story Line

Introduction

The goal of this activity is for students to think about how their family's history contributes to the overall timeline of Canadian history. After interacting with the [exhibit timeline](#), students will have an opportunity to integrate their personal timeline with the exhibit timeline visually. By providing students with the opportunity to think about how they contribute to “Canadian national identity,” students can contextualise the learning from the exhibit through their family's personal experiences. The intention of this activity is to have students visually see the histories/achievements of their fellow classmates and their respective families to further build a sense of community in the classroom.

Teacher Resources

- [“Identity Circle Activity” worksheet](#)
- [“No Canada Without Me” video](#)

Lesson Resource

- [L.1.L7.L.8. Eating Bitterness: A Timeline \(PDF version\)](#)

Curriculum Expectations

A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914

C3. Identity, Citizenship, and Heritage: explain how various individuals, groups, and events, including some major international events, contributed to the development of identities, citizenship, and heritage in Canada between 1929 and 1945 (FOCUS ON: Historical Significance; Historical Perspective)

Lesson Sequence

Learning Goal(s):

We are learning to...

- reflect on our own social identities and what makes up these complex identities
- create a visualization of our own personal history and how events impact us
- reflect on our family's experiences

I know I have achieved this when I can...

- identify what aspects of our identity we notice most often and the least often
- identify how aspects of our identity affect how we perceive ourselves and how others perceive us
- summarise and share the experiences of my family through an artifact

Minds On (5 min)

Have students consider the following questions after watching the “No Canada without Me” video:

1. What is one question that you want to explore after watching this video?
2. What is your interpretation of “being Canadian?”

Action (65 min)

1. 25 MIN - Have students look at the attached document, “Identity Circle Activity.” Students will work through this activity and reflect on their own identities. There are several questions that students will consider when thinking about what makes up their identity, how they feel others may perceive parts of that identity, and how they may personally view the various aspects of their identity.

2. 30 MIN - Students will then be provided with a sheet of paper where they will draw a horizontal line with a vertical line at the beginning and end of the horizontal one (these two vertical lines will denote the moment they were born to the present day). On the horizontal line, students will draw other vertical lines that indicate a time when their family or themselves may have had some sort of “influential life event” - these events could be challenges their family has faced, barriers they’ve overcome, celebrations - anything noteworthy. They will write down how they processed these events near the horizontal line. Students will draw a line away from this event to the nearest edge of the page. At the end of that line, they will speak to the facts of how that event unfolded. Where that line meets on the horizontal line, students will write about how they “perceived” that event and how it impacted them. Surrounding that personal event, have students recall various/figures that they learned about during their interactions with the exhibit timeline.

**The intention of this activity is for students to think about their own identity and their family's shared experiences and how their uniqueness contributes to the “Canadian identity.” The phrase “No Canada Without Me” encapsulates the spirit of how each of our individual experiences are nuanced and distinctive. As a result, students should think about what makes their identity and experiences different and how they can celebrate that rather than see it as something that sets them apart from others in a divisive manner.*

3. 10 MIN - After students have had an opportunity to create their personalised timelines, draw one large horizontal line on the board. If students are comfortable, have them take turns coming up and sharing one barrier overcome/achievement that they’ve highlighted onto the class timeline.

**The intention of this is to have students visually see the achievements of their classmates to further build a sense of community in the classroom. However, it is also important to consider what achievement looks like rather than perpetuate potentially harmful ideas to our students by only supporting achievements in a meritocratic sense. The teacher should spend some time speaking about the breadth of achievements and how the achievements we celebrate should not be limited to academic success. Additionally, students should think about these achievements in the context of their own lives rather than comparing themselves to others' achievements. For example, an achievement could be that a student was able to resolve a conflict with their friend or become closer to their family.*

Consolidation (15 min)

After students have been able to take an opportunity to appreciate the breadth of experiences shared by their fellow classmates, have students respond to the following question after reading the excerpt on the central theme of the exhibit:

1. In what ways have you had to “eat bitterness” in your lives?
2. Why is it important for us to persevere through challenges?
3. What have you learned from these demonstrations of resilience?

Eating Bitterness (吃苦 - chi ku) refers to a Chinese proverb which refers to how the endurance of hardship can bring great strength. While many suffered the consequences of the Chinese Canadian Exclusion Act, as well as unfair and unequal pay for their work, many resisted. This resilience of individuals and communities under difficult circumstances, including the separation of families and isolation of many Chinese Canadian bachelors, unjust labour practices, and segregation, is the central focus of our exhibition. By showcasing key figures and key movements that demonstrate the strength of these Canadians who had to overcome these discriminatory laws while contributing to Canada as a country, Viewers will better understand the impacts of these policies and that this type of segregation and exclusion can be prevented from happening again. Students can reflect on the personal stories of their classmates alongside or in comparison with the [exhibit timeline](#) of the Chinese in Canada.

They can either share this directly with their classmate, submit it to Google Classroom “question” response, or privately submit an exit card.

Considerations

As an extension, you can have students find an “artifact” that speaks to their family’s history/experiences to bring in for a later class. Students can have the opportunity to talk about the significance of that artifact to their family and how it is representative of their experiences.