

OUR JOURNEYS HERE



Inventory Check List

✓	✓	Item	Description	Comments
		Teacher's Guide		
		Appendix 2.1	Experiences of Newcomers to Richmond – Quotations from Interviews (2 sets)	
		Appendix 4.1	Reasons for Moving to Richmond – Excerpts from Interviews (8 sets)	
		Black Folder:		
		<i>Roberta</i>	Bio Sheet	
			<i>From Time Immemorial</i> Book	
			Navy blue USB stick with audio files	
		Blue Folder:		
		<i>Kanwal</i>	Bio Sheet	
			<i>Bundle of Secrets – Savita Returns Home</i> Book	
			<i>National Geographic: Kenya</i> Book	
			Light blue USB stick with audio files	
		Purple Folder:		
		<i>Rebecca</i>	Bio Sheet	
			<i>Pride: Celebrating Diversity & Community</i> Book	
			<i>National Geographic: United States</i> Book	
			Purple USB stick with audio files	
		Pink Folder:		
		<i>Dominique</i>	Bio Sheet	
			<i>All About the Philippines</i> Book	
			Red USB stick with audio files	
		Green Folder:		
		<i>Mayumi</i>	Bio Sheet	
			<i>All About Japan</i> Book	
			Green USB stick with audio files	

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Overview

Overview

This teachers' guide is intended to accompany the exhibit at the Richmond Museum, *Our Journeys Here*, on the recent history of immigrants and migrants to Richmond. The lessons are based on interviews of four persons from other countries and one Coast Salish woman from Vancouver Island who moved to Richmond during the last 50 years.

The materials are recommended for students in grades four and five, with adaptations possible for other grades. As students explore excerpts from the stories of the five “newcomers” to Richmond and the suggested discussions and activities, they will employ a number of **curricular competencies** of British Columbia’s new curriculum related to inquiry, historical thinking and identity. The unit also gives opportunities to develop core competencies such as **Critical Thinking, Identity** and **Social Responsibility**.

The lessons address overlapping **Big Ideas** for **Social Studies, Language Arts, and Art Education**. The content emphasizes local and recent history that can be tied to larger national narratives with the culminating timeline project.

1. Curricular Competencies

Although this unit offers opportunities to teach other **Social Studies** competencies, *Our Journeys Here* will focus on aspects of the inquiry process, evidence and continuity and change as expressed in the following:

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.
- Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources (evidence).
- Recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change).

English Language Arts has a number of competencies that overlap with those of **Socials** notably:

- Access and integrate information and ideas from a variety of sources and from prior knowledge to build understanding.
- Use personal experience and knowledge to connect to text and deepen understanding of self, community, and world.

Similarly, the lessons, especially the performance task, support development of competencies in **Arts Education** such as:

- Explore connections to identity, place, culture, and belonging through creative expression.
- Connect knowledge and skills from other areas of learning in planning, creating, interpreting, and analyzing works for art.

2. Core Competencies

As students interpret diverse testimonies to answer inquiry questions, *Our Journeys Here* gives many opportunities to think critically and develop an understanding of identity and diversity. The following facets are central to the unit:

Critical Thinking

- Analysis and critique: Throughout the unit students focus on evidence and use criteria to interpret the personal stories of newcomers to Richmond.
- Investigation: Students gather, interpret, and synthesize information and evidence from the Richmond Museum interviews and their own interview in order to answer inquiry questions.
- Development and design: Students contribute to a class timeline as part of the performance task and write one or more stories of Richmond.

Positive Personal & Cultural Identity

- Relationships and cultural contexts: Students study how relationships and cultural contexts help to shape their identity and that of their community. (“Culture” is meant in its broadest sense, including identifiers such as ethnicity, nationality, language, ability, sex/gender, age, geographic region, sexuality, and religion.) The lessons of the unit also teach how identity changes, a key theme of *Our Journeys Here*.

Social Responsibility

- Valuing diversity: The interviews include one with a gay woman and another with a BC First Nations woman who lived through the Sixties Scoop. Although teachers who piloted the lessons noted that the reference to homosexuality could be sensitive for some families, they also saw it as an opportunity for students to develop the core competency of valuing diversity.

3. Big Ideas

Our Journeys Here explores overlapping themes of stories, identity, and cultural diversity from three subject areas.

Social Studies Big Ideas invite teachers and students to explore migration, cultural diversity, and identity over time; for example: “Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada’s identity (grade 4)” and “Immigration and multiculturalism continue to shape Canadian society and identity (grade 5).”

Intermediate **Language Arts** emphasizes the importance of stories: “Exploring text and story helps us understand ourselves and make connections to others and to the world.”

The intermediate Big Ideas in **Arts Education** similarly reflect identity: “Engaging in creative expression and experiences expands people’s sense of identity and belonging” (grade 5) and “Creative expression is a means to explore and share one’s identity within a community” (grade 4).

The Big Ideas emphasized in this unit will be the influence of immigration and multiculturalism in shaping identity and the role of stories in understanding ourselves and the world.

4. Inquiry Questions

Inquiry questions provide the “conceptual Velcro” that stick together the lessons and activities. They give purpose and direction. (Other terms for Inquiry questions are essential, focus, critical or driving questions.) The questions should capture and sustain student interest; guide students towards a better understanding of curricular concepts and big ideas; and result in a tangible, lively, substantial, enjoyable “performance task.”

Through this task—an annotated class timeline and a written story of Richmond—students should be able to answer the inquiry questions. They include two overarching questions intended to frame the unit as well as other “topical questions” that focus on more specific understandings that apply only to one or two lessons.

Overarching Inquiries:

- What is the story of Richmond (over the last 50 years)?
- How have the stories of newcomers influenced Richmond’s story?

Topical Inquiry Questions for Specific Lessons:

- Did life get better for newcomers to Richmond?
- What’s so special about personal stories to help us understand the past? What are their strengths and limitations?
- Why would someone leave family and friends to move to a new land?
- How is my story part of Richmond’s story?
- What will be the next chapter in Richmond’s story in the next 50 years?

The questions should be a frequent point of reference, for example, posted on a wall, printed on handouts, and discussed at various times—particularly before the culminating performance task that requires students to answer them.

To tell a story requires simplifying. One cannot include every event, trend or person. The culminating task when students must choose what to include in Richmond’s story will involve considerable discussion. It is also an opportunity to deepen our understanding of the nature of history. Although the overarching questions refer to one story, students will likely discover that there are several significant stories.

Of course, depending on the context of time, class composition and other factors, teachers may wish to adapt or omit any of these inquiries.

5. Possible Enduring Understandings

Identity:

- We have multiple identities.
- Identities are individual but largely influenced by the groups to which we belong.
- Identities can change over time. Some change easily and quickly; others are more rooted and long-lasting.
- Identities can give a sense of meaning and belonging but also divide us.

Historical Thinking:

- History is interpretation based on inferences made from primary sources. These can be stories but also traces, relics, or records.
- Conditions and events at the time a source was created influence its interpretation.
- Inferences from a source—such as a personal story—can never stand alone. They must always be cross-checked with other sources.
- Change over time can sometimes be positive (progress) and sometimes negative (decline). There may be progress for some people in some ways but decline for others in other ways.
- The events of history were not inevitable any more than those of the future are. The future of a community depends upon the actions of the community members but acting inside current conditions and trends.

Interviewing:

- Interviewing is an art that requires preparation.
- Well crafted, open-ended questions help focus an interviewee's responses.
- Proper interview procedure and questions are important to get the information we want for an inquiry.

6. Evaluation

The *Our Journeys Here Teacher Guide* is a teacher-guided inquiry. Assessment is based on conversations with students, written assignments, student self-assessment forms and student journals (see [Appendices](#)). These can give feedback about student understanding of the concepts and knowledge, as well as any feelings of frustration and waning interest that are common in an extended inquiry.

The lessons include questions for the journal related to the lesson objectives. In addition, at any stage you could ask students to answer other questions related to the process:

- What was the highlight of the day? The low point?
- How have you found this? (Interesting? Easy/Hard?)
- What challenges have you faced? Are still facing?

- Is there anything that you need support with?
- How has your work so far met the criteria for the assignment?
- What feedback have you received and how have you responded to it?

A potential problem at the stage of interpreting the timeline and considering the future of Richmond is the tendency for students to ignore their evidence and “just make up” what they think the answer should be. To reinforce the link between evidence and conclusions there is scaffolding in the two “Think like a Historian” lessons and the option to use “What Makes You Think That?” In addition, you can ask students to complete prompts in their journals like these:

- I used to think...but now I am thinking...
- Here is what I am thinking so far...
- This source changed my thinking because...
- This conclusion is very different from what I thought it was going to be because...

7. *Our Journeys Here* Exhibition

Join us at the Richmond Museum as we discover Canada’s history of migration, and what immigrants have brought to our city and our nation. In the *Our Journeys Here* exhibition, we explore stories, music, faith, language, foods and other diverse cultural expressions immigrants have contributed to our multicultural society.

All Canadians, with the exception of the First Peoples, have migrated here from another place. Today, one in five Canadians was born in another nation. This is not new—it is the same percentage of foreign-born citizens as Canada had 75 years ago. What has changed? To find out, take a “citizenship test”, share your family’s journey here and pack your bags for your migration journey.

The *Our Journeys Here* exhibition aims to start a year-long conversation about what it means to be Canadian today in Richmond. The exhibition runs from July 6 to June 2018 at the Richmond Museum, 7700 Minoru Gate (inside the Library/Cultural Centre). **Admission is free.**

Lessons

Lesson 1: Classroom Timeline of Richmond Since 1967

A story can be defined as a chain of events that have some cause and effect relationship. Especially when looking at history, this means grouping events—and trends—into an order. The classroom staple for this is the timeline.

Yet timelines can be much more than a list of events and dates. If they involve photographs or drawings, students can visualize the past. If they include social and environmental topics, students can relate to the content more than they might for more traditional political timelines. Above all, the timeline can be the basis for an engaging story. Christine Counsell argues that a “timeline should never be boring, ... it should be a REVELATION.”¹

The lesson below is for a visual and annotated timeline featured on the classroom wall intended to respond to Christine Counsell’s dictum. If it is completed before considering the excerpts from the interviews, students can also use the relevant context to help them interpret the sources ([Lesson 5: Thinking Like an Historian – Contextualizing](#)). Posting the timeline prominently on the classroom wall makes it a point of reference throughout the unit.

Overarching Inquiry Questions:

- What is the story of Richmond (over the last 50 years)?
- How have the stories of newcomers influenced Richmond’s story?

Enduring Understandings:

- Continuity and change are interwoven: both can exist together.
- Events, people, and developments are historical significant when they occupy a meaningful place in a narrative.
- Students can only explore these understandings at the point where students have completed their research, created a class timeline and reflected on the story it tells.

Objectives:

Students will be able to:

- research a topic from the list “Topics for Timeline of Richmond 1967 to Today”, write a few sentences based on that research and draw an illustration.
- On completion of the timeline, students will be able to use it to answer questions about the story of Richmond’s recent past and the process of change. ([Lesson 7: Richmond’s Story Over the Last 50 Years](#))

Evaluation:

- The annotation is clear and accurate.
- The illustration clearly represents the assigned subject.

¹ Christine Counsell. “Teaching about Historical Change and Continuity,” *Schools History Project*, Leeds Trinity University College, www.schoolshistoryproject.co.uk/teaching-about-historical-change-and-continuity/, accessed Feb. 17, 2011.

Resources:

- Print materials for research and/or computers and with access to the internet
- Roll of butcher paper attached to the classroom wall lengthwise and marked with a bold line along the middle, the dates 1967 at the beginning and 2017 at the end, as well as indicators of decades
- [Appendix 1.1: Topics for Timeline of Richmond 1967 to Today](#), one copy for each student
- [Appendix 1.2: Timeline Assignment](#), one copy per student
- Paper and pencil crayons or felt pens for illustrations and annotation

Note: The size of the annotation and visual will depend on the size of the wall poster and number of topics posted. Instructions will need to be modified accordingly.

Resources for the Teacher:

- The [Richmond Archives YouTube Channel](#)
- [History Pin](#), historical photographs of Richmond contrasted with contemporary images of the same locations
- Old school annuals if available
- [Teaching with Timelines](#), supplementary reading

Procedure:

Preparation:

1. Draw out the basic timeline, the dates 1967 at the beginning and 2017 at the end, and indicators of decades with coloured markers.
2. Put the timeline up on the wall in full view so that it is readily available for reference and for making on-going additions.

Introduction of the unit:

3. To engage students interest show them images of Richmond in the 1960s from sources such as
 - ◆ The [Richmond Archives YouTube Channel](#): for example, the Richmond Days Parade and Salmon Day Queen Festival
 - ◆ [History Pin](#) showing images circa 1967
 - ◆ Old school annuals
4. Ask them to look at the people, buildings and activities and think about what Richmond was like. Discuss student answers.
5. Refer to student answers, explaining how the class will be learning about how Richmond has changed—the people, the land and buildings, and its identity, how it used to see itself 50 years ago and how it sees itself today. Their answers can form a starting point as the class looks at changes over the years.

6. At this point, you could introduce the inquiry questions—“What is Richmond’s story?” And “How have stories of newcomers influenced that story?”—or wait until the next lesson [Lesson 2: Moving to a New Home – Experiences of Newcomers to Richmond](#).

Assignment of the task:

7. Assign students to pairs and a topic to research. Distribute [Appendix 1.1: Topics for Timeline of Richmond 1967 to Today](#), one copy per student. Establish criteria for their annotation and illustration as outlined on the assignment sheet. You may wish to add the criterion that students write in their own words.
8. Set aside class time for research. The librarian can help with print resources. The most useful and reliable internet source is the Canadian Encyclopedia www.thecanadianencyclopedia.ca/en/. It contains more than 30,000 multimedia items including images, maps, audio, video and a user-generated content map on which Canadians have shared their stories. It is hosted by Historica Canada, a not-for-profit organization.
9. Take in drafts of annotations and drawings/photocopied photographs.
10. Provide feedback to students for any necessary revision to their drafts. Collect these for posting.

Creation of timeline:

11. Decide how you want to represent elements of continuity or slow change such as farming or ongoing immigration from China. Many students think that history is composed of discrete events with fixed dates. This is an opportunity to help them recognize how change and continuity can happen at the same time.
12. Post annotations and visuals on the timeline. National and international events and trends should go above the line and local or provincial topics should go below.
13. As timeline space permits, encourage students to add relevant personal connections to the timeline and any other events or trends that they discover. Especially relevant would be family events of migration or immigration.

Interpretation (this could take place at any time in the unit once the timeline is completed):

14. Allow time to discuss what the timeline reveals about the significance and the process of change. (See the enduring understandings above.) Using it to tell a story can help students make coherent sense of Richmond’s past 50 years (and to a large extent Canada’s recent past). Possible questions for interpretation:
 - ◆ What story or stories does our timeline show? (e.g. stories of changing population, buildings, work or the environment)
 - ◆ Why have we included X event?
 - ◆ Attending Richmond schools have been an important part of the life of young people throughout the last 50 years. Should this be on the timeline?

- ◆ What else has happened since 1967 that we should add to our timeline?
- ◆ What has changed and what seems to have stayed the same?
- ◆ What kind of change has taken place: has it been rapid or slow? What has changed the most?
- ◆ How is your personal story or that of your family part of Richmond's story?

The class will use the timeline again to answer the overarching inquiry questions and predict the next 50 years in [Lesson 7: Richmond's Story Over the Last 50 Years](#) and [Lesson 8: The Next 50 Years](#).

15. Have students answer in their journals questions such as these:

- ◆ Here is what I am thinking so far about Richmond's story...
- ◆ My thinking about Richmond's story is very different from what I thought it was going to be because...
- ◆ The highlight of this project so far is...
- ◆ The low point so far has been...

Lesson 2: Moving to a New Home – Experiences of Newcomers to Richmond

This exercise introduces the first inquiry questions and begins an exploration of the concept of evidence. To make the wording of the second inquiry question tighter, we have grouped the four immigrants and one migrant and referred to them as newcomers. However, Roberta is a First Nations woman. Though she moved from Vancouver Island and is in that sense a newcomer, Richmond is the traditional territory of Coast Salish.

Overarching Inquiry Questions:

- What is the story of Richmond (over the last 50 years)?
- How have the stories of newcomers influenced Richmond’s story?

Topical Inquiry:

- Did life get better for newcomers to Richmond?

Enduring Understandings:

- History is interpretation based on inferences made from primary sources.
- Inferences from a source can never stand alone. They must always be corroborated with other sources.

Objectives:

Students will be able to:

- make plausible inferences from interview excerpts.
- crosscheck conclusions by comparing sources.
- write one or more sentences that answer the inquiry question about newcomers’ experiences.

Assessment:

- Based on oral comments and journal entries

Criteria:

- Thoughtful answers to discussion questions outlined in step 6 of [Lesson 1: Classroom Timeline of Richmond Since 1967](#) above
- Plausible answers about feelings based on the excerpts from interviews

Resources:

- Two sets of quotation cards (from [Appendix 2.1: Experiences of Newcomers to Richmond – Quotations from Interviews](#)), one for each half of the class
- [Appendix 2.2: Biographies of Interviewees](#) [for teacher]

Optional:

Audio files of *Experiences of Newcomers Quotations*; two poster papers, one labelled “Happy”, the other “Sad” posted on opposite ends of the classroom.

Procedure:

1. Begin by building on students’ experiences of moving. Ask the class if any of them have moved, either to a new school, community or country. For those who have not done so, ask them to imagine what it would be like. Here are some possible questions for students who have experienced moving:
 - ◆ How did you feel about moving?
 - ◆ What did you leave behind?
 - ◆ What were you looking forward to? What was the promise (hope to find here)?
 - ◆ Did your new school/community/country live up to your hopes?
 - ◆ What were you worried about before moving?
 - ◆ What challenges did you find when you had moved?

2. Introduce the main inquiry questions for the unit: “What is Richmond’s story for the last 50 years?” and “How have stories of newcomers to Richmond influenced the story of our community?”

Explain that for this lesson the class will look at parts of interviews with newcomers telling their stories. They were interviewed recently by the Richmond Museum. We will look at these newcomer stories and try to answer the question “Did life get better for people who moved to Richmond in the last 50 years?”

Recognize that the comments that students made during the discussion of moving and suggest that their experience and ideas may help answer this question. Their ideas are like hypotheses or good guesses and you are now going to see how they compare with the experiences of five newcomers who moved to the city during the last 50 years.

3. Explain that the newcomers you are talking about are **immigrants** and **migrants**. Explain that people who voluntarily move from a foreign country to live in another are called immigrants. Draw a distinction between immigrants and people who moved from one part of the country to another (migrants). Also distinguish between immigrants and people who leave their countries because of fear or necessity, for example, because of war or disaster (**refugees**).

One of the five newcomers interviewed by the Richmond Museum was a First Nations woman born in Canada—she is a migrant—and the others are immigrants from the Phillipines, Kenya, Japan, and the United States.

Although our unit frames the recent history of Richmond as a story, you may want to teach the meaning of **identity**. It can be defined as the qualities, characteristics or beliefs that make a person or people. In other words, how would you describe Richmond and its people to someone who had never visited there?

4. Divide the class in half and give each student one of the quotation cards. You may wish to give what you think are more challenging quotations to more capable readers.
5. Designate one end of the classroom as “Happy” and the other as “Sad”. Ask them to read their card, decide if what is described is happy, sad, or some in-between feeling, then position themselves in two long lines roughly between these opposites. Emphasize that you want an initial gut reaction only.
6. This instruction is likely to lead to a mad jumble of students trying to read other students’ sources in order to help them decide where to stand. Get their attention. Congratulate them. They have just shown that they are good historical thinkers. Like historians they have compared different sources. Support their behaviour by allowing them to continue to read each other’s cards to work out where they should stand. Give them a few minutes to figure out where they should go on the Happy-Sad continuum.

Model for them physically how they should form a line and not cluster. Let them know that it is okay to be in the middle, that not all of the sources will be clearly sad or clearly happy.

Ask one line to read its sources, from sad to happy. In addition, ask them to explain why they positioned the sources where they did. Then ask the other line to do the same.

There are many lines of questioning that you might follow:

- ◆ **Interpreting sources:** How did you decide that your source showed happiness or sadness?
 - ◆ **Difficulty of interpreting some sources:** Which experiences were hard to determine as being happy or sad? Which ones were both sad and happy?
 - ◆ **Diversity of experiences:** What kind of experiences seemed to be more sad? More happy?
 - ◆ **Answering the inquiry question:** What do these excerpts from interviews with newcomers help us understand what it was like to move to Richmond? Why is it hard to say one thing about the experiences of people who move to Richmond?
 - ◆ **Usefulness or relevance:** Which quotations were especially useful in answering our inquiry question? Why do you think that? Which ones were not very useful?
 - ◆ **Agency:** What did these newcomers to Richmond do to help make their experiences happy ones? What did the people of Richmond do to help the newcomers?
7. Have students write a journal entry (or exit slip) that gives their answer to “Did life get better for newcomers who moved to Richmond?” and/or the more open-ended “What was life like for them?”

Explain that they are going to continue to work like historians in the next lesson and learn some of the ways that historians think, talk and write.

Optional:

The Harvard Project Zero advocates that teachers nurture thinking and use thinking routines to build a culture of thinking. Thinking routines are explicit, useful strategies that can drive learning about habits of mind, such as the curricular competencies. For learning to reason about evidence, one of their most powerful routines is “What Makes You Say That?”

Asking this question many times over the school year can help students recognize that the correctness of an answer lies in the evidence to support it. It invites reasons based on what students have noticed from close observation of the source or have drawn from context.

There are lots of opportunities *Our Journeys Here* to ask “What makes you think that?” with variations such as “What is there in these stories that makes you think that?” and in the concluding lessons “What is there in this timeline that makes you think that?”

Lesson 3: Thinking Like an Historian – Corroboration

Very rarely can one or two sources prove anything on their own. Personal stories are an important source for understanding the past. Moreover, stories can engage students. However, memory is fallible. Any story is a selective account. To answer inquiry questions, students need to corroborate and contextualize inferences from these sources. This lesson focuses on corroboration.

There is a vocabulary that supports corroborating. The words and phrases in this lesson help students represent their thinking. More than that, they actually shape and frame that thinking. For students to arrive at the enduring understandings for this unit they need to learn both content vocabulary, like immigration and identity, and the disciplinary vocabulary for using evidence.

Students often like to use big words and there aren't many bigger and harder to say than corroboration. However, a simpler and easier synonym is cross-checking.

Overarching Inquiry Questions:

- What is the story of Richmond (over the last 50 years)?
- How have the stories of newcomers influenced Richmond's story?

Topical Inquiry Question:

- Did life get better for newcomers to Richmond?
- What's so special about personal stories in trying to understand what happened in the past? What are their strengths and limitations?

Enduring Understandings:

- History is interpretation based on inferences made from primary sources.
- Inferences from a source can never stand alone. They must always be corroborated with other sources.

Objectives:

Students will be able to:

- refine their interpretation of sources from the previous lessons using appropriate vocabulary and sentences.
- reflect on how certain they are of their answers to questions about the past.

Assessment:

- Based on sentences submitted

Criteria:

- Written conclusions about newcomers' experiences are supported by reference to several interview excerpts

- Comments from students' discussions reflect an understanding of the usefulness and limitations of personal stories to understand the past and the importance of cross-checking.

Resources:

- [Appendix 2.1: Experiences of Newcomers to Richmond – Quotations from Interviews](#), one per student (please photocopy)
Optional: if the lesson is adapted for small group work, use the set of quotation cards from Lesson 2 ([Appendix 2.1: Experiences of Newcomers to Richmond – Quotations from Interviews](#), one set per group)
- [Appendix 2.2: Biographies of Interviewees](#), one per student or per group

Teacher Resource:

- Smithsonian. "Oral Histories: Strengths and Limitations Chart", *Engaging Students with Primary Sources*, 36, <https://historyexplorer.si.edu/sites/default/files/PrimarySources.pdf>.

Procedure:

1. Ask the class to remember their first week of school in September (or some other time in the past). Ask them by show of hands:
 - ◆ Who had a happy time? A sad time? Something else?
 - ◆ What makes you say that?Take some of their answers. Then ask them how certain they are that their memories can tell the whole story of their week. Explore some examples of what might be left out and any other limitations and then ask,
 - ◆ Imagine that a historian wanted to write about the first week of school. What other sources of information other than your memory would they try to find?
 - ◆ What are some of the good things about learning about the past from people's stories?
 - ◆ What are some of the limitations when we try to understand the past if we only rely on personal stories?
2. Refer students to the discussion that they had last class when they tried to decide if the five newcomers to Richmond had a happy or sad time. Remind them that they were very different people, some old, some young, from different countries, and they were telling stories about events many years ago. And there were only five.
Ask them, "How well do we really know what it was like for a newcomer to settle in Richmond?"
3. Explain that history is not like arithmetic where there is one right answer. Historians try to answer questions about what happened in the past and look at a lot of sources but they never find one utterly correct answer. This might be because there are not enough sources, the sources may not tell us all we want to know or sources may disagree with each other. This was the case with the stories that they read last class.

However, we can be more certain about answers to questions about the past if we can point to other sources such as stories, photographs, objects and the like. Our answer will also be more complete, more thoughtful. Introduce the vocabulary word “plausible” that is used on the self-evaluation form.

The class worked hard like historians to compare different sources. Now they will use the vocabulary of historians to be a bit sharper with their thinking and look again at the sources to decide, “Did life get better for newcomers to Richmond?”

4. Ask students what these words do when you are talking about how people and events in the past: “for example, because” and “...as shown in this source...”

They all show reasons for our ideas and the thinking that supports a conclusion or inference.

Ask them next their understanding of “definitely, probably, likely, possibly” and the differences amongst them. Do the same for verbs such as “suggests, leads us to believe, indicates, shows” and “tells us” and adjectives such as “some, many, most” and “all”.

They all express various degrees of certainty.

5. Explain that they are going to write answers to the inquiry question “Did life get better for newcomers to Richmond?” using this vocabulary. Distribute “Experiences of Newcomers”, one to each student. (Alternatively, you may wish to have students work in small groups and use the sets of quotation cards, from Lesson 2, with students dividing up the cards amongst themselves in a co-operative structure such as Roundtable.)
6. Give students some of the following sentence stems and explain how they help make thinking clearer and deeper. Model for them some of the following examples with the words underlined that indicate thinking.

Prompts that begin with the source to be followed by a conclusion:

- ◆ This source X **leads us to believe** that...
- ◆ These sources **clearly show**...
- ◆ Source X **indicates** ... **but** source Y **suggests**...

and these that start with an interpretation:

- ◆ **Some** newcomers thought that life did get better. For example, Roberta says ... and Kanwal says...
- ◆ **At first some** newcomers found life hard **as shown in** Rebecca’s story about... and Kanwal’s story about...

For example, “Source 1 **clearly indicates** that Richmond welcomes different cultures but Source 13 **suggests** that people want to stay with their own group. **He says** that people find it hard to accept others.”

Post some prompts on the board or wall for student reference.

7. Give students time to write, share their sentences in small groups and as a class, and if time permits to rewrite based on the discussion.

8. Collect their sentences explaining that they are drafts that they use later to tell Richmond's story.
9. Conclude the lesson by asking students to reflect on their thinking in their journal:
 - ◆ Why makes you think that your conclusion about the experiences of newcomers is plausible?
 - ◆ What can personal stories like these tell us about the past? What might they not tell us?
 - ◆ Why is comparing several sources important to do?
 - ◆ Can you think of other times and places when you might want to compare sources?

Lesson 4: Reasons for Moving to Richmond – Team Web

As any story of a person or a community depends on causal links amongst the various elements, this lesson can help students to tell the story of Richmond at the end of the unit. The lesson also supports curricular competencies for grade 6 and 7: “Change often has many types of causes and that these vary in importance”. Learning the concepts of push and pull factors—Step 7 in this lesson—is content suggested for grade 5.

Overarching Inquiry Question:

- What is the story of Richmond (over the last 50 years)?
- How have the stories of newcomers influenced Richmond’s story?

Topical Inquiry Question

- Why would someone leave family and friends to move to Richmond?

Enduring Understandings:

- History is interpretation based on inferences made from primary sources.
- Change is driven by multiple causes, some more important than others.

Objectives:

Students will be able to:

- make plausible inferences from the interviews about reasons for moving to Richmond.
- make plausible suggestions of other reasons for moving not included in the interviews.
- accurately classify various reasons as either push or pull factors.

Assessment:

- Based on observation of Team Web charts

Criteria:

- Plausible reasons for moving
- Plausible support from interviewee excerpts
- Plausible classification of push and pull factors

Resources:

- [Appendix 4.1: Reasons for Moving to Richmond – Excerpts from Interviews](#), one copy per group
- Poster paper, one sheet per small group
- Different coloured felt pens

Optional:

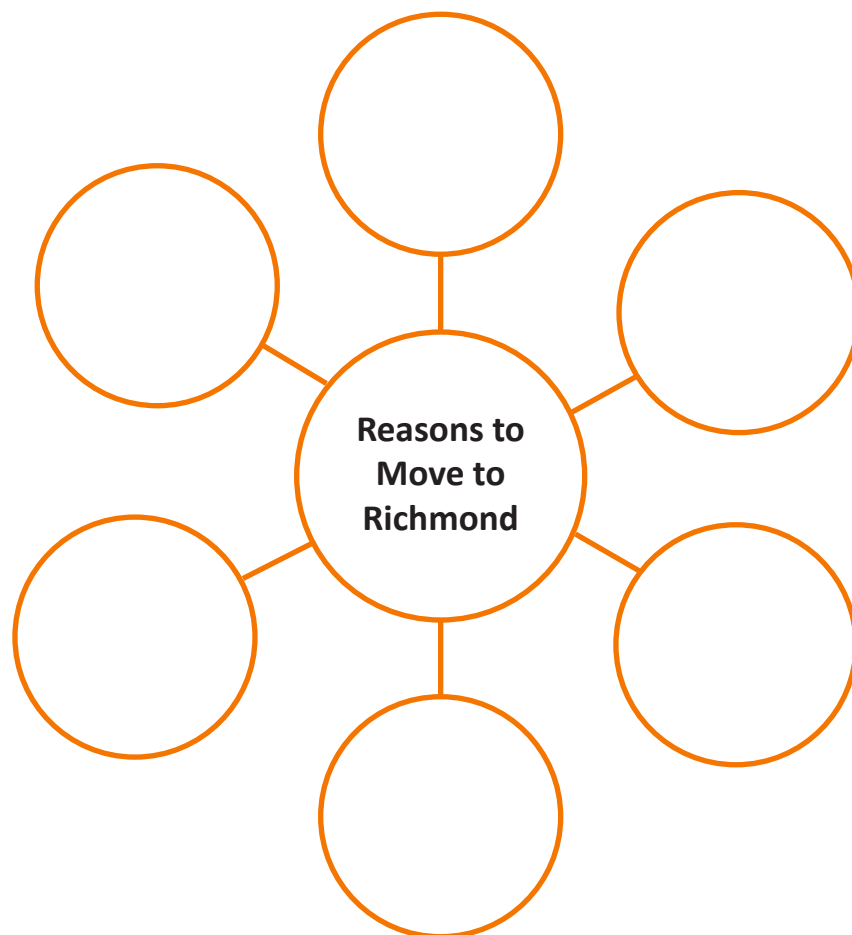
Audio files of *Reasons for Moving to Richmond* Excerpts.

Procedure:

1. Ask the class who would like to leave their home, friends, and school to move to another place where they might not know anyone, maybe not speak the language, maybe not have any work.

Take answers and then pose the inquiry question, “ Why would someone leave family and friends to move to Richmond?” To be explicit about the word “cause”, you could rephrase this as “What causes people to move to a new city or a new country?”

2. Divide students into small groups and distribute poster paper and a different coloured felt pen to each student. Ask them to sign their name using their pen in different corners. This use of different coloured pen makes it easier to monitor who is contributing to the web.
3. Have students draw a large web similar to the one below and write in the middle circle “Reasons to Move to Richmond”. Monitor to be sure circles are the appropriate size in which to write causes.



4. As a class, discuss what they think might cause people to move to Richmond, for example, “Work in Richmond” or “Danger in place/country of origin”. Ask students to take turns writing the answers in the smaller circles using their coloured felt pen.

5. Ask the students in their groups to read excerpts from the Richmond Museum interviews in [Appendix 4.1: Reasons for Moving to Richmond – Excerpts from Interviews](#) and have groups decide if the source supports one of the causes that they have already or suggests a different cause. Have students use their coloured felt pen to write down the letter of the source next to the circled cause. For example, students should write H next to Work in Richmond and F next to Danger in Place of Origin.

If they discover a different cause in the interviews, they should write that in an empty circle or make a new circle to include it. Tell them to draw as many as they need as long as there is a source to support that idea.

To increase individual accountability and encourage discussion, ask students to take turns reading one of the quotations and suggesting what should be written on the Team Web before they write.

6. Have students put their webs on the wall and review. Discuss any of the interview excerpts that they had difficulty interpreting.
7. To extend their understanding, introduce the categories of push and pull factors. (In Source C one of the interviewees refers directly to pull factors.) Ask students to categorize the causes that are on their Team Web into Push and Pull.
8. You could also explore the concept of cause and consequence by asking:
 - ◆ Which of these causes do you think are the most important?
 - ◆ Would one of these causes be enough for someone to move to Richmond? Which one, if any?
 - ◆ All of these causes are based on personal decisions to move but which were strongly influenced by social conditions such as the economy, politics, or culture?

Lesson 5: Thinking Like an Historian – Contextualizing

Historical thinking is impossible without some background knowledge. When the class has completed the timeline, students can use the historical context and vocabulary from [Lesson 3: Thinking Like an Historian – Corroboration](#) to think more deeply about the experiences of newcomers and Richmond’s evolving identity.

Overarching Inquiry Question:

- What is the story of Richmond (over the last 50 years)?
- How have the stories of newcomers influenced Richmond’s story?

Enduring Understandings:

- History is interpretation based on inferences made from primary sources.
- A source should be interpreted in relation to the context of the time.

Objectives:

Students will be able to:

- refine their interpretation of sources from the previous lessons using appropriate vocabulary and sentences.
- reflect on how certain they are of their answers to questions about the past.

Assessment:

- Based on sentences submitted

Criteria

- Written conclusions about newcomers’ experiences are supported by reference to the timeline topics

Resources:

- [Appendix 2.1: Experiences of Newcomers to Richmond – Quotations from Interviews](#), one per student or per group
- [Appendix 2.2: Biographies of Interviewees](#), one per student or per group
- [Appendix 4.1: Reasons for Moving to Richmond – Excerpts from Interviews](#), one per student or per group

Procedure:

1. Refer back to the class discussion of an imaginary historian trying to learn about their first week of school and how important it was to think like a historian and look at several sources. For this lesson, the class will again practise thinking like a historian but this time they will use the timeline. They will look at how events or trends of the time—context—influenced the experiences of the five newcomers to Richmond. Explain how making connections will be important to write the story of Richmond.

Refer to the vocabulary from Lesson 3, especially adverbs: “definitely, probably, likely, possibly” and verbs: “suggests, leads us to believe, indicates, shows” and “tells us.” Students may want to use these again.

However, the language of causes and reasons is different. Different words express different strengths and qualities of causal connection. For example, “explains why (X happened)” expresses a stronger cause-effect relation than “is connected to.”

Depending on the level of your class, introduce some of the following vocabulary and post them for the class to refer to.

- ◆ explains why (X happened)
- ◆ is a reason for...
- ◆ is connected to...
- ◆ ...allowed X to happen.
- ◆ made it possible for (X to happen)

2. Talk out loud using the context given in the timeline to show how it can help us look deeper at the stories of our newcomers.

For example, show or read the excerpt from Roberta’s story:

- ◆ Having been tortured in the foster home, like we didn’t know that there was any kind of lifestyle out there where you didn’t get hit...

Point to the Sixties Scoop on the timeline and share a think-aloud similar to this:

- ◆ The Sixties Scoop **explains why** Roberta was in a foster home where she was treated so violently. It is also **a reason for** her happiness about the different cultures getting along in Richmond.

Point students attention to the use of “explains why” and “a reason for”.

Similarly for Rebecca’s decision to stay in Canada, show or read:

- ◆ “Being in a gay relationship was a big factor of why we stayed here... I am really proud to be living in a place that took that step (to make same-sex marriage legal) before others took it and really led the way.”

A possible think-aloud might be

- ◆ The key event on the timeline that **connects** to Rebecca’s story is the law in 2005 that gave the same rights to same-sex marriage partners as any other married couple. This **suggests** that she was proud **because** our country was one of the first to do so. The law **made it possible** for her to marry her partner.
- ◆ I also see that there are a number of other actions by the government to make Canada more equal, for example, the Charter of Rights and Freedoms. Rebecca’s story is **connected** to the bigger story of Richmond and Canada becoming more equal, more fair.

3. Refer again to the vocabulary and have students in small groups or individually chose an item on the timeline and explain the connection to the stories of Roberta, Kanwal, Rebecca, Mayumi and Dominique.
4. Monitor and read aloud examples. Especially note sentences that could be part of the story of Richmond. Again, the important thinking question to ask will be “What makes you say that?”

Lesson 6: Interviewing

Interviewing family members or neighbours can deepen the knowledge base of students as they continue their inquiry. It also reinforces the Core Competencies of Positive Personal and Cultural Identity and Social Responsibility.

The lesson is based on the Critical Thinking Consortium’s excellent teaching guide “Interviewing Techniques”.

Topical Inquiry:

- Did life get better for newcomers to Richmond?
- Why would someone leave family and friends to move to a new land?

Enduring Understandings:

- Interviewing is an art that requires preparation.
- Well crafted, open-ended questions help focus an interviewee’s responses.
- Proper interview procedure is important to get good information.

Objectives:

Students will be able to:

- understand what is required for an effective interview.
- learn strategies to prepare for and conduct an interview.
- prepare appropriate questions for an interview of a migrant or immigrant.

Assessment:

Based on the interview summaries and discussion questions:

- Answers were relevant to the class questions

Based on self-assessment:

- Students listened attentively and asked follow-up questions

Resources:

- [Appendix 6.1: Interview Assignment](#)
- [Appendix 6.2: Sample Text of Letter to Interviewee](#)

Resources for Teachers:

Critical Thinking Consortium. “Interviewing Techniques”, containing teacher notes, detailed instructions, activity sheets, and rubric, pdf can be downloaded at no cost [here](#).

Possible Examples of Interviews:

- [CBC Mansbridge One on One | Dr. Roberta Bondar](#)
- [CBC Mansbridge One on One | Carey Price](#)
- [CBC Mansbridge One on One | David Suzuki](#)

Procedure:

Preparation:

The Critical Thinking Consortium pdf [Interviewing Techniques](#) gives detailed instructions for teaching students how to prepare for and conduct an interview. Topics include creating open-ended questions, starting easy, listening and using silence.

Although students' questions may vary according to their interests and the experience of the interviewee, it is important 1) there is a core of common questions for comparison later and 2) that the core questions are relevant to the *Our Journeys Here* inquiry questions so that the information can be used later. Here are some possibilities for the required interview questions.

The [Lesson 2: Moving to a New Home – Experiences of Newcomers to Richmond](#) inquiry, “Did life get better for newcomers to Richmond?” is a close-ended question written to require a reasoned judgement from students. It should be rephrased for the interview to be more open-ended such as “How did your life change as a result of moving to Richmond?”

The inquiry “Why would someone leave family and friends to move to a new land?” could be “Why did you move to Canada? Why to Richmond?”

The overarching inquiries, “What is Richmond’s story?” and “How have the stories of newcomers (migrants and immigrants) shaped that story?” is challenging to answer. However, a question like “How has Richmond changed since you arrived?” should give a rich answer that supports the telling of a story.

Using the Interviews

1. Have students compare interview answers in small groups and discuss as a class:
 - ◆ What are the similarities and differences between interview answers?
 - ◆ Do the answers support what you were thinking before?
 - ◆ Disagree with your thinking?
 - ◆ Stretch your thinking (make you think differently about things)?
2. After collecting and reading the interviews, if you discover events or trends that connect to the timeline, ask the class if they agree and where it might go on the timeline. If space permits, put it on the wall.
3. Ask students to complete their [Self-Evaluation – Our Journeys Here](#) form.

Lesson 7: Richmond's Story Over the Last 50 Years

Overarching Inquiry Question:

- What is the story of Richmond (over the last 50 years)?
- How have the stories of newcomers influenced Richmond's story?

Enduring Understandings:

- History is interpretation based on inferences made from primary sources.
- The usefulness of a source depends on the question you are trying to answer.
- Conditions and events at the time a source was created influence its interpretation.
- Inferences from a source—such as a personal story—can never stand alone. They must always be cross-checked with other sources.

Objectives:

Students will be able to:

- express a thoughtful answer to the inquiry question based on evidence.
- tell a plausible story of how Richmond might change in the next 50 years.

Assessment:

Based on the stories of Richmond and Canada, as well as the personal ties to those stories:

- Stories connect many events and trends from the timeline
- Connections express plausible causal links
- The stories are coherent

Resources:

- Classroom Wall Timeline
- Student interview transcript or notes for reference
- [Appendix 7.1: Changing Richmond – Excerpts from Interviews](#) to be read by teacher

Optional:

Audio files of *Changing Richmond* Excerpts.

Procedure:

Reflection on the past:

1. Review the stories on contextualizing that students suggested from the earlier discussion of the timeline in [Lesson 5: Thinking Like an Historian – Contextualizing](#). Explain that you are going to use some of these ideas to write a story about Richmond and newcomers to answer the inquiry questions.
2. Show again one or more of the videos from the [Richmond Archives YouTube Channel](#) or photos from [History Pin](#) and review the answers from [Lesson 1: Classroom Timeline of Richmond Since 1967](#) or ask again questions such as these:
 - ◆ If you wanted to describe what Richmond was like 50 years ago to someone who had never been here, what would you say?
 - ◆ How would you describe Richmond today? (This could be tied to the concept of identity.)
 - ◆ How has our community changed over the last 50 years?
 - ◆ What would look much the same?
 - ◆ How have the newcomer stories we have studied connected to the changes?
 - ◆ How do your interviews connect to these changes?
3. As a class brainstorm these questions and record some of these on the board or screen in two columns: STAYED THE SAME and CHANGES.
4. Read some of the comments from the resource “Changing Richmond” from the five interviewees. Is there anything in these that we should include on our list?

Writing the story of Richmond:

5. Discuss how this could be written as the story of Richmond.
6. Depending on the level of the class, provide appropriate direction and scaffolding, for example, you could provide themes such as changing people (numbers and ethnicity), changing built environment or changing natural environment.

These could be possible prompts:

Setting in the 1960s:

Environment: What was the natural environment of Richmond in the 1960s (plants, landscape, waters, fish)?

What was the human made environment (homes, work places, stores, roads, airport)?

People: Who were the people at this time (ethnic/linguistic groups)?

Changes:

Environment: How did the natural environment of Richmond change over the next 50 years?

How did the human made environment change? What events or trends influenced these changes? What kind of a change was it?

People: How did the people in Richmond change? What events or trends influenced these changes? What kind of a change was it? How did the newcomers influence any of the changes?

Ask students to choose the changes that they think are the most important and write a story of Richmond's last 50 years. Assure them that they won't be able to write about everything. They should choose the most important topics and the ones that have a connection, the kind of sentences that they wrote in [Lesson 6: Interviewing](#) on using context.

Collect and read some stories to the class.

7. At some point, ask what topics were left out of the stories.
 - ◆ How would these stories be different if they were told from the point of view of fishers or cannery workers? Or one of the families who lived in Richmond in 1967? The Coast Salish who used to have settlements in this area a long time ago?
8. Explain that telling a story is an important way to understand who we are as a people but any one story has to leave things out. A story needs to keep things pretty simple or it gets confusing. Although your story might be a good one, it will not be the complete story, nor the only story. Richmond is too big and complicated for just one story. There really are many stories of Richmond.
9. Before students submit their stories, ask them to reflect on where the story of themselves and their family fits into Richmond's story. Was their family one of the immigrant groups?

Ask them to add a few sentences that answer the question "How is my story part of Richmond's story/stories? Of Canada's story/stories?"

Lesson 8: The Next 50 Years

Topical Inquiries:

- What will be the next chapter in Richmond’s story over the next 50 years?

Enduring Understandings:

- The events of history were not inevitable any more than those of the future are. The future of a community depends upon the actions of the community members but acting inside current conditions and trends.

Objectives:

Students will be able to:

- suggest possible alternative futures for Richmond.
- recognize their role in creating a preferable future.

Assessment:

Based on observations of their Future Timeline and discussion:

- Projected events and trends were plausible
- Suggested actions reflected social responsibility
- Suggested actions were realistic

Resources:

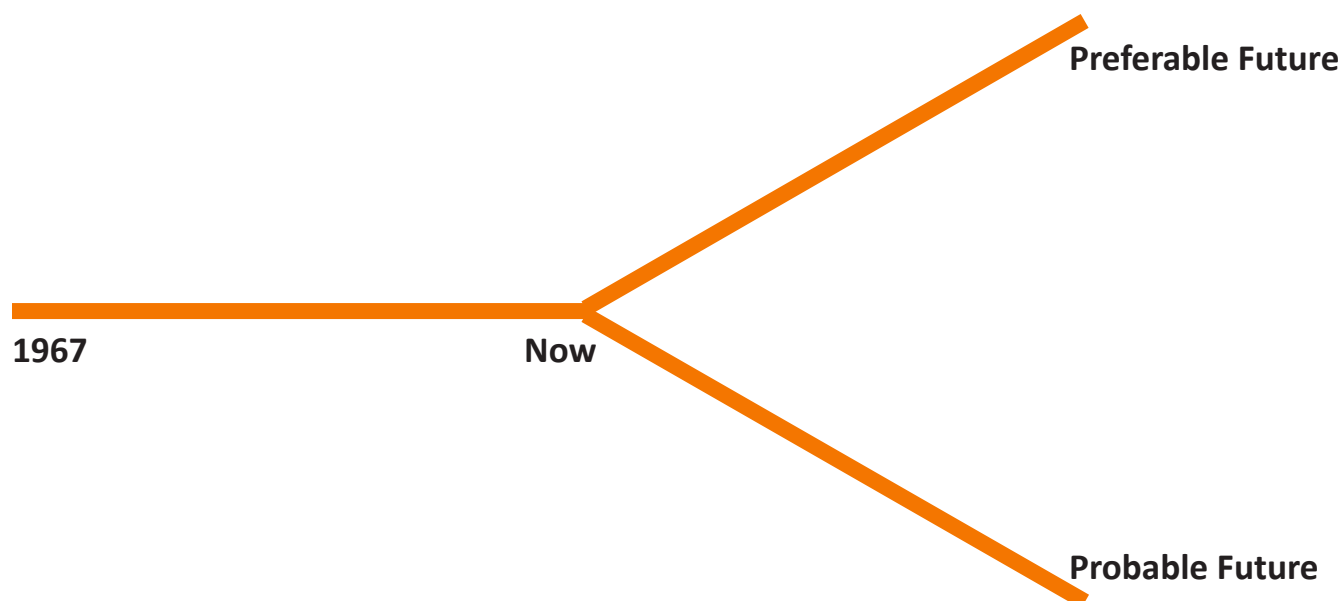
- Poster paper, one sheet per small group
- Different coloured felt pens

Teacher Resource:

- A Futures Perspective in the Curriculum, UNESCO, 2010, www.unesco.org/education/tlsf/mods/theme_a/mod03.html?panel=5#top.

Procedure:

1. As outlined in [Lesson 4: Reasons for Moving to Richmond – Team Web](#), this exercise could be done as a Team Web with students working with different coloured pens to allow the teacher to monitor individual accountability.
2. Explain to the class that in the next chapter of the story they will play the important parts. Their goal is to continue the story and predict the future. Divide students into small groups and provide them with large poster paper and different coloured pens, have them write their names, then draw a diagram like this:



3. Ask the groups to look at the class timeline on the wall and decide on 3 to 5 important events or trends that have affected themselves and Richmond and are likely to continue to affect them and the city.
4. Each group member should take turns saying what 3 or 4 events or trends that they expect will happen in Richmond in the next 50 years and write them on the Probable Future line.
5. Then ask them to think of 3 or 4 that they would like to happen and could happen in the next 50 and have them write these on the Preferable Future line.
6. Reflect on these possible futures, for example:
 - ◆ What are the similarities between your two futures? What are the differences?
 - ◆ How may the probable future affect your lives personally?
 - ◆ What could you do to make the preferable future come true?
 - ◆ What organizations do you know are trying to make the future be a good one?
 - ◆ What could you do to make the best possible future for Richmond?

The discussion questions could be adapted to be more local and focussed on themes developed during the year, for example, making the classroom or school a more welcoming place for newcomers or a more environmentally sustainable place.

Ask students to self-assess their learning and write in their journal:

- ◆ What have you learned about how a historian makes sense of the past?
- ◆ How has your thinking about Richmond changed since we began our study?
- ◆ What was the most important thing that you learned?
- ◆ What other questions would you like to ask about Richmond? About Canada?

Appendices

Appendix 1.1: Topics for Timeline of Richmond 1967 to Today

What is the story of Richmond?

How have stories of migration and immigration influenced the story of Richmond?

- Richmond continues to improve and maintain dykes, 1950 to present.
- The Sixties Scoop, between the years of 1960 and the mid 1980s.
- Canada's Centenary, 1967.
- The point system is established for immigration to Canada ending discrimination based on race or nationality, 1967.
- Richmond farms continue to grow fruit and vegetables, 1967 to the present.
- The domestic terminal of the Vancouver International Airport is completed in 1968 followed by the international terminal in 1998.
- Canada and the People's Republic of China (Mainland China) establish diplomatic relations, 1970.
- The Agricultural Land Reserve is established in British Columbia to protect farms, 1973.
- Large numbers of Chinese from Hong Kong immigrate to Richmond, from the 1970s until 1997 and then declines.
- The Gulf of Georgia Cannery closes, 1979.
- Canada welcomes 60,000 refugees from Vietnam, Laos, and Cambodia, 1979-1980.
- Canadian Charter of Rights and Freedoms becomes the law, 1982.
- The United Nations awards the Nansen Refugee Award to Canada, 1986.
- Many Asian-themed shopping malls built in Richmond, 1980s to today.
- Many high-tech industries establish offices in Richmond, 1980s to today.
- The business class of immigration is introduced, 1980s to present.
- Expo 86 World's Fair takes place in Vancouver, 1986.
- Oolichan fish in the Fraser River almost disappear, 1980s to present.
- Decline in the number of salmon in the Fraser River, 1990 to present.
- Richmond sees a large increase in the construction of homes, apartments and other buildings, 1990s to the present.
- Large numbers of immigrants from Mainland Chinese settle in Richmond, 1996 to the present.
- The People's Republic of China takes over control of Hong Kong from the British, 1997.
- Same-sex marriage becomes legal in Canada, 2005.
- The Fraser River is placed on the endangered rivers list, 2005 to present.
- The Sky Train is extended to Richmond with the opening of the Canada Line, 2009.
- The Richmond Oval is completed for the Winter Olympics, 2010.

Examples of annotations:

Richmond Oval:

The Richmond Oval is located on River Road. It was built for speed skating at the 2010 Olympic Games. After the Games, the Oval became a centre for many indoor sports such as hockey and volleyball.

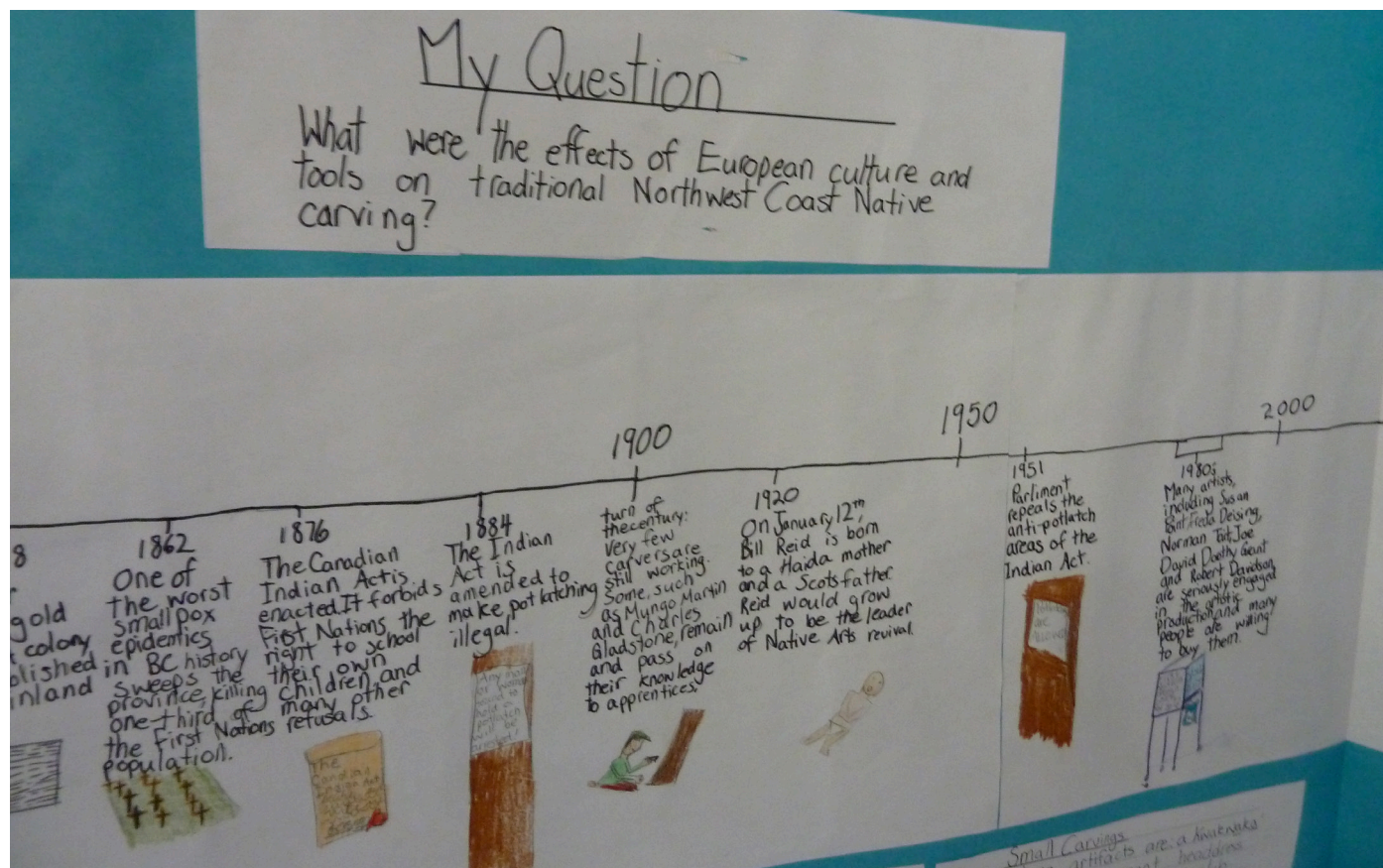
Same-sex marriage becomes legal:

The Canadian government passed a law to make same-sex marriage be equal to marriage between a man and a woman. Canada became the fourth country in the world to give the equal rights to same-sex partners, 2005.

Sixties Scoop:

Large numbers of First Nations children in Canada were taken from their homes and put in foster homes or adopted by non-Native families between 1960 and the mid-1980s. The loss of their Aboriginal identity left many children confused and unable to live a healthy and happy life.

Example of Illustrated Timelines:



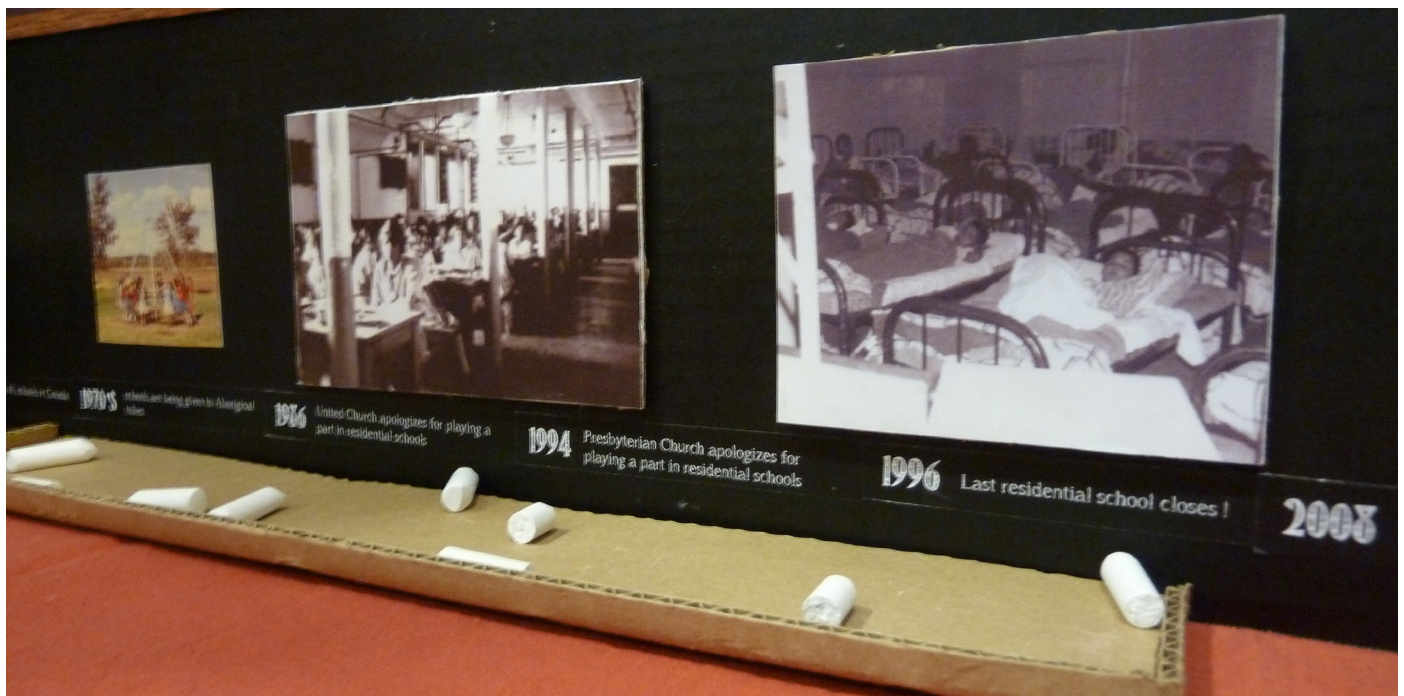


Illustration of student project on the Sixties Scoop.

Appendix 1.2: Timeline Assignment

What is the story of Richmond?

How have stories of migration and immigration influenced Richmond's story?

Instructions: Your task is to write an annotation to a topic in the history of Richmond over the last 50 years. Then draw or photocopy an image that will help the class understand the topic. Your annotation and image will be put on a classroom timeline.

An annotation is an explanation. Your annotation should be one to three sentences that explains who and what were involved, where and why it is important. (The list of topics already tells us when it happened.) It should be accurate and written in your own words.

The visual should be bold and easy to see. It should illustrate the topic in a way that will be clear to the class.

Make a first draft of your sentences on this page and the visual on the other side.

Source of information (title, author, website address or publisher, date of publication):
Notes (Who, what, where, why):
Draft of annotation in your own words:

Appendix 2.1: Experiences of Newcomers to Richmond – Quotations from Interviews

1. **Roberta:** So sharing, volunteering, sharing my own culture, as well as learning about so many different cultures of the people who live here in Richmond has only enriched my life. It has really given me a great sense of happiness, a great sense of belonging, and a great sense of welcome.
2. **Rebecca:** I'd never really been up north in the winter. I thought, "Where did the sun go?" It was... the middle of December and it was getting dark at four o'clock.
3. **Rebecca:** I was super lonely. I didn't know anybody here.
4. **Rebecca:** Being in a gay relationship was a big factor of why we stayed here... I am really proud to be living in a place that took that step (to make gay marriage legal) before others took it and really led the way.
5. **Mayumi:** I was working in a company where the majority of people were Japanese... and we spoke Japanese all the time.... I thought... now I am in Canada but it's like I'm still in Japan, the same. The country has changed, but the environment is the same.
6. **Mayumi:** I think we are so lucky... because I've known so many nice local people. A lot of my friends still get together with Japanese people... they don't have many Canadian friends but for me I really feel now I really belong to this community, Richmond....
7. **Kanwal:** Our family would get somewhere and as soon as we got there they'd say, "Sorry, the house has been rented" even though you made the phone call and travelled to the residence.
8. **Kanwal:** He (the owner of a house) rented the house (to our family) and he said, "So where are you staying?" We said, "We're in Vancouver at the temple." He said, "I'll take you there. I'll drive you all there and whenever you're ready to move your stuff, I'll come by and I'll pick you up."
9. **Dominique:** He (my brother) loved basketball, I loved basketball... We still play basketball to this day; a very Filipino thing to play basketball. We grew up playing in basketball leagues... and that's actually kind of how community centres in Richmond became a central part of my life.
10. **Dominique:** (It was) a mix of languages... At home I spoke English and my parents spoke to me in Tagalog... I went to Mandarin school, I learned French in high school for twelve years... so trying to make sense of that identity piece (was hard)... Am I a Chinese Canadian? What does that mean? Am I Filipino-Chinese-Canadian?
11. **Roberta:** I found out that our Cowichan ancestors... actually had our permanent summer fish camps right in Steveston... for thousands of years we had our permanent summer camps there. So when this First Nations leader says that "we are so connected to the land it's like the blood that runs through our veins" it's really true... We still feel that connection... It's... emotional... and it brings you... your sense of identity.

12. **Rebecca:** I can't understand some Canadian things. I will never understand why people are passionate about hockey. I feel nothing about hockey.
13. **Kanwal:** It's become a real challenge for the community to be accepting of others. So what happens is everyone tries to be with the group that they're most comfortable with in terms of language, in terms of food, in terms of cultural activities.
14. **Roberta:** How important it has been to me to be a part of the Richmond Heritage Fair each year... creating such a sense of welcome, such a sense of being part of the community and... to share that education and awareness with anybody who comes.
15. **Roberta:** Having been tortured in the foster home, like we really didn't know that there was any kind of lifestyle out there where you didn't get hit, you didn't get hurt. After suffering pretty horrific near death experiences I was able to get out of that (to move to Richmond).

Optional:

Listen to these questions. Audio files are stored on the USB stick in each interviewee's folder.

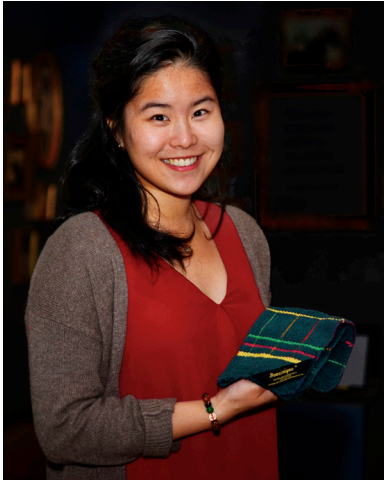
Appendix 2.2: Biographies of Interviewees



Rebecca: White female from Florida who came to Vancouver to study at the University of British Columbia (UBC); was active in Pride, a club at UBC for LGBT students; works for Gulf of Georgia Cannery.



Roberta: Coast Salish female from Vancouver Island who was removed from her home and put in a foster home when she was six; as an adult moved to Richmond with her young children; volunteers in schools to teach about First Nations.



Dominique: Young female of Philippine and Chinese origin, moved with her parents to Richmond as a young girl; did her university degree on family history and identity; works at UBC.



Kanwal: Sikh male who moved from Kenya with his parents after graduating from high school; taught mathematics and became president of Math Teachers Association; coached track and field; now retired, he works with a group of university students who mentor immigrant and refugee young people.



Mayumi: Born in Japan, she moved to Richmond as an adult to be with her husband; she currently runs a program for Japanese people who are interested in visiting Canada to study English and learn about Canadian culture.

Appendix 4.1: Reasons for Moving to Richmond – Excerpts from Interviews

- A. **Mayumi:** I really admired my uncle because he'd go to different countries and he'd bring back a very unique souvenir for me. So even when I was a child, maybe 10 years old, I thought, "There must be something outside, a different world outside of Japan." I wanted to see different countries, yeah!
- B. **INTERVIEWER:** And then you decided to try Canada? How did that come about?
- C. **Mayumi:** I met my husband, I mean I met this guy now my husband. He was living in Canada but was visiting Japan to attend his friend's wedding.
- D. **Dominique:** Asking folks about why they ever migrated here to Vancouver, it's still the very same pull factors. It's the quality of air, the quality of life, and so many of the same things that my own family resolved to pursue as well.
- E. **Dominique:** I think they (my parents) also really appreciated the fact that there was a really big influence of Asian culture here, anyway. You could go to the supermarket and buy ingredients.
- F. **Dominique:** I mean, like, most of the migrants these days come here for a better life for their family, for their children, and the education system as well.
- G. **Dominique:** Well, the reasons for leaving (the Philippines) was that it was becoming a really politically unstable, unsafe place...
- H. **Dominique:** The wealth gap in the Philippines is quite large and it was very shocking to me, very, very shocking to me that you could be at a restaurant and yet there are these people outside just not being able to sustain themselves... a child is begging, ... a child who is handicapped....
- I. **Kanwal:** We came in 1969. In the late '60s Pierre Trudeau had started that whole idea of having immigrants here on a point system. So you could come with your family, and also there was a need for math and science teachers. So dad was a science teacher....
- J. **Roberta:** In the small place where I lived, race was very, very big. There was a big division between the First Nations people and, what I term, the larger society. Living in that kind of un-acceptance was just a given, like, you just knew it. There were places that you didn't go. When I moved to Richmond, I was very, very surprised that I could go anywhere and people weren't looking at me like I was strange....
- K. **Roberta:** My sister actually had moved. Her and her husband had moved to Richmond and she wanted me to come and be near her.
- L. **Roberta:** Having been tortured in the foster home, like we really didn't know that there was any kind of lifestyle out there where you didn't get hit ... I didn't know that you actually had any rights. I just thought everybody lived like that, that that was okay. After suffering pretty horrific near death experiences I was able to get out of that when my children were very, very young.

- M. **Rebecca:** Me being in a gay relationship was a big factor of why we stayed here. I am really proud to be living in a place that took that step (to make gay marriage legal) before others took it and (Canada) really led the way.
- N. **Rebecca:** There were families in our centre from countries that do not get along but that was never an issue. We had Jewish families and we had Palestinian families and we had, you know, Pakistani and Indian and all kinds of families from everywhere and nobody cared. I think it's because we're in Canada you leave all that behind.
- O. **Rebecca:** Tuition was super cheap because the American dollar was strong and tuition was way cheaper than at the American universities.

Optional:

Listen to these questions. Audio files are stored on the USB stick in each interviewee's folder.

Appendix 6.1: Interview Assignment

Your task is to find someone in your family or neighbourhood who has moved to Richmond from elsewhere in Canada or from another country. You will need to explain to him or her the purpose of your interview and ask for permission. You can show the person whom you have chosen the letter from me in support.

Preparing powerful questions, listening carefully and reporting accurately the answers are the keys to a good interview.

You need not make a transcript (an exact copy of what is said) but try to be as close as possible to the exact words. Bring to class only one page of notes of the answers to our key questions.

Write only the initials of your interviewee when you submit your notes. This will help keep his or her privacy. However, for yourself write down contact information you may forget such as spelling of names, addresses and phone numbers. You might want to contact the interviewee in case you forget something.

I also suggest that you record your interview in case you want to check on something. However, you should only submit one page of notes. Be sure that you have the answers to the key questions.

Please thank the person whom you interview.

Appendix 6.2: Sample Text of Letter to Interviewee

(to be copied on school letterhead)

To whom it may concern:

Our grade _____ class at _____ Elementary School is studying the experiences of people who have moved to our city. This includes those who have immigrated from other countries and those who have migrated from other parts of the country. To learn more, I have asked students to interview members of the community who have settled in Richmond sometime during the last 50 years.

If you are willing to be interviewed, your interview will only be discussed in the class. It will not be shared on the internet or published anywhere. To ensure privacy, I am asking students to use only your initials.

If you have any questions, please free to contact me at _____.

Sincerely,

X

Teacher, grade _____

Appendix 7.1: Changing Richmond – Excerpts from Interviews

- a. I think the surprise as well is that the land has been taken over so quickly. You've seen the aerial photos of the Garden City area and the large masses of land that were vacant and now it's just, like, condo on condo. It's getting smaller and everything is getting higher... I miss having more space...
- b. I have really seen the community change from having ditches in most of the main streets here to now being an urban center where you have people, condominium after condominium being built or whatever. I think Richmond is trying to find that happy balance with the environment, with the Agricultural Land Reserve.
- c. I think what happens is the community has grown and I find that there are different areas in different places but it's become a real challenge for the community to be accepting of others. So what happens is everyone tries to be with the group that they're most comfortable with in terms of language, in terms of food, in terms of cultural activities.
- d. I think has been a real shift is we've lost a lot of the agricultural heritage of the community.
- e. The other piece that has really shifted is when we first came is you knew when the fish were in the canneries because the whole city smelled of fish and all the canneries are gone; that whole industry. So industries change. The fishing industry is gone. The logging industry is gone. The farming is, we're still kind of maintaining a little bit of that.
- f. Richmond has tried to maintain that sense of community by building different community centers.
- g. It's so incredible how rich the culture has come from the people who've immigrated to Richmond.... If we could all just share that in the world I feel that there would be a lot of peace out there. To learn about the different ways, the different ways to dress, the different ways to speak, the different mannerisms of all the different cultures is so enriching.

Optional:

Listen to these questions. Audio files are stored on the USB stick in each interviewee's folder.

Self-Evaluation – Our Journeys Here

Name: _____

Timeline Topic	Good	Okay	Struggling	Teacher Comments
I wrote an accurate and clear answer to the questions for my assigned topic.				
I created an image that clearly represents my topic.				
Moving to a New Home – Interviews with Newcomers				
I made a plausible guess about the feelings expressed in the interview.				
Thinking Like an Historian – Cross-checking				
I wrote sentences that clearly explained my thinking and used the language of historians.				
Reasons for Moving – Team Web				
I helped my team to suggest many plausible reasons for moving.				
I helped my team divide the reasons into push and pull factors.				
Thinking Like an Historian – Using Context				
I wrote sentences that clearly explained links between the context and the experiences of the newcomers.				
I explained the links using the language of historians.				
Interviewing				
During the interview, I listened carefully to the interviewee and asked follow-up questions based on what the person said.				
The Story of Richmond and Me				
I wrote a story that tied together many topics in Richmond’s past in a way that made sense.				
I was able to explain how I am connected to stories of Richmond and Canada.				
The Future of Richmond and What I Can Do				
With my team I was able to suggest a positive future for Richmond and what I could do to help make it happen.				