Resource Pack: Examining History through the Big 6

COURSE:  Canadian History since World War I, Grade 10 (CHC2D)

OVERALL EXPECTATION EXPLORED:  B1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments between 1914 and 1929, and assess their significance for different groups in Canada.

ABSTRACT: This resource pack examines social, economic and political events and development in the time period between 1914 and 1929. It specifically explored the events surrounding the concept of continuity and change through buying with credit, historical significance through the 1929 Stock Market Crash, cause and consequence through Prohibition, and historical perspectives through the Chinese Exclusion Act of 1923.

KEYWORDS: Continuity and change; Historical perspective; Evidence; Cause and consequence; Historical Significance; 1920’s; 1930’s; Prohibition; Chinese Exclusion Act; Buying On Credit; Stock Market crash;

AUTHOR(S): Shannon Rogers, Erin Clancy, and Joshua Thomas

COPYRIGHT:

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.
LESSON # 1

COURSE: Canadian History since World War I, Grade 10 (CHC2D)

OVERALL EXPECTATION: B1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments between 1914 and 1929, and assess their significance for different groups in Canada.

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Continuity and Change

TITLE OF STORY: Buying on Credit and the Power of Advertising in the 1920’s

OVERVIEW: This lesson uses Timbits and paper money to demonstrate the concept of buying things on credit, as many people did during the economic “boom” of the 1920’s. There will be a class discussion about how buying things on credit changed people’s lives, as well as how the concept has changed to adapt to current times. After discussing the introduction of credit and whether or not the 1920’s were truly prosperous for all, the students will design an advertisement for a “hot-ticket” new item from the 1920’s that entices people to buy the product.

APPENDICES:
1. Paper Money Cut-outs (PMC 1.1, PMC 1.2, PMC 1.3)
2. Advertisement Instructions & Examples (BLM 1.1, BLM 1.2)

PLAN OF INSTRUCTION:

Warm-Up (10 minutes)
On the board, write the question: “Did the 1920’s roar economically? Why or why not?” Get the students to discuss their answers with a partner in a think-pair-share format. Ask each partner to share an answer and their reasoning with the class. The students should be able to think critically about this answer given their prior knowledge of the 1920’s.

Modelling (25 minutes)

- Having the paper money already cut out (PMC 1.1, PMC 1.2, PMC 1.3), the teacher will distribute the money to the students somewhat evenly.

- Begin a discussion with the students – if one Timbit costs $20 (because they’re the hottest new item), ask how many students can afford to buy one outright with the money they were given. Allow the students with $20 to “buy” a Timbit.

- Discuss with the class what “deposit” means and what “buying on credit” means. After telling the class that they can buy a Timbit on credit with a 10% deposit, ask what 10% of the $20 cost is.

- Ask the class how many students can afford to “buy” a Timbit with at least a 10% deposit. Allow them to “purchase” a Timbit, but get them to sign your blank piece of paper so they recognize that they have an obligation to come up with the rest of the money.
• Ask the class who has less than a 10% deposit (it should only be the students with a single $1 bill). Explain to these students that they need to come up with another dollar before they can purchase a Timbit on credit.

• As a class, relate the Timbit activity to people purchasing items during the economic “boom” of the 1920’s – people with at least a 10% deposit could sign with the store to buy the item on credit. People who didn’t have the minimum deposit were turned away until they had the 10% payment.

Guided Practice (5-10 minutes)
On a blank piece of paper, get the students to write down their responses to the following prompts:
- What is the historical significance of people being able to purchase things on credit?
- How has the concept of credit changed society?
- How do we use credit today?
Collect the student’s responses as an “exit ticket” for the Timbit activity.

Independent Activity (30 minutes)
For the remainder of the class, the students will work on creating an advertisement from the 1920’s. They will use their prior knowledge of the 1920’s and the examples on the handout (BLM 1.1) to decide which product they want to advertise. They will also use their prior knowledge of 1920’s slang/language in order to make the advertisement as authentic as possible. They are welcome to use technology or hand drawings to create their ad. The rubric (BLM 1.2) clearly outlines the expectations of this assignment.

**While the students are working on their advertisements, hand out Timbits to the students who couldn’t afford to “purchase” one during the activity.

ASSESSMENT:
The warm-up “think, pair, share” activity allows the teacher to assess for learning, as it is meant to activate the student’s prior knowledge of the economic situation of the 1920’s. The teacher will also collect the exit cards from the Timbit activity (the guided practice section of this lesson plan), and these ideas will be reviewed as assessment as learning – it will assess how well the students are grasping the lesson’s material. The advertisement that the students create will be evaluated with a rubric (BLM 1.2). It will be classified as assessment of learning and will measure how well the students are grasping life in the 1920’s.
Lesson #: 2

COURSE: Canadian History since World War I, Grade 10 (CHC2D)

Overall Expectation
B1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments between 1914 and 1929, and assess their significance for different groups in Canada.

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED:

Historical Significance

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED:

Historical Perspective and Evidence

TITLE OF STORY: Historical Significance: The Stock Market Crash

OVERVIEW:
The focus of this lesson is to introduce the stock market crash in the October 23, 1929. The perspective for this lesson is to focus on the historical significance of the stock market and the impact that it would have had on the people. By the end of the lesson students will understand the impact and importance of the stock market crash on people’s lives.

APPENDICES:

1. Black Line Masters (BLM 2.1/BLM 2.2/ BLM2.3/ BLM 2.4/ BLM 2.5/ BLM 2.6/ BLM 2.7/BLM 2.8)

PLAN OF INSTRUCTION:

Step 1: Warm up. Step 2: Discussion Step 4: Guided Practice (55min)

This lesson is unique in many aspects as it encompasses the hook, Discussion and Guided Practice simultaneously.

Do not tell students the focus of the lesson is on the stock market crash. Get the students excited by telling them as a class we will be playing a game today. Have students pull out a calculator to assist them with the addition used in this activity. The purpose of the game is to simulate the stock market crash in a unique and fun way, helping the students understand the significance of this event.

Hook: Ask the class “Who want to get rich!!!”
Hand out the booklet (BLM 2.8) make sure each student has a copy.
Step 1) Inform student starts off with $1000 and the object of the game is that one person who ends up with the most money will be the winner.

Step 2) Put up (BLM 2.2) “Fake Companies in Which You Can Buy Stock” and read through it with the class. Tell students they have $1000 to spend, work through the first section, then how many shares, the cost, etc.

Step 3) Put up (BLM 2.3) on the projector for students to see. Students will calculate how much they made and plug their number into the next table on the bottom of each page (BLM 2.8). Before the next round, students must re-buy stock on the next page (BLM 2.8), now they have the ability to use the 1000 dollars they started with, plus the money they made in the first round.

Step 4) Continue this trend using the BLM (BLM 2.4/ 2.5/ 2.6/ 2.7) until you reach the end of the game. After the final round find out if anyone has any money left over. Explain the impact and the shock you would experience in a real life scenario like this. Finally, tell the class that this simulation was modelled after the stock market crash in October 23, 1929. Ask the students what they would expect to happen to society over the next couple weeks.

**Step 5: Independent Activity (10min)**
At the end of class after the game has concluded and you have told them the connection to October 23, 1929, the actual stock market crash, have the students write an exit slip on why they feel we as historians should be studying this event (why it is historically significant).

**ASSESSMENT:**
The assessment will take place in two-forms. Firstly, mostly observational assessment will take place as the game continues to assess if students are making connections and understand of how significant this event was once it is explained to them. Secondly, assessment will take place by examining the exit slips of student responses.
Lesson #: 3

**COURSE:** Canadian History since World War I, Grade 10 (CHC2D)

**OVERALL EXPECTATION:**
B1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments between 1914 and 1929, and assess their significance for different groups in Canada.

**PRIMARY HISTORICAL THINKING CONCEPT EXPLORED:**
Cause and Consequence

**SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED:**
Historical Perspective and Evidence

**TITLE OF STORY:** Prohibition: Understanding the Dark Side of the 1920's

**OVERVIEW:**
This lesson will focus on the cause and consequence prohibition. The lesson will examine how prohibition came to be, and the result of bootlegging that occurred. The lesson also focuses on the connection to the United States. By the end of the lesson students should understand what caused prohibition and how it resulted in a growth of underground crime.

**APPENDICES:**
1. Primary Sources (PSD 3.1 / PSD 3.2)
PLAN OF INSTRUCTION

Step 1: Warm up (15min)

Where is the Wonder? First, have students take out a blank piece of paper. One at a time show the number of images (PSD 3.1) on prohibition. Tell the students to write one or two words that could help them remember the image and what they feel the image represents. While showing the images, circle and highlight certain aspects that help prompt the students to think of different perspectives and the causes of prohibition.

Step 2: Discussion (10min)

After showing students the images, move the discussion by telling a story of how the prohibition came to be (causes, Women’s Temperance Movement represented By PSD 3.1). Secondly, move into the impact that prohibition had on society (consequences, Bootlegging and smuggling PSD 3.1). Try and make the story engaging and exciting (don’t go into extreme detail about what happened, just try and provide an overview).

Step 5: Independent Activity (45min)

For the remainder of the lesson break the class into groups of 4-5 or have students choose their own groups. Provide students with computer access or allow students to use their phone to conduct further research on the subject. From the information that the students learned, they will create a skit about the causes and consequences of prohibition. Students must use appropriate 1920s slang (PSD 3.2) throughout their skit, as well as must provide a script and are encouraged to create props to help portray the message they are representing. Skits should be around 5 minutes each.

Step 6: Sharing / Discussing / Teaching (20min, depending)

The sharing and discussion part of the lesson will be the students sharing their presentation. Depending on the type of class skits can be performed at the end of the class or at the beginning of the next class. After everyone has performed, wrap up the discussion by asking the class if prohibition still exists today? Did prohibition work? Why or why not?

ASSESSMENT: Throughout the lesson the assessment will take place in many forms. Firstly, assessment for learning will be conducted in the form of watching the skits and assessing the students understanding of prohibition to see if they understand the causes and consequence. Assessment for leaning will also take place in examining the skit’s scripts and performance. Assessment will mostly take place walking around and observing the students during their research.
LESSON # 4

COURSE: Canadian History since World War I, Grade 10 (CHC2D)

OVERALL EXPECTATION: B1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments between 1914 and 1929, and assess their significance for different groups in Canada.

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Perspectives

TITLE OF STORY: The Chinese Immigration Act of 1923

OVERVIEW: This lesson uses primary sources to examine the Chinese Immigration Act of 1923, also known as the Chinese Exclusion Act, which was an outright ban on Chinese immigration to Canada with few exceptions. By the end of the lesson, students will be able to examine different historical perspectives using six primary sources, uses the context of the time to limit judgment from a contemporary perspective.

APPENDICES:

1. Primary Sources (PSD 4.1, PSD 4.2, PSD 4.3, PSD4.4, PSD 4.5, PSD 4.6, PSD 4.7)
2. Black Line Masters (BLM 4.1, BLM 4.2)

PLAN OF INSTRUCTION: (You may not need to use each of these steps in every lesson)

Step 1: Warm up (10 minutes)
The lesson will begin with a question for the students in the class to discuss with a partner in a think-pair-share activity: Do you know where your family lives before they came to Canada? Why did they leave their country of origin? Do you know if they faced any discrimination or hardships when they arrived in Canada? The teacher will ask for some answers that the students would like to share with the class. Then students will watch a 5 minute CBC video about Chinese Immigration to Canada starting with the CPR and finishing with the Chinese Exclusion Act.
Video Source: http://www.cbc.ca/archives/entry/chinese-immigration-not-welcome-anymore

Step 2: Discussion (15 minutes)

Students will watch video of Stephen Harper’s apology to Chinese Canadians for their unjust treatment, especially regarding the head tax and exclusion of Chinese immigrants. This 7 minute video will give the historical background of Chinese immigration to Canada, and lists some of the racist policies imposed by the government. Appendix 4.1 is the transcribed speech from Stephen Harper as found in the Parliament of Canada HANSARD books online. This will be printed off for each student to follow while the video is being played. (PSD 4.1)

https://www.youtube.com/watch?v=bq1bYDKTMlU&index=2&list=PLeVapqGK6BL0E9XDF9Vk cuj-Sv7yA3fL9

Step 3: Modeling
To analyze the first primary source (Harper’s apology), the teacher will model how to look at the source and examine the different aspects related to the historical perspectives using the following discussion questions:
If the Canadian government acknowledges that their actions towards Chinese Canadians were wrong and apologized, why did they do it in the first place? What does this tell us about examining historical perspectives? From the perspective of a Chinese Canadian, how would you react to this apology?

Students will fill out a graphic organizer about the government’s perspective today, reflecting upon their actions in the past. (BLM 4.2)

**Step 4: Guided Practice (10 minutes)**
Students will now get a chance to examine different accounts regarding the Chinese Exclusion Act through six primary sources. Students will be put in partners, and will rotate around the room to examine the six different sources on the wall. They will discuss each one, and may write jot notes if they wish to about their ideas on the different perspectives they can gather from this piece of evidence. The six PSDs for this activity (PSD 4.2, PSD 4.3, PSD4.4, PSD 4.5, PSD 4.6, PSD 4.7)

**Step 5: Sharing / Discussing / Teaching (30 minutes)**
Now that students have had the opportunity to look at each poster and discuss it with their partner, they will choose which primary source resonated with them most for a certain reason (interesting, shocking, sad, informative, etc.). Now that students are divided based on poster, check that the groups are relatively even. If one group is much larger than the others, ask a few students to choose their second choice and go to that poster instead. They will then fill out their organizer for this poster in their larger group, discussing as many interpretations as possible and as many perspectives as possible. They should jot down as many ideas as suggested for their poster. Groups will then share their ideas with the class as the experts of their specific poster. Leave time for discussion and background information for each primary source afterwards from the teacher, and allow tie for questions and other input from the class. (BLM 4.2)

**ASSESSMENT:**
Teacher will circulate the room while the students are examining the primary documents and assess for learning, checking for completion of organizer and asking prompting questions to get students to reflect on their analysis out loud. The teacher can also assess for learning with an exit card where students write what their main take away was from this activity, specifically in relation to examining different historical perspectives.

**APPENDICES:**

1. **Primary Source Documents:** PSD 4.1, PSD 4.2, PSD 4.3, PSD 4.4, PSD4.5, PSD4.6, PSD 4.7
2. **Black Line Masters:** BLM 4.1, BLM 4.2
CANADA IN THE 1920’S ADVERTISEMENT

ACTIVITY

You have been hired by the ACME company as an advertising manager. Your task is to design an advertisement for one of the new products being marketed during the 1920’s. As well as including information about the features of your chosen product, you need to design an ad that will attract the young and prosperous middle class buyers. They have money to spend and you want them to buy your product (outright OR on credit!). Remember that your ad must be historically accurate and must include the lingo of the times.
### BLM 1.2 – Advertisement Rubric

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Research (T/I)</td>
<td>Does not meet expectations.</td>
<td>Little research, shows little knowledge of subject material.</td>
<td>Research shows minor knowledge of subject material.</td>
<td>Good research that demonstrates clear knowledge of subject material.</td>
<td>Well researched. Shows thorough understanding and knowledge of subject material.</td>
<td>/10</td>
</tr>
<tr>
<td>Appearance (C)</td>
<td>Does not meet expectations.</td>
<td>Contains few relevant images and they are arranged poorly. Ineffective message.</td>
<td>Contains eye-catching images that are arranged in a somewhat appealing way. Effective in conveying the intended message.</td>
<td>Contains clear and appropriate images that are arranged in an appealing way. Effective in conveying the intended message.</td>
<td>Contains clear, concise, and effective images that are arranged in a highly appealing way. Very effective in conveying the intended message.</td>
<td>/10</td>
</tr>
<tr>
<td>Overall Impact (A)</td>
<td>Does not meet expectations.</td>
<td>Demonstrates little creativity and originality. Easily forgotten. Not effective in appealing to the viewers' emotions.</td>
<td>Demonstrates a small degree of creativity and originality. Somewhat memorable. Appeals marginally to the viewers' emotions.</td>
<td>Demonstrates creativity and originality. The poster is memorable and appeals to the viewers' emotions.</td>
<td>Demonstrates exceptional creativity and originality. The poster is highly memorable and greatly appeals to the viewers' emotions.</td>
<td>/10</td>
</tr>
</tbody>
</table>

**Comments:**
Radio Company of Canada (RCC)
Stock analysts are saying the future is bright for this company. As radio’s popularity continues to grow — radio programming now going as late as midnight in the big cities — so should the fortunes of this company and its stockholders.

Real McCoy Automobiles
Stock analysts have been excited by the company’s spiffy new model, but hope it will be better named than the company’s previous flop, the Windbreaker. The new model’s designers are bragging about the smoothness of its manual crank starter, which the marketing department is saying will make the cars great struggle buggies!

Papier Pulp and Paper
A darling of Bay Street, investors have been keen to buy stock in this company as newspaper circulation continues to increase. People can’t seem to get over the convenience of getting their news daily, especially during hockey season since American teams have joined the NHL.
Ritzy Glitzy Movie Theatres
Stock analysts are predicting that film fans will appreciate the swanky lobbies and plush seating of this expanding cinema chain. With the company’s promise to provide top rate musical accompaniment for Hollywood’s latest releases, investors have been swooning for this stock almost as much as moviegoers have been for Canada’s own Mary Pickford.

Albertan Oil and Gas Drilling Co.
Sure the supply of oil is plentiful, but the demand for it keeps on growing. More and more people are buying cars — they’re not just play things for the rich anymore! And now oil and gas is being used for heating and cooking too. This company’s share price is sure to go sky high with the next gusher they hit.
## Stock Market Simulation

### Starting Prices

<table>
<thead>
<tr>
<th>COMPANY</th>
<th>LAST ROUND SHARE PRICE</th>
<th>CURRENT PRICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCC</td>
<td>-----------</td>
<td>$70</td>
</tr>
<tr>
<td>Real McCoy</td>
<td>-----------</td>
<td>$14</td>
</tr>
<tr>
<td>Papier</td>
<td>-----------</td>
<td>$11</td>
</tr>
<tr>
<td>Ritzy Glitzy</td>
<td>-----------</td>
<td>$21</td>
</tr>
<tr>
<td>Albertan Oil &amp; Gas</td>
<td>-----------</td>
<td>$27</td>
</tr>
</tbody>
</table>

# Round 1

<table>
<thead>
<tr>
<th>COMPANY</th>
<th>LAST ROUND SHARE PRICE</th>
<th>CURRENT PRICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCC</td>
<td>$70</td>
<td>$95</td>
</tr>
<tr>
<td>Real McCoy</td>
<td>$14</td>
<td>$26</td>
</tr>
<tr>
<td>Papier</td>
<td>$11</td>
<td>$20</td>
</tr>
<tr>
<td>Ritzy Glitzy</td>
<td>$21</td>
<td>$30</td>
</tr>
<tr>
<td>Albertan Oil &amp; Gas</td>
<td>$27</td>
<td>$45</td>
</tr>
</tbody>
</table>
### STOCK MARKET

**Round 2**

<table>
<thead>
<tr>
<th>COMPANY</th>
<th>LAST ROUND SHARE PRICE</th>
<th>CURRENT PRICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCC</td>
<td>$95</td>
<td>$155</td>
</tr>
<tr>
<td>Real McCoy</td>
<td>$26</td>
<td>$39</td>
</tr>
<tr>
<td>Papier</td>
<td>$20</td>
<td>$30</td>
</tr>
<tr>
<td>Ritzy Glitzy</td>
<td>$30</td>
<td>$49</td>
</tr>
<tr>
<td>Albertan Oil &amp; Gas</td>
<td>$45</td>
<td>$57</td>
</tr>
</tbody>
</table>

**STOCK MARKET**

**Round 3**

<table>
<thead>
<tr>
<th>COMPANY</th>
<th>LAST ROUND SHARE PRICE</th>
<th>CURRENT PRICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCC</td>
<td>$155</td>
<td>$280</td>
</tr>
<tr>
<td>Real McCoy</td>
<td>$39</td>
<td>$51</td>
</tr>
<tr>
<td>Papier</td>
<td>$30</td>
<td>$52</td>
</tr>
<tr>
<td>Ritzy Glitzy</td>
<td>$49</td>
<td>$82</td>
</tr>
<tr>
<td>Albertan Oil &amp; Gas</td>
<td>$57</td>
<td>$116</td>
</tr>
</tbody>
</table>
## Round 4

<table>
<thead>
<tr>
<th>COMPANY</th>
<th>LAST ROUND SHARE PRICE</th>
<th>CURRENT PRICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCC</td>
<td>$280</td>
<td>$250</td>
</tr>
<tr>
<td>Real McCoy</td>
<td>$51</td>
<td>$41</td>
</tr>
<tr>
<td>Papier</td>
<td>$52</td>
<td>$35</td>
</tr>
<tr>
<td>Ritzy Glitzy</td>
<td>$82</td>
<td>$72</td>
</tr>
<tr>
<td>Albertan Oil &amp; Gas</td>
<td>$116</td>
<td>$77</td>
</tr>
</tbody>
</table>
## Final Round — The Crash

<table>
<thead>
<tr>
<th>COMPANY</th>
<th>LAST ROUND SHARE PRICE</th>
<th>CURRENT PRICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCC</td>
<td>$265</td>
<td>$27</td>
</tr>
<tr>
<td>Real McCoy</td>
<td>$47</td>
<td>$4</td>
</tr>
<tr>
<td>Papier</td>
<td>$41</td>
<td>$2</td>
</tr>
<tr>
<td>Ritzy Glitzy</td>
<td>$78</td>
<td>$9</td>
</tr>
<tr>
<td>Albertan Oil &amp; Gas</td>
<td>$82</td>
<td>$8</td>
</tr>
</tbody>
</table>
BLM 2.8 Stock Sheets

July 25th 2010

<table>
<thead>
<tr>
<th>Stock</th>
<th>Cost of Share</th>
<th>Number of Units</th>
<th>Amount of Money</th>
<th>Gains or Losses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stock</th>
<th>Cost of Share</th>
<th>Number of Units</th>
<th>Amount of Money</th>
<th>Gains or Losses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
February 12, 2011

<table>
<thead>
<tr>
<th>Stock</th>
<th>Cost of Share</th>
<th>Number of Units</th>
<th>Amount of Money</th>
<th>Gains or Losses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stock</th>
<th>Cost of Share</th>
<th>Number of Units</th>
<th>Amount of Money</th>
<th>Gains or Losses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stock</td>
<td>Cost of Share</td>
<td>Number of Units</td>
<td>Amount of Money</td>
<td>Gains or Losses</td>
</tr>
<tr>
<td>--------</td>
<td>---------------</td>
<td>-----------------</td>
<td>-----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stock</th>
<th>Cost of Share</th>
<th>Number of Units</th>
<th>Amount of Money</th>
<th>Gains or Losses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### April 1st, 2013

<table>
<thead>
<tr>
<th>Stock</th>
<th>Cost of Share</th>
<th>Number of Units</th>
<th>Amount of Money</th>
<th>Gains or Losses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stock</th>
<th>Cost of Share</th>
<th>Number of Units</th>
<th>Amount of Money</th>
<th>Gains or Losses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PSD 3.2. Slang of the 1920s. Retrieved From

http://www.citrus.k12.fl.us/staffdev/Social%20Studies/PDF/Slang%20of%20the%201920s.pdf
1. ab-so-lute-ly: affirmative, yes
2. absent treatment: dancing with a timid partner
3. air tight: very attractive
4. Airedale: an unattractive man
5. alarm clock: a chaperone
6. all wet: incorrect
7. And how!: I strongly agree!
8. ankle: to walk, i.e. "Let's ankle!"
9. applesauce: flattery, nonsense, i.e. "Aw, applesauce!"
10. Attaboy!: well done!; also, Attagirl!
11. baby: sweetheart. Also denotes something of high value or respect.
12. baby grand: heavily built man
13. baby vamp: an attractive or popular female, student.
14. balled up: confused, messed up.
15. baloney: Nonsense!
16. banana oil!: I doubt that!
17. Bank's closed: no kissing or making out i.e. "Sorry, mac, bank's closed."
18. bearcat: a fiery girl
19. beat it: scram, get lost.
20. beat one's gums: idle chatter
21. bee's knee's: terrific; a fad expression. Dozens of "animal anatomy" variations existed such as: elephant's eyebrows, gnat's whistle, eel's hips, etc.
22. beef: a complaint or to complain.
23. beeswax: business, i.e. "None of your beeswax."
24. bell bottom: a sailor
25. bent: drunk
26. berries: (1) perfect (2) money
27. Bible Belt: Area in the South and Midwest where Fundamentalism flourishes
28. big cheese: important person
29. big six: a strong man; from auto advertising, for the new and powerful six cylinder engines.
30. big timer: A charming and romantic man
Slang of the 1920s
31. billboard: a flashy man or woman
32. bimbo: a tough guy
33. bird: general term for a man or woman, sometimes meaning "odd," i.e. "What a funny old bird."
34. Blind Date: going out with someone you do not know
35. blooey: the condition when one has gone to pieces
36. Bluenose: An excessively puritanical person, a prude, Creator of "the Blue Nozzle.
Curse."
37. blotto: drunk, especially to an extreme
38. blow: (1) a crazy party (2) to leave
39. blue serge: a sweetheart
40. bootleg: illegal liquor
41. breeze: a convertible car
42. Bronx Cheer: A loud spluttering noise, used to indicate disapproval. Same as raspberry
43. bug-eyed Betty: an unattractive girl, student.
44. bull: (1) a policeman or law-enforcement official, including FBI. (2)
   nonsense (3) to chat
   idly, to exaggerate
45. bump off: to murder, to kill
46. bum's rush, the: ejection by force from an establishment
47. bunk: nonsense
48. bunny: a term of endearment applied to the lost, confused, etc. Often
coupled with "poor little."
49. bus: any old or worn out car. 50. Butt me: I'll take a cigarette.
C
51. cake-eater: a lady's man
52. canceled stamp: A shy girl at a dance or party
53. caper: a criminal act or robbery.
54. Carry a Torch: To have a crush on someone
55. cash: a kiss
56. Cash or check?: Do we kiss now or later?
57. cast a kitten: to have a fit. Used in both humorous and serious situations. i.e.
   "Stop
tickling me or I'll cast a kitten!" Also, "have kittens."
58. cat's meow: great, also "cat's pajamas" and "cat's whiskers"
59. Cat's Pajamas: Same as cat's meow
60. Charlie: a man with a mustache
61. chassis: the female body
62. cheaters: eye glasses
63. check: Kiss me later.
64. chewing gum: double-speak, or ambiguous talk.
65. chin music: gossip
66. choice bit of calico: attractive female, student.
67. chopper: a Thompson Sub-Machine Gun, due to the damage its
   heavy .45 caliber rounds did to the human body.
68. chunk of lead: an unattractive female, student. 69. ciggy: cigarette
70. clam: a dollar
71. coffin varnish: bootleg liquor, often poisonous. 72. copacetic: excellent
73. crasher: a person who attends a party uninvited 74. crush: infatuation
75. cuddler: one who likes to make out
D
E
76. Daddy: a young woman's boyfriend, especially if he's rich 77. daddy-o: a
term of address
78. dame: a female. Did not gain widespread use until the 1930's. 79. dapper: a
Flapper's dad
80. darb: a great person or thing. "That movie was darb." 81. dead soldier: an
empty beer bottle.
82. deb: a debutant.
83. declaration of independence: a divorce
84. dewdropper: a young man who sleeps all day and doesn't have a job
85. dick: a private investigator. Coined around 1900, the term finds major
recognition in the
20's.
86. dimbox: a taxi
87. dimbox jaunt: a taxi ride
88. dogs: feet
89. doll: an attractive woman.
90. dolled up: dressed up
91. don't know from nothing: doesn't have any information
92. don't take any wooden nickels: don't do anything stupid.
93. dope: drugs, esp. cocaine or opium.
94. doublecross: to cheat, stab in the back.
95. dough: money
96. drugstore cowboy: A well-dressed man who loiters in public areas trying to
pick up
women.
97. dry up: shut up, get lost
98. ducky: very good
99. dud up: to dress up
100. dumb Dora: an absolute idiot, a dumbbell, especially a woman; flapper.
101. earful: enough
102. edge: intoxication, a buzz. i.e. "I've got an edge."
103. Edisoned: questioned
104. egg: a person who lives the big life
105. embalmer: a bootlegger F
106. face stretcher: an old woman trying to look young
107. fag: a cigarette.
108. Father Time: any man over 30
109. fella: fellow. As common in its day as "man," "dude," or "guy" is today. "That John sure is a swell fella."
110. fire extinguisher: a chaperone
111. fish: (1) a college freshman (2) a first timer in prison
112. flapper: the modern woman of the 1920s.
113. flat tire: a bore
114. flivver: a Ford Model T; after 1928, also could mean any broken down car.
115. floorflusher: an insatiable dancer
116. flour lover: a girl with too much face powder
117. fly boy: a glamorous term for an aviator
118. For crying out loud!: same usage as today
119. four-flusher: a person who feigns wealth while mooching off others.
120. Frame: To give false evidence, to set up someone
121. fried: drunk
G
122. gams: legs
123. gatecrasher: see "crasher"
124. gay: happy or lively
125. get-up: an outfit.
126. get a wiggle on: get a move on, get going
127. get in a lather: get worked up, angry
128. giggle water: booze
129. gigolo: dancing partner
130. gimp: cripple; one who walks with a limp. Gangster Dion O'Bannion was called Gimpy due to his noticeable limp.
131. gin mill: a seller of hard liquor; a cheap speakeasy
132. glad rags: "going out on the town" clothes
133. go chase yourself: get lost, scram.
134. gold-digger: a woman who pursues men for their money.
135. goods, the: (1) the right material, or a person who has it (2) the facts, the truth, i.e. "Make sure the cops don't get the goods on you."
136. goof: (1) a stupid or bumbling person, (2) a boyfriend, flapper.
137. goofy: in love
138. greenland: a park
139. grubber: one who borrows cigarettes
140. grummy: depressed
141. grungy: envious
H
142. hair of the dog: a shot of alcohol.
143. half seas over: drunk, also "half under."
144. handcuff: engagement ring
145. hard-boiled: tough, as in, a tough guy, ie: "he sure is hard-boiled!"
146. harp: an Irishman
147. hayburner: (1) a gas guzzling car (2) a horse one loses money on
148. heavy sugar: a lot of money
149. heebie-jeebies: "the shakes," named after a hit song.
150. heeler: a poor dancer
151. hen coup: a beauty parlor
152. high hat: a snob, haughty, unapproachable
153. hike: a walk.
154. hip to the jive: cool, trendy
155. hit on all sixes: to perform 100 per cent; as "hitting on all six cylinders";
perhaps
a more common variation in these days of four cylinder engines was "hit on all fours".
See "big six".
156. hokum: nonsense
157. hooch: booze
158. hood: hoodlum
159. hooey: nonsense.
160. hoof: to walk
161. Hoofer: Dancer or chorus girl
162. hope chest: pack of cigarettes
163. hopped up: under the influence of drugs
164. hopper: a dancer
165. horn in: to get into a dance without an invitation
166. Hot dawg!: Great!; also: "Hot socks!" Rarely spelled as shown outside of
flapper
circles until popularized by 1940s comic strips.
167. hot sketch: a card or cut-up
168. Hotsy – Totsy: Pleasing
I
K
L
189. kale: money
190. keen: appealing
191. killjoy: a solemn person
192. kisser: mouth
193. kneeduster: skirt
194. know one's onions: to know one's business or what one is talking about
169. "I have to go see a man about a dog": "I've got to leave now," often meaning to go buy whiskey.
170. icy mitt: rejection
171. insured: engaged
172. iron: a motorcycle, among motorcycle enthusiasts
173. iron one's shoelaces: to go to the restroom
174. ish kabibble: a retort meaning "I should care."
175. It: Sex appeal. Actress Clara Bow was the 'it' girl.

J

176. jack: money
178. jalopy: a dumpy old car
179. Jane: any female
180. java: coffee
181. jeepers creepers: exclamation
182. jerk soda: to dispense soda from a tap; thus, "soda jerk"
183. jitney: a car employed as a private bus. Fare was usually five-cents; also called a "nickel."
184. joe: coffee
185. Joe Brooks: a perfectly dressed person; student.
186. john: a toilet
187. joint: establishment or club, usually selling alcohol
188. juice joint: a speakeasy
195. lalapazaza: a good sport
196. lay off: cut the nonsense
197. left holding the bag: (1) to be cheated out of one's fair share (2) to be blamed for something
198. let George do it: a work evading phrase
199. level with me: be honest
200. limey: a British soldier or citizen, from World War I
201. line: a false story, as in "to feed one a line."
202. lip stick: a cigarette
203. live wire: a lively person
204. lollygagger: an idle person

M
205. mad money: carfare home to be used by a flapper if she has a fight with her date. 206. manacle: wedding ring
218. munitions: face powder N
207. mazuma: money
208. meringue: personality
209. Mick: a derogatory term for Irishmen
210. Middle Aisle: To marry
211. milquetoast: a very timid person; from the comic book character Casper Milquetoast, a hen-pecked male.
212. mind your potatoes: mind your own business.
213. Moll: A gangster's girl
214. mooch: to leave
215. moonshine: homemade whiskey
216. mop: a handkerchief
217. Mrs. Grundy: A priggish or extremely tight-laced person
219. neck: to kiss passionately
220. necker: a girl who wraps her arms around her boyfriend's neck.
221. Nerts!: I am amazed!
222. nifty: great, excellent
223. Nobody Home: Describes some one who is dumb
224. noodle juice: tea
225. Not so good!: I personally disapprove.
226. "Now you're on the trolley!" Now you've got it, now you're right.
227. Oh yeah!: I doubt it!
228. oil burner: a person who chews gum
229. old boy: a male term of address, used in conversation with other males. Denoted acceptance in a social environment. Also "old man" "old fruit." "How's everything old boy?"
230. Oliver Twist: a skilled dancer
231. on a toot: a drinking binge
232. on the lam: fleeing from police
233. on the level: legitimate, honest
234. on the up and up: on the level
235. orchid: an expensive item
236. ossified: drunk
237. owl: a person who's out late
P
238. palooka: (1) a below-average or average boxer (2) a social outsider, from the comic strip character Joe Palooka, who came from humble ethnic roots
239. panic: to produce a big reaction from one's audience
240. panther sweat: whiskey
241. peppy: vigorous, energetic
242. percolate: (1) to boil over (2) As of 1925, to run smoothly; "perk"
243. pet: necking
244. petting pantry: movie theater
245. petting party: one or more couples making out in a room or auto
246. piffle: baloney
247. piker: (1) a cheapskate (2) a coward
248. pill: (1) a teacher (2) an unlikable person
249. pinch: to arrest. Pinched: to be arrested.
250. pinko: liberal
251. pipe down: stop talking
252. prom-trotter: a student who attends all school social functions
253. pos-i-lute-ly: affirmative, also "pos-i-tive-ly"
254. prune pit: anything that is old-fashioned
255. punch the bag: small talk
256. Pushover: A person easily convinced
257. putting on the ritz: after the Ritz Hotel in Paris (and its namesake Caesar Ritz);
  doing something in high style. Also "ritzy."
Q
258. quilt: a drink that warms one up R
259. rag-a-muffin: a dirty or disheveled individual
260. rain pitchforks: a downpour
261. razz: to make fun of
262. Real McCoy: a genuine item
263. regular: normal, typical, average; "Regular fella."
264. Reuben: an unsophisticated country bumpkin. Also "rube"
265. Rhatz!: How disappointing!
266. Ritzy: Elegant (from the hotel)
268. rub: a student dance party
269. rubes: money or dollars
270. rummy: a drunken bum
S
271. sap: a fool, an idiot. Very common term in the 20s.
272. says you: a reaction of disbelief
273. Scram: Ask someone to leave immediately
274. scratch: money
275. screaming meemies: the shakes
276. screw: get lost, get out, etc. Occasionally, in pre 1930 talkies (such as The Broadway Melody) screw is used to tell a character to leave.
277. screwy: crazy; "You're screwy!"
278. sheba: one's girlfriend
279. sheik: one's boyfriend
280. shiv: a knife
281. simolean: a dollar
282. sinker: a doughnut
283. sitting pretty: in a prime position
284. skirt: an attractive female
285. smarty: a cute flapper
286. smoke-eater: a smoker
287. smudger: a close dancer
288. snake charmer: a woman involved in bootlegging
289. sockdollager: an action having a great impact

290. so's your old man: a reply of irritation
291. speakeasy: a bar selling illegal liquor
292. Spiffy: An elegant appearance
293. spill: to talk
294. spliflicated: drunk
295. spoon: to neck, or at least talk of love
296. squirrel: to hide
297. static: (1) empty talk (2) conflicting opinion
298. stilts: legs
299. streeted: thrown out of a party
300. struggle: modern dance
301. Struggle Buggy: the backseat of a car.
302. stuck on: having a crush on; in love.
303. stutter bus: a truck
304. sugar daddy: older boyfriend who showers girlfriend with gifts
305. swanky: (1) good (2) elegant
306. swell: (1) good (2) a high class person
307. take someone for a ride: to take someone to a deserted location and murder them.
308. tasty: appealing
309. teenager: not a common term until
1930; before then, the term was "young adults."

310. ten cent box: a taxi cab
311. tell it to Sweeney: tell it to someone who'll believe it.
312. tight: attractive
313. Tin Pan Alley: the music industry in New York, located between 48th and 52nd Streets
314. tomato: a female
315. torpedo: a hired thug or hitman

U
316. unreal: special
317. upchuck: to vomit
318. upstage: snobby
319. vamp: a seducer of men, an aggressive flirt
320. voot: money

V
321. water-proof: a face that doesn't require make-up
322. weasel: a young man who steals a girl from her boyfriend
323. wet blanket: see Killjoy
324. wife: dorm roommate, student.
325. What's eating you?: What's wrong?
326. whoopee: wild fun
327. windsucker: a braggart
328. Woof! Woof!: ridicule
329. wurp: a killjoy

W
330. You slay me!: That's funny! Z
331. zozzled: drunk
Stephen Harper apologizes to Chinese Canadians


“Mr. Speaker, I rise today to formally turn the page on an unfortunate period in Canada’s past, a period during which a group of people, people who only sought to build a better life, were repeatedly and deliberately singled out for unjust treatment. I speak of course of the head tax that was imposed on Chinese immigrants to this country, as well as the other restrictive measures that followed.

*The Canada we know today would not exist were it not for the efforts of the Chinese labourers who began to arrive in the mid-19th century.* (Translated)

Almost exclusively young men, these Chinese immigrants made the difficult decision to leave their families behind in order to pursue opportunities in a country halfway around the world they called Gold Mountain. Beginning in 1881, over 15,000 of these Chinese pioneers became involved in the most important nation building enterprise in Canadian history, the construction of the Canadian Pacific Railway.

From the shores of the St. Lawrence across the seemingly endless expanses of shield and prairie, climbing the majestic Rockies and cutting through the rugged terrain of British Columbia, this transcontinental link was the ribbon of steel that bound our fledgling country together. It was an engineering feat that was instrumental to the settlement of the west and the subsequent development of the Canadian economy, and one for which the back-breaking toil of Chinese labourers was largely responsible.

The conditions under which these men worked were, at best, harsh and at times impossible. Tragically, some 1,000 Chinese labourers died during the building of the CPR, but in spite of it all, these Chinese immigrants persevered, and in doing so, helped to ensure the future of this country. But from the moment the railway was completed, Canada turned its back on these men.

Beginning with the Chinese Immigration Act of 1885, a head tax of $50 was imposed on Chinese newcomers in an attempt to deter immigration. Not content with the tax’s effect, the government subsequently raised the amount to $100 in 1900 and then to $500 in 1903, the equivalent of two years’ wages. This tax remained in place until 1923 when the government amended the Chinese Immigration Act and effectively banned most Chinese immigrants until 1947.

Similar legislation existed in the dominion of Newfoundland, which also imposed a head tax between 1906 and 1949, when Newfoundland joined Confederation.

The Government of Canada recognizes the stigma and exclusion experienced by the Chinese as a result. We acknowledge the high cost of the head tax meant that many family members were left behind in China, never to be reunited, or that families lived apart and in some cases in extreme poverty for years. We also recognize that our failure to truly acknowledge these historical injustices has prevented many in the community from seeing themselves as fully Canadian.

Therefore, on behalf of all Canadians and the Government of Canada, we offer a full apology to Chinese Canadians for the head tax and express our deepest sorrow for the subsequent exclusion of Chinese immigrants.

This apology is not about liability today. It is about reconciliation with those who endured such hardship and the broader Chinese Canadian community, one that continues to make such an invaluable contribution to this great country.
While Canadian courts have ruled that the head tax and immigration prohibition were legally authorized at the time, we fully accept the moral responsibility to acknowledge these shameful policies of our past. For over six decades, these race based financial measures aimed solely at the Chinese were implemented with deliberation by the Canadian state. This was a grave injustice and one we are morally obligated to acknowledge.

To give substantive meaning to today's apology, the Government of Canada will offer symbolic payments to living head tax payers and living spouses of deceased payers. In addition, we will establish funds to help finance community projects aimed at acknowledging the impact of past wartime measures and immigration restrictions on the Chinese Canadian community and other ethnocultural communities.

No country is perfect. Like all countries, Canada has made mistakes in its past, and we realize that. Canadians, however, are a good and just people, acting when we have committed wrong.

(Translation)

Even though the head tax, a product of a profoundly different time lies far in our past, we feel compelled to right this historic wrong for the simple reason that it is the decent thing to do, a characteristic to be found at the core of the Canadian soul.

In closing, let me assure the House that the government will continually strive to ensure that similar unjust practices are never allowed to happen again. We have the collective responsibility to build a country based firmly on the notion of equality of opportunity, regardless of one's race or ethnic origin.

Our deep sorrow over the racist actions of our past will nurture an unwavering commitment to build a better life for all Canadians.”
The Exclusion Act

Excerpt from the Offences and Penalties section of the Chinese Immigration Act (1923), enacted by the Canadian federal government.

26. Whenever any officer has reason to believe that any person of Chinese origin or descent has entered or remains in Canada contrary to (against) the provisions of ... the Chinese Immigration Act ... he may, without a warrant apprehend (arrest) such person, and if such person is unable to prove to ... the officer that he has been properly admitted (allowed) into and is legally entitled (allowed) to remain in Canada, the officer may detain (hold) such person in custody and bring him before the nearest controller for examination, and if the controller finds that he has entered or remains in Canada contrary to (against) the provisions of this Act ... such person may be deported to the country of his birth or citizenship ... Where any person is examined (looked at) under this section (part of the act) the burden of proof of such person's right to be or remain in Canada shall rest upon him (the person who has been arrested must prove they are allowed to remain in Canada).

Chinese-Canadians observe “Humiliation Day”

Excerpts from an article published in the Chinese Daily Times, a Chinese language newspaper on July 2, 1924.

Details of Overseas Chinese July 1 commemoration (Vancouver) On July 1, 1923 (translation)

The Committee for July 1 Humiliation to Overseas Chinese held a meeting in which speeches were made by community leaders. On the same day, investigators went out to check if any Chinese did not follow the plans by the Chinese Benevolent Association. If anybody was found violating (going against) the plans, their names would be printed in newspapers and made public.

All Chinese were advised to do the following:
1. To wear the July 1 Humiliation to Overseas Chinese Commemoration badges,
2. All merchants to post the July 1 Humiliation to Overseas Chinese Commemoration banner on the windows of their stores,
3. No display of Canada flag in residences and stores,
4. No visits to playgrounds and participation in parades, and
5. No music in the area where Chinese lived.

More than 10 investigators were out to check on the situation. It was reported that all Chinese followed the plans. No Chinese were found taking part in the parade. At the meeting, several community leaders spoke about the severe humiliation Chinese people had suffered from the restrictive immigration policy. They further advocated to organize activities every year to commemorate July 1 as the Humiliation Day in the Chinese community.

“Details of overseas Chinese July 1 commemoration (Vancouver) on July 1, 1923,” Chinese Daily Times July 2, 1924.

Chinese Daily Times
July 8, 1924

Canadians were not really Christian, and they did not practise the teachings of Jesus, although they called themselves Christian. They discriminated against our countrymen, and issued various laws excluding our people from Canada.


Finding ourselves in history

Comments in brackets are not part of the original document. They have been added to assist the reader with difficult words.

Finding Memories, Tracing Routes: Chinese Canadian Family Stories
Finding ourselves in history

I was born and raised in Canada, and was fortunate to know as a child my Goong-Goong, my grandfather Yeung Sing Yew, who paid $500 (over one year's salary at the time) in Head Tax as a 13-year old migrant ... months before Canada passed the Chinese Exclusion Act which forbade any further Chinese immigration ....

My grandfather lived almost his entire life in Canada, only returning to China to marry, and was forced to leave his pregnant wife behind in China because of Canadian exclusion laws. These generations of split families were the direct legacy of Canadian legal racism. His own father had left him and his brothers in China as children because he could not afford to bring them over until they were old enough to work and help pay off their own Head Tax payments.

When my grandmother and mother were finally able to join my grandfather in Canada, just before I was born, it was an emotional reunion. My mother had never known a father growing up, and he had been deprived of knowing his own child—she was 27 years old the first time she met her father in 1965.


# Male and female Chinese populations

Census data table shows the relative populations of Chinese-Canadians by gender in five Canadian cities from 1921–1941.

Comments in brackets are not part of the original document. They have been added to assist the reader with difficult words.

## Male / female populations and sex ratios of specific communities

### 1921

<table>
<thead>
<tr>
<th>City</th>
<th>Males</th>
<th>Females</th>
<th>Male : Female ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montreal</td>
<td>1628</td>
<td>107</td>
<td>15:1</td>
</tr>
<tr>
<td>Toronto</td>
<td>2019</td>
<td>115</td>
<td>17:1</td>
</tr>
<tr>
<td>Calgary</td>
<td>649</td>
<td>39</td>
<td>16:1</td>
</tr>
<tr>
<td>Victoria</td>
<td>2938</td>
<td>503</td>
<td>6:1</td>
</tr>
<tr>
<td>Vancouver</td>
<td>5790</td>
<td>585</td>
<td>10:1</td>
</tr>
</tbody>
</table>

### 1931

<table>
<thead>
<tr>
<th>City</th>
<th>Males</th>
<th>Females</th>
<th>Male : Female ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montreal</td>
<td>1811</td>
<td>171</td>
<td>11:1</td>
</tr>
<tr>
<td>Toronto</td>
<td>2482</td>
<td>153</td>
<td>15:1</td>
</tr>
<tr>
<td>Calgary</td>
<td>969</td>
<td>85</td>
<td>12:1</td>
</tr>
<tr>
<td>Victoria</td>
<td>3192</td>
<td>510</td>
<td>6:1</td>
</tr>
<tr>
<td>Vancouver</td>
<td>11592</td>
<td>1059</td>
<td>11:1</td>
</tr>
</tbody>
</table>

### 1941

<table>
<thead>
<tr>
<th>City</th>
<th>Males</th>
<th>Females</th>
<th>Male : Female ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montreal</td>
<td>1510</td>
<td>198</td>
<td>7:1</td>
</tr>
<tr>
<td>Toronto</td>
<td>2073</td>
<td>259</td>
<td>8:1</td>
</tr>
<tr>
<td>Calgary</td>
<td>694</td>
<td>105</td>
<td>7:1</td>
</tr>
<tr>
<td>Victoria</td>
<td>2549</td>
<td>488</td>
<td>5:1</td>
</tr>
<tr>
<td>Vancouver</td>
<td>5973</td>
<td>1201</td>
<td>5:1</td>
</tr>
</tbody>
</table>

### BLM 4.1 The Chinese Exclusion Act 1923: Government Apology

Stephen Harper’s Apology for the Chinese Head Tax and Exclusion Act

<table>
<thead>
<tr>
<th>In point form, list some of the discriminatory or unjust events that Chinese Canadians had to face historically at the hand of the government:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What perspective is Stephen Harper representing, and what was the intention of the apology?</th>
<th>Evidence?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How is their position/role different now than at the time of the Chinese Head Tax and Exclusion Act?</th>
<th>Evidence?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Compared to what we face today, what relevant circumstances were different for them in the past? (Some examples might include technology, media, economy, religion, family life, communication, recreation, etc.)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How do you think the above factors influenced their thoughts and/or actions?</th>
</tr>
</thead>
</table>
The Chinese Exclusion Act of 1923: Analyzing Historical Perspectives

<table>
<thead>
<tr>
<th>Write 2 different group perspectives:</th>
<th>Perspective 1:</th>
<th>Perspective 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What motivations can you detect from this source? (i.e. what was each perspective thinking at the time. And why?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What were the actions of each (what did they do)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responses (how did each side respond to these actions? If this is not explicit, make inferences and explain your answers)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sources (Endnotes)


