

# THE WRITING ON THE WALL 书写在墙上的诗歌



## Educator Resource Guide

---

### What's Inside

- What's in Store
- Lesson Plans
- Black Line Masters
- Activity Ideas
- Description of Materials
- Resources to Continue Student Learning



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

# The Writing on the Wall

Outreach Kit from the Royal British Columbia Museum Teacher's Resource Package

## What's In Store?

### Big Ideas

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

### LEARNING OBJECTIVES

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

### HISTORICAL THINKING CONCEPTS

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

### CURRICULAR CONNECTIONS

#### NEW Grade 5 Social Studies

Curricular Competencies

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

## Content

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

### **Social Studies 10**

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

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

### **New Draft Curriculum**

**B1** Analyse Canadian society from 1815 to 1914 in terms of gender roles, socioeconomic status, ethnicity, daily life and the arts

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

## CHECKPOINTS FOR UNDERSTANDING OR LEARNING OUTCOMES

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

### **Gathering/Analyzing Information**

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

### **Asking Questions and Making Informed Decisions**

- Make inferences based on information gathered from artifacts

### **Communicating Opinions, Ideas, and Inferences**

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

## LESSON PLAN SEQUENCE

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

## TIME SHUFFLE GAME

(Estimated Time: 20 minutes)

Optional way to re-familiarize or introduce your students with key events in Chinese Canadian history.

### Materials

- Time Shuffle Card Game – six decks (drawer 3). You will need one deck for each player group in your class. A player group can consist of three to six players.
- A set of instructions are included in each deck. A more detailed set of instructions can be downloaded at [openschool.bc.ca/bamboo\\_shoots/teacher/game/Time\\_Shuffle\\_Instructions.pdf](https://openschool.bc.ca/bamboo_shoots/teacher/game/Time_Shuffle_Instructions.pdf)

### About the Game

Time Shuffle is a timeline building game for three to six players. Each deck has 35 cards and each card represents an event in Chinese Canadian history. The cards have an image on the front, and a date on the back. Each player is dealt a hand, but players do not look at the date on the back of their cards. The starting player places one event date-side up in the middle as the first card of the timeline. Players take turns building the timeline by trying to place their cards in chronological order. To decide on placement, players make inferences about the image on the card, or the event's relationship to other events on the timeline. There are three ways to play Time Shuffle – full time, quick time and play time. See the game instructions for rules of play.

### The educational purpose of the game is to

- Introduce students to some of the most historically significant events in
- Chinese Canadian history.
- Help students understand the chronological sequence of events in Chinese
- Canadian history.

### Playing the Game

1. Read through the instructions provided with the game cards ahead of class.
2. Divide the class into playing groups of three to six players each.
3. Before handing out the card decks, explain how to play the game. While you are teaching the rules of play, you might want to spend some time teaching students how to make reasoned judgments about where the event card fits in the timeline. Teaching students to make accurate observations about what they see on the card and what they already know about Canadian history will help them make plausible conclusions about where the event card should be located. For example, "I think this event is before the other event because the people in the photograph appear to be wearing older clothes." Or, "I know this event happened well before that event." Tell students they'll be expected to offer explanations like this as they place their cards.
4. Give one deck of cards and an instruction sheet to each group.

5. Allow the groups to play more than one hand of Time Shuffle, so they have exposure to a greater number of the events.
6. If some groups finish earlier than others, have them shuffle the cards and play again. They can then see if they are better at placing the cards in the correct chronological order the second time around.
7. The order of the events in Chinese Canadian history might be surprising for some students, and may not be intuitive. For example, Chinese Canadians could vote, then laws were passed to take away their right to vote, then they won the right to vote again after fighting for many years to regain voting rights. Many students will assume that Chinese Canadians did not have voting rights when they first arrived, and then fought and won voting rights later on.
8. After the groups have played Time Shuffle two or three times, have the groups discuss the events, answering the following questions:
  - What seems like the most important event in Chinese Canadian history?
  - What makes you choose that event?
  - If you didn't know where to place an event on the timeline, how did you decide?
9. Have the students take turns in their groups testing their ability to put the events in order, using the shuffled card deck. Ask each group to share one thing that surprised them about Chinese Canadian history while playing Time Shuffle, and note one event they are interested in learning more about.

## MEET THE OBJECT – THE WALL WRITINGS A.K.A “THE GRAFFITI”

(Estimated Time: 30 minutes)

### Materials

- Two reproduction wall fragments (box 1)
- Stands to display the fragments

### About the Wall Writings

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

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

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



Collections Canada, Federal Immigration Detention Hospital A-046395

## **The educational purpose of the wall writings is to**

Stimulate curiosity and interest about events in Chinese Canadian history.

### **Vocabulary**

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

Sojourn – a brief visit, or short stay

Frugal – to avoid waste, to spend very little

Dilapidated – partly ruined or in decay because of neglect

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

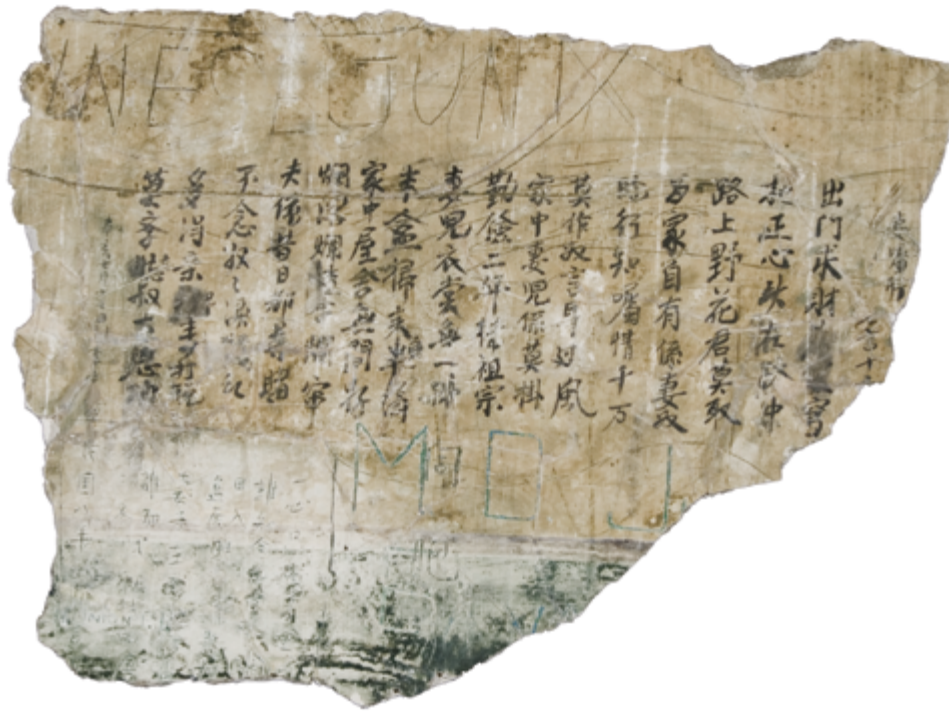
### **How to introduce the “graffiti”**

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

### My Wife's Admonishment

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

Xin Hai Year (1911)



Royal BC Museum Image 2000.41.2



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



Royal BC Museum Image 2000.41.3

5. Define any difficult vocabulary and then ask:

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

## BUILDING HISTORY – PRIMARY SOURCE EXERCISE

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

### Materials

- 11 primary source materials (Box 2. See the back of this guide for a full list and description)
- Writing on the Wall Worksheet (one per student or one per group)

### About “Building History”

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

### The Educational purpose of the primary source exercise is to:

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

### Vocabulary

Franchise – the right to vote

Disenfranchised – not allowed the vote

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

Naturalized – having been accepted as a citizen of a country

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

### Preparation

- Familiarize yourself with the primary source material. See the appendix for a complete list and description.
- You may choose to use all the source material or you can choose a few items you feel are the most relevant.
- Make copies of the Primary Source Evidence sheets (one per group, or one per person).
- Break the students into smaller groups.
- If necessary, remind the students about the guidelines you created as a class about the safe treatment and handling of artifacts and documents.

## In-Class Activity

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

Ask

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

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

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

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

## Group Practice

- Display the first page of the Chinese Regulation Act 1884 (display on screen using data projector or copy and handout the first page of the primary source included in the kit).

Ask

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

## Small Group Work

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

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

## Debrief

- Ask each group to tell the class about one primary source on their table.
- What could you infer from the document? Explain.
- How well does the document inform us about what life was like in the past?
- What challenges did you have trying to read the document for information?

Limitations of Artifacts Available

- Who decides what an important “artifact” to keep is?
- Are there objects that might have been destroyed in the past that would have better reflected the Chinese experience?
- Was there enough information around the objects to fully tell the history of the person it belonged to? Is that information available?
- Ask the students what artifacts they create in their everyday life. (Create a list as a class or as an individual assignment). What would a historian in the future learn about you based on this list? Would it be enough to accurately piece together *your* history?



BC Archives Image C-07930

## DETERMINING SIGNIFICANCE

(Estimated Time: 60 minutes)

### Materials

- Wall Fragments (Box 1)
- Discovery of the Wall Fragment video (Box 4)
- Determining Significance Worksheet (one per student or one per group)

### About “Determining Significance”

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

### The Educational purpose of the primary source exercise is to

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

### Preparation

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

### In-Class Activity

- By asking if a situation, person or object resulted in large scale change or if it reveals something about the past that is important to us today can help to determine if something is historically significant. Historical significance is always demonstrated through the object’s place in the larger story.
- Working as a class, in a group or individually answer the question “Does this graffiti deserve a place in the collection of the Royal British Columbia Museum?”
- Review the worksheet and review the scale and questions being asked for clarity.
- After sufficient time has been given to complete the worksheet, write the categories up on the board – “Result in Change”, “Revealing”, “Meaningful”, “Adds to Narrative”, “Significant”.
  - Reaffirm that to be historically significant the wall poems must meet some of the criteria listed on the board and on their worksheet (at least 3 out of 5).
  - Ask the students who agrees with the first question on the list and then of those who say “Yes”, ask which primary sources they used to support this. Write it on the board.
  - Continue through all the questions. Not every primary source object may appear on the list and some may appear in more than one category. Discuss.

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



Royal BC Museum K\_EA\_C43\_b36f01n005

Date: \_\_\_\_\_ Name: \_\_\_\_\_

## WRITING ON THE WALL: Primary Source Student Worksheet

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

Date: \_\_\_\_\_ Name: \_\_\_\_\_

## DETERMINING SIGNIFICANCE: Historical Significance Worksheet

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

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




## Activity Ideas

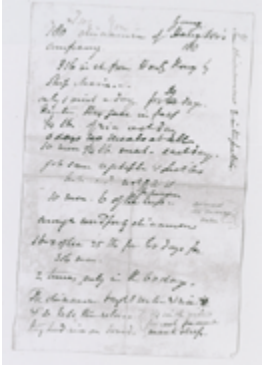
Below is a list of ideas if you wish to further the learning while the kit is in your class or after it leaves.


- Ask students to create a list of historically significant events at your school. Compare student lists. Why are there differences?
- Write a historical plaque to be put up at the location of the Federal Immigration Detention Hospital in Victoria, BC. Submit a maximum 50 words and one image. Visit the Learning Portal at [learning.royalbcmuseum.bc.ca](http://learning.royalbcmuseum.bc.ca) to find images to use for your plaque.
- Imagine it is 1911 and you have been locked in the Federal Immigration Detention Hospital in Victoria. What would you write on the wall? Visit the Learning Portal at [learning.royalbcmuseum.bc.ca](http://learning.royalbcmuseum.bc.ca) and listen to Fred Soon's oral history recording about being in the Federal Immigration Detention Hospital in the 1920s.
- Imagine the Royal British Columbia Museum has an exhibition on Chinese Canadian History on board a ship and the ship starts to sink. You only have room on the lifeboat for three objects and or documents, including the wall fragments. What would you save?
- Look at graffiti in your neighbourhood. Is there any graffiti that is a comment on a recent event, or history? Take a photo of it and discuss what you think it means.

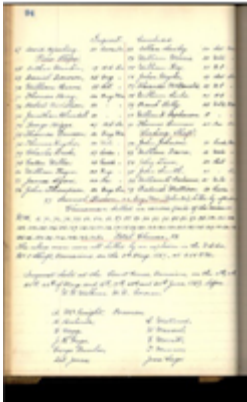
## DESCRIPTION OF MATERIALS IN THE OUTREACH KIT

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

Artifact	Artifact thumbnail	
	Artifact	Ticket for Passage on the ship Maria, 1865
		1 page - reproduction
	Description	This ticket, from 1865, is evidence of a voyage from Hong Kong to Victoria. The Chinese name of the passenger is written in Chinese calligraphy on the upper left corner. The ticket also records his age (10), his occupation (labourer) and his place of origin.
	Credit	BC Archives K/EA/C43/b36f01n005
	Box	2

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

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

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




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


Image	Image thumbnail	
	Artifact title	Chinese Sunday School Picnic, Victoria BC ca. 1907
	Description	Chinese Sunday School Picnic, organized by a local Chinese Canadian church, Victoria, BC ca. 1907.
	Credit	BC Archives C-07930
	Box	2


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




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

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

Artifact	Artifact thumbnail	
	Artifact Title	Letter to the Editor regarding School Segregation, 1922
	Description	In 1922 residents of Victoria worried that the “mingling of Chinese with white boys and girls in the public schools of Victoria constitutes a growing menace...” To achieve segregation, the school board used unsupported arguments that Chinese students were unclean, or that they were delaying the progress of classes as a whole. Over 200 Chinese elementary students were moved to separate buildings. The segregation ended in September of 1923 thanks to editorials, like this one, and public outcries by members of the Chinese Community.
	Credit	BC Archives
	Box	2

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

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

## RESOURCES TO CONTINUE STUDENT LEARNING

### Resources Referenced in this Guide

Bamboo Shoots: Chinese Canadian Legacies in BC  
[www.openschool.bc.ca/bamboo\\_shoots](http://www.openschool.bc.ca/bamboo_shoots)

The Learning Portal  
[www.learning.royalbcmuseum.bc.ca/welcome](http://www.learning.royalbcmuseum.bc.ca/welcome)

### Other Resources

A Brief Chronology of Chinese Canadian History: From Segregation to Integration  
[www.sfu.ca/chinese-canadian-history/chart\\_en](http://www.sfu.ca/chinese-canadian-history/chart_en)

Canadian Immigration Acts and Legislation  
[www.pier21.ca/research/immigration-history/canadian-immigration-acts-and-legislation](http://www.pier21.ca/research/immigration-history/canadian-immigration-acts-and-legislation)

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

Embrace BC: Chinese Legacy BC  
[www2.gov.bc.ca/gov/content/governments/our-history/chinese-legacy-bc](http://www2.gov.bc.ca/gov/content/governments/our-history/chinese-legacy-bc)

The Early Chinese Canadians, 1858 -1947  
<https://www.collectionscanada.gc.ca/chinese-canadians/021022-1100-e.html>