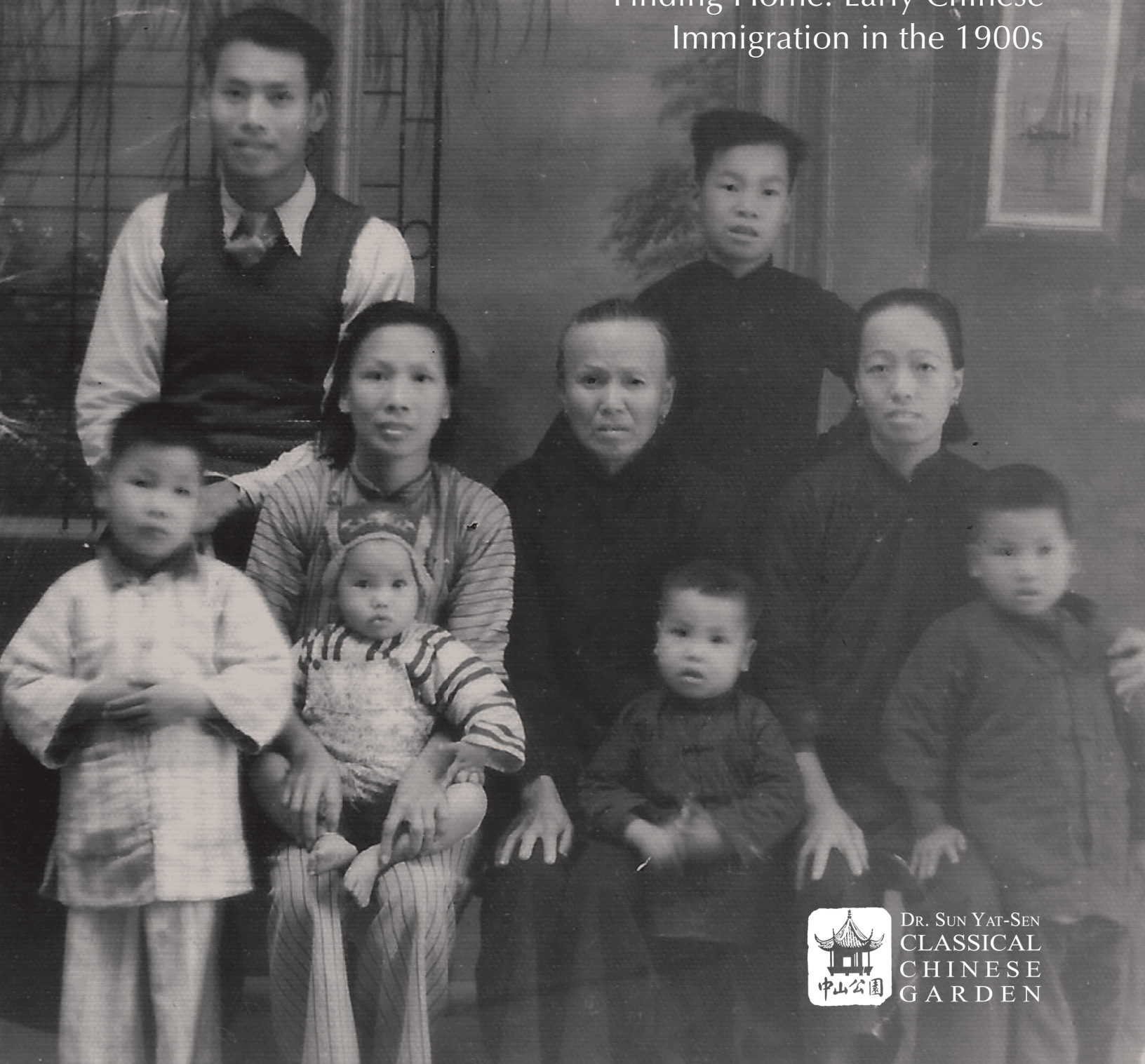


CROSSING BORDERS AND REMOVING BARRIERS

Finding Home: Early Chinese
Immigration in the 1900s



DR. SUN YAT-SEN
CLASSICAL
CHINESE
GARDEN

A TEACHER'S GUIDE

for Social Studies 5 and 10

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INTRODUCTION TO THE LOWE FAMILY

Meet the Lowe family. The story of the Lowe family's immigration from Guanghai, China to British Columbia, Canada begins with **Low Yuet Wing**.

When Low Yuet Wing first arrived to Canada in 1913, he was only ten years old. As the only son of the household, he sailed across the Pacific on his own, hoping to escape the poverty in China to establish a better life for his family in Canada. Low Yuet Wing worked as a laborer to build the Canada Pacific Railway under dangerous and poor employment conditions, as did many Chinese immigrants who came to Canada in the late 1800s to early 1900s.

Given the expensive head tax imposed on Chinese Canadians at the time, Low Yuet Wing did not have enough money to bring his family over to join him. To make matters worse, the Chinese Exclusion Act almost entirely restricted Chinese immigration to Canada from 1923 to 1947. Only when this discriminatory act was repealed in 1947, was Low Yuet Wing able to sponsor his family to come to Canada, including his son, **Sam Low**, and his grandson, **Len Lowe**. Sam and Len were brought over as “paper brothers” as only spouses and children of Canadian residents were allowed to immigrate to Canada at that time.

This teacher guide tells the story of Low Yuet Wing through the lens of **Lorraine Lowe**, Len Lowe's youngest daughter. Lorraine is currently the Executive Director at the Dr.



From left to right: Lam Suey Hai (grandmother); Chan Na Hing (great grandmother); Sam Low (uncle); Low Wai Foon (great great grandfather); Low King Sam (grandfather); Len Lowe (father); Low Yuet Wing (great grandfather). Relationships are indicated in relation to Lorraine Lowe.

Sun Yat-Sen Classical Chinese Garden, and is a proud second generation Chinese Canadian living in Vancouver, British Columbia.

The three lessons in Crossing Borders and Removing Barriers explores concepts of Chinese immigration, identity and community from the early to mid 1900s using the Lowe family as a case study. The lessons are best suited for BC Social Studies 5 and 10 classes. The following questions are explored in each lesson:

Lesson 1: Early Immigration.

What factors influenced early Chinese immigration to Canada?

Lesson 2: Life in Canada. How did early Chinese immigrants experience life in Canada?

Lesson 3: Human Rights. Were Chinese Canadians historically treated fairly?

TIMELINE OF EARLY CHINESE IMMIGRATION

The timeline shows major events related to early Chinese immigration from the late 1700s to mid 1900s.

1788 Early Arrivals

50 Chinese smiths and carpenters first arrived at Nootka Sound on Vancouver Island. They were recruited by British fur trader Captain John Meares to build a trading post and increase fur trade between British Columbia, Canada and Guangzhou, China.

1858 Gold Rush

Following the discovery of gold in the Fraser Valley in 1857, many Chinese immigrants from California and mainland China arrived at “Gum San” (meaning Gold Mountain) in hopes of a better livelihood. Approximately 3,000 to 5,000 Chinese people lived in Barkerville, BC’s major gold rush town in the Cariboo.

1881–1885 Canada Pacific Railway (CPR)

Approximately 15,000 Chinese workers labored on the construction of the CPR in the 1880s. Due to the difficult terrain of the Rocky Mountains and poor employment conditions, many Chinese Canadians died from dynamite accidents, rockslides, winter cold and hunger.

1885–1903 Head tax

When the CPR was near completion, a head tax (entry fee) of \$50 per person was imposed on Chinese people entering Canada. Later, this was increased to \$100 in 1900, and to \$500 in 1903, all in an effort to restrict immigration of Chinese people to Canada.

1907 Anti-Asian Riot

Led by the Asiatic Exclusion League, 30,000 people gathered at Vancouver City Hall to protest the immigration of Asian people to Canada. Over three days, Chinese-owned businesses and homes were vandalized and destroyed.

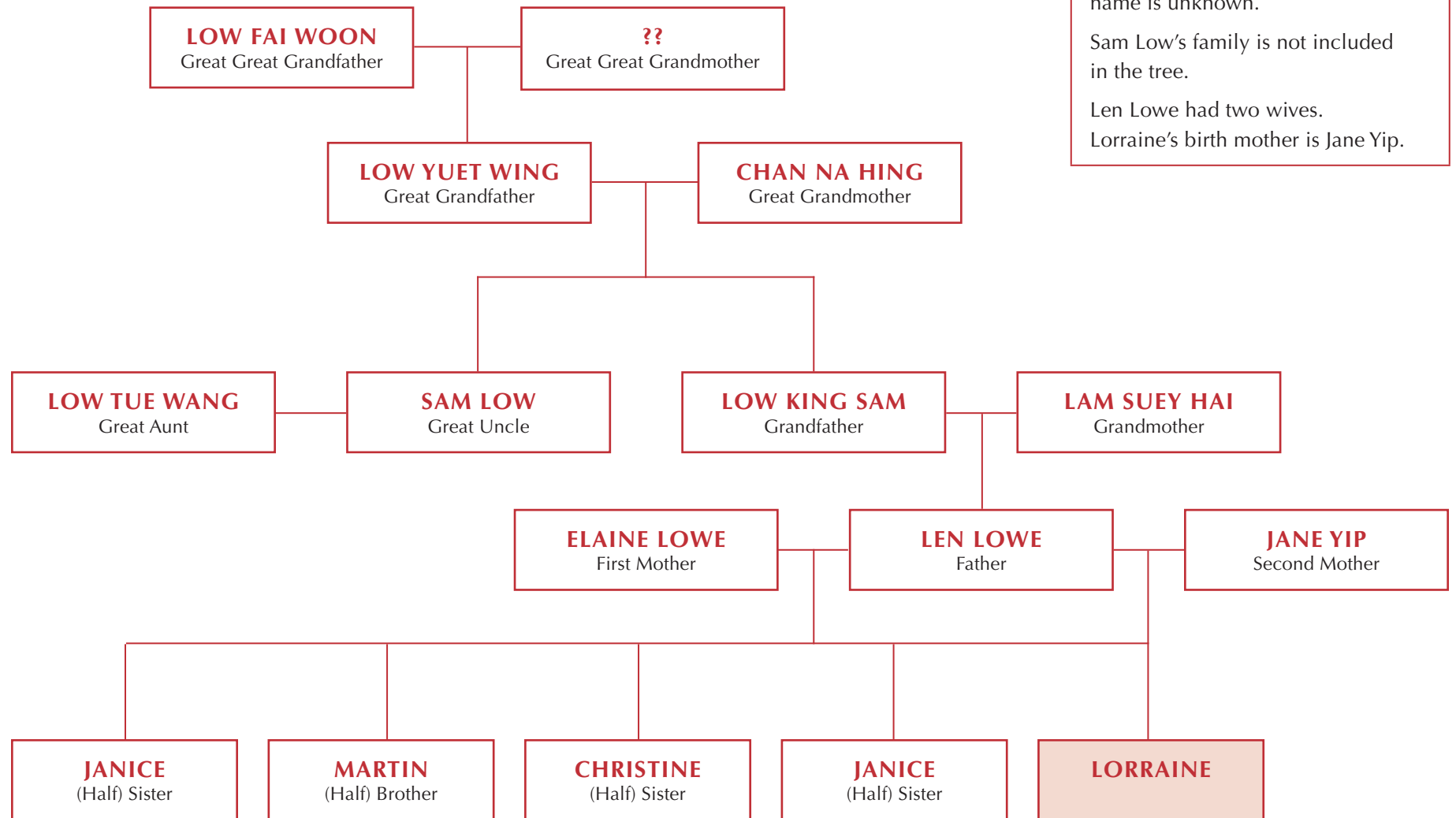
1923 Chinese Exclusion Act

In 1923, the federal government passed a Chinese Exclusion Act that prohibited most Chinese people from immigrating to Canada, with a few exceptions for diplomats, merchants, “men of science” and students. As a result, less than 100 Chinese people entered Canada during the exclusion period from 1923 to 1947.

1947 Repeal

In 1947, the Chinese Exclusion Act was finally repealed and Chinese people were allowed to enter Canada again. Many Chinese Canadians served in World War II, and this altered the discriminatory public attitude towards Chinese Canadians. Chinese immigrants were also granted citizenship for the first time in 1947.

LOWE FAMILY TREE



Notes

Lorraine's great great grandmother's name is unknown.

Sam Low's family is not included in the tree.

Len Lowe had two wives.

Lorraine's birth mother is Jane Yip.

BC CURRICULUM LINKS

The lessons in the teacher guide are best suited for Social Studies 5 and 10 in British Columbia, although they can be adapted for different grade levels and curricula. Content and curricular competencies (with an emphasis on historical thinking concepts) are identified for each of the three lessons in the tables below.

Lesson 1: Early Immigration.

What factors influenced early Chinese immigration to Canada?

Lesson 2: Life in Canada.

How did early Chinese immigrants experience life in Canada?

Lesson 3: Human Rights.

Were Chinese Canadians historically treated fairly?

SOCIAL STUDIES 5

Big Idea: Immigration and multiculturalism continue to shape Canadian society and identity

Content and Curricular Competencies	Lesson 1	Lesson 2	Lesson 3
The changing nature of Canadian immigration over time	•	•	
Past discriminatory government policies and actions, such as the head tax	•	•	
Human rights and responses to discrimination in Canadian society			•
Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)	•	•	•
Sequence objects, images, and events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)		•	
Take stakeholders' perspectives on issues, developments or events by making inferences about their beliefs, values and motivations (perspective)	•		
Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)			•

SOCIAL STUDIES 10

Big Idea: Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.

Content and Curricular Competencies	Lesson 1	Lesson 2	Lesson 3
Canadian identities		•	
Discriminatory policies and injustices in Canada and the world, including the head tax	•	•	
Advocacies for human rights			•
Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data (evidence)	•	•	•
Compare and contrast continuities and changes for different groups at particular times and places (continuity and change)		•	
Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)	•		
Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond (ethical judgment)			•

LESSON 1: EARLY IMMIGRATION

Overview

This lesson examines factors that influenced early Chinese immigration to Canada in the early 1900s. Students will first use photographs of head tax certificates and interviews to learn about how Low Yuet Wing, Lorraine's great grandfather, immigrated to Canada. Then, they will use a visible thinking routine called Tug of War to dig deeper into the "tugs" that Chinese immigrants might have experienced in deciding whether to immigrate to Canada.

Estimated time: 3 hours (2 - 3 classes)

Big Question/Objectives

Big Question: What factors influenced early Chinese immigration to Canada?

- To understand past discriminatory government policies towards Chinese Canadians, such as the head tax
- To explore factors that influenced Chinese immigration to Canada
- To use primary and secondary sources to make observations and draw inferences (evidence)
- To study the past through the lens of Chinese Canadians at the time of immigration (perspective)

Materials

- Lesson 1: Early Chinese Immigration worksheets (one for each student)
- Computer and internet access
- Head tax certificates (one for each group)
- Tug of War worksheets (one for each group)
- Rope
- Optional access to a computer to listen to/watch Lorraine's recordings.

Part 1: Introduction to the Lowe Family (Social Studies 5)

1. **Whole class instruction:** Introduce the word "immigration" to the class. Students might have heard of the word "migrate" (e.g. migration of birds like Canada geese). Migrate simply means "to move" whereas immigrate refers specifically to the movement of people, with the intent of permanently settling in a place. Explain to students that they will learn about the immigration of Chinese Canadians in the early 1900s using Lorraine Lowe's family as an example.
2. **Whole class task:** Distribute Lesson 1: Early Chinese Immigration worksheets (pages 2-4). Review Part I as a class, including understanding Lorraine's family tree. Students have an option to construct their own family trees at the end of Part I. There are many [templates](#) found online that students could use, if needed.

3. **Small group task:** In small groups, assign students to work on Part II: Low Yuet Wing's Arrival (page 5-10). Students will need printed copies of Low Yuet Wing's head tax certificates so that they can see the details more clearly than the images on the worksheet (page 11). See the teacher key to guide students in answering the questions.

Tug of War (Social Studies 5 & 10)

1. **Whole class instruction:** Tell students that they will now look at general factors that might have influenced Chinese people to immigrate to Canada in the early 1900s. Often in history, we discuss push/pull factors to understand historical events, such as what factors "pushed" people to leave China or what factors "pulled" people to come to Canada. However, if we put ourselves in the perspective of immigrants, we might find that there are "tugs" on both ends; in other words, what factors pulled them towards Canada, but also pulled them to stay in China?
2. **Small group task:** Distribute Tug of War worksheets. In small groups, students should cut out the factor cards and identify which factor might be pulls on either side of the arrow. Invite students to put themselves in the perspective of Chinese immigrants. Would they have done what Lorraine's great grandfather did when he was only 10-years-old? Identify their position on the arrow as instructed on the worksheet.
3. **Whole class discussion:** Draw a large double sided arrow on the board and identify the poles as Canada and China. Review pull factors on both sides of the arrow (see teacher key). Invite students to share any additional ideas they put on the blank factor cards.
4. **Whole class task:** Tell students that we will now simulate these pulls across the classroom. Identify two corners of the room as "Canada" and "China" and use a rope to connect the two sides. Ask students to stand on this line to indicate their position on the dilemma, "If you were Low Yuet Wing, would you have immigrated to Canada or stayed in China?" Encourage students to stand at any point on the gradient; some students will stand closer to the poles, whereas others might be somewhere in between.
- Extension for Social Studies 10: There are some blank factor cards that students can use to identify additional factors. Students can also conduct additional internet research to add more detail to the factor cards.

5. **Whole class discussion:** Invite students to justify their position on the line. Why did they decide to stand there? Students might generate more ideas as they are discussed in the group, so add more ideas to the board as relevant. Some students might provide simple justifications; probe them to think deeper by asking, “What makes you say that?” Others might explain their thinking based on modern day perspectives (for example, that you can travel anywhere by plane, or that families can communicate with each other by phone/computer). Instead, remind them to put themselves in the perspectives of Chinese Canadians at the time when limited technology restricted travel and communication.

6. **Individual reflection:** As a wrap up for the activity, ask students to reflect on what they learned using any of the discussion questions below.

- Revisit the Tug of War worksheet. Where did you originally identify your position on the arrow? Why did you choose this position?
- Draw your position on the Tug of War worksheet after the class discussion. Did your position change? Why or why not?
- Imagine that you and your family decide to emigrate from Canada. What are some pulls on either end of this decision? If you were allowed to only pack one suitcase, what would you bring with you, and what would you leave behind?

- Extension: Many Canadians are immigrants from all around the world. Does your family have a history of immigration to Canada? Do you think that some factors discussed today relate to your family?

Additional Activities & Resources

- Visit the Dr. Sun Yat-Sen Classical Chinese Garden and participate in the [Crossing Borders: An Immigrant's Tale](#) program (Grades 4 and up).
- Read David Wong's graphic novel, *Escape to Gold Mountain* (2012).
- Explore more oral histories from [The Ties that Bind](#). Click on the picture at the top to learn more about each Chinese immigrant's story.
- Discuss the advantages and disadvantages of using oral history to understand past events. For example, how might have Low Yuet Wing's story been told differently if another family member was interviewed?
- Watch National Film Board's [The Chinese Violin](#) or [In the Shadow of Gold Mountain](#).
- Find [government records](#) of other Chinese immigrants from 1885 to 1949, including head tax certificates.
- Explore other [types of work](#) that Chinese immigrants did in BC such as mining or salmon canning.

LESSON 2: LIFE IN CANADA

Overview

This lesson explores the Chinese immigrant experience in Canada from the early to mid 1900s. Students will use photographs, interviews and newspaper articles to learn more about the immigrant experience through the Lowe family. In Part I, students will learn about Low Yuet Wing's (Lorraine's great grandfather) experiences working on the Canada Pacific Railway and limitations posed on the family by Chinese Exclusion Act. In Part II, students will explore how two different families adapted to life in Canada.

Estimated time: 4 hours (3 - 4 classes)

Big Question/Objectives

Big Question: How did early Chinese immigrants experience life in Canada?

- To understand discriminatory government policies towards Chinese Canadians, such as the Chinese Exclusion Act
- To use primary and secondary sources to make observations and draw inferences (evidence)
- To compare and contrast the lives of different Chinese immigrants over a period of time (continuity and change)

Materials

- Lesson 2: Life in Canada worksheets (Part I, II and III) (one for each student)
- "[The Heathen Chinees in British Columbia](#)" cartoon (one for each group)
- Computer and internet access
- Lowe family portraits (one for each group)
- Lowe family tree (one for each group)
- Newspaper clippings (one for each group)

Part I: Primary and Secondary Sources (Social Studies 5 & 10)

1. **Whole class instruction:** Explain to students that they will learn more about how Low Yuet Wing experienced life in Canada from his arrival to the mid 1900s through the eyes of his great granddaughter, Lorraine. Distribute Lesson 2: Life in Canada worksheets (page 14-15).
2. **Whole class discussion:** Review the first page of the worksheet as a class. Discuss the differences between primary and secondary sources. Distribute printed copies of "[The Heathen Chinees in British Columbia](#)," as an example of a primary source. The cartoon shows Amor de Cosmos, a journalist, politician and second Premier of British Columbia, and a Chinese immigrant, likely Chee Lung. Invite students to study the cartoon and complete the see-think-wonder table.
 - **Extension for Social Studies 10:**

Try the extension questions. The dialogue between Amor de Cosmos and “The Heathen Chineese” indicates that the immigrant will be deported because he has not assimilated into the culture. Use this example to explain the difference between assimilation and accommodation. Should cultural groups be assimilated or accommodated?

3. **Small group task:** Introduce Part II: Danger and Discrimination (Low Yuet Wing’s experiences of racism on the CPR and because of the Chinese Exclusion Act). Distribute the worksheets (page 16-21) and have students answer the questions. At the end of these activities, students have an optional task to trace Low Yuet Wong’s path of his travels on a world map.

Part III: Family Reunion (Social Studies 5 & 10)

1. **Whole class instruction:** Explain to students that they will now look at some primary and secondary sources on Low Yuet Wing’s family to learn about what life was like for them. Remind students that Low Yuet Wing was not able to bring his family to Canada until 1952 due to immigration limitations posed by the Chinese Exclusion Act. While Low Yuet Wing visited China four times between 1913 and 1939, he did not continuously live with his family for 39 years!
2. **Whole class instruction:** Distribute Family Reunion worksheets (page 22-25). Review the first two pages of the worksheet with the class, including the differences between observation and inference. Explain that students will look at primary and secondary sources to make observations and inferences about Lorraine’s family.
3. **Individual/small group task:** Distribute printed copies of two family portraits and the Lowe family tree. Ask students to look carefully at the two images and complete the two tables on observations and inferences. Note that some students might want to draw inferences right away; encourage them to first describe what they see before making inferences. Invite students to use the family tree to identify some people in the image (see teacher key).
4. **Class discussion:** Review the tables with the classes. What observations and inferences did students make? Then, have a class discussion on the similarities and differences between the two images (see teacher key).

Family Friends (Social Studies 5 & 10)

1. **Whole class instruction:** Explain to students that they will now learn about another family who had close ties to Lorraine's family. Him Lowe was Low Yuet Wing's friend who came to Canada in the 1930s. Like Low Yuet Wing, Him Lowe brought his family over in the 1950s. In this activity, we will compare and contrast their experiences, and will learn that while many Chinese Canadians experienced hardships in Canada, some were also supported by generous Canadians.
2. **Individual/small group task:** Distribute Family Friends worksheets (page 26-30) and printed copies of the newspaper clippings. Instruct students to first make observations and inferences using the image in the newspaper article. Then, they can read the newspaper article to answer the questions. Note: Younger students might need some help to understand parts of the article. Instruct them to look at the vocabulary words in the box below the article.
 - **Extension for Social Studies 10:** Try the extension questions. These questions ask students to think further about the attitude of the reporter, as well as the reliability of newspaper articles as secondary sources.
3. **Class discussion:** Review the questions with the students. Then, discuss: How was Him Lowe's family experience in Canada similar and/or different from Low Yuet Wing's family experience (see teacher key).

Additional Activities & Resources

- Create a timeline of major events in the Low Yuet Wing's life from 1913 (first arrival) to 1952 (arrival of family members). Revisit the worksheets in Lesson 1 and 2 to identify major dates and events.
- Participate in a [walking tour](#) of Vancouver Chinatown to get a sense of the vibrant history and culture found in this neighbourhood. Alternatively, take a [self-guided tour](#) using the map of Chinatown.
- Participate in [Chinatown, Existing](#), a collaborative field trip experience at the Dr. Sun Yat-Sen Classical Chinese Garden and the Chinese Canadian Museum to learn more about Chinese immigrant's experience in Canada (Grades 9 and 10).
- Watch [Ted Ed](#) explain the reliability of new reports and how to choose your news.
- Watch a short [Heritage Minutes](#) video on how nitroglycerin was used on the Canada Pacific Railway.
- Take a [virtual tour](#) of Anti-Asian riots that occurred in 1907.
- Look at this [interactive map](#) of heritage sites related to Chinese Canadian history.
- Learn about the [Chinese Canadians veterans](#) who took part in World War II. Their efforts in the war helped to change the public attitude towards Chinese Canadians.
- Compare and contrast Low Yuet Wing's family story with the [Yip Sang family](#).

LESSON 3: HUMAN RIGHTS

Overview

This lesson explores the concepts of fairness and justice. In Part I, students will play some games to explore how it feels to be treated fairly or unfairly. In Part II, they will learn about the Canadian Charter of Rights and Freedoms, and will evaluate whether Chinese Canadians were historically treated fairly in Canada. In Part III, the Chinese Canadian experience is extended to include anti-Asian racism in Canada today, with suggestions on how to take action at the school to stop racism.

Estimated time: 3 hours (2 - 3 classes)

Big Question/Objectives

Big Question: Were Chinese Canadians historically treated fairly?

- To understand concepts of fairness and justice
- To explore advocacies for human rights, such as the Canadian Charter of Rights and Freedoms
- To use primary and secondary sources to make observations and draw inferences (evidence)
- To make ethical judgments about actions in the past and present (ethical judgment)

Materials

- 30 ribbons in three colors (10 ribbons per color for a class of 30 students) and 30 safety pins. Cut a small piece of ribbon (~5 cm) and attach a safety pin to it.
- Any type of ball
- Bag of 30 candies
- Canadian Charter of Rights and Freedoms worksheet (one for each student)
- Computer and internet access

Part I: Fairness Game (Social Studies 5)

1. **Whole class instruction:** Invite students to sit in a circle. Distribute three colors of ribbons randomly and ask students to pin the ribbon on their shirt where it is visible. It is best if students with ribbons of the same color are not clustered together in one part of the circle. Once students are settled in a circle, ask them to look around and identify students who have the same color ribbon as them.
2. **Whole class task:** Explain to students that they will play games to explore the idea of fairness and justice. Play as many games as you feel is fit for the group.

- **Game 1 Ball Toss:** Start by giving a ball to a student sitting next to you. Whisper to the student that he/she can only pass the ball to a person who has the same colored ribbon. If a student does not throw it to the correct person, then restart the game. Over time, students will understand the secret rule of the game. The other students must sit and watch the ball being thrown across the circle.
- **Game 2 Telephone:** This time, choose a student with a different colored ribbon. Start by whispering a sentence in a student's ear ("You can only share this with someone with the same color.") Again, students with the same colored ribbon are the only students who can participate in the game.
- **Game 3 Candy:** Pass around a bag of candies. However, remove a few pieces from the bag so that some do not get a candy. Students who receive a candy should not eat it right away. After the class discussion below, all students will get a candy to eat.
- **Note:** If there are games that you often play as a class, think about how you can adapt that game for this activity. Any game can be adapted for this lesson, as long as some groups are intentionally excluded at times.

3. **Small group/whole class discussion:**

Now that students have experienced being both included and excluded in some games, lead a discussion using the following questions. Write some of these questions on the board, and ask students to think-pair-share.

- How did we decide who participated in the games?
- Did you have a choice in which color ribbon you got? Is it fair that the game was based on color?
- How did you feel when you were not allowed to participate in some games?
- How did you feel when you were allowed to play some games when others were not?
- What is fairness?
- Have you experienced being treated unfairly?
- What are ways that people in our society be discriminated against?
- What can we do as an individual and/or society to be fairer to others?

Part II: Canadian Charter of Rights and Freedoms (Social Studies 5 & 10)

4. **Whole class instruction:** The Canadian Charter of Rights and Freedoms was established in 1982 to protect the rights of Canadian citizens and the freedoms of everyone living in Canada. Show students an introductory [video](#) on the Canadian Charter of Rights and Freedoms. You can also [order or download a copy](#) of the Charter of Rights and Freedoms for your classroom.
5. **Individual/small group task:** Distribute the Canadian Charter of Rights and Freedoms worksheet (page 31-34). Students will use primary sources found on Royal BC Museum's Learning Portal ([Early Chinese Canadian Experiences](#) and [Acknowledging Past Wrongs](#)) and their knowledge from previous classes to evaluate whether Chinese Canadians were treated fairly in the early to mid 1900s with respect to particular rights and freedoms. Note: Depending on the skill level of your students, it may help to print out the images that relate to each of the rights and freedoms in advance (see images on the teacher key).
 - **Extension for Social Studies 10:**
Read the finer [details](#) of the Canadian Charter of Rights and Freedoms. Invite students to access other primary sources found on the Learning Portal, such as the [Read](#) section of Royal BC Museum's Acknowledging Past Wrongs.
6. **Whole class discussion:** Review the worksheet with the class using the teacher key. Explain that Chinese Canadians did not have democratic and equality rights in the early to mid 1900s due to discriminatory government policies and actions. They practiced fundamental freedoms, and had some legal and mobility rights at times, but not all of the time. Have a class discussion using the following questions.
 - How does the Canadian Charter of Rights and Freedoms define fairness?
 - Was it fair for Chinese Canadians (and the Lowe family) to experience what they did? Why or why not?
 - Do you think that these experiences are problems of the past? In what ways do we see discrimination against Chinese Canadians today?

Part III: Anti-Asian Racism Today (Social Studies 5 & 10)

7. **Whole class instruction:** While the Canadian Charter of Rights and Freedoms brought racial equality by law, many Asian Canadians continue to experience racism in Canada today. Explain that racism can come in different forms, including racial slurs, physical attacks or microaggressions. Microaggressions (“micro” means mini and “aggression” means attack) are subtle, verbal insults like asking “Where are you really from?” to Chinese Canadians born and raised in Canada. Show CCNC-SJ’s (Chinese Canadian National Council for Social Justice) video on types of racism.
8. **Whole class instruction:** Explain how anti-Asian racism has intensified in Canada since the COVID-19 pandemic and that Chinese Canadians have been unfairly blamed for the outbreak in Wuhan. This has given rise to a new phrase, “COVID racism.” Show the timeline of COVID-19 racism and CBC’s video on “This is what anti-Asian racism looks like in Canada.”
9. **Small group/whole class discussion:** Invite students to think about what they can do to stop racism in their community. Use the following discussion questions for think-pair-share.
 - Have you experienced racism before? If so, what does it feel like to be discriminated against based on your race/ethnicity?
 - Do you think that it’s fair that Chinese Canadians are blamed for COVID-19?
 - What can you do as an individual to stop racism?
 - What can we do as a school to stop racism?
10. **Whole class task:** Using some of the ideas brainstormed above, take action against racism in your school/ community. Some starting points include:
 - Empower students to educate your school about anti-Asian racism. Prepare and lead a presentation during assembly time.
 - Invite students to share what they learned in class with their family and friends.
 - Organize a community event for Asian Heritage Month in May.
 - Organize a screening of National Film Board’s Chinese Canadian experiences.
 - Organize a screening of Lost Years, a documentary that traces four generations of racism.
 - Participate in by-stander intervention training and learn to speak out.
 - Learn more about noteworthy Canadians of Asian descent.

Additional Activities & Resources

- Engage in a role play to explore additional perspectives on the treatment of Chinese Canadians (e.g. general public, government, Chinese immigrants). More primary sources are found on the Critical Thinking Consortium, such as [reasons for the head tax](#) or [attitudes towards Chinese immigration](#). While it is easy to identify certain attitudes as wrong today, think about how certain types of thinking were relevant to the time and space.
- Sign up to become a [stigma-free school](#). Conversations on discrimination do not need to be limited to anti-Asian racism. What other stigmas could there be at school (e.g. race/ethnicity, LGBTQ2S+, mental health)? Create a stigma-free club to begin to tackle these stigmas.
- Take Harvard's [implicit association test](#) on other unconscious biases that you might have towards various people.

ACKNOWLEDGEMENTS

This teacher guide was created by Tomo Nishizawa in consultation with Lorraine Lowe and Claire Lloyd at the Dr. Sun Yat-Sen Classical Chinese Garden in Vancouver, BC.

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TEACHER KEY

Part I: Introduction to the Lowe family (page 4)

1. Five generations are shown in the family tree.
2. The first person from Lorraine's family to come to Canada was Lorraine's great grandfather, Low Yuet Wing.
3. Lorraine has a different birth mother (Jane Yip) from the rest of her siblings, as Len Lowe had two wives.

Part II: Low Yuet Wing's Arrival (page 8)

Task 1 (page 8)

1. The head tax certificate was created on May 9, 1913.
2. Low Yuet Wing paid \$500 to immigrate to Canada.
3. Low Yuet Wing looks like he is 9 to 10 years old.
4. Low Yuet Wing re-entered Canada four times: a) April 6, 1920, b) December 12, 1923, c) March 2, 1935 and d) September 19, 1939.
5. Various responses.

Task 2 (page 10)

1. Low Yuet Wing sailed across the Pacific from Toishan, Guanghai, China.
2. Low Yuet Wing was likely 9 to 10 years old when he came to Canada. He altered his age to make sure that he could pass the immigration and work on the railway.
3. There was poverty and war in China. See more details in the Tug of War worksheet.
4. There was hope for escaping the poverty and war in China, and establishing a better livelihood for his family by working on the Canada Pacific Railway.
5. The head tax to immigrate to Canada was \$500 per person in 1913. This was too expensive for the rest of his family to immigrate to Canada.
6. Various responses.



Part I: Primary and Secondary Sources (page 15)

1. The cartoon shows Amor de Cosmos, a journalist, politician and second Premier of British Columbia, and a Chinese immigrant, likely Chee Lung. Amor de Cosmos is shown with his hand on Chee Lung's back, suggesting an unequal power relationship. From modern day perspectives, this attitude is belittling and demeaning.

The title of the cartoon is "The Heathen Chinee in British Columbia," suggesting that Chee Lung is not abiding by certain morals or principles. In fact, even though Chee Lung is likely the Chinese person in the cartoon, he is not given a name in the dialogue; instead he is referred to throughout as "The Heathen Chinee." The cartoon also mocks the use/pronunciation of English by Chee Lung (see the dialogue below).

2. The dialogue suggests that "The Heathen Chinee" will be deported because of his lack of assimilation into the Canadian culture.

Amor de Cosmos: The love of the world or the lover of mankind.

The Heathen Chinee: Why you sendee me offee?

Amor de Cosmos: Because you can't or won't "assimilate" with us.

The Heathen Chinee: What is datee?

Amor de Cosmos: You won't drink whiskey, talk politics and vote like us.

3. Assimilation means integration into a society by "melting" various cultures to make one common culture (melting pot theory). On the other hand, accommodation allows multiple cultures to co-exist as a heterogeneous group. Students will have various responses on whether immigrants should be assimilated or accommodated into the existing culture.

Part II: Danger and Discrimination:

LOW YUET WING'S STORY (PAGE 17)

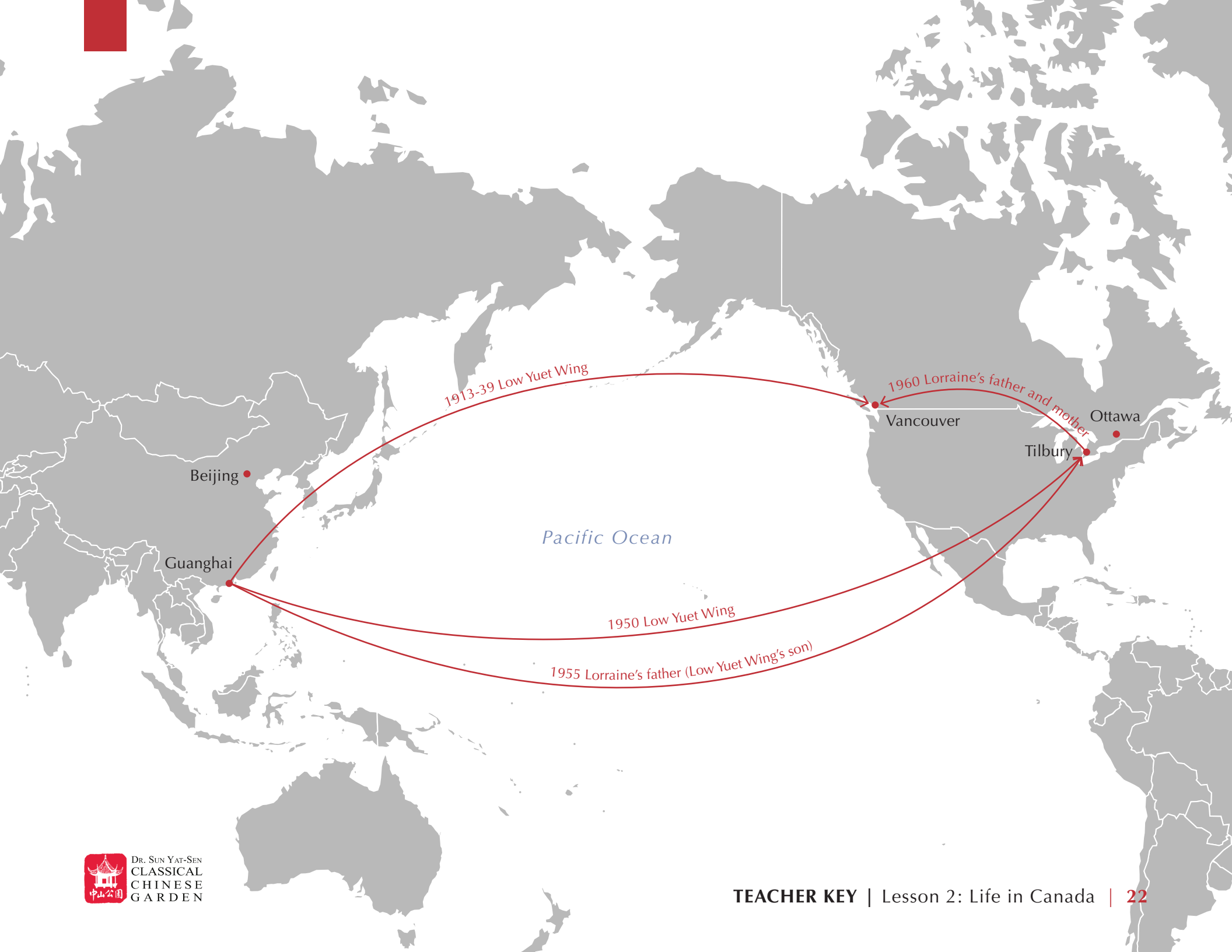
1. The interview is a secondary source, as it is a second-hand account of Lorraine's great grandfather's early experiences in Canada.
2. Workers on the CPR used nitroglycerin to break up solid rock, which led to landslides and dynamite explosions. The Chinese workers also experienced harsh discrimination by non-Chinese workers because they did not speak or understand English.
3. Use of nitroglycerin often resulted in dynamite accidents and deaths. Chinese workers were tasked to use nitroglycerin because they were thought to be of lesser worth than non-Chinese workers at the time.
4. Chinese workers were paid less than half of the non-Chinese workers. They also had to pay for additional provisions (room and board, clothing) from their pay.
5. Chinese people had to pay an expensive head tax to immigrate to Canada. See Lesson 1 for details.

CHINESE EXCLUSION ACT (PAGE 20)

1. Low Yuet Wing returned to China several times as racism worsened in British Columbia in the early 1900s. He was also the only family member to immigrate to Canada, so he paid occasional visits to China to reconnect with his family.
2. Low Yuet Wing moved to Tilbury, Ontario in the 1950s because he heard that racism was less harsh in the East.
3. Low Yuet Wing worked as an owner of a restaurant called Reno's Grill.
4. Low Yuet Wing brought his family over to Canada in the 1950s when the Chinese Exclusion Act was repealed.
5. Low Yuet Wing sponsored Lorraine's father, Len Lowe, to come to Canada. Len worked at his grandfather's restaurant and later earned a degree in electronics, landing a job in the D.E.W. Line in northern Canada.

Task (Optional)

Year	Who?	Place travelled from	Place travelled to
1913 - 39	Low Yuet Wing	China	Vancouver, BC, Canada
1950	Low Yuet Wing	China	Tilbury, ON, Canada
1955	Lorraine's father (Low Yuet Wing's son)	China	Tilbury, ON, Canada
1960	Lorraine's father and mother	Tilbury, ON, Canada	Vancouver, BC, Canada



Beijing

Guanghai

Pacific Ocean

1950 Low Yuet Wing

1955 Lorraine's father (Low Yuet Wing's son)

Vancouver

Tilbury

Ottawa

1960 Lorraine's father and mother



DR. SUN YAT-SEN
CLASSICAL
CHINESE
GARDEN

CULTURAL ADAPTATION (PAGE 24)

Students will likely make various observations and inferences on Tables 1 and 2.
Some additional notes for the teacher:

- **Image 1:** A family photograph from the late 1930s in Toishan, Guanghai, China. From left to right: Lam Suey Hai (grandmother); Chan Na Hing (great grandmother); Sam Low (uncle); Low Wai Foon (great great grandfather); Low King Sam (grandfather); Len Lowe (father); Low Yuet Wing (great grandfather)
- **Image 2:** A family photograph from the 1960s in front of Toronto City Hall. From left to right: Low Yuet Wing (great grandfather), Len (father), Eileen (sister), Martin (brother) and Elaine (mother). This was the last picture of Low Yuet Wing before he passed away in 1969.

Significance of Images 1 and 2:

- **Similarities:** Both images are family portraits of family members from different generations. This signifies the importance of family in the Chinese culture. Although the pictures were taken in two different countries at two different points in time, the Lowe family remained connected as a close unit. From Image 2, we can infer that the great grandfather was involved in his great grandchildren's lives until he passed away.
- **Differences:** Some differences including clothing (traditional Chinese clothes vs. Western clothes), background (Chinese design vs. concrete, modern building) and formality (formal setting vs candid, outdoor photo). We can infer that the Lowe family adapted to some aspects of the Canadian culture over generations. We also see a transition of Len Lowe from a young boy to the head of the family across the two images.

FAMILY FRIENDS

Students will likely make various observations and inferences on Table 3. The key inference from this image is that many Chinese immigrants adapted to life in Canada including clothing, religion and language. The image was also likely taken after the Chinese Exclusion Act was repealed, as Fred Lowe's family members are seen to be interacting with other non-Chinese community members like M.P. Julien Ferguson.

Questions (page 29-30)

1. The newspaper article is a secondary source as it is a second-hand account of the wedding and Fred Lowe's family.
2. Him Lowe is Fred Lowe's father. He sponsored Fred Lowe, and his second son, Julien Lowe, to come to Canada by working as a proprietor of a Chinese restaurant.
3. When Him Lowe passed away, Julien Ferguson took Fred and Julien Lowe into his home in Collingwood.
4. Julien Ferguson taught English to the boys by pointing to objects in the household.
5. In his role as former M.P., Julien Ferguson worked to pass a special act in the house, allowing Fred and Julien's mother and sister to immigrate to Canada.
6. The mother and sister likely chose English names in honor Julien Ferguson's efforts to sponsor them to Canada. They also hoped to better integrate into the Canadian society by having names that could be easily pronounced.
7. Leung Mee Ping is described as "the little bride," suggesting the small stature of Chinese people. While likely meant as a charming compliment at the time, today it can be seen as a derogatory stereotype of Chinese people.
8. This story is likely a special case of a kind gesture shown by a Canadian family. While the Chinese Exclusion Act was repealed in 1947, public discrimination towards Chinese immigrants still occurred in the mid to late 1900s. In fact, the Canadian Charter of Rights and Freedoms was not established until 1982 to protect the rights of Canadian citizens and the freedoms of everyone living in Canada.
9. Newspaper articles are non-academic sources of information, written shortly after the time of the event. They provide a snapshot of an event from the perspective of the journalist at the time.

10. Often newspaper articles have political or social agendas, so they should be read with caution. For example, the newspaper article highlights the message, “East and West United,” to emphasize the growing acceptance of Chinese immigrants to Canada in the mid 1900s. However, in reality, the story does not represent how Chinese Canadians in general were treated then. In fact, the story likely only received attention as a result of the status of Julien Ferguson as Member of Parliament. The bias towards Chinese Canadians is suggested by the author’s use of the phrase, “the little bride,” to describe Leung Mee Ping.
11. Similarities and differences between Low Yuet Wing’s family and Him Lowe’s family:
- Similarities: Low Yuet Wing came to Canada in 1913, whereas Him Lowe came in the 1930s. Both likely experienced harsh racial discrimination in Canada. Both of their family members came to Canada in the 1950s when the Chinese Exclusion Act was repealed in 1947. Low Yuet Wing and Him Lowe became restaurateurs, a common type of work for Chinese immigrants.
 - Differences: Him Lowe’s children were drastically affected by their father’s death. As a result, they formed strong ties with a generous Canadian family, the Fergusons, who became an important part of their lives. While both families experienced hardships, there were heartfelt moments and positive connections with some kindhearted Canadians who treated Chinese Canadians with respect.

LESSON 3: HUMAN RIGHTS (PAGE 31)

Image/video references from the Royal BC Museum's resources are noted in brackets below.

DEMOCRATIC RIGHTS

- Infobite definition: "The rights that enable you to participate in the democratic process and have your voice heard in Parliament."
- Chinese Canadians did not have the right to vote in the provincial elections until 1947, and the federal elections until 1948.

Many Chinese men joined the armed forces towards the end of World War II, and this helped to change the public perception towards Chinese Canadians (Chinese float for V-J Day, Victoria, ca. 1945)

- Many Chinese women also raised funds for victims of the war and participated in Air Raid Precautions groups. These efforts led the government to reform its policies against Chinese Canadians (Victoria Chinese Women's Committee fundraising for war victims in China during the Sino-Japanese War, ca. 1938.; An Air Raid Precautions group receives training in Vancouver during the Second World War, ca. 1943).
- Doug Jung was elected as the first Chinese Canadian Member of Parliament on June 10, 1957. He held office until 1962 (Douglas Jung addressing Canadian Chinese in the Chinatown News, March 3, 1958).

EQUALITY RIGHTS

- Infobite definition: "The right not to be discriminated against by the government based on personal characteristics like race, national or ethnic origin, colour, religion, sex, age disability or sexual orientation."
- The working conditions were difficult for Chinese laborers. Many Chinese Canadians died from rockfalls, landslides and dynamite explosions. Chinese men had long working hours and were paid little compared to non-Chinese workers (Chinese workers on the Canadian Pacific Railway, ca. 1884).
- Chinese Canadians were not allowed to join the military until World War II (An Air Raid Precautions group receives training in Vancouver during the Second World War, ca. 1943.)
- Chinese Canadians were the only ethnic group required to pay the head tax to immigrate to Canada between 1885 to 1923 (see Lesson 1).
- The Chinese Exclusion Act from 1923 to 1947 further limited the immigration of Chinese people except for diplomats, merchants, "men of science" and students (see Lesson 2).

FUNDAMENTAL FREEDOMS

- Infobite definition: “the freedom of conscience, religion, thought, belief, opinion, expression, peaceful assembly, and association.”
- A Chinese language public school opened in Victoria to preserve the Chinese culture (Chinese schoolchildren going to school, Victoria, BC, 1899).
- Chinese people participated in parades and ceremonies using ceremonial masks and Lion’s heads (A parade in a BC Chinatown, ca. 1900; Lion’s head; Chinese Masonic procession at Yates and Douglas streets, ca. 1940.)
- Various musical instruments were likely used in parades and ceremonies (A group of Chinese musical instruments; Chinese musical instrument)
- Chinese people continued to wear traditional Chinese clothing, although some younger generations adopted a Western fashion over time (Lee family, ca. 1903; see Lesson 2).

LEGAL RIGHTS

- Infobite definition: “The rights that protect us in our dealings with the justice system.”
- Chinese people were allowed to have a trial in court (A Chinese witness taking the ‘chicken oath’ before the judge and jury on a platform outside the New Westminster courthouse; October 26, 1902).
- Chinese immigrants were kept at the Federal Immigration Detention Hospital in Victoria when they arrived to Canada between 1903 to 1923. The immigration office checked immigration papers, conducted medical exams and interviewed Chinese people upon their arrival. If they did not have the correct documentation or were found ill, they were kept in prison-like cells for days (David Lai at the Immigration Building).

MOBILITY RIGHTS

- Infobite definition: “The right to enter, stay in and leave Canada” and “to look for work or set up a business anywhere in Canada.”
- Chinese men with leprosy were sent to D’Arcy Island in the Gulf Islands against their will. A leper colony dominated the island until 1924 (Chinese leper at D’arcy Island, ca. 1895).
- Low Yuet Wing left and reentered Canada four times between 1913 and 1939 as indicated on his head tax certificate (See Lesson 1).

- Low Yuet Wing set up his restaurant, Reno's Grill, in Tilbury, Ontario. He moved to Ontario in the 1950s as racism was less harsh in the east (See Lesson 2).

Were Chinese Canadians treated fairly for the above rights and freedoms in the early to mid 1900s? Explain.

Chinese Canadians did not have democratic and equality rights in the early to mid 1900s due to discriminatory government policies and actions. They practiced fundamental freedoms, and had some legal and mobility rights at times, but not all of the time.