

Social Studies, Geography & History

The Sikh Heritage Museum of Canada - OESSTA

TOPIC: Grade 6 Strand A: Canadian Identity and Inclusion: The Sikh RCMP Story

Students will inquire about different communities in Canada and how they persevered to be included and how they have contributed to the Canadian identity.

Guiding Question: What experiences have shaped the stories of different communities in Canada and what does this tell us about Canadian identity?

Learning Goals	Success Criteria
<p>Students will...</p> <ul style="list-style-type: none"> understand that Canada has a history of hardships towards various groups but that they are overcome through perseverance and strength (through the history of the RCMP and religious headgear) Compare and contrast two hardships faced by different religions by the RCMP and how they overcame it Connect this event to any other hardships faced by other groups in Canada (based on prior knowledge and previous lessons) 	<p>Students will know they are successful when they....</p> <ul style="list-style-type: none"> Use evidence from a variety of sources to backup their ideas ask questions about Canada's history (ex. Why did this happen? Who is Canadian? Have rules changed to become an RCMP member? What other struggles have groups faced and overcome in Canada?

Connections:	
Strand	A. HERITAGE AND IDENTITY: COMMUNITIES IN CANADA, PAST AND PRESENT
Inquiry Learning Goal:	Students will analyze information and make conclusions about Sikh people joining the RCMP and how they overcame obstacles they may have faced to become prominent members of the RCMP
Theme	Different groups may experience the same development or event in different ways.
Curriculum	Grade 6 Social Studies, Grade 6 Language - Media and Grade 6 Art

Social Studies/ Historical Thinking Concept	Perspective
Materials	<ul style="list-style-type: none"> ● Sticky Notes ● Picture of RCMP (with technology or printed) : ● Pixabay has copyright free image: https://cdn.pixabay.com/photo/2016/07/11/21/28/mounted-police-1510711_960_720.jpg ● Copy of article for each student: http://www.cbc.ca/2017/canadathestoryofus/the-turban-that-rocked-the-rcmp-how-baltej-singh-dhillon-challenged-the-rcmp-and-won-1.4110271 ● Copy of article for each student: http://www.cbc.ca/news/politics/rcmp-diversity-policy-hijab-1.3733829 ● Chart paper of Venn Diagram ● 2 copies Appendix A for each student, 1 copy of Appendix B ● Journals or paper for each student

Description of Lesson	
Minds On	<ul style="list-style-type: none"> ● Show an image of RCMP. Ask students to fill out a sticky note and state what they know about the RCMP and what are the challenges to becoming an officer. ● Ask students who can be a member of the RCMP? Record student responses on a chart paper. ● Explain to students that are many Sikh male and females serving Canada in various Police forces and in the Canadian Army and many had to fight hard just to serve and be included. Why might this be the case? (Examples include: Baltej Singh Dhillon, Sgt. Baljiwan Sandhu (https://www.cbc.ca/news/canada/toronto/sikh-peel-police-officer-discrimination-1.4084051)) ● Many different communities in Canada have persevered to be included and have contributed to the Canadian identity We are going to explore Canadian stories and what they tell us about Canadian identity.
Action	One person who fought to be included into the RCMP was Baltej Singh Dhillon.

Pose the following guiding question to students to think about as they explore this story: *How does the story of Baltej Singh Dhillon significantly impact your understanding of Canadian identity?*
Show students the CBC article about the story of RCMP officer Baltej Singh Dhillon:

You can show students the short video clip and if possible provide them with a copy of the newspaper article. While students are watching/reading have them record evidence that relates to Canadian identity on a graphic organizer.

<http://www.cbc.ca/2017/canadathestoryofus/the-turban-that-rocked-the-rcmp-how-baltej-singh-dhillon-challenged-the-rcmp-and-won-1.4110271>

Other resources include:

1. A short video clip from a interview with Baltej RCMP from 1990.

<http://www.cbc.ca/archives/entry/1990-sikh-mounties-permitted-to-wear-turbans>

After the article, discuss with students any questions they may have as well.

Have students discuss other ways groups and communities in Canada fought to be included in Canada (This would connect for students if they had prior knowledge of Residential Schools, the Indian Act and voting rights before this lesson was conducted or previous lessons conducted on .)

Afterwards, read the following news article with students about the RCMP allowing female Muslim officers to wear hijabs. If possible give copies to each student or in pairs. Hand out graphic organizer (Appendix A to students to help support students for the next activity.
<http://www.cbc.ca/news/politics/rcmp-diversity-policy-hijab-1.3733829>

Explain to students that they will be looking through the Social Studies concept: Perspective. They will explore the following concept through these two stories:

- I can use a variety of perspectives to successfully analyze a

	<p>topic.</p> <ul style="list-style-type: none"> I am able to compare and contrast how different groups may view and interpret the same development/event/issue <p>Ask students to compare and contrast the RCMP and the inclusion of turbans and hijabs. Use a Venn Diagram (Appendix A) for students to compare and contrast the two stories. Model with students one or two points and have them work in pairs or on their own to complete the Venn Diagram. Students are encouraged to think about the various perspectives for each story as they compare and contrast. They may also use one perspective to create their Venn Diagram.</p> <p>Afterwards, take up the Venn Diagram with students and record on a larger Venn Diagram their findings.</p>
Consolidation	<ul style="list-style-type: none"> Have students use their Venn Diagram to record a journal entry of their thoughts and opinions about both stories and compare the two stories in their own words. Have them use evidence from the news articles to backup their thoughts. Students could write their journal from one or more perspectives based on their Venn Diagram. You could frame the journal question or give options <ol style="list-style-type: none"> How did these two stories create a more inclusive environment in the RCMP? Based on the review of the articles and discussion, use a scale to decide how inclusive Canada is. Make sure to include evidence from the article to justify your scale. How similar are these injustices to another injustice we have studied or you know about? Explain the connection and rate the similarity.

Background to the Primary Source Used

<http://shmc.ca/>

<http://www.cbc.ca/2017/canadathestoryofus/the-turban-that-rocked-the-rcmp-how-baltej-singh-dhillon-challenged-the-rcmp-and-won-1.4110271>

<http://www.cbc.ca/archives/entry/1990-sikh-mounties-permitted-to-wear-turbans>

<http://www.cbc.ca/news/politics/rcmp-diversity-policy-hijab-1.3733829>

Extensions

- Students can conduct an inquiry on another Canadian-Sikh who is a member of the RCMP, police force or military and discover their story. Students can share their finding in creative ways that could include technology.
- Students can create posters promoting the RCMP that includes the poster being inclusive to all Canadians. This could also be a media connection.
- Students can investigate other areas of Canadian life to determine how inclusive Canada is.

Appendix A:

NAME:

DATE:

Find specific evidence from the article/video to show examples of Canadian Identity. (Use point form notes)

