

# ANIMATING HISTORY

## ZYLMANS IMMIGRATION STORY

### Field Trip Guide



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## About the Program

**Animating History** is a one-day animation workshop on a historical adventure inspired by the Zylmans' immigration story. Students work cooperatively with professional animators to storyboard the film's plot, create characters, animate their creations using computer software, and add dialogue and sound effects. A short animated story will be completed by the end of the day and sent to you shortly after.

### Schedule

9:15am	Arrival and introduction.
9:30am	Introduction to Zylmans' immigration story.
9:45am	Introduction to animation and demonstration of storyboard.
10:30am	In small groups, students are assigned their first scene to prepare for.
11:15am	Animating begins. Groups rotate as they finish their scenes, then go for lunch.
12:30pm	Students are assigned their second scene.
1:15pm	Animating continues. Groups rotate to sound station, extra scenes and clean up.
2:15pm	Program wrap-up—animation will be ready within a week.
2:30pm	Departure.

## Learning Objectives

- Identify the *historical significance* of the Zylmans family and their contributions to building and shaping Richmond as a community.
- Describe the history of immigration in Richmond and Canada using the theme of *change & continuity*.
- Perform basic animation techniques.

## Richmond Museum & Heritage Services – School Programs Policy

To mobilize Museum resources on the history and culture of Richmond to spark interest in and encourage active engagement by people of all ages and backgrounds in an interactive learning environment.

## Curriculum Connections

### Core Competencies

- Communication
- Thinking
- Personal & Social

### Big Ideas

- **Grade 4:** British Columbia followed a unique path in becoming a part of Canada.
- **Grade 5:** Immigration and multiculturalism continue to shape Canadian society and identity.

### Curricular Competencies

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.
- Sequence objects, images, or events, and determine continuities and changes between different time periods or places (continuity and change).
- Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times or places (perspective).

### Content

- The history of the local community.
- The changing nature of Canadian immigration over time.

## About the Field Trip

### Preparing for your visit

- Organize your class into **six teams** that can work well collaboratively. The class will be working in these teams for most of the day and each team will be responsible for creating and completing two (2) scenes.
- Prepare nametags that indicate the student's name and team number/colour. These nametags help the program staff keep groups together, identify lost children and deliver the best possible experience for all.
- Ask parents to complete photo waivers and bring these forms with you. Parents who do not consent to photos of their children **should not** fill out a form.
- Introduce the history of immigration in Canada (and Richmond) in the classroom using the materials provided.

### When you arrive

- Please arrive at **9:15am** and check-in with the Front Desk, who will collect your payment of **\$550.00**.
- A coat rack will be provided to store all jackets, backpacks, and other belongings.

### Other important info:

- The workshop takes place in the Richmond Cultural Centre Annex, 7660 Minoru Gate. School bus loading zone and parking is available next to the building. Please pay careful attention to parking signs and ask at the front desk if you are unsure.
- Adult chaperones are encouraged for every 5–8 students (or one adult per 1–2 groups). Chaperones are asked to accompany children to the washroom, monitor students during lunch times, and assist with program activities. There is no cost for adult chaperones.
- Cancellations require two weeks' notice for a full refund. We will charge 50% of the fee for cancellations made under two weeks and 100% of the fee for failure to attend the program without notice.
- Photography is allowed in the museum **without flash**. There is limited time for students to take pictures during this program. We prefer that elementary aged students do not bring cameras. Teachers and chaperones are welcome to take pictures throughout the program.

## Sample Name Tags

\_\_\_\_\_

Name

Group: \_\_\_\_\_

\_\_\_\_\_

Name

Group: \_\_\_\_\_

\_\_\_\_\_

Name

Group: \_\_\_\_\_

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Name

Group: \_\_\_\_\_

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Name

Group: \_\_\_\_\_

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Name

Group: \_\_\_\_\_

\_\_\_\_\_

Name

Group: \_\_\_\_\_

\_\_\_\_\_

Name

Group: \_\_\_\_\_

# City of Richmond Photograph (Still/Digital) Waiver / Release

I, \_\_\_\_\_ *(please print name)*, agree to permit the City to take one or more photographs of me and/or my child and to use, reproduce and release to others such images, whether in photographic, digital, electronic or other form without payment or other compensation to me or my child, for any City purposes.

I release the City and its employees, officials, officers, volunteers, representatives, agents or contractors, from all liability relating to the use, reproduction or release of my image or that of my child for any City purposes.

I also agree to the inclusion of my name, and/or my child's name in connection any of the matters referred to herein:      Yes      No

*Personal contact information will be treated as confidential, subject to any statutory requirements or lawful orders or directives, unless you consent in writing to a further request for its release.*

Participant's / Child's Name	Age of Participant / Child

\_\_\_\_\_  
Signature (or Parent Signature – *if for a child under 18 yrs old*)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Email or other Contact Address

\_\_\_\_\_  
Phone Number

*(For City of Richmond Office Use Only)*

**Activity/Event & Location:** \_\_\_\_\_

**Photo Description (of person):** \_\_\_\_\_

Photographer Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Photo Title or Number: \_\_\_\_\_

Location in (S:) Drive: \_\_\_\_\_

## About Immigration in Richmond

### Background Information

Canada is a multicultural society shaped by immigrants. Each new wave of immigration has brought different languages, cultures, religions and traditions that have made our nation more diverse. Over time, these patterns of immigration have changed. Historically, most immigrants came from Europe. More recently, the largest group of newcomers to Canada has come from Asia. Today, one in five Canadians was born in another nation.

Richmond's history begins with the Coast Salish peoples who have hunted, fished and foraged on this land for millennia. The first farmers arrived from Europe in the 1860s. They began clearing land and building farms, dikes and ditches. Canneries first opened in Richmond in the 1880s and employed large numbers of Japanese and Chinese immigrants. Discriminatory immigration policies allowed the government to restrict people from certain countries from immigrating to Canada. It was not until the 1960s that changes to the Immigration Act removed these barriers. The introduction of the Points System assesses newcomers based on their skills and qualifications rather than their race, religion or country of origin. Those seeking protection from conflict, persecution or natural disasters are also welcomed in Canada as refugees. Today, Richmond is a diverse, multicultural community with nearly seventy percent of its population born in countries outside of Canada.

### About the Story

The story traces Wim and Annie Zylmans' journey to Richmond and explores their contributions to the local community. Following the end of World War II, tens of thousands of Europeans, including the Zylmans, immigrated to Canada in search a better life. In 1948, they left their farm in Holland and travelled by ship to Quebec with only \$100 and a kist (a large wooden crate containing household goods, including Annie's sewing machine and their bicycles). After their trans-Atlantic journey, they boarded a train to cross the country. Upon arriving in Vancouver, they were met by Wim's uncle who helped them get started in Richmond. Both Wim and Annie faced challenges living in a new country – Annie had to learn English and Wim worked several jobs to save up to buy a small farm on Gilbert Road, where they sold their produce from a roadside stand.

After saving up to purchase a larger farm on Westminster Highway, their business continued to grow. They started W&A Farms, which continues to be one of the largest seed potato farms in western Canada. They employed workers on their farm that came from a variety of cultural backgrounds, including East Indian employees of Hindu faith who gave the family shoes as gifts of thanks. Some of these gifts were later donated to the Richmond Museum's collection.

## Classroom Activities

### Introduce the History of Immigration

1. Explore the multifaceted experiences of newcomers through the [Canada: Day 1](#) virtual exhibit.
2. Research why one cultural group came to Canada and what their early experiences in Canada were like. Present your findings in a written or oral report, a drawing, or a dramatic presentation.
3. Ask your parents or other family members about your family history. Where is your family from? Make a family tree or combine art and history with a collage activity that shows something meaningful about your heritage.
4. Host a multicultural day. Cook food from other countries or set up a potluck, inviting students and their families to bring traditional dishes of their home countries.

### Introduce Historical Thinking Concepts

*Historical Significance:* Events, people or developments have historical significance if they **resulted in change or reveal/shed light on the “big picture”**. The key point here is to **rank** based on a criteria/evidence.

1. Students write, draw or make a timeline of their life story that includes the five most significant events or developments in their life. Ask them to explain why they made the choices they did. By using criteria to rank according to importance, this is the beginning to analyzing historical significance.
2. Give students a list of topics that will be covered in an upcoming unit (or past unit) and ask them to draw on their prior knowledge to rank the topics from most to least historically significant based on the “resulting in change” criterion.

*Continuity and Change:* Continuity and change **work together** and can be analyzed through **turning points, progress and decline** and **periodization**. The key point here is to **analyze timelines** to make an informed judgement.

1. Students write a brief timeline or paragraph about their life. How has it changed over time and how did it stay the same? What were the “turning points”
2. What would a time traveller coming to Canada from 100 years ago find the most similar? The most different?

For more information and lesson plans, visit [historicalthinking.ca](http://historicalthinking.ca) or purchase *The Big Six* by Peter Seixas and Tom Morton.

## Vocabulary: Animation Terms

**Cut:** an instantaneous change from one scene or shot to another.

**Dubbing:** the post-production process of adding sound and dialogue to a film.

**Foley:** the post-production process of adding sound effects to a film.

**Frame:** an amount of film equal to one exposure.

**Frames per second (FPS):** the number of frames of film within a second. The rate varies depending on the technology. Film = 24 fps / Video = 30 fps.

**Narration:** when an unseen character (narrator) describes the action in the accompanying scene.

**Perspective:** the appearance of depth in objects receding from one's point of view.

**Pre-production:** the processes that are created before animation begins.

**Production:** the processes that create movement of the film.

**Post-production:** processes involved in the completion of the film and its preparation for screening and distribution.

**Rough:** loose preliminary drawings, indicating basic shapes and structures and lacking in detail.

**Rough cut:** a rough version of the completed film.

**Scene:** a section of the film that shows a character from one specific point of view. A scene ends when that point of view changes.

**Shot:** the basic unit of film—a single piece of film without cuts. A shot is the moving picture seen from the time the camera is turned on until it is turned off. Shots are then strung together to form scenes and sequences.

**Sequence:** a series of scenes, in an order that deals with a specific idea or happening usually in the same location.

**Storyboard:** a series of small drawings or pictures that visually indicate the action that will take place within a story. Usually includes dialogue and information on sound and camera transitions.

**Thumbnail sketch:** a small quick sketch about the size of a postage stamp.

## Useful Resources

### Watch cut-out animation videos online

[JOE](#) by Jill Haras

### Education Kits

To book, please visit [richmondmuseum.ca/education-kits/](http://richmondmuseum.ca/education-kits/)

- **Immigration:** Expand students' understanding of immigration by examining intriguing objects and exclusive documents that will spark lively discussion about the process of immigration.
- **Knocking on Rich Man's Gate:** Explore the changing nature of Canadian immigration through two board games that simulate the varied experiences of early Chinese immigrants.
- **Our Journeys Here:** Use historical inquiry skills to analyze the oral histories of six Richmond newcomers to determine how their stories shape Richmond's story.

### Books

Linda Grandifeld. *Pier 21: Gateway of Hope*.

Deborah Hodge. *The Kids Book of Canadian Immigration*.

Susan Hughes. *Coming to Canada: Building a Life in a New Land*.

Susan Hughes. *Making Canada Home: How Immigrants Shaped This Country*.

### Websites

[Canadian Immigration Acts and Legislation](#)

[A hundred years of immigration to Canada, 1900-1999](#)

[Immigration Hot Facts](#) for the City of Richmond



*Photograph of Canadian troops passing a windmill in Rijssen-Holten in April 1945. National Archives and Records.*



*Photograph of the De Vries Family on the dock in Rotterdam. Canadian Museum of Immigration at Pier 21.*



*Photograph of Mrs. J.W. Perry, a war bride, and her daughter Sheila aboard S.S. Letitia en route to Canada, where Mrs. Perry will join her husband on April 2, 1946. Canadian Museum of Immigration at Pier 21.*



*Photograph of Dutch immigrants newly arrived in Quebec, June 1947. Canadian Encyclopedia.*



*Photograph of Princess Juliana of the Netherlands with a Dutch family on Lulu Island in 1944. City of Vancouver Archives 1184-801.*



*Photograph of Wim (Will) and Annie (Johanna) Zylmans eating strawberries at W&A Farm, 1960s. Richmond News.*



## City of Richmond

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