

# Teacher Resource Guide

## Social Studies 10



# Topics in BC Black Histories:

## Racial Segregation and Hogan's Alley

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Top Left – ‘Fielding William Spotts Jr., age 78’ (City of Vancouver Archives, AM54-S4-: Port N3.1)

Top Right – ‘The Crump Twins’ (Photo provided by Karen Gillis)

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Middle Right – ‘From left to right: Vie’s Daughter Ellen Clark, Granddaughter Vie Ann Clark, and Staff Member of Vie’s Chicken and Steakhouse’ (Photo provided by Randy Clark, Vie’s Grandson, Family Photo Archives)

Bottom Right – ‘Hogan’s Alley, 1958’ (City of Vancouver Archives, AM54-S4-: Bu P508.53)

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### **Photo Credits: Hogan's Alley – A Brief History**

Page 3 – Drawn Map of Hogan's Alley (Vancouver Public Library) – Additional information can be found at <https://www.vpl.ca/guide/vancouver-history/hogans-alley>

Page 4 – Vie Moore, Owner, Vie's Chicken and Steakhouse, 209 Union Street, Vancouver, BC (Photo provided by Randy Clark, Vie's Grandson, Family Photo Archives)

Page 4 – The Crump Twins with Louis Armstrong (Photo provided by Karen Gillis)

Page 5 – Georgia and Dunsmuir Viaduct construction (City of Vancouver Archives, COV-S593-: CVA 216-1.23)

### **Photo Credits: Appendix One – Definition of Hogan's Alley**

Page 21 – Definitional Plaque of Hogan's Alley, located in an alleyway off Union Street (Photo taken by Shayla Bird)

*Teachers and students are encouraged to do further research into the places and people featured in the photographs included in this guide. Each picture featured on the cover of this guide can be used to represent an important theme in the study of racial segregation and Hogan's Alley, such as 'labour and mobility,' 'community hub,' 'Black entrepreneurship,' 'spiritual centre,' or 'urban renewal and displacement.' The study and analysis of images and other primary sources can help teachers and students understand the role and the impacts individuals and/or places have had in the development of the culture and community that was created in Hogan's Alley.*

# INTRODUCTION

Beginning in the 2025/26 school year, new and updated topics were added to the [Social Studies 10 curriculum](#) to support student learning about historical injustices, and further reflect the diversity and history of British Columbia (BC) and Canada.

These updates are presented in the following new and updated Content Learning Standards within Social Studies 10.

This guide was designed and developed by a team of BC teachers, for BC teachers. It provides content

information, classroom considerations, entry points for teaching, as well as resource suggestions. Also included are suggested activities to support educators in implementing the updated Social Studies 10 curriculum Learning Standards – with specific focus on *“discriminatory policies and injustices in Canada and the world, including... **racial segregation and the destruction of Hogan’s Alley.**”*

## How To Use This Guide

This guide has been developed for teachers in BC to meet a variety of needs, from high level suggestions relating to general teaching practice, to specific and direct lesson plan ideas. However, teachers may approach this guide in the following steps to see what this guide helps them do, how it fits the curriculum, and how to navigate and develop learning opportunities.

- Step 1: Read “Document Goal and Purpose,” Hogan’s Alley – A Brief History” and “Classroom Considerations” to gain an understanding of Hogan’s Alley and a deeper sense of approach when teaching sensitive topics.
- Step 2: Read “Entry Points” and choose one theme to anchor your lesson.
- Step 3: Select 1-2 resources for content knowledge to further build teacher or student background understanding.
- Step 4: Utilize one of the ideas featured in the suggested activities to design a lesson that meets the new Learning Standard in Social Studies 10.

### Social Studies 10 New Content Learning Standards:

- Residential schools and other discriminatory policies and injustices against First Peoples in BC and Canada
- Discriminatory policies and injustices in Canada and the world, including the head tax, the *Komagata Maru* incident, racial segregation and the destruction of Hogan’s Alley, and the internment of Japanese Canadians
- The Holocaust and the concept of genocide

## DOCUMENT GOAL and PURPOSE

Overall, the goal and purpose of this guide is to help:

- Support teachers new to Black Histories in BC introduce the topics of racial segregation and Hogan's Alley by building foundational content knowledge.
- Design learning opportunities or lesson plans that connect to the Learning Standards of the Social Studies 10 curriculum through provided ideas and inquiry questions aligned to the new Learning Standard.
- Guide teachers to connect Hogan's Alley and Black experiences in BC to local community histories and stories.

Through thoughtful planning and transparency, this guide can help build teachers' confidence and support their planning, assessment, and reporting.

For many teachers across the province, this might be the first time they have heard of "Hogan's Alley." For some, this may be due to geography, as Hogan's Alley is located in Vancouver, BC and may be unfamiliar to people in other parts of the province. For others, it could be they never learned of topics, events, or people in Black Histories<sup>1</sup> in BC or Canada. For these reasons, among others, some teachers may be unaware of the history of Hogan's Alley and question its relevance to them.

However, the story of Hogan's Alley is similar to that of several communities in BC during the early and mid-20<sup>th</sup> century – when barriers and sentiments of racial segregation were in place. It can also be relevant when looking at urban development in communities across BC and Canada today. While it is important to understand the history of Hogan's Alley in its own right, its themes and stories can be utilized to get students thinking and learning about their own communities. This is a common practice in Social Studies – take a historical topic specific to one location or time period, and utilize the lessons learned through its story and connect it to locally relevant examples of the past or modern issues we see today.

The updated learning standards in Social Studies 10, present an opportunity for further learning that goes beyond the segregation and destruction of Hogan's Alley. Black Histories in BC are comprised of various individuals, events, and stories, that have contributed to the development of BC and Canada as a whole. This Learning Standard can therefore be used to not only discuss historical wrongs

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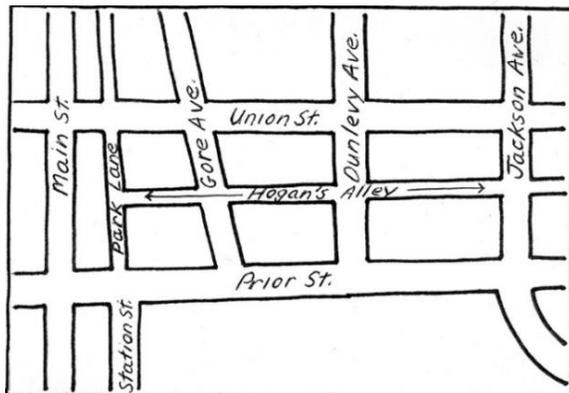
<sup>1</sup> Plural is used to demonstrate a non-monolithic approach to studying Black experiences in history. Examining Black Histories requires looking across places, forced movements from various areas, and an evolution of locations.

but amplify and celebrate the achievements and impacts made by Black British Columbians and Black Canadians.

## HOGAN'S ALLEY - A BRIEF HISTORY

Hogan's Alley<sup>2</sup> was a cluster of street blocks and alleyways on the southern edge of Vancouver's Chinatown located in the Strathcona area neighbourhood. Black people who came to Vancouver and settled in Hogan's Alley, represented a community of resilient early Black migrants that came to BC during the mid-19<sup>th</sup> and early 20<sup>th</sup> centuries.

For Black migrants who called Hogan's Alley home, their origins are traced to two waves of migration into British Columbia. First, beginning in 1858, Black settlers arrived from California by invitation from Sir James Douglas (Governor of the Colony of British Columbia) to populate the area and counter the influx of American settlers during the Fraser River Gold Rush among a growing threat of American colonial expansionism. The second came during the years of the early 20<sup>th</sup> century, when many Black migrants came from Oklahoma by way of Alberta. Escaping societal oppression and systemic anti-Black racism faced in the United States, as well as looking for new opportunities, the first Black migrants initially settled in Victoria and across the Gulf Islands, including Salt Spring Island and Galiano Island. Black migration into Vancouver's East End of Strathcona largely



Map sourced from [Vancouver Public Library](#)

took place during the early 1900s, shaping the neighbourhood of Hogan's Alley as their new home.<sup>3</sup>

In the form of a 'T-shape,' Hogan's Alley, ran between Union and Prior streets and extended from Park Lane off Main Street down to Jackson Avenue. The name 'Hogan's Alley' is believed to have originated around 1914, inspired by an

American comic strip set in an Irish slum of New York City. Over time, "Hogan's Alley" came to be used pejoratively to refer to marginalized neighbourhoods. Black migrants who came into the area joined what was a racially diverse

<sup>2</sup> For a formal definition, please see [Appendix 1](#)

<sup>3</sup> For more information on Black Histories in BC during the 19<sup>th</sup> and early 20<sup>th</sup> centuries, please visit the BC Black History Awareness Society Learning Centre 'Why They Came and the Pioneer Committee' – <https://bcblackhistory.ca/why-they-came-and-the-pioneer-committee/>

community of working-class immigrants of European and Asian backgrounds – including Chinese, Japanese, Italians, Ukrainians, Irish, and local First Nations.

The Black community within Hogan’s Alley flourished throughout the early to mid-20<sup>th</sup> century developing a vibrant community hub of culture and Black owned businesses. Key locations included the Fountain Chapel American Methodist Episcopal Church; the Union Railway Station and ‘Porters Quarters’ Lounge for Black Sleeping Car Porters; and food staples such as Vie’s Chicken and Steak House, which served as one of many dance halls and music venues bringing in musical acts such as Louis Armstrong, Ella Fitzgerald, Sammy Davis Jr, Jimi Hendrix, as well as a local



*Vie Moore, Owner of Vie’s Chicken and Steak House*



*The Crump Twins pictured with Louis Armstrong*

legendary duo – The Crump Twins. All of these places served to develop a strong community of culture and camaraderie for Black families who called Hogan’s Alley home.

Although Hogan’s Alley flourished during the 1920s and into the 40s, the neighbourhood was targeted for demolition during the post-war era urban renewal projects of the 1950s and 60s. Urban renewal was a continent-wide trend across major metropolitan areas and cities in North America. The purpose for this trend was to accommodate the post-war boom of automobile-infrastructure and suburban development by building massive freeway projects in major cities to connect suburbs to downtown cores. These projects for infrastructure expansion often targeted areas and neighborhoods that were considered a ‘blight’<sup>4</sup> on cities. For many projects across North America, construction areas for these projects were almost always in predominantly working class and racialized communities and neighbourhoods. While the massive freeway project proposed for Vancouver was ultimately stopped with the help of community activism, advocacy, and

<sup>4</sup> The term ‘**blight**’ was often used within the context of urban renewal to identify the condition of physical, social, or economic deterioration within urban areas and used to justify large scale clearance or redevelopment projects.



*Construction of the Georgia & Dunsmuir Viaducts in 1971 over Hogan's Alley (right side of picture)*

resistance during protests of the 1960s, the construction of the Georgia and Dunsmuir viaducts were built in 1972, leading to the destruction of the west end of Hogan's Alley. This action demolished several homes and businesses in the heart of the Black Strathcona neighbourhood and forced the dispersal, displacement, and cultural loss of Vancouver's only Black neighbourhood.

Beginning in the early and mid-2010s, there have been several efforts made to

commemorate the former neighbourhood of Hogan's Alley. From plaques, websites, a Canada Post stamp, video projects and more, the history of Hogan's Alley, and stories about the once vibrant community has increasingly gained more recognition and historical understanding over the years. These commemoration efforts have been developed and supported through various community organizations, as well as government initiatives, alongside the goals of neighbourhood revitalization efforts.

For a closer look at Hogan's Alley, join tour guide and educator, Shayla Bird, in exploring the streets and alleyways of the neighbourhood in this [Virtual Walking Tour Video](#)

## CLASSROOM

### CONSIDERATIONS:

## Building Safe Spaces for Sensitive Topics

The Social Studies classroom is a space where teachers and students explore and discuss various topics in history, as well as the present day. As these topics can be sensitive and centred on issues relating to race, gender, sexual orientation, class, ability, and more, or situated in relation to topics of power, displacement, destruction or others; it is important for educators to be prepared to meaningfully engage in dialogue with their students. These topics are ones with real world implications for students, teachers, school staff, and community members. Black peoples' experiences and resilience in British Columbia and Canada is part of a rich and diverse history but also set within topics of sensitive content matter.

We acknowledge that most teachers already create classroom environments where students can engage meaningfully in conversations and use approaches

that meet the needs of diverse learners. Featured below are some general reminders and considerations to help ensure that teachers feel prepared and students are supported while exploring sensitive themes and topics:

### **Build strong classroom communities:**

Cultivating a strong classroom community is essential for any classroom as teachers and students need to feel valued, respected, represented, and empowered to teach and learn. By establishing trust and rapport, teachers can better support open dialogue, encourage collaboration, and promote engagement of diverse ideas and voices to enrich a classroom culture that helps develop empathy and a sense of belonging for all students, including teachers. Having a strong classroom community not only supports academic success but helps nurture the social-emotional growth of students to engage in difficult and sensitive topics of conversation and learn without fear and judgement.

#### **Teacher Strategies:**

- Establish rapport and trust with your students
- Create safe and open spaces for engagement and learning
- Value diverse student voices and experiences

#### **Teacher Strategies:**

- Learn together with your students
- There is value in admitting “I don’t know” as a teacher
- Embrace and exhibit the attributes of being a life-long learner
- Engage as a facilitator when topics of learning are unfamiliar

### **Model intellectual humility:**

For many educators, this may be their first time encountering the topics of racial segregation and Hogan’s Alley. It is completely understandable to acknowledge one’s background readiness, and varying levels of knowledge and confidence when teaching topics on Black Histories. Humbleness can help teachers feel

supported rather than judged, and encourage honest reflection about their own understanding, starting points, and readiness to learn themselves.

When engaging students in learning, it can be helpful to frame instructional questions as a narrative inquiry, rather than a bullet list of questions to answer. This models how lessons might unfold as conversations, which supports inclusive classroom dialogues and can help teachers see how deep, open-ended questioning can foster critical thinking and empathy within students.

### **Always review the resources you use and bring into your classroom:**

The Social Studies classroom can incorporate a wide range of resources for student learning. Just as it is important for students to understand and practice good research skills, it is equally important for teachers to thoroughly review all resources they intend to use to support student learning. It is very important teachers consider the use, purpose and potential impacts resources may have and to ensure resources are culturally sensitive, trauma-informed, and do not perpetuate racist ideas, use discriminatory language, or uphold harmful stereotypes. Consider resources that come directly from the Black community and seek to challenge racism and bias, promote equity and inclusion, educate students about historic and contemporary harms of racism, and encourage student critical thinking and action.

#### **Teacher Strategies:**

- Preview (read, watch, or listen) all resources or materials before issuing to students
- Be mindful of harmful language, negative biases, and/or stereotypes within resources
- Plan how to address outdated or harmful language

#### **Teacher Strategies:**

- Discuss with students that resources from the past use terms that do not always reflect appropriate/current day language or use
- Co-create discussion norms before viewing sensitive content materials
- Review resources for use of offensive language

### **Use primary sources thoughtfully:**

Primary sources, visual materials, and inquiry-based projects can make learning and researching much more engaging. However, it is always important to be considerate of historic and contemporary terminology. Encouraging non-textual analysis in classrooms (e.g., examining maps, art, photographs, or planning documents) engages students to think critically about whose stories get told and

whose are omitted. In addition, teachers are encouraged to draw upon oral histories and guest speakers to engage in student learning through the knowledge and experience of Black elders, activists, and community organizations. Oral histories and lived testimony enrich students' understanding and build cultural competency by making learning vivid and real. Talk to your school's teacher librarian regarding whether or not your school library has access to databases that feature historical archives in photographs, videos, newspapers, and other primary sources vetted for use in school classrooms.

**Teacher Strategies:**

- Teach the positive contributions and achievements in Black History, not just discrimination or destruction
- Celebrate the culture, creativity, and resilience of Black people historically and contemporarily

**Emphasize resilience and**

**revitalization:** It is important to represent Black history as containing not only loss, oppression and injustice, but also agency, resistance, and ongoing revitalization efforts. This counters deficit-based narratives and supports student pride and positive identity formation by going beyond the negative aspects of history.

Furthermore, it is important to highlight the role of community resources for student learning. Existing organizations such as the BC Black History Awareness Society, or the Hogan's Alley Society, provide archives, events, and educational support. By connecting with community organizations, it helps situate learning as part of a broader community and ecosystem, strengthening ties between schools and local partners.

**Have mindful dialogues:**

Lessons, activities, and resources can prompt students to relate historic phenomena (e.g., formation of ethnic enclaves) to their own community experiences – making learning meaningful and relevant. This may involve mapping neighbourhoods, interviewing family or community members, or comparing historical trends to current events. Lead students to see that the impacts of policies like urban renewal are ongoing and felt personally in communities today. Encourage open-ended inquiry using contemporary and local examples, case studies, and comparative community investigations while framing injustice as both historical fact and lived experience. Including contemporary connections can help students understand history as dynamic and relevant, not just a set of distant events and facts.

**Teacher Strategies:**

- Avoid engaging in 'devils advocate' style conversations and dialogue; use and model active listening
- Set the context when entering difficult conversations (e.g., explaining societal norms of the time, dominant cultural beliefs)

**Teacher Strategies:**

- Have a conversation *prior* to using a resource that may include harmful language or terminology
- Help students understand the impact and intent of harmful language and explain why it is inappropriate
- Utilize restorative practices to build positive relationships and repair harm

**Inappropriate language and the responsibility to act:**

Whether it is in the classroom, or out in the hallways, teachers have a responsibility to act when they hear students use inappropriate or offensive terminology and language. In a situation where students may be laughing, blurting out, or making inappropriate comments, it is important that teachers acknowledge what they hear and use the opportunity to educate students about the impact these terms or language have, as well as what they mean and invoke. If a

resource you intend on using includes inappropriate or harmful language, it can be helpful to have a front-loading conversation with your students to set behaviour expectations, as well as provide historical background knowledge and context about certain words or terms. It can be helpful to pre-plan this conversation and discuss your intentions with your administration, department lead, or school counselor on how to best approach this dialogue with students and come up with a plan that works best for your classroom and school community. For helpful practices on how to respond to incidents of racism, as well as a helpful summary on steps to take, teachers and educators are encouraged to use the [Racism Response Guidelines](#) through the Ministry of Education and Child Care's [ERASE initiative](#).

## ENTRY POINTS: Thematic Approaches to Teaching

The vibrancy, culture, and community that existed in Hogan's Alley can be explored in depth as a topic on its own. However, the learning standard component of '*racial segregation and the destruction of Hogan's Alley*' within '*discriminatory policies and injustices in Canada and the world*' for Social Studies 10 can be explored through the concepts and themes such as ***intersectionality, diaspora, power, activism, and/or place***. These thematic 'Entry Points' are rooted in Black Histories in BC and Canada but can also support broader conversations and place-based inquires in local community histories, as well as applicable to the entire Social Studies 10 curriculum. For instance, one way to better understand the past and current experiences of Black peoples and communities in BC, is to understand the history

of colonialism in Canada and see connections between ways in which colonialism shaped the lives and shared histories of Black and Indigenous communities.

Educators are encouraged to acquire definitional and background knowledge about these themes by accessing the ideas presented below or utilizing the suggested reading list.<sup>5</sup> Teachers may want to introduce these themes and co-construct essential questions with their students to make learning and inquiry relevant, unique, and meaningful to student interests and community needs.

### Theme: INTERSECTIONALITY

#### Key Ideas:

- Overlapping identities
- Examining power structures
- Understanding lived experiences
- Analyzing structures and institutions
- Social justice and advocacy

#### Sample Questions:

- How did overlapping identities shape Black experiences in Hogan's Alley?
- In what ways did the experiences of Black women differ from Black men in Hogan's Alley, and why?
- In what ways does the destruction of Hogan's Alley, reveal how intersectionality shapes who was, and is, impacted by urban development?

**Intersectionality**, originally defined by Kimberlé Crenshaw in 1989, describes how combining a person's overlapping social identity markers (e.g., race, class, gender, etc.) relate to understanding social structures of racism and oppression as well as privilege.<sup>6</sup> Intersectionalities can be applied to examine cultural identities of subsequent generations by looking at impacts of historical injustices.

The sample questions above can be used to make additional curriculum connections to other content learning standards in Social Studies 10 – such as *Canadian identities* and *domestic conflict and co-operation*. By examining intersectionalities, teachers can support student inquiry by asking them to engage in a topic by looking at various identity markers. For example, this thematic approach can be a great way to engage student thinking and learning in the curricular competencies by connecting to and analyzing historical evidence, or

<sup>5</sup> See *Appendix 2* for the Teacher Development Team's Reading List

<sup>6</sup> A full definition can be found on the BC Government's Anti-Racism Definitions website -

<https://www2.gov.bc.ca/gov/content/governments/multiculturalism-anti-racism/anti-racism/anti-racism-definitions>

examining significance, and perspectives by looking at whose stories have been told and left out of BC and Canadian histories.

## Theme: DIASPORA

### Sample Questions:

- In the history of racial segregation, think about how and why ethnic enclaves come to exist within communities in the first place?
- Why did Black communities form in places like Strathcona and what happened when they were displaced?
- What historical or modern examples of ethnic enclaves exist in your community?
- What are some reasons why (causes) Hogan's Alley came to exist, and what have been outcomes (consequences) of its destruction?

### Key Ideas:

- Movement(s)/ Migration
- Homeland(s)
- Community networks
- Ethnic enclave(s)

**Diaspora** is a concept regarding the dispersal and diffusion of a group of people from a particular place of origin across different areas. Diaspora considers the ancestral homeland of the group while examining factors for migration (e.g., push and pull factors), and how the group maintains community ties through traditions, religion, culture,

and identity. *'African diaspora'* is a specific example of the overall concept that studies communities of people descended from Africa and their dispersal to Europe, the Americas, and Caribbean through historical events such as the Transatlantic Slave Trade or colonial-era migration. While migration is a key component of diaspora, it is also important to consider cultural impacts and influences – for example, looking into the development of ethnic enclaves.<sup>7</sup> Using the sample questions above, an examination of diaspora could connect to other Social Studies 10 curriculum learning standards, such as:

- *Compare and contrast continuities and changes for different groups at particular times and places* (Curricular Competency)
- *Assess how underlying conditions and actions of individuals or groups influence events, decisions, or developments, and analyze multiple consequences* (Curricular Competency)
- *Canadian identities* (Content)

<sup>7</sup> An ethnic enclave is a term referring to a defined area geographically, often within a larger urban city or region where a specific ethnic group is concentrated and maintains a distinct cultural identity.

## Theme: POWER

### *Key Ideas:*

- Forms of Power (coercive, political, ideological, economic)
  - Control, dominance
  - Authority, relational
  - Structural, institutional
  - Resource distribution
- Who decides, who benefits, who is harmed
- Resistance and agency

The concept and idea of 'power' is a significant theme that is studied across many fields in the Humanities, each with their own meaning and applications. Historically, power is a central theme when examining history, especially in the 20<sup>th</sup> century. Power can be examined in a variety of different approaches within the Social Studies classroom – politically, economically, socially, and geographically – analyzing power dynamics as a driver or force in events, as well as examining historical narratives and who controls them. Power is a key theme that is found in the Big Ideas of the Social Studies 10 curriculum. It can also be applied to in all Curricular Competencies and Content Learning Standards by looking through the lens and concept of 'power.'

### *Sample Questions:*

- Who held power over Hogan's Alley's future and how was it used?
- What were the injustices involved in the destruction of Hogan's Alley? Are there similar examples that you are aware of in your own communities in the past and present? How can you see the history and the story of Hogan's Alley within your own community historically and today?
- How have different systems of power at the political, economic, social, and cultural levels impacted Black peoples and communities historically? What methods and strategies have Black activists used in the fight for equity and justice in Canada and beyond?
- What is being done to reveal the history of communities and neighbourhoods like Hogan's Alley that have been destroyed and/or gentrified? What voices are being centred and heard? How are community members and allies working to revitalize, represent, and resist ongoing efforts of marginalization?

## Theme: ACTIVISM

### Sample Questions:

- What is the importance of stories and voices from Black community leaders and trailblazers, as well as what is the significance of stories of resistance and revitalization efforts that work to preserve culture and community?
- Considering the story of Hogan's Alley and other racially segregated locations in Canada (e.g., Amber Valley in Alberta, Little Jamaica in Toronto, Little Burgundy in Montreal, Africville in Nova Scotia, Queens University Medical School). What themes of activism are similar or different across these examples in Black Histories? Are there similarities found in stories when applied to locally relevant examples or including local Indigenous experiences?
- How did Black residents challenge segregation and urban renewal in Hogan's Alley?

### Key Ideas:

- Resistance
- Organization
- Everyday acts of survival

Social Justice and Redress Movements are also a key theme throughout the 20<sup>th</sup> century, especially when learning about historical wrongs and formal government apologies or settlements. Stories of resistance and resilience by Black Canadians towards systems of racial segregation in public spaces in Canada and beyond, as well as the history and story of Hogan's Alley, can be directly connected to these movements in social activism. Exploring the concept of activism, can also be a way of engaging students in the topics of resilience and achievement. Black histories are not just histories of oppression and

violence, but rooted in celebration, achievements, victories, and the simple everyday acts that are not seen.

Teachers can teach racial segregation and Hogan's Alley in connection to other mandated topics of Social Studies 10 (e.g., Chinese Head Tax, the *Komagata Maru* incident, Japanese Canadian internment) and apply learning opportunities centred around what occurred historically as well as the activism and social movements that later followed. Through a thematic approach, clear connections can be made to other content learning standards in Social Studies 10, such as: *Canadian identities; advocacy for human rights; and domestic conflicts and co-operation.*

## Theme: PLACE

### Key Ideas:

- Geography
- Belonging
- Movement(s)
- Meaning and significance of a location

### Sample Questions:

- Why did Hogan's Alley develop within the Strathcona neighbourhood of Vancouver?
- How was 'sense of place' developed by the early Black migrants who settled into the area during the early 1900s?
- What is the impact on a group of people or to a community when 'place' is removed from them?
- What impact did the destruction of Hogan's Alley have on Black culture, cultural institutions, and sense of belonging?

Historical inquiry and examination are often conducted by looking at major events or turning points, significant people, and their influences and impacts. However, the inclusion of geography and spatial analysis can sometimes be overlooked. The idea of 'place' and

the questions of 'why here' can have a major impact when engaging in historical thinking and inquiry. The ideas of location and theme of place connect to all other major themes represented above.

## SUGGESTED RESOURCES and ACTIVITIES

To assist teaching students about racial segregation and Hogan's Alley, the following resources have been compiled and suggested by the teachers who developed this resource. Resources featured below have been separated into two main categories – Resources for Content Knowledge and for Lesson Opportunities.

**Resources for Content Knowledge** – *These resources are for teachers and/or students who would like **in-depth content knowledge** on racial segregation and/or Hogan's Alley. When accessing and using any resource (e.g., presenting a video resource), it is important teachers follow all provincial and district learning resources policies related to the review, approval, and use of learning resources, including appropriate copyright and licensing of resources. Some video resources featured below include accompanying educator guides with lesson plans or professional development opportunities. Please contact your school leader or district to inquire or confirm whether your school board has purchased district-wide licensing on certain resources.*

**Text-based Resources:****Racial Segregation of Black People in Canada** (The Canadian Encyclopedia)

*This article describes how Black Canadians have been historically excluded towards equal access to various aspects in Canadian society, including education, housing, employment, healthcare, and public services. This historical overview of racial segregation towards Black people in Canada includes examples of segregated schools, restrictive housing covenants, denial of service in restaurants and theatres, as well as exclusion from unions and military units. Yet despite these challenges, is also the story of Black Canadian resistance and activism in contributing to developing human rights legislation in Canada.*

**Hogan's Alley** (The Canadian Encyclopedia)

*This article features key content information about the history of Hogan's Alley. From its origins and culture, to its destruction, this article provides a descriptive narrative about the people, places, and establishments that made the T-shaped intersection of Hogan's Alley within the Strathcona neighbourhood an example of Black community and culture in Canada. Included within is a Podcast episode from Historica Canada entitled '[A Place to Belong: Hogan's Alley](#),' featuring former residents who share stories of what used to be a tight-knit and vibrant community in Hogan's Alley.*

**Black History in Canada** (Historica Canada)

*The Black History in Canada Education Guide is a teaching resource for middle and secondary schools that presents the historical presence of Black people across Canada. This guide provides educators with information regarding various topics within Black peoples' experiences in Canadian history, including migration, civil rights, and achievements. Alongside the content information are lesson plan ideas, primary resources, and additional research resources. This guide promotes critical thinking while exploring important themes of identity, equity, and justice. (Sections 4 and 5, along with their accompanying activities are particularly relevant for the Social Studies 10 curriculum).*

**Black Canadian Gr. 6-9 Learning Resource** (Focused Education Resources)

*Through the 'I Am Because We Are' website and accompanying teacher guide, educators are provided useful information about Black Canadian historical and lived experiences in BC. Although designated for grades 6 to 9, there is useful information that can be utilized for the Social Studies 10 curriculum.*

### Documentary/ Docuseries Video Resources:

#### **British Columbia: An Untold History** (BC's Knowledge Network)

*The video series, 'British Columbia: an Untold History' is features several episodes with stories woven together from a variety of ethnic groups to present their experiences historically that have shaped our modern province today. Episode 2 (Labour + Persistence) explores the history of labour and inequality in BC, as well as features the experiences of Black people in BC from their first arrival in the province beginning in 1858 and includes a portion of the episode that focuses on the story of Hogan's Alley.*

\*\*While subscription is required to access this resource, it is free with sign up.

#### **BLK: An Origin Story** (Hungry Eyes) – 45mins

*Created by Hungry Eyes Media (a Canadian, Black-owned media production company), this documentary series explores untold stories of Black history across Canada. Season 1, Episode 3, titled "Hogan's Alley," explored British Columbia's Black communities from pre-confederation to present day. This episode looks back on the historical context for the arrival of Black people in BC, as well as the cultural richness and community that developed in Hogan's Alley before forced displacement took place at the hands of urban renewal movements of the 1960s and 70s.*

\*\*To watch the Hogan's Alley episode, educators may go on [GlobalTV Freeplay](#).

#### **Union Street** (TELUS Originals) – 120mins

*This documentary film focuses specifically on the history of Hogan's Alley using primary voices and archival footage and photos of the once vibrant Black neighbourhood. After discussing the cultures that were erased at the hands of 'urban renewal,' the film further explores how Black people in Vancouver today are looking to revitalize and rebuild the space, community, and culture that once stood in the streets that made up Hogan's Alley.*

\*\*TELUS Originals is free to watch and access.

### Community-Based Resources:

#### **BC Black History Awareness Society**

*BC Black History Awareness Society (BCBHAS) is a non-profit organization researching, preserving, and promoting the history and contributions of Black British Columbians. The Society looks to raise awareness through educational programming, arts and cultural events, and developing community partnerships to ensure Black Histories are recognized as an integral part of BC's heritage. BCBHAS empowers K-12 learning through their rich array of educational resources available through*

their [Learning Centre](#) offering biographies on Black pioneers and other notable figures, an extensive and detailed history timeline, as well as bilingual digital exhibits. Resources and other initiatives align with BC curriculum learning standards and aim to foster critical thinking and cultural awareness in learning about BC Black Histories.

### **Hogan's Alley Society**

The Hogan's Alley Society (HAS) is a Black-led nonprofit organization whose mission is to advance the social, cultural, political, and economic well-being of people of African descent through inclusive housing, built spaces, and culturally informed programming. HAS provides guided history walking tours of the historical Black Strathcona neighbourhood, as well as in-school and virtual presentations in English or French for students in grades 10, 11, and 12. Tours and presentations are available throughout the school year and aim to connect students to lived experiences, community stories, and urban policy decisions that shaped – and reshaped – Hogan's Alley. Educational opportunities through HAS offer to support students understanding towards key learning standards of the Social Studies curriculum.

**Resources for Lesson Planning Opportunities** – These resources are suggested as useful for the planning or designing of lessons on the topics of racial segregation and Hogan's Alley. Included with these resources are suggested ideas for classroom or lesson activities, designed and crafted by BC teachers with direct connections to the learning standards of the BC Social Studies 10 curriculum. When accessing and using any resource (e.g. presenting a video resource), it is important teachers follow all provincial and district learning resources policies related to the review, approval, and use of learning resources, including appropriate copyright and licensing of resources.

### **BC Black History Timeline** (BC Black History Awareness Society)

#### **Summary:**

This timeline provides an in-depth view of key events significant to the experiences of Black people in BC, Canada, the United States, and globally. Beginning in the 1830s and including events to modern day, this timeline is an excellent resource for students to highlight and explore various events, people, and places in Black Histories.

#### **Curriculum Connections:**

Timelines are a good way to visualize connections between people, places, and events to better understand the relationship between topics, as well as their

impacts and progression in history. They can be very useful in engaging students to think and approach learning through the curricular competencies – especially significance, continuity and change, and cause and consequence.

### Suggested Activities

Provide students with background knowledge about Black migrants coming into British Columbia – Ask students what combination of events (local, national, global) would contribute to the establishment of a neighbourhood like Hogan’s Alley. Have students identify two patterns that begin in the 1800s and continue into modern Black experiences in BC. Using the Timeline, have students choose 3 events that showcase push and pull factors that led to the development of Hogan’s Alley and justify a connection about how these 3 events worked together. Have students do further inquiry into answering questions such as:

- Why do we see ‘ethnic enclaves’ of racially segregated people develop in our communities?
- How and why did the Black community develop in the East End of Vancouver? What elements of Black culture and community were developed there?
- What policies or actions led to its destruction?
- What has changed in how Black communities are represented, supported, or excluded?

Teachers are encouraged to further this inquiry into studying locally, nationally, or globally relevant examples of racial segregation and examine how these examples have either continued or changed over time to recognize patterns of injustice and resilience across examples and contexts.

### Secret Vancouver: Return to Hogan’s Alley (TELUS Originals) – 17mins

#### **Summary:**

A short documentary film that discusses the rich cultural history and community that was developed in Hogan’s Alley. Key themes explored include how the neighbourhood got its name, its vibrant jazz music, social life, and cultural hub which contributed to the development of Vancouver’s only Black community and the city itself. The film speaks to the urban renewal movement that took place across North America in the 1950s/ 60s, which brought an end to Hogan’s Alley, but revisits its legacy of the neighbourhood and the impact its removal had on the city.

**Curriculum Connections:**

This video provides an in-depth look into the conception, destruction and legacy of Hogan's Alley and can be utilized strictly for content knowledge alone. However, key themes and questions can be drawn from the video which make it great to use in the accompaniment of inquiry questions, lesson plan activity, or a larger inquiry project. This video can have useful connections to the curricular competencies of evidence, continuity and change, perspective, and ethical judgement.

**Suggested Activities**

Break students into groups based on sectional themes or topics represented in the video – (i.e., place, economic contributions of women, urban renewal and justification, power dynamics, and/or activism). Have students summarize what the video says in relation to each theme or topic and compare the documentary content with additional research using primary and secondary resources about Hogan's Alley to build a more holistic portrait. Encourage students to consider and critically think about reliability, limitations, and perspectives of resources and evidence, as well as a potential conservation about significance if certain details they discover were left out.<sup>8</sup>

Using information from the video, have students create a map of significant locations and/or people in Hogan's Alley and describe their significance. Have the class come together to create a model of the community and/or present their map to the class. As a follow up, highlight important aspects of community within Hogan's Alley, then brainstorm with students to identify what are important aspects of community in your school and town/city? Get students to write about what are important pieces that make a community important; what were these for Hogan's Alley; and the impacts on residents when they were lost.

**Interactive Map of Black Strathcona** (Black Strathcona)**Summary:**

A digital storytelling resource featuring 10 stories of people, buildings, and locations significant to the culture and community that made up the Black Strathcona neighbourhood - Vancouver's first and only Black community that was in the East End. Included within the website are other features including information about the area, a chronological timeline, as well as further education-related materials to support student learning.

<sup>8</sup> For a multi-day lesson based on a thematic approach to Hogan's Alley, please see *Appendix 3*.

**Curriculum Connections:**

This resource presents a top view map of Vancouver's Strathcona neighbourhood, featuring a layer between a map from 1956 in order to compare with what Vancouver looks like today. This can present a good view of the destruction of Hogan's Alley. At the same time, videos one (1) through four (4) provide concise content on people and locations relevant to the direct history of the community and culture that was built within Hogan's Alley. These videos create a good opportunity for students to consider historical significance, continuities and change, as well as cause and consequences.

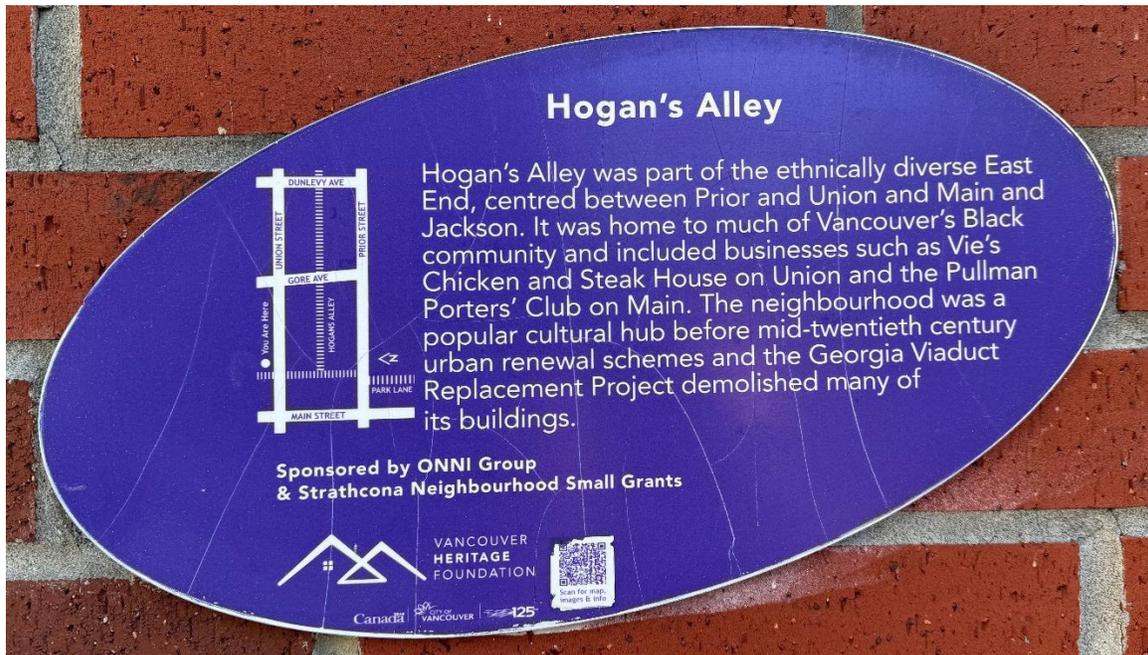
**Suggested Activities**

Separate students into groups and assign one group to watch one of the videos (1 - 4) featured on the map. Assign students to conduct further research on their selected video topic. Prompt students to include significant community impacts and meaning within Hogan's Alley, as well as additional key themes presented. Have students present to the class and note any major themes that come forward from other presentations to build a more concise understanding of the history of Hogan's Alley, with the possibility of drawing to other examples in history or the present day.

## APPENDIX

### APPENDIX 1 – Definition of Hogan’s Alley

Located on Union Street in an alleyway east off Main Street, a plaque reads the following description to define Hogan’s Alley:



For more information, teachers and students are encouraged to visit the page on Hogan’s Alley through the Places That Matter Webpage supported by the Vancouver Heritage Foundation.

*Please visit: <https://placesthatmatter.ca/location/hogans-alley/>*

The Vancouver Heritage Foundation’s ‘Heritage in Schools Program’ offers unique Professional Development Days, and online [Heritage Study Guide](#) containing a wealth of resources connected to BC’s curriculum, as well as Field Trip Grants for local experiences. These resources and experiences aim to help educators incorporate heritage and local history into their classrooms that provides students opportunities to make place-based connections to their communities beyond the classroom. For more information about the Vancouver Heritage Foundation as well as resources for the classroom please visit:

[Homepage - Vancouver Heritage Foundation](#)

[Resources for Educators - Vancouver Heritage Foundation](#)

## APPENDIX 2 – Teacher Development Team – Reading List

The following book suggestions could be used for professional development in teaching Black Histories in BC and Canada. These books have not been reviewed or approved by the Ministry. Please follow all provincial and district policies and procedures regarding learning resource selection and use.

Resources Specific to Black Histories in British Columbia
<p><i>Go Do Some Great Thing: The Black Pioneers of British Columbia</i> – Crawford Kilian</p> <ul style="list-style-type: none"> <li>“This book tells the stories, trials, and tribulations of Black Pioneers in BC, as well as their victories. It’s easy to read, great for silent reading, and a great resource for any inquiry project as each chapter talks about an important Black Canadian in BC.”</li> </ul>
<p><i>Opening Doors: In Vancouver’s East End</i> – Daphne Marlett and Carole Itter</p>
<p><i>Searching for Serafim: The Life and Legacy of Serafim “Joe” Fortes</i> – Ruby Smith Diaz</p>
<p><i>Races: The Trials and Triumphs of Canada’s Fastest Family</i> – Valerie Jerome</p> <ul style="list-style-type: none"> <li>“I’ve used excerpts to provide students an understanding of the challenges of growing up Black in Canada during segregation, and to showcase resilience.”</li> </ul>
Resources with Broader Black Canadian Contexts
<p><i>They Call Me George: The Untold Story of the Black Train Porters and Birth of Modern Canada</i> – Cecil Foster</p>
<p><i>The Skin We’re In</i> – Desmond Cole</p> <ul style="list-style-type: none"> <li>“I find this book provides background for more recent and Canadian events that showcase both continued oppression of Black Canadians, and their resistance and resilience.”</li> </ul>
<p><i>Policing Black Lives: State Violence in Canada from Slavery to the Present</i> – Robyn Maynard</p> <ul style="list-style-type: none"> <li>“An excellent reference telling the history of discrimination and racism in Canada, reminding us to think critically about Canada’s multicultural success.”</li> </ul>
<p><i>After Canaan</i> – Wade Compton</p>
Resources for Pedagogy, Theory, and General Learning
<p><i>Sister Outsider: Essays and Speeches</i> – Audre Lorde</p>
<p><i>How to Be an Antiracist</i> – Ibram X Kendi</p> <ul style="list-style-type: none"> <li>“This book provides an accessible and vital understanding of the difference between being “not racist” and being “anti-racist. It includes a card deck which can support student learning.”</li> </ul>
<p><i>I Know Why the Caged Bird Sings</i> – Maya Angelou</p>
<p><i>Rehearsals for Living</i> – Robyn Maynard &amp; Leanna Betasamosake Simpson</p> <ul style="list-style-type: none"> <li>This collaboration provides a profound historical and contemporary understanding of the relationships, connections, and solidarity between Indigenous and Black People.”</li> </ul>

## APPENDIX 3 – Suggested Multi-Day Lesson

**Resource:** Secret Vancouver: Return to Hogan’s Alley

**BC Curriculum Connections:**

- Curricular Competencies
  - Social Studies inquiry skills; Evidence; Continuity and Change; Cause and Consequence; Perspective
- Content
  - Discriminatory policies and injustices in Canada and the world, including... racial segregation and the destruction of Hogan’s Alley; Canadian identities

**Day One:** *Introduce students to the topics of racial segregation and urban renewal*

- Present to students with five concepts to contextualize their learning for the next day – Power, Intersectionality, Geography, Diaspora, and Activism
- Separate students into groups based on each concept and get them to do further research into their assigned concept – Research can include definition(s) and examples
- Further engage students by asking them questions specific to their assigned concept and getting them to think about personal experiences as it relates to these concepts:

<b>Intersectionality</b>	What are things that make up different parts of your identity? How can intersectionality impact people in their individual lives?
<b>Diaspora</b>	What factors contribute to people dispersing from their traditional homelands? How do you hold on to elements of culture and/or traditional values or beliefs?
<b>Power</b>	What does power look like in your personal life? What does power look like globally?
<b>Activism</b>	What does activism look like in your community? How can we learn from past movements to inform activism today?
<b>Place</b>	What role does place play within our lives What is the meaning of place or to belong to a place

- Have students share out their research and responses to engage in a guided class discussion about these key themes

**Day Two: *History lesson into racial segregation and Hogan's Alley***

- Prior to watching *Secret Vancouver: Return to Hogan's Alley*, engage students in some activation questions
  - Suggestions include: How does story inform our identity and/or create community? Why are stories important and how do holders of intergenerational knowledge pass on stories? How can stories inform our sense of place and belonging?
- Watch the video with students as an entire class
  - Assign students into groups (could be the same as Day One)
  - Instruct students to answer questions relating to the themes discussed in Day One

<b><i>Intersectionality</i></b>	How do we see intersectionality in the stories discussed in the video? Explain intersectionality as it relates to the history of Hogan's Alley
<b><i>Diaspora</i></b>	How do we see diaspora in the stories discussed in the video? How was Black culture and its development represented in Hogan's Alley?
<b><i>Power</i></b>	How is power presented in the stories discussed in the video? Explain power as it relates to the history of Hogan's Alley
<b><i>Activism</i></b>	How do we see activism in the stories discussed in the video? How does the concept of activism relate to the history and present-day movements of Hogan's Alley?
<b><i>Place</i></b>	How do we see geography in the stories discussed in the video? How did the destruction of Hogan's Alley impact the Black Community?

- Following the video – have each group share their responses and demonstrate their understanding with the class
- Engage in an overall discussion about how does the history of racial segregation and destruction of Hogan's Alley help us think about our own communities today? Are there similar instances historically or in the present day that relate to this history? How can we see this history within our own communities?