

# ASIAN CANADIAN PERSPECTIVES

## A Resource for Educators

ACENet / ALPHA

ACT2EndRacism  
Thursday, April 20, 2023



Sandy Yep, President

Linda Kwan, Chair of Teaching &  
Curriculum Committee



OCT Standards of Practice: Anishinaabe Art



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Sandy Yep  
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# Today's Program

- To gain a better understanding of the definition of Asian Canadian students
- To gain awareness of Asian resources
- To learn a few key approaches towards culturally responsive pedagogy
- To become familiar 1 - 2 primary / secondary curriculum classroom resources & strategies

# Strategies & Approaches

- 3-Part Lesson: *Minds-On, Action, Consolidation*
- Reflective Practice
- Reflective Curriculum
- Shared Learning

**Minds ON**

**Who Are Asian & Asian  
Canadian Students?**

1

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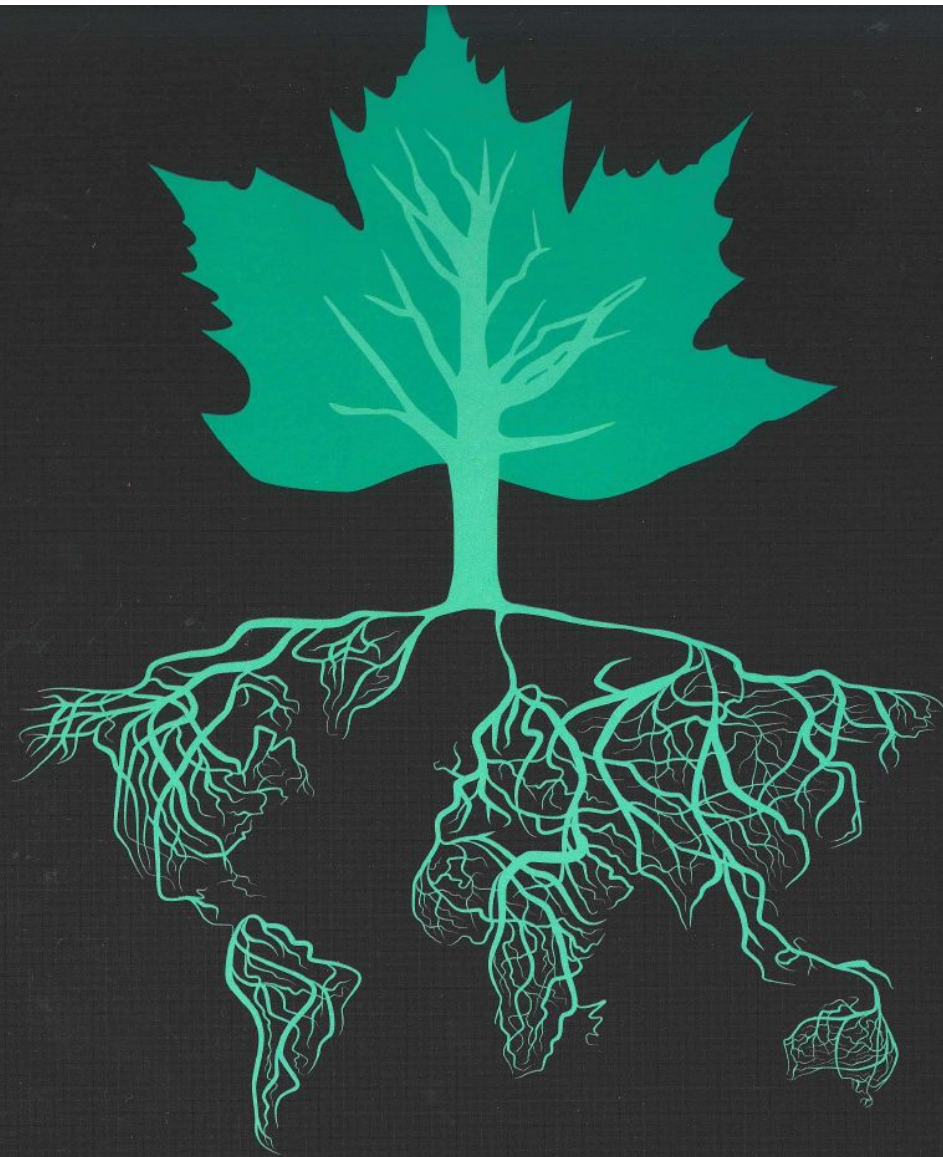
# Minds-On

## Asian Students:

What do you see?

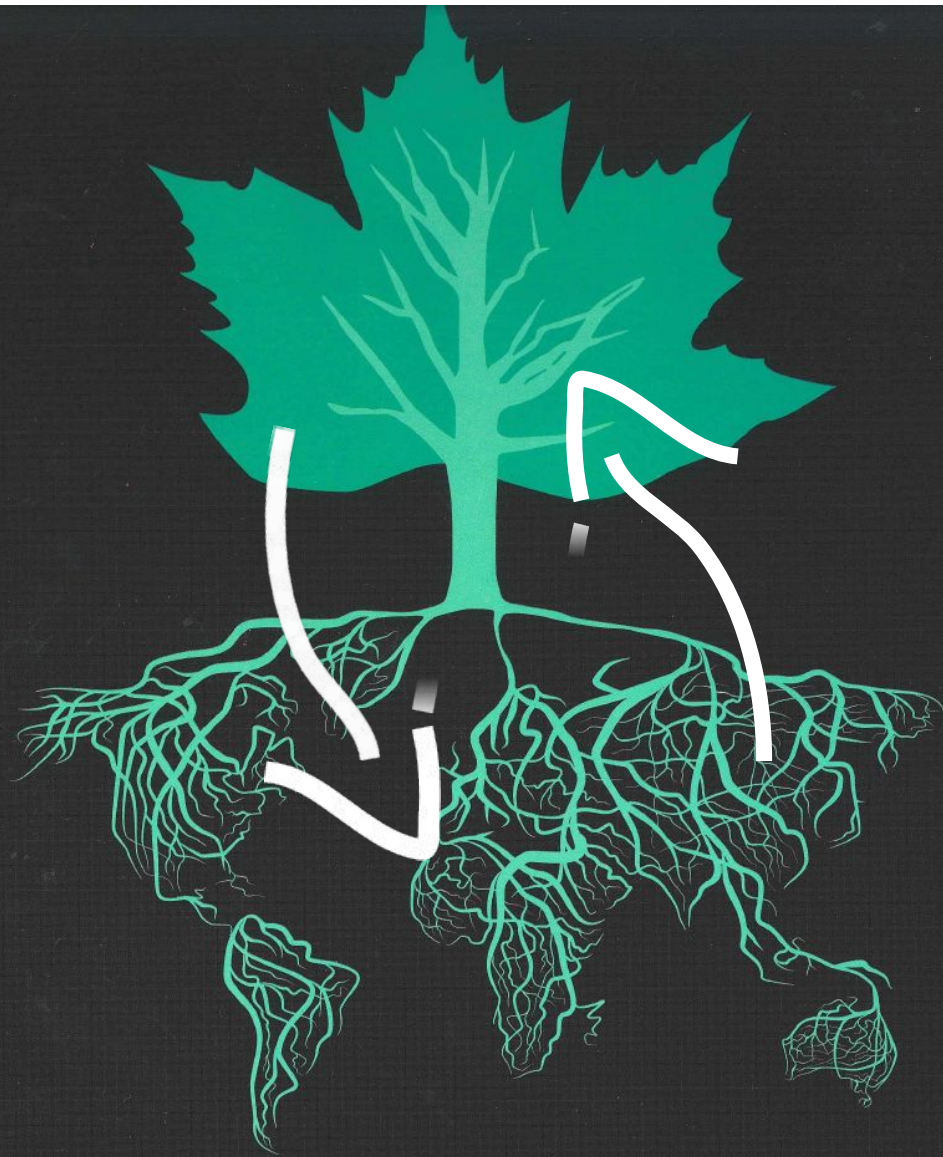
Which parts of Asia  
do they come  
from?

How might they  
identify?



unlearn.®

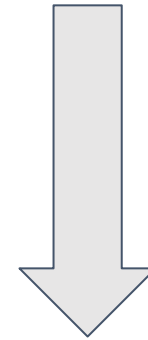
The World is  
in Canada.  
The students  
in your  
classroom  
reflect Canada  
& the World.



unlearn.®



# **Who Are Asian Students? “Definition Asian”**



**Teaching & Curriculum:  
Reflective of/ Inclusive of Diversity  
of Asian identities**

# How You See Me



The dimensions of identity are complex and far-ranging. They might include: *ethnicity, gender, friendship circles, race, talents, language(s), social media involvement, expectations of self, aspirations, beliefs, spiritual beliefs, socio-economic situation, degree of self-awareness, passions and interests, sense of self-efficacy* – in fact, all the factors that form the unique person in the classroom. There is a rich repertoire of possibilities for inclusion, for drawing each individual into the classroom. Through feedback and conversation about different aspects of students' lives, teachers facilitate personal investment in learning.

[CBS Student Identity & Engagement in Elementary Schools \(2011\)](#)

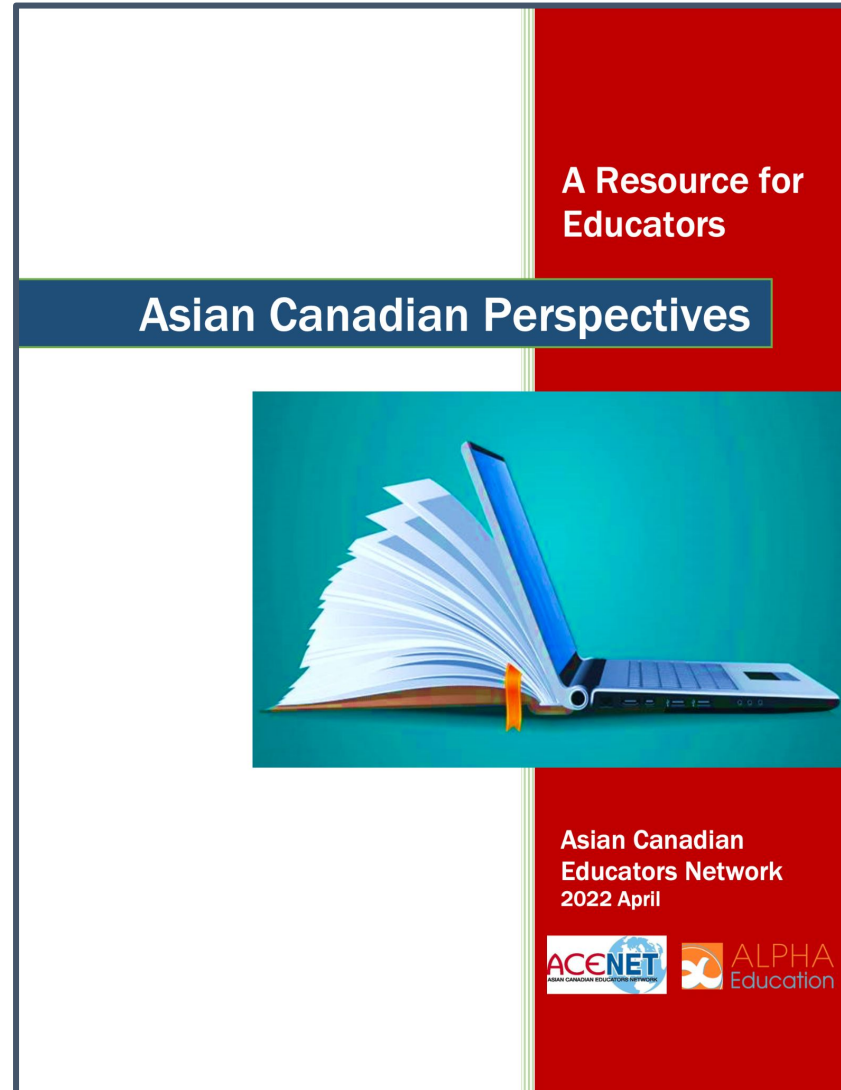
**Introducing:**

**Asian Canadian  
Perspectives:  
A Resource for Educators**

2

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# Introducing *Asian Canadian Perspectives*



## CONTENTS

**Introduction**

**FAQs**

**Representation Matters; Voice Matters**

**Curriculum Expectations**

**Primary & Junior Resources**

**Primary & Junior Learning Activities**

**Intermediate & Senior Resources**

**Intermediate & Senior Learning Activities**

**Website Resources**

**References**

# Asian Canadian Perspectives :

## Section 4.0 Primary & Junior Books & Activities



3

# Representation Matters – Voice Matters

## A Sign of Pride, Linda Kwan

Experiencing racism while growing up in Toronto caused me to be embarrassed of being Chinese. This internalized racism where I accepted the white racial frame of my culture being inferior, or at the very least “othered”, had created a lot of harm.

I remember that children would make fun of the way we spoke ... so I had gradually stopped speaking Kaipingese and Cantonese with my friends. I had also stopped speaking it with my parents and that created a language barrier that we are still trying to correct today. It is unfortunate that to this day, I still have not attained the speaking fluency of my dialect that I had when I was eight years old.

There was no one like me in the stories that I read

It is necessary that we allow children to counter the narratives of the dominant single stereotypes that depict us from a white perspective. It is essential that we start critical conversations about identity, immigration, refugees, citizenship, family structure, sexual orientation, and other politicized topics.

This resource is a starting point for offering many mirrors, windows, and sliding doors for children as they grow in our global village. Let us have our children show signs of pride in their cultural identity.

## Reference

Gultekin, M. & May, L. (2019). Children’s Literature as Fun-House Mirrors, Blind Spots, and Curtains. *The Reading Teacher*, 73(3), 627-635.

# DIVERSITY IN CHILDREN'S BOOKS 2018

Percentage of books depicting characters from diverse backgrounds based on the 2018 publishing statistics compiled by the Cooperative Children's Book Center, School of Education, University of Wisconsin-Madison:  
[ccbc.education.wisc.edu/books/pcstats.asp](http://ccbc.education.wisc.edu/books/pcstats.asp)

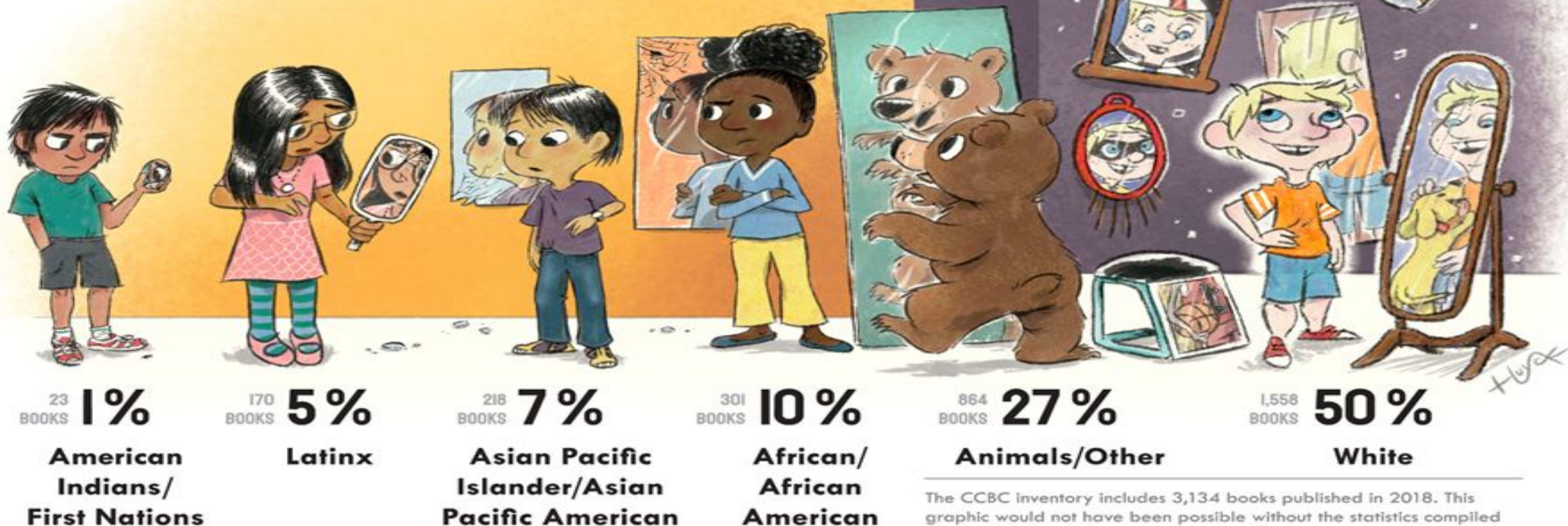
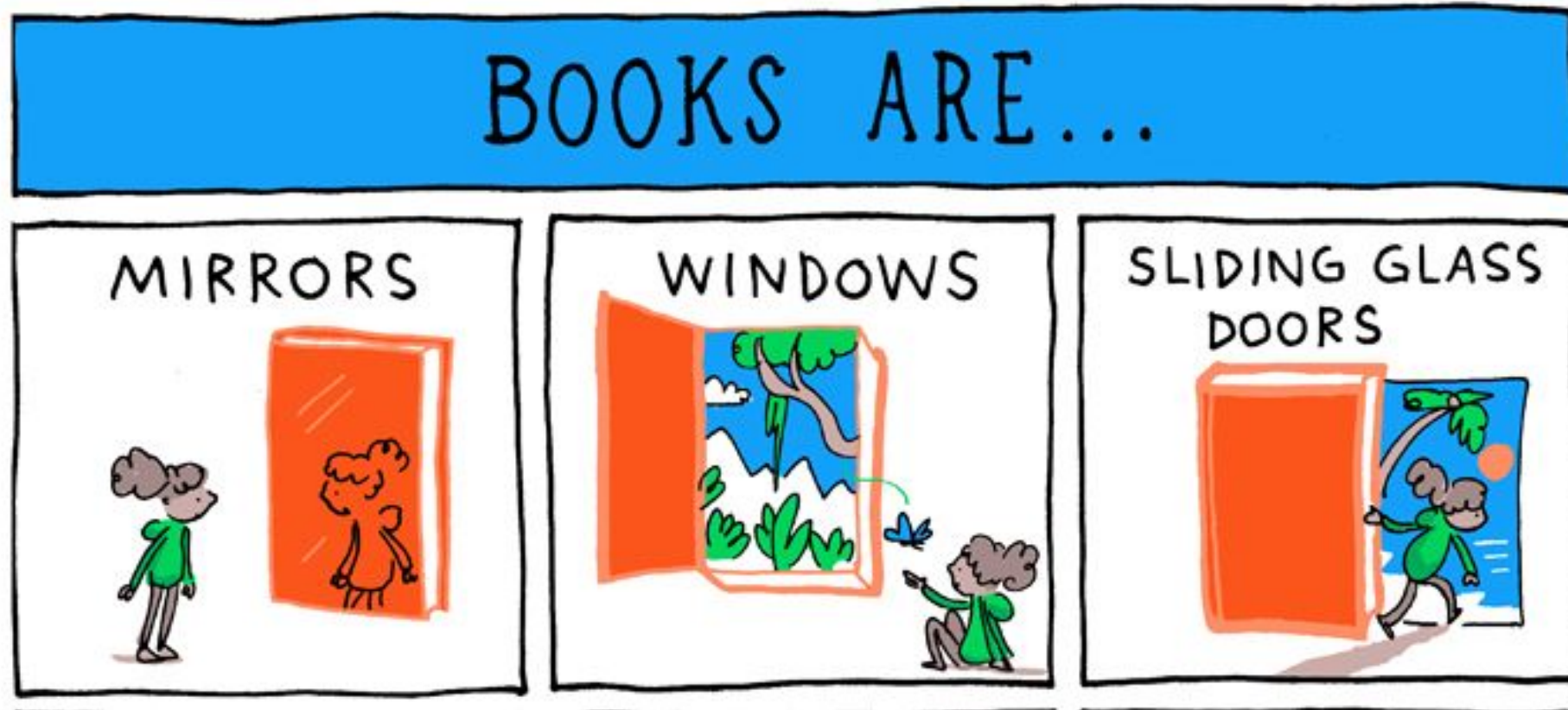


Illustration by David Huyck, in consultation with Sarah Park Dahlen  
 Released under a Creative Commons BY-SA license: <https://creativecommons.org/licenses/by-sa/4.0/>

The CCBC inventory includes 3,134 books published in 2018. This graphic would not have been possible without the statistics compiled by the CCBC, and the review and feedback we received from Edith Campbell, Molly Beth Griffin, K. T. Horning, Debbie Reese, Ebony Elizabeth Thomas, and Madeline Tyner. Many thanks.

# Countering the “Single Story”





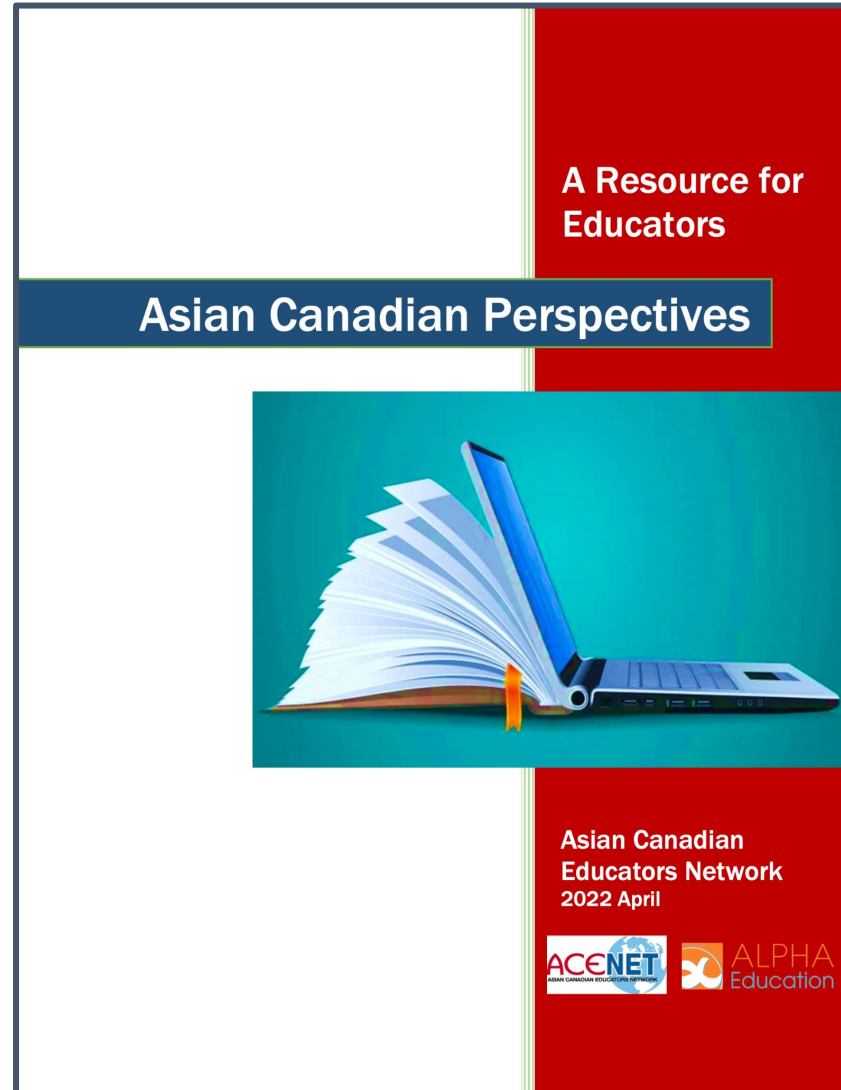
# Reflective Practice

Based on the upcoming presentation:

- What Curriculum Resource?
- Which Learning Activity?

# Introducing *Asian Canadian Perspectives*

## *Primary & Junior Books and Learning Activities*



## CONTENTS

**Introduction**

**FAQs**

**Representation Matters; Voice Matters**

**Curriculum Expectations**

**Primary & Junior Resources**

**Primary & Junior Learning Activities**

**Intermediate & Senior Resources**

**Intermediate & Senior Learning Activities**

**Website Resources**

**References**

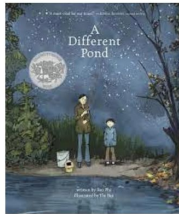
# Primary & Junior Learning Resources

## A Different Pond

Author: Bao Phi  
Illustrator: Thi Bui  
ISBN: 978-1623708030  
Genre: Picture Book  
Grades: K-8

Keywords: Vietnamese, voice, family, immigration, immigrant experience

**Description:** This picture book tells the immigrant experience of the author, Bao Phi. The experience is portrayed through a fishing trip with his son who was born in America and he tells the story of a different pond in Vietnam.

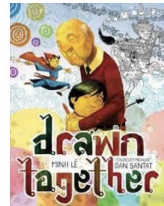


## Drawn Together

Author: Minh Le  
Illustrator: Dan Santat  
ISBN: 978-1484767603  
Genre: Picture book  
Grades: K-3

Keywords: intergenerational relationship, language barrier, storytelling

**Description:** When a young boy visits his grandfather, their lack of a common language leads to confusion, frustration, and silence. But as they sit down to draw together, something magical happens—with a shared love of art and storytelling, the two form a bond that goes beyond words.

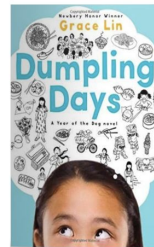


## Dumpling Days

Author: Grace Lin  
ISBN: 978-0316125901  
Genre: Fiction  
Grades: 3-8

Keywords: Identity, Taiwanese, Chinese, Chinese zodiac, change, prejudice

**Description:** In this sequel to *Year of the Dog*, Pacy has another big year in store for her. The Year of the Dog was a very lucky year: she met her best friend Melody and discovered her true talents. However, the *Year of the Rat* brings big changes: Pacy must deal with Melody moving to California, find the courage to forge on with her dream of becoming a writer and illustrator, and learn to face some of her own flaws.



Written by Asian authors and/or illustrated by Asian illustrators

Picture books  
Graphic novels  
Novels  
Short films

Representing various East, Southeast, and South Asian identities

# Primary & Junior Learning Resources



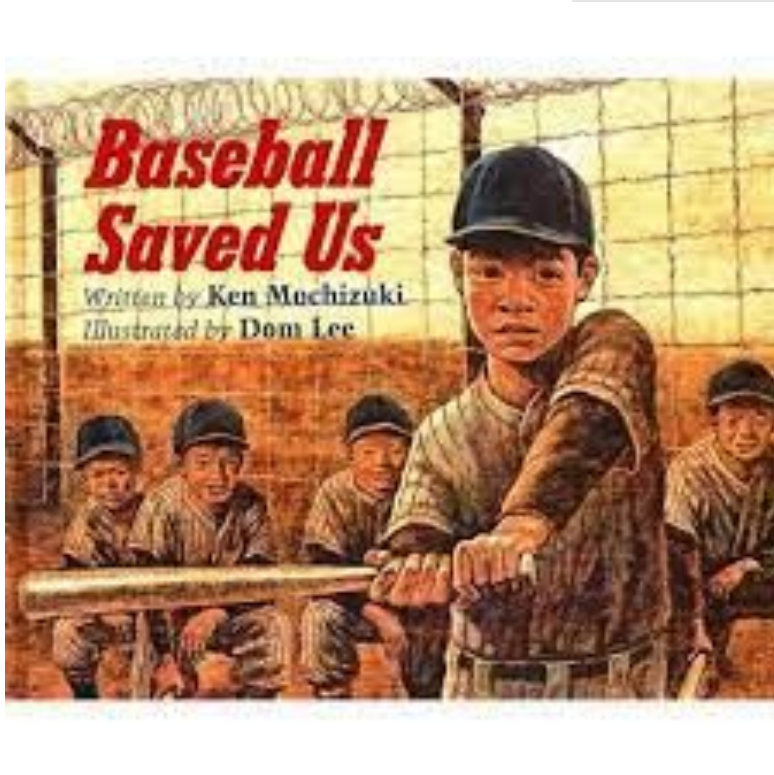
- Is the depiction of Chinese families positive, authentic?
- How is this depiction similar or different from your family?
- Whose voice is privileged? Whose voice is missing?
- What are some of the values explored in this film?

# Primary & Junior Learning Resources



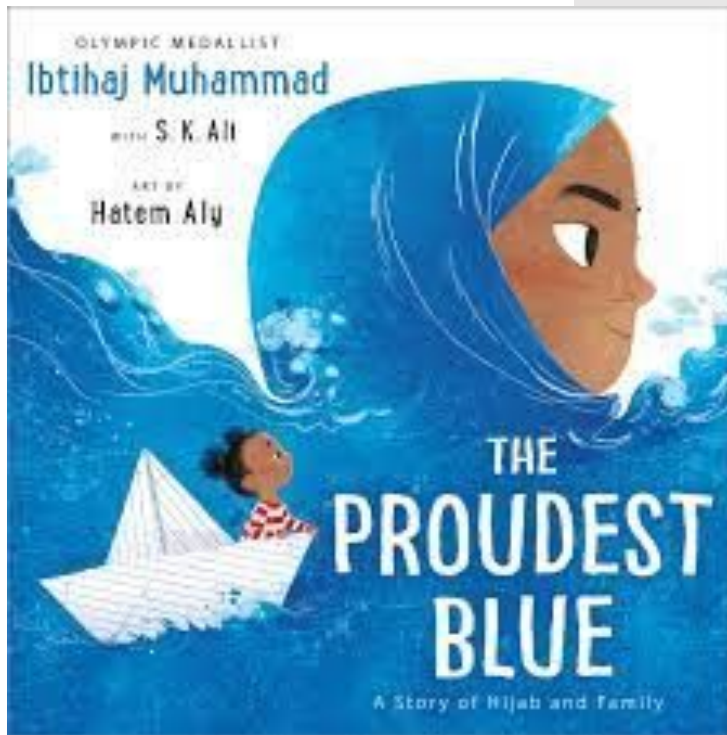
- What is the “refugee” narrative in this story?
- How are “refugee” families depicted in this picture book?
- How is the narrative similar or different to other stories about refugees you have heard or seen?
- How might we find out more about refugees?

# Primary & Junior Learning Resources



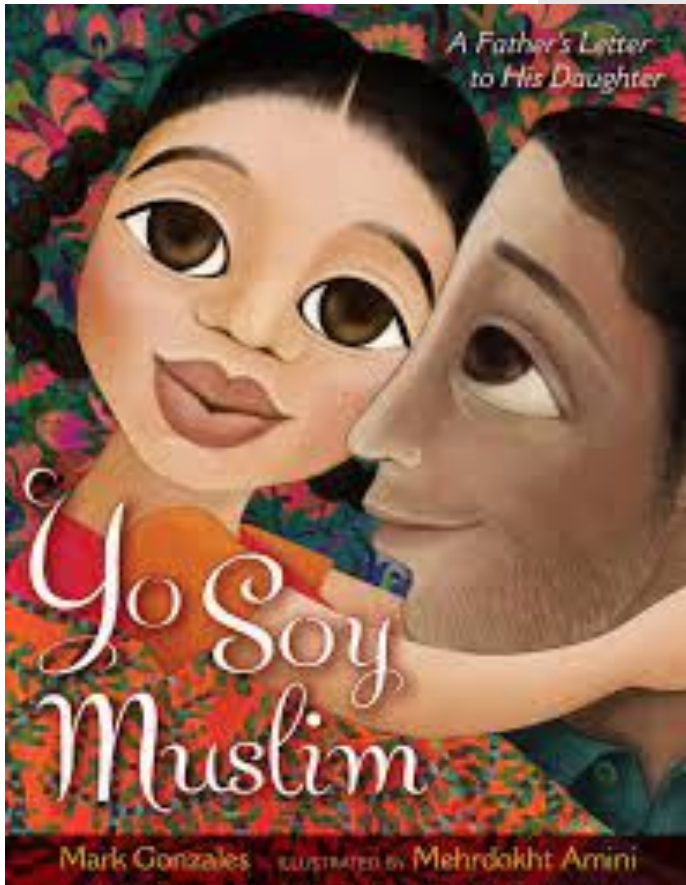
- Why were Japanese Americans put in internment camps? Who gets to make these decisions? Is it fair?
- What is the author trying to say?
- Why did the father choose baseball instead of another sport?
- Whose voice is privileged? Whose voice is missing? Why?

# Primary & Junior Learning Resources



- The author of this book identifies as a Black Muslim. How is the perspective of a Black Muslim different from a Muslim who is from Asia?
- Who gets to decide what to wear?
- Whose voices are privileged? Why do you think the author chose to privilege these voices?
- Whose voice is missing? Why do you think the author chose to leave these voices out?

# Primary & Junior Learning Resources



- Why did the author choose to write a letter?
- If you were to write a letter to your future self, what might you say?
- What are the various aspects of your culture that you would want your child to be proud of?

# Primary & Junior Learning Activities

- Playing, Storying, Collaborating, and Producing
- Making Dis/Connections
- Silly, Sad, Scary
- Those Who Don't Know
- Hallway Bystander Dilemma
- Expanding Representation Through Picture Books
- Close Looking, 3-Part Analysis for Visual Arts
- Text Analysis
- Quick Writes

# Asian Canadian Perspectives :

## Section 5.1.2 Short Animation



4

# Primary & Junior : Short Animation



'FOUND' - CGI Animated Short Film (Spoken Word Short Film)  
Sun Luu · 12K views · 2 years ago

**FOUND** Poem by Sun Luu

*"I didn't sleep in the same bed my parents slept in as kids.  
So, the American dream I had  
Was never what they envisioned.  
Their childhood was a horror story I was too young to comprehend  
My childhood was a daydream;  
A coming of age I could not fully translate.*

*But I hurt, nonetheless.*

*My classmates would pull their eyelids  
To hold me back  
And I was a stubborn boy who cried oceans  
Wondering  
Why everyone insisted I was different..."*

# Primary & Junior : Short Animation



2:00

# Consolidate

Share an Asian Canadian

- resource
- invitation/provocation
- learning activity
- lesson plan idea
- ...

# Asian Canadian Perspectives:

## Section 5.2 Intermediate & Senior Books & Activities

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# Representation Matters – Voice Matters

## Opening the Door to Belonging, Sandy Yep

Growing up in a white neighborhood of Montreal, I loathed my ‘Chinese-ness’. Nothing in the curriculum reflected my identity. Representation didn’t matter - until I picked up the one library grade book [Five Chinese Brothers](#) - a 1938 story depicting kowtowing ‘yellow-skinned’ brothers looking all the same. My disdain for that book fueled my self-hatred.

There is a compelling need for curriculum resources to reflect the rich, varied, wonderful experiences of Asian Canadians. For too long, these stories have been untold or worse, told by others.

There should be no surprise if students deny their identity when they don’t see themselves reflected in books, or their stories minimized or worse, depicted as stereotypical tropes.

In my 20’s I read for the first time a book by a Chinese-Canadian author. Paul Yee’s [Teach Me to Fly Skyfighter](#) spoke about growing up in Vancouver’s Chinatown, the joys and frustrations growing up Chinese and Canadian. This book was a window to my identity, or a door opening to my sense of belonging.

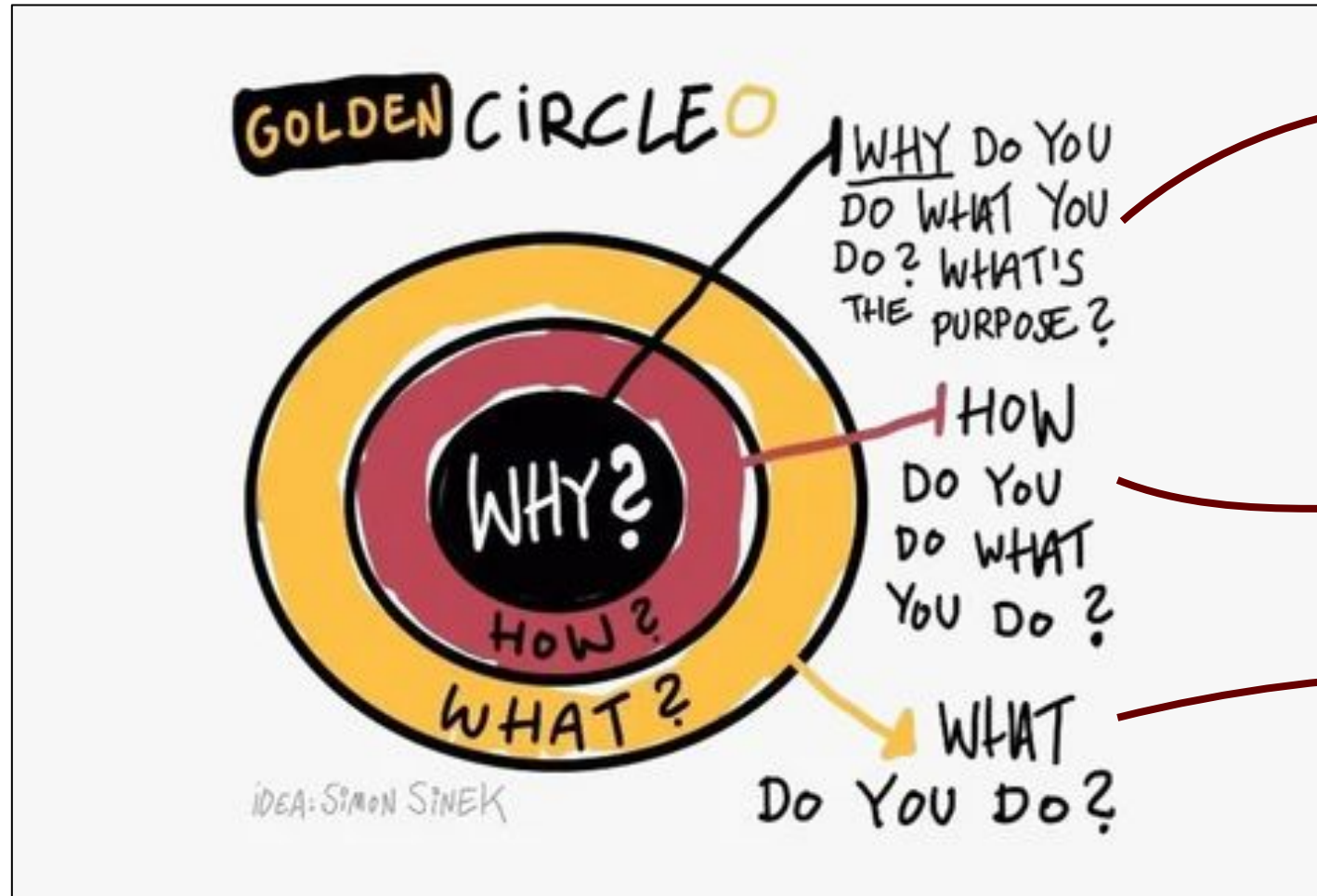
Surveying these wonderful titles: *‘I dream of Poh Poh’*, *‘Eyes that Kiss the Corners’* the younger me wishes to have read these stories. The older me can now reclaim and take back a narrative suppressed a very long time ago.



Social Justice Education supports students in developing the mindsets and skill sets needed to stand up for social justice by helping them:

- care about the world around them
- critically understand inequalities in the world
- extend the skill of “using their words” to resolve personal problems to larger problems of justice

# Pedagogy Shapes Curriculum Content and Implementation



Purpose → Beliefs & Values

Pedagogy  
(Approaches & Strategies)

Curriculum  
(Visible, Hidden, Null)

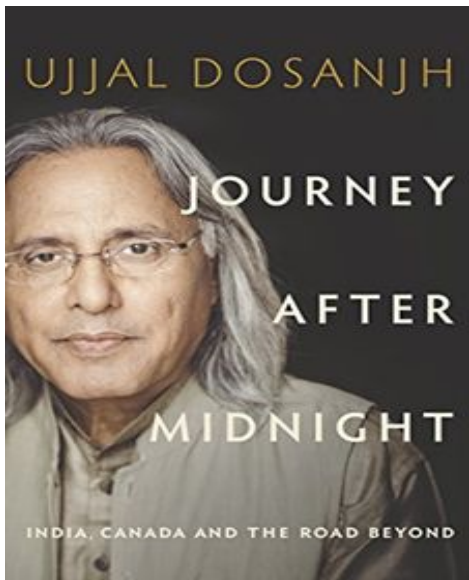
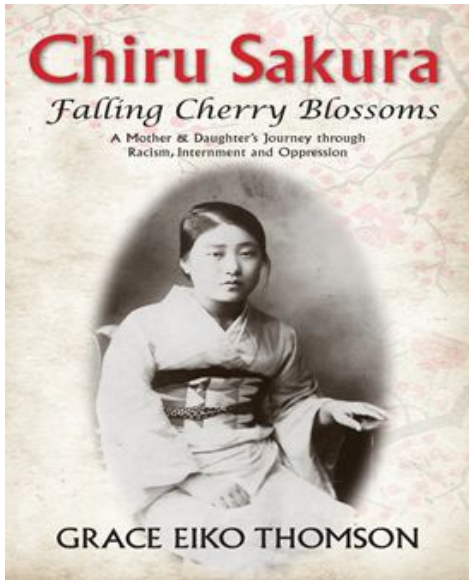


# Reflective Practice

Based on the upcoming presentation:

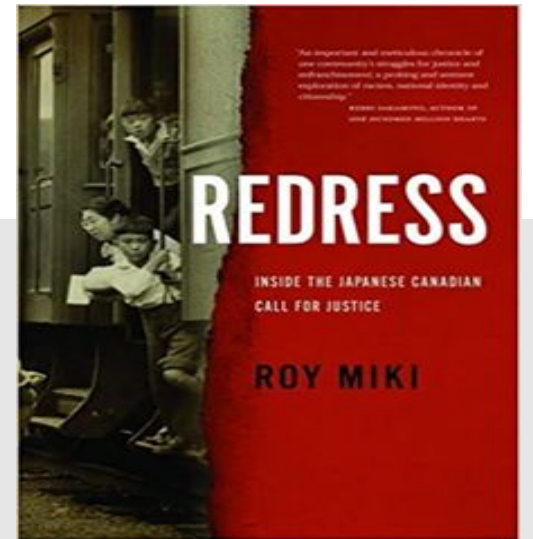
- What Curriculum Resource?
- Which Learning Activity?

# Theme: Identity and Diversity

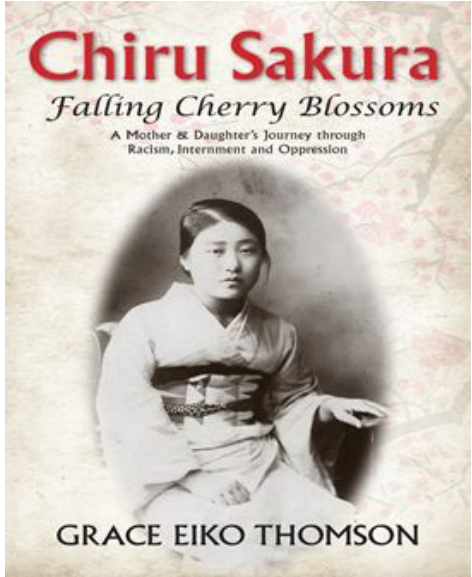


## Activities:

- Texts that are memoirs
- Texts that are biographies
- Texts that are historical non-fiction



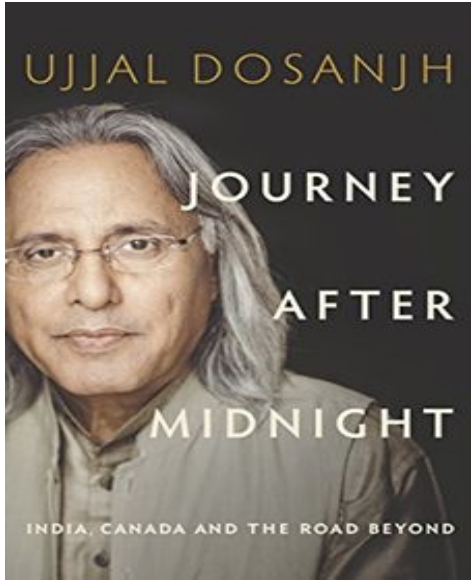
# Learning Activities



## Texts that are memoirs

- Looking at the title of the book, why do you think the author chose the title?
- Look at the book's illustration, why do you think the author chose this image?
- What connections do the title and illustration provoke in you?
- Using the connections, you made, write as a short memoir about yourself and your family.
- What title would you give your memoir? Illustrate the front cover.

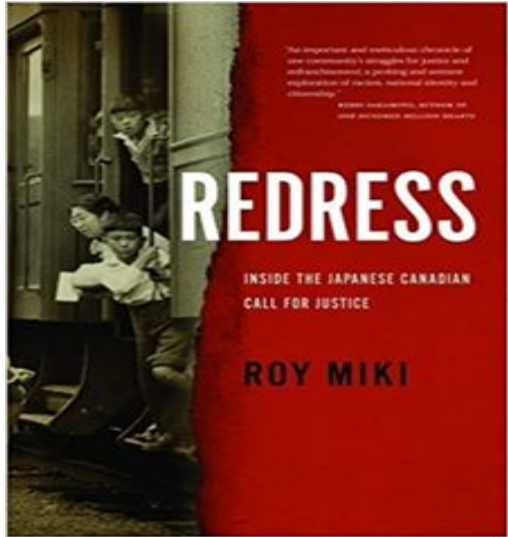
# Learning Activities



## Texts that are biographies

- Multi-generational family stories contribute to the discovery of one's identity positively and negatively. Do you agree or disagree with this statement?
- Explain your position with evidence from your own experiences.
- What roles do your family and those close to you play in your everyday life?

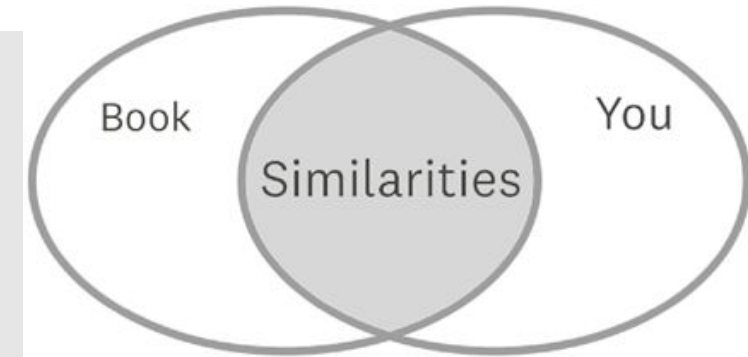
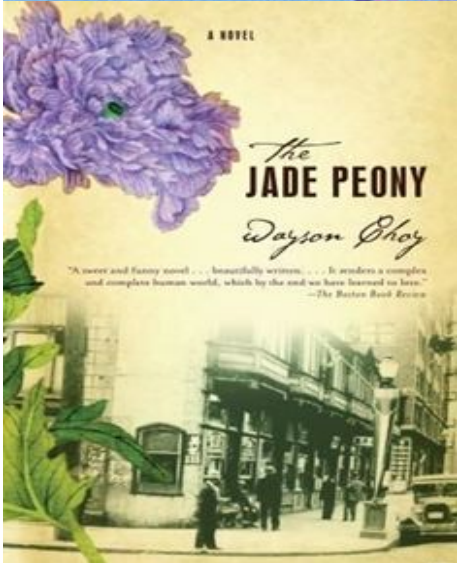
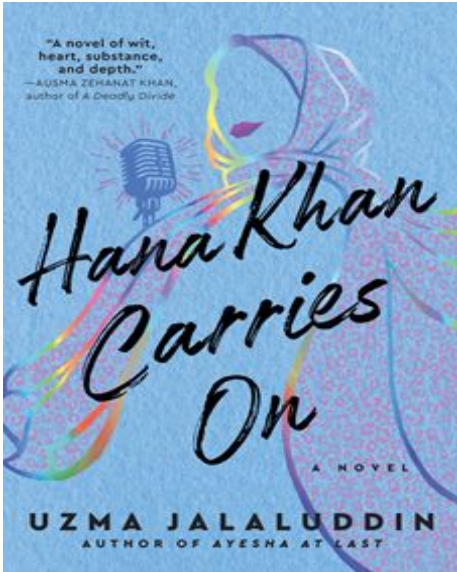
# Learning Activities



## Texts that are historical non-fiction

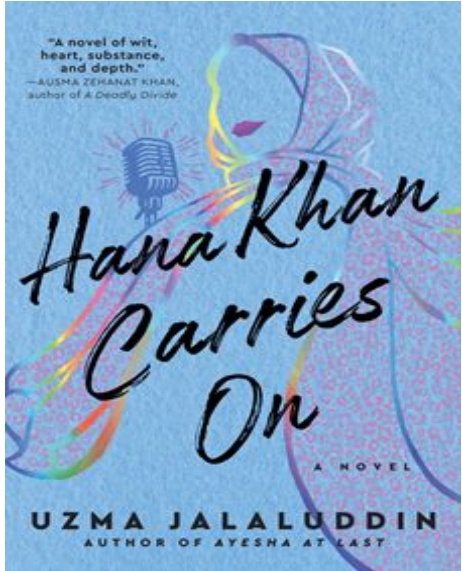
- How does the text enable you to take a deeper look at how a community is represented? Please elaborate and support your position using evidence from the text.
- How do the text's representations make you feel? What representations do you agree or disagree with?
- Did they change your understanding of how you see your community and/or another community? Explain the change and why.

# Theme : Racial / Cultural Representations



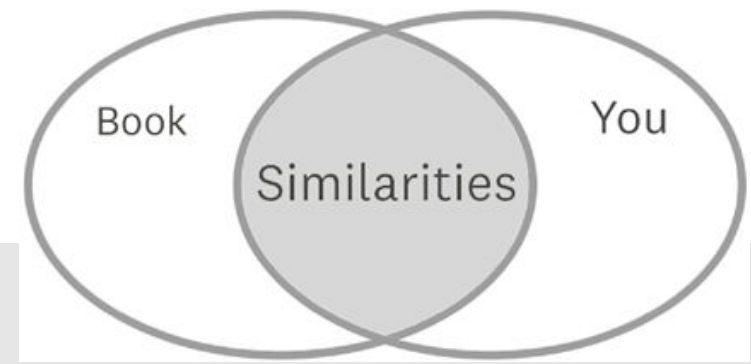
- Compare and contrast
- Reflections on inequities, power
- Cultural representations

# Learning Activities

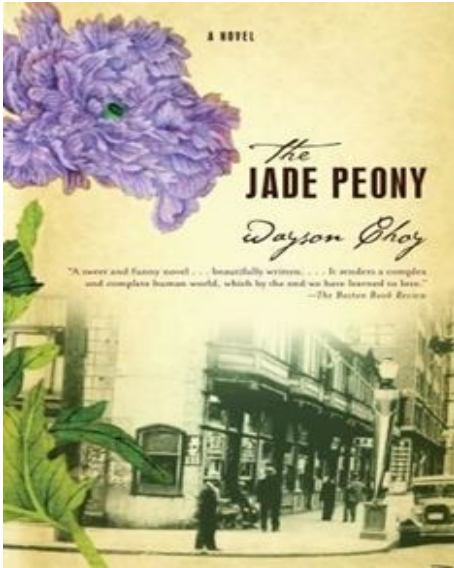
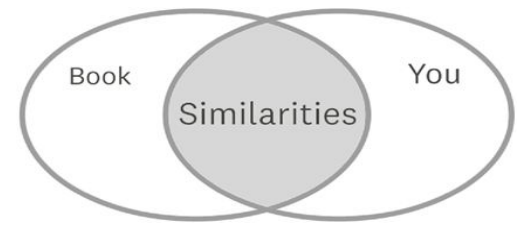


## Compare and contrast

- Consider the time, people, place, and events in the text: for example, neighborhood, community, home, climate, and era.
- What do you see in the book? What do you see in your own world? Reflect on the similarities: setting in the book and the setting in your world
- Reflect on how privilege, power, and inequities have played a role in the text. Reflect on how privilege, power, and inequities have played a role in your life.
- How are your experiences different or similar from the text?



# Learning Activities



- Do the content e.g., time, people, place, and events prompted you to consider privilege, power, and/or inequities when reading the text. Please elaborate and provide evidence from the text.

Race

Immigration

Ethnicity

Religion

Gender Age

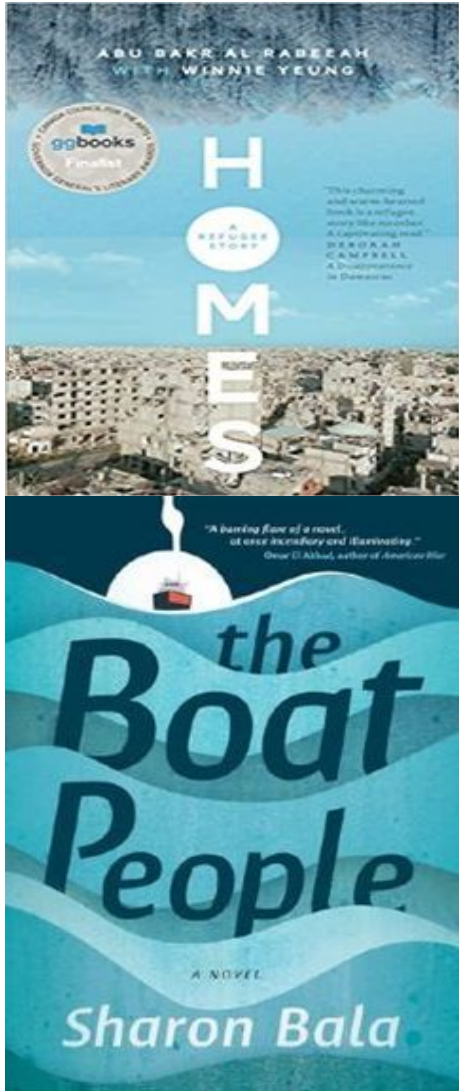
LGBTQIA

Ability

Class

- As you consider the text and your responses above, please elaborate on your awareness of positive and negative cultural representations.
- Where appropriate, include examples from the texts or in your own world.
- Did they inspire your interest in search for related texts? Did they provoke you to ask questions and seek answers?

# Theme: Refugees and Xenophobia



## ACTIVITIES:

Contrast discussion/debate via podcast and books



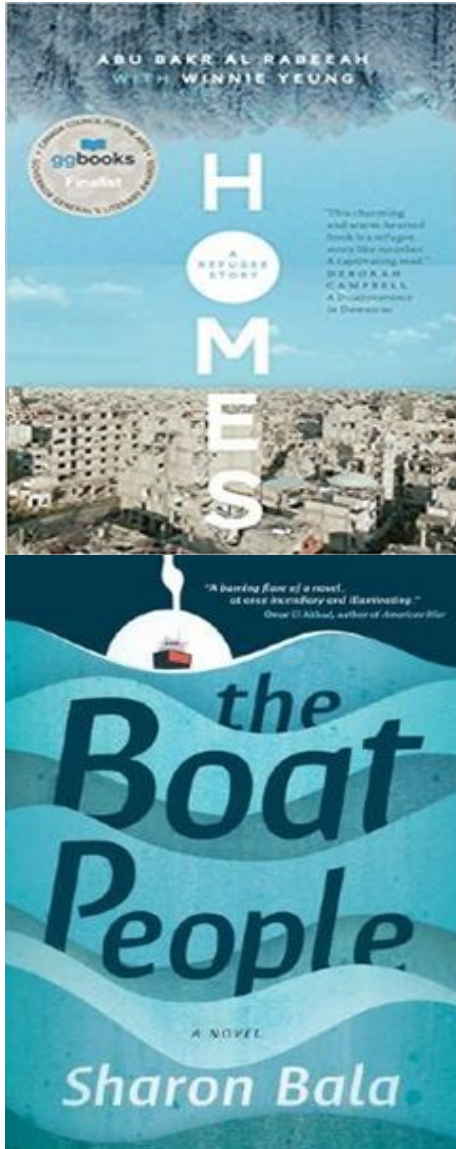
- The global refugee problem / CBC Radio
- Research, discuss the challenges refugees face
- Read first person testimonials and stories

# Learning Activities



Sunday Edition 39:33

The global refugee problem



Let's listen to CBC: The Global Refugee Problem [The global refugee problem | CBC Radio](#) **Discussants:**

- - **Dawn Chatty** is a Professor of Anthropology and Forced Migration and the former director of the Refugee Studies Centre at the University of Oxford. She spent several months in Turkey studying the Syrian refugee crisis.
- -**Jennifer Hyndman** is the Director of the Centre for Refugee Studies at York University, and she's the co-author of a forthcoming book about the protracted displacement of refugees.
- **Bob Rae** is a former premier of Ontario, former Member of Parliament and foreign affairs critic for the federal Liberals. He's also a former chairman of the NGO, Forum of Federations. Today, he works in aboriginal and human rights law.

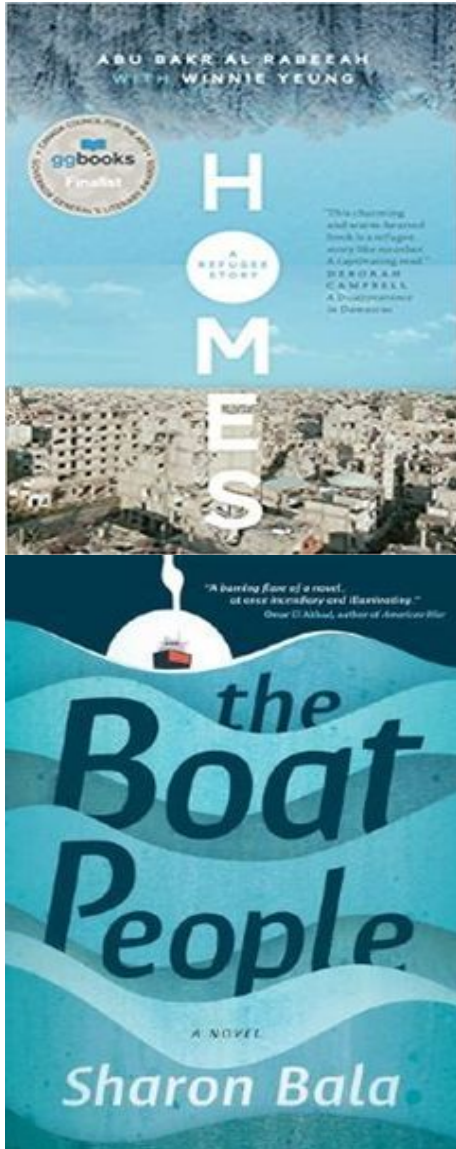
What factors were discussed on the role of Canada in the Syrian refugee crisis?

What is the impact of using the term “irregular migrants” instead of “refugees”?

# Learning Activities



Sunday Edition 39:33  
The global refugee problem



Historical and contemporary events today have shown that countries do not accept, receive and / or treat all refugees the same.

- If you were in charge of admitting refugees to Canada, what factors would affect the acceptance of refugees as prospective settlers and why?

Research and discuss the challenges that refugees face upon arriving in Canada.

- What obligations, if any, do individuals, communities, and governments have towards refugees who are accepted into Canada?
- Read first person testimonials and stories to consolidate your response

Investigate what resources are available in your community to support refugees.

2:00

# Consolidate

Share an Asian Canadian

- resource
- invitation/provocation
- learning activity
- lesson plan idea
- ...

# Asian Canadian Perspectives:

## Section 6.0 Websites for Asian-Canadian Resources

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6

# SEARCH RESULTS FOR 'ASIAN CANADIAN'

All results Virtual Museum of New France Online Boutique

About 202 results (0.17 seconds)

## THE STRUGGLE FOR INCLUSION: THE PERSPECTIVE OF ASIAN CANADIANS ...

Your Museum. Your Stories. › blog › the-struggle-for-inclusion-the-perspective...



May 17, 2018 ... The new Canadian History Hall offers important insights into the complex story of Canada's growing ethnic diversity in the 20th century. One of ...

## CANADIAN MUSEUM OF HISTORY: HOME

[www.historymuseum.ca](http://www.historymuseum.ca)

ARCTIC. Our Frozen Planet. Share. Also Visit The. Logo of Digital Museums Canada.

## HEARTS OF FREEDOM – STORIES OF SOUTHEAST ASIAN REFUGEES ...

Canadian Museum of History › hearts-freedom-stories-southeast-asian-refugees



Feb 14, 2023 ... An interpretive text completes the narrative of each panel. Exhibition panel. Photo: Canadian Museum of History. Hearts of Freedom – Stories of ...

# SEARCH RESULTS FOR 'ASIAN'

All results Online Boutique

About 1,490 results (0.22 seconds)

## ASIAN CANADIANS AND CANADA'S MILITARY | LEARN | CANADIAN WAR ...

[www.warmuseum.ca](http://www.warmuseum.ca) › [learn](#) › [asian-canadians-and-canadas-military](#)



Asian Canadians and Canada's Military. Prepared by: Catherine Clement, Chinese Canadian Military Museum Carolyn Nakagawa and Linda Kawamoto Reid, ...

## CANADA AT WAR AGAINST JAPAN, 1941–1945

Canadian War Museum › [war-against-japan](#)



In December 1941, Japan fully entered the war, attacking British, American and Dutch targets in Asia and the Pacific. Fighting on the Allied side, ...

## SEARCH THE COLLECTION | CANADIAN WAR MUSEUM

[www.warmuseum.ca](http://www.warmuseum.ca) › [collections](#) › [advanced-search](#) › [military.context=19...](#)



Kim's Convenience (Korean Subtitles)



Land and Sea Network



Last Night



Late Night in the Studio



Lost & Found



Matangi/Maya/M.I.A.



SEARCH



FILMS

DOCUMENTARY

ANIMATION

INTERACTIVE

EDUCATION

SIGN IN



CHANNELS

## ASIAN COMMUNITIES IN CANADA

Enjoy this curated selection of films that celebrate the many achievements and contributions of Canadians of Asian descent who, throughout history, have done so much to make Canada the culturally diverse, compassionate and prosperous nation it is today.



# 100<sup>th</sup> Anniversary of the Exclusion Act

Suggested Web sites :



In the Shadow of Gold Mountain

[https://www.nfb.ca/film/in\\_the\\_shadow\\_of\\_gold\\_mountain/](https://www.nfb.ca/film/in_the_shadow_of_gold_mountain/)



There is no script, no checklist, no set of techniques.

Culturally relevant pedagogy is an approach to teaching that relies on teachers as decision-makers and intellectuals..."

- Professor Gloria Ladson-Billings



## Book Inventory

Title	Link	Inventory available	
July: Making the calendar	<a href="#">July: Making the calendar</a>		Y
July: Making the calendar	<a href="#">July: Making the calendar</a>		Y
July: Making the calendar	<a href="#">July: Making the calendar</a>		Y
July: Making the calendar	<a href="#">July: Making the calendar</a>		Y
The Making of the Book: a study of the 16th century	<a href="#">The Making of the Book: a study of the 16th century</a>		Y
My day with King George	<a href="#">My day with King George</a>		Y
And Your Majesty (Book of Hours)	<a href="#">And Your Majesty (Book of Hours)</a>		Y
The Emperor's Secret (Chronicle and the Emperor's Secret)	<a href="#">The Emperor's Secret (Chronicle and the Emperor's Secret)</a>		Y
The Book of the Courtier (The Book of the Courtier)	<a href="#">The Book of the Courtier (The Book of the Courtier)</a>		Y
Dragon's Head	<a href="#">Dragon's Head</a>		Y
Flame	<a href="#">Flame</a>		Y
The Magic Fish	<a href="#">The Magic Fish</a>		Y
Legend	<a href="#">Legend</a>		Y
Princess and the Prince	<a href="#">Princess and the Prince</a>		Y
Adventure Books	<a href="#">Adventure Books</a>		Y
Books, from the 16th century to the 19th century, and from	<a href="#">Books, from the 16th century to the 19th century, and from</a>		Y

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