

Social Studies, Geography & History

The Sikh Heritage Museum of Canada - OESSTA

Grade 8, Strand B –The Komagata Maru Apology

Students will use the Historical Thinking Concept: Cause and Consequence to analyze the apology and explore other potential apologies.

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
Students will... <ul style="list-style-type: none">● Compare information in a video to information in a primary source to information in a print resource and draw conclusions about the reasons the apology and stamp were created● Critically analyze the intended and unintended consequences of this apology on different groups in Canada● Analyze Canada Post's commemoration project and draw conclusions about its effectiveness	Students will know they are successful when they.... <ul style="list-style-type: none">● Can organize their thoughts and form insightful arguments about intended and unintended consequences of a government apology on different groups in Canada● Can draw effective conclusions and communicate their ideas in an organized manner about the effectiveness of Canada Post's commemoration project

Connections	
Inquiry Learning Goal:	Students will analyze visual and print information, draw conclusions from that information and communicate their findings effectively in a socially active way
Social Studies/ Historical Thinking Concept	Cause and consequence
Truth and Reconciliation	<ul style="list-style-type: none">● Government apologies and Canada Post commemoration project● Reconciliation from a student perspective

Materials:

- Access to laptops/personal devices
- https://www.google.ca/search?biw=1280&bih=590&tbm=isch&sa=1&ei=h95fWpSwBIO0tQWVm7n4BQ&q=The+komagata+maru+apology+stamp&oeq=The+komagata+maru+apology+stamp&gs_l=psy-ab.3...4065.4905.0.5388.6.6.0.0.0.112.463.4j1.5.0...0...1c.1.64.psy-ab..1.0.0...0.9axtbB6MpwY&safe=active&ssui=on#imgc=OnuoJo2vgSif2M:
Image of the Komagata Maru anniversary stamp

- <https://www.canada.ca/en/news/archive/2013/10/canadian-history-culture-talent-tragedy-mark-canada-post-2014-stamp-program.html> Government webpage outlining plan for commemorative stamps
- <https://www.youtube.com/watch?v=gOdrqhju4Y> Justin Trudeau's apology for the Komagata Maru incident
- One to five sticky notes for each student

<http://elac.ca/projects/komagata-maru-memorial/>

<http://elac.ca/komagata-maru-memorial-fall/>

<http://www.csla-aapc.ca/awards-atlas/komagata-maru-memorial>

- <http://www.cbc.ca/news/canada/british-columbia/komagata-maru-plaque-vancouver-1.3711143>

Minds On: As a class, watch the youtube video of Justin Trudeau's apology in 2016 of the Komagata Maru incident

<https://www.youtube.com/watch?v=gOdrqhju4Y>

And place this image on each classroom computer:



Action:

Classroom Discussion: Why do you think Justin Trudeau felt the need to apologize for this incident that happened over one hundred years ago?

Use the Historical Thinking Concept: Cause and Consequence: What do you think the consequences of this apology would be for.....a) Sikh Canadians b) European Canadians c) Asian Canadians d) Indigenous Canadians d) south American Canadians e) Oceanic Canadians

Read the government webpage on their plan to create commemorative stamps.

Why did Canada Post issue this anniversary stamp of the incident?

Rate the effectiveness of this plan?

Teacher should jot down discussion notes.

PART 2:

With the knowledge that you have gained about Sikh Canadians at the time of the Komagata Maru, think of one other thing that you believe that Justin Trudeau should be apologizing for on behalf of those who lived in British Columbia in the early 1900s.

Write this event/moment on a sticky note and place it on the board. Determine a criteria for the decision about apologies. Afterwards students will create a chart of intended and unintended consequences of these apologies for the different stakeholders.

Consolidation: Have the class come to the board and read the events/moments that are listed and find a creative way to group the events. Examine the commonalities and create a summary statement as a class. As an action decide what you would like to do with this information (e.g., actually write a letter to Justin Trudeau outlining their thoughts about his apology and their suggestions, create a campaign in your school community)

Sikh Heritage Museum of Canada connection:

Can use the image of the Komagata Maru stamp from the museum website.

<http://elac.ca/projects/komagata-maru-memorial/>

<http://elac.ca/komagata-maru-memorial-fall/>

<http://www.csla-aapc.ca/awards-atlas/komagata-maru-memorial>

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Extensions

Extension Option #1: Have students carry out their social action plan from the lesson

Extension Option #2: Look at the memorials in Vancouver today of the Komagata Maru and discuss the impact of this monument from differing perspectives

Extension Option #3: Have students look at the Pier 21 Museum website and information about the Museum.

Q: Why was this museum created? What do you believe might be the impact of this museum on different groups in Canada? There is no equivalent of this museum in Vancouver's port in BC although many ships carried settlers to Canada through this port. What do you believe might be the impact of this fact?

Connecting Past and Present through Primary Source Analysis

Primary Source 1

