

Social Studies, Geography & History

The Sikh Heritage Museum of Canada - OESSTA

TOPIC: Grade 6 Strand A : Exploring Canadian-Sikh Communities through the Canadian Landscape Explain how various features that characterize a community can contribute to the identity and image of a country and assess the contribution of some of these features to Canada's image and identity through Google My Maps or Google Earth.

Guiding Question: Sikhs have had a long history in Canada that spans over 125 years, can you find one interesting Sikh story from three different Provinces or Territories in Canada? This can include people, places or things.

How does the Canadians landscape showcase the Sikh community's contributions to Canada's image and identity?

Learning Goals	Success Criteria
<p>Students will...</p> <ul style="list-style-type: none"> ● learn how various features that characterize a community can contribute to the identity and image of a country ● analyse and construct print and digital maps as part of their investigations into different perspectives on the historical and/or contemporary experience of communities in Canada ● gather and organize information from a variety of primary and secondary sources using various technologies ● describe significant events or developments in the history of two or more communities in Canada 	<p>Students will know they are successful when they....</p> <ul style="list-style-type: none"> ● locate numerous information from primary and secondary sources about Canadian-Sikh contributions to Canada ● Create a digital map showcasing the contributions of Canadian-Sikh community ● Showcase a variety of people and places to highlight a community's contribution to Canada's identity and image

Connections:	
Strand	A. HERITAGE AND IDENTITY: COMMUNITIES IN CANADA, PAST AND PRESENT
Inquiry Learning Goal:	<ul style="list-style-type: none"> ● Through their research, students will understand the contributions Sikh communities have made to the image and identity of Canada. ● Students will communicate their findings

Theme	Exploring features that characterize a community and helps contribute to the identity of Canada.
Curriculum	Grade 6 Social Studies
Social Studies/ Historical Thinking Concept	Significance; Continuity and Change
Truth and Reconciliation	Student can create Google Earth or Google My Maps of an Indigenous group/community and their significance to Canada.
Materials	<ul style="list-style-type: none"> • Computers/laptops for students and teacher • Projector • Speakers (if showing video resources to students) • Refer to Appendix A - Determining Reliable Sources Activity • Copies of Appendix B for each student <p>Resources: (With this lesson you will need access to technology for research and including, Google My Maps or any other online map program you may want to use with your class. Video for teachers and students for using My Maps: https://www.youtube.com/watch?v=fLhyr5MGi2g Google Earth: https://www.youtube.com/watch?v=5EhmCznFRis&disable_polymer=true https://www.youtube.com/watch?v=LrlwYsuUyMo&t=181s The help section in My Maps is also a useful resource</p> <p>Reliable sources sites: http://www.easybib.com/guides/7-fake-websites-to-test-students/ https://zapatopi.net/treeoctopus/</p>

Description of Lesson	
Minds-On	<ul style="list-style-type: none"> • Explain to students that every group and community in Canada has contributed to the identity of Canada. (What it means to be Canadian) • Sikhs have been in Canada for over 125 years and have contributed to the identity of Canada. We are going to explore the contributions (stories, artifacts, memorials and significant places) of Canadian-Sikhs.
Action	<ul style="list-style-type: none"> • Introduce the critical challenge: Document and map a captivating Sikh story from a region in Canada using historical artifacts and evidence

- Show a part of the MyMaps or Google Earth tutorial video or walk students through using a Google MyMap or Google Earth to place markers and pins on a map that they will all have access to or have them use their own MyMap or in partners. (If sharing MyMap with the class, you will need to set this up ahead of time).
- Use a significant person, place or event from Canadian-Sikh Heritage to model how to place a marker and pin on the map.
- (For example: Private Buckum Singh was one of the first Canadian-Sikh Soldiers to fight in World War 1. He came to BC when he is 14 years old in 1907. He moved to Toronto in 1912-1913 and he enlisted with the Canadian Expeditionary Force in 1915. He fought in France and was injured in two battles. He recovered from his wounds in England but contracted Tuberculosis and was sent to Kitchener Military Hospital to recover. He sadly died from his illness and was buried in Kitchener.

<http://canadiansoldiersikhs.ca/soldiers.html>

<http://www.sikhmuseum.com/buckam/>

- At this point have a discussion with students about significant places in Canada to put the marker for Private Buckum Singh. Then explain why you are placing the marker in Kitchener as it was his final resting place. Place the marker in Kitchener, Ontario and type in key information about his contributions to Canada from the information above. Teachers can also show students how to place a picture in to go with the pin and information. Also encourage students to include the links for where they found their information.
- After sharing Private Buckum Singh's story, ask students to decide which portion of the journey was most significant for the person based on the facts of his story. (Based on students' points of view you will have varying answers and a great critical class discussion).
- Afterwards, get the students to start the critical challenge but keep the criteria visible for students to reference as they begin to look for historical evidence and artifacts on a Sikh story.
 - *They may need multiple lessons to look for sources.
- *There are multiple ways to divide the class into partners, small groups, assign them provinces/territories or let them look anywhere in Canada. Encourage students to find a mix of people

	and places and time periods. *Give students considerable time to research and add their findings to the My Maps or Google Earth.
Consolidation	<ul style="list-style-type: none"> ● Have students share their findings and their maps with the class to showcase Canadian-Sikh Contributions to Canada. If possible have student share their maps with you to provide feedback ● Have students fill out an exit card of 1-2 stories that they found showed Canadian-Sikh contributions to Canada based on their peers findings.

Extensions

Extension: Explain to students that they will pick another community/group to create a MyMap or Google Earth to showcase significant contributions to Canada in the next lesson. Also, encourage students to look at diverse communities including their own family backgrounds and Indigenous communities.

Background to the Primary Source Used

<http://shmc.ca/>
<http://canadiansoldiersikhs.ca/soldiers.html>
<http://www.sikhmuseum.com/buckam/>
<http://www.thecanadianencyclopedia.ca/en/article/sikh-canadians-in-the-first-world-war/>
<http://www.veterans.gc.ca/eng/remembrance/memorials/canadian-virtual-war-memorial/detail/2756353?Bukan%20Singh>

Other Resources

Video for teachers and students for using My Maps:

<https://www.youtube.com/watch?v=fLhyr5MGi2g>

Google Earth:

https://www.youtube.com/watch?v=5EhmCznFRis&disable_polymer=true

<https://www.youtube.com/watch?v=LrlwYsuUyMo&t=181s>

The help section in My Maps is also a useful resource

Appendix 1 : Determining Reliable Sources - Activity

- Before students begin the task/challenge it would be ideal to go over reliable resources and research skill online. Educators can use the following mini-activity to allow for critical thinking on reliable sources:
- Show students a fake site on a projector. They are fake sites created to educate students about reliable sources. The Easybib site has listed a few examples:
<http://www.easybib.com/guides/7-fake-websites-to-test-students/>
The Tree Octopus site is well done. Have students read parts of the site or read it to them. Look at the images and ask them what else do they need to find to help support them with determining if the site is reliable. (dates, author, spelling and so forth). You can choose to have students break into groups and look at the site that way and take it up as a group.
 1. <https://zapatopi.net/treeoctopus/> (Tree Octopus)
- Afterwards, discuss what factors determine whether the site was reliable. Record what aspects students looked for to determine reliability. This will be your base for Success Criteria for reliable sources that students can use with the task.
- Possible Criteria could include:
 1. Organization or person's name. (An organization is the most reliable.)
 2. Is there a way to verify the organization or person? (a phone number or address, something other than an email)
 3. Is the material copyrighted? (What year is the website, usually nearly the bottom of the webpage)
 4. When the website was last updated? (near the bottom)
 5. Is the website error free in terms of grammar?
 6. Does the information make sense to you?
 7. Is the information on this website consistent with other resources you have found?
 8. Are there resources listed for any factual information listed on the website?

Appendix B-

Exit Card

Create a one sentence summary of 1 story you that showcased Canadian-Sikh Contributions to Canada.

Rank 5 facts/evidence from your map and research in order of their significance

List 1-2 sources you used to find information for your map. Rate their reliability on a scale of 1-5. Explain your decision.