

Social Studies, Geography & History

The Sikh Heritage Museum of Canada - OESSTA

Grade 8/ Strand B – From a Few to Too Many – The Early Settlement of Sikh Canadians

Students use inquiry skills to develop background knowledge about Sikhs in Canada

Inquiry question: Does a settler group's initial experience in a country continue to frame their future experiences as Canadian citizens?

Learning Goals	Success Criteria
<p>Students will...</p> <ul style="list-style-type: none"> Organize information into a timeline format Find information and ask questions about a primary source document Work in groups to analyze others' findings 	<p>Students will know they are successful when they....</p> <ul style="list-style-type: none"> Successfully organize information chronologically List information seen and wonderings from a primary document List important information from the work of others Work successfully in small group settings

Connections	
Inquiry Learning Goal:	<ul style="list-style-type: none"> Students will gather and organize information, evidence and/or data Students will formulate questions Students will interpret and analyze information, evidence and/or data Students will communicate findings
Social Studies/ Historical Thinking Concept	<ul style="list-style-type: none"> Historical perspective Continuity and Change
Materials Needed	<ul style="list-style-type: none"> Postcard (see Primary sources) digitally or hard copy – one per student One graphic organizer per student One information chart per small group + large paper on which to create a time line Scissors and glue Access to lap tops/personal devices Sticky notes

- One consolidation chart per student

Description of Lesson

Materials:

- postcard (either digitally on google classroom or hard copy (one per student) of the lion (Minds On)
- One chart per student (or per small group/partner if desired) (Minds On)
- Scissors (Action)
- Information cards for each small group (Action)
- Chart paper, ruler, markers or time line created digitally (Action)
- Access to lap tops/personal devices (Action)
- Sticky notes (Action)
- One chart per person (Consolidation)

Differentiation:

Minds on: for modified students, only fill in what I see and what I wonder sections

Action: google read and write program (number each square and place the numbers in order on a number line) or have each square separated and have students create a vertical time line

Action

Before the lesson begins, show the class the essential question for this group of lessons and have them respond to the question in an independent journal type response (and have teacher retain the responses for the duration of the lessons)



Minds On: Show students the postcard and have them fill in the following graphic organizer:

Analyze the following postcard		
Things I see	Things I Infer	Things I wonder

Analyze the following postcard (example answers)		
Things I see	Things I Infer	Things I wonder
Lion Canada India Australia New Zealand Africa Colonies The union jack “The glory of a lion is his mane”	These countries worked together for something They did something that took pride (lion) It had to do with colonization (the word colonies and the countries involved) All of these nations had something to do with Britain (the union jack beside the lion and the quote)	Why did these colonies work together for England? When was this postcard created? Did these countries agree with each other? What did these countries have in common? Why are their names in the mane of a lion?

Each individual student will write their thoughts, then work together as a small group to create their top 3 responses to each column

Each group shares with the full class their thoughts for each column

The truth is revealed:

In 1914, not long after the outbreak of the Great War, the chain of Boots the Chemist printed and published the fund-raising postcard. Captioned 'The Glory of a

Lion is his Mane', it was a clever drawing, which upon close inspection of the lions mane reveals the names of Britain's colonies who were flocking to her aid.

The card was described as "**A TRIBUTE TO OUR COLONIES**" and was published for the benefit of the Prince of Wales National Relief Fund. A statement on the back said it was; "**a happy conception of Mr. William Armitage, the artist.**" The firm had been "**favoured with an order from Her Majesty Queen Alexandra for two gross of these cards, and she has graciously expressed her wish that they may have a large sale.**" It seems Her Majesty's wish was probably granted, as the cards are quite easy to find today!

(picture postcards from the war 1914-1918, 2014)

<https://www.worldwar1postcards.com/about.php>

Question/Discussion for Minds On: Let's discuss this postcard - what surprised you? What did you already know? What does it mean to be a colony of Britain? Why do you think that Britain felt the need to highlight these colonies - what might they have done for them in WWI? How many people knew that each colony fought for Britain in WWI?

Action: Have students develop background knowledge about the introduction of the Sikhs in Canada through information cards and the creation of a time line (created by small groups).

Cut these information cards out and put into an envelope. Have groups of 4 read the information out loud and then place each card into a timeline. Note: Some of the cards are simply supporting information. Have students link the cards together on the timeline.

	<p>In order to attempt to hinder South Asian migration to Canada, the government implemented the infamous “continuous journey” regulation on January 8, 1908, which decreed that migrants could only arrive at a Canadian port from his or her country of origin.</p>	<p>the discriminatory plight they were forced to deal with, troubles were further exasperated by the lack of presence of family units. This was because Canadian regulations at the time restricted women and children under the age of eighteen from entering Canada, and such was the case that from the time of 1904 and 1920, only nine Punjabi women migrated to British Columbia. Thus, the majority of men were left alone, without their wives and families, and instead living amongst themselves in compact lodgings and bunkhouses.</p>	<p>The 1907 riots led by the League is demonstrative of the challenges these immigrant communities faced as their homes, businesses, and livelihoods in general were meaninglessly destroyed. And yet, despite the great discrimination and abuse, these South Asian men dealt with, the community still forged on as they began to solidify their permanent presence through the creation of the Khalsa Diwan Society in 1907.</p>
	<p>The first people from India to migrate to British Columbia were Sikhs from Northern India (mainly from Punjab). These men were actually on an official trip as part of the Hong Kong army regiments who were travelling through Canada in commemoration of Queen Victoria of England’s Diamond Jubilee in 1897.</p>	<p>Almost all the men who arrived in British Columbia worked in such labour industries including forestry, fishing and railway. And because the Canadian government was preoccupied with restricting Chinese and Japanese immigration at the time, these South Asians were quite easily able to find such work. On average, these men earned from \$1 to \$1.25 a day, which was less than the pay received by Caucasian workers. Some workers, however, did pay their South Asian workers up to \$1.50 to \$2.00 a day. Because wages were so low for them, most South Asian men lived together and there were often between twenty to fifty men living under the same roof. These homes were commonly referred to as bunkhouses.</p>	<p>Even in terms of the hospitality and reception they received, the larger British Columbian community tended to treat the Punjabi soldiers with respect, as the local papers exclaimed “Turbaned Men Excite Interest: Awe-inspiring men from India held the crowds.” The robust and agriculturally rich landscapes were very appealing to those Punjabi soldiers because it reminded them of the terrain in their homeland of Punjab. And thus, the first period of significant migration of Indians from the Punjab area commenced between 1904-1908.</p>
	<p>A great deal of racial chaos ensued from 1906 onward as South Asians were laid off from work,</p>	<p>Arriving in Victoria on the Empress of Japan, on June 3, 1902, and led by Sardar Major Kadir Khan Bahadur, it was this</p>	<p>As South Asian migration into British Columbia increased, so did the racial tensions which had for those</p>

<p>were barred from entering public facilities, evicted from their homes, physically abused by people and the police and emotionally abused by the local press and media. The formation of racist and exclusionary groups such as the Asiatic Exclusion League aimed to discriminate and mistreat the South Asian community, as well as the Chinese and Japanese communities.</p>	<p>group of South Asians who became intrigued at the possibilities of residing in British Columbia</p>	<p>early years remained very nominal, if not nil. It was in the year 1906 when some 700 South Asians had arrived, that the Canadian government was finally forced to take notice.</p>
<p>Following the visit for Queen Victoria, a second contingent of Punjabi soldiers visited British Columbia in celebration of the coronation of King Edward VII in 1902.</p>	<p>Another significantly barring regulation demanded that all incoming migrants from Asia must be in the possession of \$200.00, which was an inconceivable amount. In comparison, European migrants were only required to have \$20.00 in their possession. Despite other efforts to rid British Columbia of its Indian community, for example, by trying to send them off to British Honduras, South Asians refused to relocate and agreed to the conditions for migration which were handed down to them.</p>	<p>These regulations culminated into the infamous Komagata Maru incident of 1914 in which a boat of Sikhs entered British Columbia via the “continuous passage” journey and were still refused entry into British Columbia. After months of living on the boat, the 376 Sikhs had to return to India where further chaos ensued, resulting in the deaths of many of these Sikh men.</p>

<http://canadiansikhheritage.ca/home>

Upon completion of the timeline, as a group, attempt to find 5 pictures that can accompany the information given and attach it the timeline.

As a group, think of one wondering/question that you might have about each entry to the timeline, through historical perspective. Together, attempt to find the

answers to your questions. Add this question and information gathered, as well as the credible source, to your timeline (in a different colour if digitally and on sticky notes if hard copy).

Consolidation: In a gallery walk format, visit the timelines of the other groups and record one interesting question that each group asked and what new information you learned. Be ready to share this question and a one-point summary of the answer to share with the class.

As a class, have students discuss the criteria for interesting questions. What does interesting mean?

	Group 1	Interesting Question/Wondering	Information found (in one sentence)
	Group 2	Interesting Question/Wondering	Information found (in one sentence)
	Group 3	Interesting Question/Wondering	Information found (in one sentence)
	Group 4	Interesting Question/Wondering	Information found (in one sentence)
	Group 5	Interesting Question/Wondering	Information found (in one sentence)

Sikh Heritage Museum of Canada connection:

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Extensions

Analysis of Primary Source (postcard)

Things I See	Things I Infer	Things I Wonder

<http://collectionsearch.nma.gov.au/object/150533>



Group 1	Interesting Question/Wondering	Information found (in one sentence)
Group 2	Interesting Question/Wondering	Information found (in one sentence)
Group 3	Interesting Question/Wondering	Information found (in one sentence)
Group 4	Interesting Question/Wondering	Information found (in one sentence)
Group 5	Interesting Question/Wondering	Information found (in one sentence)