

# SOCIAL STUDIES GRADE 10

Knowing Your Classroom Community



11255 Okanagan Centre Rd. W.  
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**BIG IDEA:** HISTORICAL AND CONTEMPORARY INJUSTICES CHALLENGE THE NARRATIVE AND IDENTITY OF CANADA AS AN INCLUSIVE, MULTICULTURAL SOCIETY.

## COMPETENCY:

COMPARE AND CONTRAST CONTINUITIES AND CHANGES FOR DIFFERENT GROUPS AT PARTICULAR TIMES AND PLACES.

## CONTENT:

DISCRIMINATORY POLICIES AND INJUSTICES IN CANADA AND THE WORLD INCLUDING RESIDENTIAL SCHOOLS, THE HEAD TAX, THE KOMAGATA MARU INCIDENT, THE INTERNMENTS.

## ACTIVITIES TO CREATE INQUIRY:

1. STUDENTS WILL LEARN THE HISTORY OF DISCRIMINATION WITHIN CANADA WITH THE CHINESE HEAD TAX AND IMMIGRATION ACT
2. ACTIVITY: STUDENTS WILL READ DIFFERENT STORIES FROM THE CHINESE COMMUNITY ABOUT LIFE IN THE OKANAGAN IN THE EARLY 1900S
3. ACTIVITY 1: STUDENTS WILL UNDERSTAND THE IMPORTANCE OF REFLECTING AND DOCUMENTATION THROUGH CREATING THEIR OWN JOURNAL.  
ACTIVITY 2: STUDENTS CAN LEARN OF THE LOCAL HISTORY THROUGH A CEMETERY TOUR

## WHAT WILL WE KNOW:

STUDENTS WILL GAIN A BETTER UNDERSTANDING OF HOW MULTICULTURALISM CAME TO BE IN CANADA AND CAN TRANSFER THIS KNOWLEDGE TO THINK CRITICALLY ABOUT CURRENT EVENTS.

## FURTHER INQUIRY:

- FIELD TRIP SUGGESTIONS:
1. LAKE COUNTRY MUSEUM AND ARCHIVES.
  2. LOCAL CEMETERIES



**We respectfully acknowledge that the land on which the Lake Country Museum is situated, where this lesson was developed, is on the unceded territory of the Syilx (Okanagan) Peoples.**

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**Lake Country Heritage and Cultural Society**

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## Social Studies Grade 10: A Reflection of the Past

Learning Experience
Students will be able to understand the effects of the Chinese Head Tax and Immigration Act on multiculturalism in Canada. Further, students will gain knowledge on the importance of journaling by reflecting on their own experiences.

<b>Intention</b>	Students will be able to think critically about why The Immigration Act and Chinese Head Tax was so influential on Canada’s culture and the effects of Canada’s culture today.
<b>Objective</b>	Students will conduct a case study on influential Chinese community members here in the Okanagan. From learning about their stories, students will then do reflection and create their own journal entries.
<b>The Story</b>	<p><b>The Story of Wong Bing:</b></p> <p>Wong Bing was a cook at the Rainbow Ranche, a piece of land on Okanagan Centre rd., owned and managed by James Goldie and his wife Jessie Goldie. For the Goldie family, Wong Bing was more than just the ranch cook, however, as Wong had established a very good friendship with the family. In Jessie Goldie’s journal, she describes Wong Bing as “honesty itself” as he helped with laundry, taking care of the children, doing extra work on the land, and even buying the whole family gifts at Christmas time.</p> <p>Wong Bing had not only established a good connection with the Goldie family, but he was also well connected to the other Chinese communities within the Okanagan. Goldie mentions that they did not grow strawberries or asparagus, yet there was always some on the table, presumably from Wong Bing trading their eggs in exchange for the other goods. Wong Bing also helped with supplying extra help on the ranch, either from helping himself or through other workers that he had connections to from other Chinese Communities.</p> <p><b>Source:</b> <i>Jessie Goldie’s Diaries</i> from Lake Country Museum and Archives.</p>

**Further sources to view:** Forfar, Scott. “Wong Bing and Jessie Goldie: An Unlikely Friendship.” And “Wong Bing: A Cook’s Life at Rainbow Ranche.” Blog post’s on LCMA  
<https://www.lakecountrymuseum.com/blog/>



Wong Bing Pictured on the right in front of a Barn North of the Sundial House 2007.017.011 LMCA

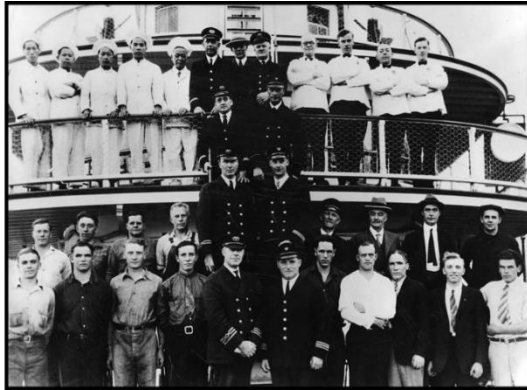


The Sundial House where Wong Bing worked 2007.017.010 LCMA

**Lee Dye on the S.S. Sicamous:**

The S.S. Sicamous was a passenger ship that travelled on the Okanagan Lake from Penticton to Okanagan Landing. Lee Dye was the chief cook on the ship and worked there for 10 years. He had a team of 4 other men. The food cooked was all local, as some of it was grown in a “company garden” or gathered from other local farms. Lee Dye was able to return back home to be with his family, after retiring in 1928.

Sources: <https://www.sssicamous.ca/the-ss-sicamous>. And  
“Beyond Chinatown: Lake Country Stories” *Lake Country  
Museum and Archives*



Lee Dye, Top row 5<sup>th</sup> from the left. Okanagan Archive Trust Society.



S.S. Sicamous off of Okanagan Centre 2007.021.001 LCMA

**The Story of Wong Foon Sien:**

Wong Foon Sien was a very important person within Canada and was given an award in 2008 for being a national historic person. Wong Foon Sien was very influential with the Chinese community within Canada, as he fought for the right for families to be reunited, as the immigration act would not allow anyone from China into the country. His son had come to the Okanagan often as he owned some land in Osoyoos, and his grandson, Roger Wong, has settled here, establishing his family and owning Intrigue Wines.

Source:

<https://parks.canada.ca/culture/designation/personnage-person/wong-foon-sien>.

And

“Beyond Chinatown: Lake Country Stories” *Lake Country  
Museum & Archives*.

<p><b>Historical Context (For teacher background)</b></p>	<p><b>Chinese Head Tax and Immigration Act of BC:</b>          Many people coming to Canada from China were being taxed in an effort to stop immigration to Canada. The taxes started at \$50 in 1885, then went to \$100 in 1900 and then \$500 in 1903. This had resulted in many families being torn apart, as the head tax was too much to bring multiple people, resulting in many of the men coming alone. Many had worked on the CPR and came for the Gold Rush, however once the CPR was built and the Gold Rush came to an end, many settled into orchard work, gardening, or owning their own businesses. Due to the families being separated, men would send majority of their money back to China to help their families.</p> <p><b>Source:</b> Wong, Tun. (2014). “Memories of Kelowna’s Chinatown.” <i>Okanagan Historical Society 78th Report</i>, pp. 42-45.</p>
<p><b>Activity</b></p>	<p><b>Activity 1: A Reflection of the Past</b>  <b>Prompt for Activity:</b>          Many stories of the Chinese Community in the Okanagan have been lost due to lack of documentation. For example, we only have Wong Bing’s story due to Jessie Goldie’s diary entries. Think about the importance of documentation, especially in the way of journaling.</p> <p>After going over the history of the Chinese Head Tax and Immigration Act within Canada, students can start to draw connections to the stories above. Start with introducing the stories, you may incorporate some questions throughout the story process:          As Wong Bing came here during the time of the Head Tax, he would have paid about \$100 to come to Canada.</p> <ul style="list-style-type: none"> <li>- How would this tax have affected his life here in the Okanagan? How about his family that he was separated from?</li> <li>- How would the tax have affected the Goldie family? Think about both their personal lives, but also finding workers during this time.</li> </ul> <p>After going through the different stories, discuss the importance of documentation. Students will then be prompted to reflect on their own stories.</p> <ul style="list-style-type: none"> <li>- Have students come up with their own journal entries/ reflections either about important events in their lives that have helped shape who they are today, or perhaps have them log their reflections about their days in class.</li> </ul>



	<ul style="list-style-type: none"> <li>- Have students use these journal entries either in the form of dance, art, writing, or storytelling to prompt further discussions about current events that have affected the multiculturalism in Canada today.</li> </ul> <p><b>To further the activity</b>, have students research cases that challenge Canada’s multiculturalism happening in today’s society. Students may get into groups and discuss 3-5 points on how they might have changed or handled the Chinese Head Tax and Immigration Act differently. Have the groups share their ideas out loud to have a whole class discussion. How might Canada’s cultural landscape look today if policies such as these were not challenged?</p> <p><b>Activity 2: Cemetery Search (good for younger grades as well)</b></p> <p><b>Prompt for Activity:</b> Take your learning outside! Students can learn about the rich Okanagan history through visiting the local cemeteries and learning the local stories. Throughout this activity, have students reflect on their previous knowledge and have them make connections to these stories.</p> <ul style="list-style-type: none"> <li>- Have students go through the cemetery and find the oldest grave markers (for younger grades, have students take a sketch of the markers, placing a piece of paper over the marker and then shading it with a pencil to transfer the outline on the page).</li> </ul>
<p><b>Further Inquiry</b></p>	<p><b>Field Trip Suggestion:</b> <b>Lake Country Museum and Archives:</b> Come visit the Lake Country Museum and Archives! The museum features many great displays and features an exhibit containing much of this information called “The Beyond Chinatown Exhibit.” You can also find further information about Okanagan’s Chinese Communities on the Lake Country Museum and Archives website: <a href="https://www.lakecountrymuseum.com/">https://www.lakecountrymuseum.com/</a></p> <p><b>Resources:</b> <i>All Aboard! The Okanagan’s Great Age of Rail</i> by Don McNair, 2029, Lake Country Museum &amp; Archives. <a href="https://www.lakecountrymuseum.com/curriculum-support-materials/">https://www.lakecountrymuseum.com/curriculum-support-materials/</a></p> <p><b>Other Resources to Incorporate for More Background:</b> <b>The Diary of Dukesang Wong: A Voice From Gold Mountains:</b> This is a diary written by Dukesang Wong, the only first-hand account of a Chinese man working on the railway. This book can provide a great visual of what life might have been like working on the railway and the incentives to come to Canada.</p>

