

## Social Studies, Geography & History

### The Sikh Heritage Museum of Canada - OESSA

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#### TOPIC: Grade 6 Strand A **100 Year Journey- Early Settler Stories**

Students will explore the legacy of Sikh Settlers in Canada and analyze the experience using continuity and change.

Guiding Question: How have early settler communities in Canada changed over time?

Learning Goals	Success Criteria
Students will... <ul style="list-style-type: none"> <li>● identify reasons why people settled to Canada</li> <li>● use primary and secondary sources to gather information about settlers</li> <li>● analyze and interpret information for their inquiry</li> </ul>	Students will know they are successful when they.... <ul style="list-style-type: none"> <li>● explain reasons for why people settled to Canada</li> <li>● gather information about early settlers and changes to communities within Canada</li> <li>● communicate their findings</li> </ul>

Connections:	
Strand	A. HERITAGE AND IDENTITY: COMMUNITIES IN CANADA, PAST AND PRESENT
Inquiry Learning Goal:	Investigate the reasons for coming to Canada through the use of primary and secondary sources
Theme	Understanding the reasons for settling to and gathering information about changes to communities through settlement
Curriculum	Grade 6 Social Studies
Social Studies/ Historical Thinking Concept	Perspective, Continuity and Change
Materials	<ul style="list-style-type: none"> <li>● Sticky notes for students</li> <li>● Chart paper</li> <li>● Copies of Sikh settler stories for each student: <a href="http://100yearjourney.com/">http://100yearjourney.com/</a></li> <li>● Two copies of Appendix A for each student</li> <li>● One copy of Appendix B for each student</li> </ul>

Minds On	<ul style="list-style-type: none"> <li>● Hand out a sticky notes to students and ask students to write reasons why they think someone would settle in Canada. They should have one reason per sticky note. Have students place their sticky notes on a chart paper. Alternatively, if teachers have access to technology, you can use Padlet for students to place their responses online.</li> <li>● Go over students' responses with the class and discuss any reasons if necessary (Some students may share personal experiences)</li> <li>● Explain to students that they will be exploring various early settler stories to better understand why people come to Canada and to understand the concept of legacy and continuity and change.</li> </ul>
Action	<p>Part A</p> <ul style="list-style-type: none"> <li>● Show students the question: What is a legacy and how does it relate to continuity and change? Ask student what they think the word legacy means. Give them each a sticky note and ask them to record their ideas and post it on chart paper.</li> <li>● Go over what students think a legacy is and correct any misconceptions. Come up with an agreement as a class of what they think a legacy or a criteria for something to be a legacy.</li> <li>● Give students an example by showing an image of the NBA and former Toronto Raptor - Demar Derozan. Ask students what they know about him. Teachers can split students into groups to look at examples of news articles and video clips of Demar Derozan while he played for the Toronto Raptors. Based on the criteria of a legacy and the examples they have ask students to rate on a scale from 1-10 if Demar meets the criteria for a legacy in Toronto - ask groups to defend their answers. Teachers are encouraged to create their own examples that might apply to their community.</li> </ul> <p>Resources for Demar Derozan:</p> <ol style="list-style-type: none"> <li>1. <a href="http://www.espn.com/nba/story/_/id/24184139/demar-derozan-dishes-trade-toronto-raptors-san-antonio-spurs-nba">http://www.espn.com/nba/story/_/id/24184139/demar-derozan-dishes-trade-toronto-raptors-san-antonio-spurs-nba</a> (20 minute video - teachers can show the whole video or part of it)</li> <li>2. <a href="https://globalnews.ca/video/4339672/looking-back-at-demar-derozans-career-with-toronto-raptors">https://globalnews.ca/video/4339672/looking-back-at-demar-derozans-career-with-toronto-raptors</a></li> <li>3. <a href="https://www.cbc.ca/news/canada/toronto/demar-derozan-embraced-everything-toronto-and-fans-loved-him-for-it-1.4752044">https://www.cbc.ca/news/canada/toronto/demar-derozan-embraced-everything-toronto-and-fans-loved-him-for-it-1.4752044</a></li> <li>4. <a href="https://www.theglobeandmail.com/sports/basketball/article-toronto-">https://www.theglobeandmail.com/sports/basketball/article-toronto-</a></li> </ol>

[fans-politicians-and-teammates-sing-demar-derozans-praises/](#)

### Part B

Review the guiding question: How have early settler communities in Canada changed over time?

Explain to students that they are going to explore the legacy of Sikh Settlers in Canada. Refer to the list of responses developed in the Minds On and see if some of these wonders or questions are addressed in the inquiry.

- Provide two copies of Sikh early settler experiences to Canada from the site: <http://100yearjourney.com/>
- One story is of Harnam Singh Hari from the following article: <http://100yearjourney.com/2014/12/harnam-singh-hari-calgarys-first-indo-canadian/>
- The second story is that of Rajinder Kaur Manak from the article: <http://100yearjourney.com/2015/10/rajinder-kaur-manak>
- Read one story at a time with the class and use the hand out the graphic organizer - Appendix A to fill out with the class.
- Read the first story of Harnam Singh Hari with the class. While reading have students use sticky notes to record decisions made in the article. Then students consider whether they might make the same decisions or done anything different. Make sure students also include why they would do anything different. This helps students connect to the story. Afterwards work with the class to fill out Appendix A using the article.
- Read the story of Rajinder Kaur Manak. Do the same sticky note activity as above and hand out a second copy of Appendix A and have students work in partners or in groups to fill out the early settler story graphic organizer.
- Review with students what they filled out based on the story of Rajinder Kaur Manak. Provide any feedback as needed to support students with their work.

### Part C

- As a class discuss the following question: What is a legacy and how does it relate to continuity and change? Then have students review their Appendix A responses.

Consolidation	<ul style="list-style-type: none"> <li>• Have students fill out an exit card (Appendix B) to showcase what they have learned.</li> <li>• Included in the exit card is for students to start looking into conducting an inquiry about early settlement stories within their own community and how their community has changed. (* Some students may not have stories so provide alternate options such as researching with a partner or looking a specific community in their area) The last question will be used to start an inquiry project about immigration and change in their local community.</li> </ul>

### Background to the Primary Source Used

<http://100yearjourney.com/>

<http://shmc.ca/>

<https://padlet.com/>

### Extensions

- Students can conduct an inquiry into local settlement stories and how those communities have changed over time. Students can use primary and secondary sources, especially if they are researching family stories. Students will gather information and can use Appendix A as a starting point, especially if interviewing family members. Students will communicate their findings about reasons for settlement and how their local community has changed over time.

### Other Resources

Other immigrant stories:

[https://www.huffingtonpost.ca/2016/11/01/canadian-immigrants\\_n\\_12625502.html](https://www.huffingtonpost.ca/2016/11/01/canadian-immigrants_n_12625502.html)

Appendix A:

## Early Settler Stories

<b>Who:</b>
<b>What country did they originate from? Where in Canada did they settle to?</b>

<p><b>What reasons did they give for settlement (if any)? Rank the reasons according to significance.</b></p>
<p><b>What hardships did they face in Canada?</b></p>
<p><b>How did they effectively overcome those hardships? (rank the strategies according to their significance)</b></p> <p><b>What can you conclude about settler experience?</b></p>
<p><b>What interesting facts from their experience stick out to you?</b></p>
<p><b>What questions do you still have about this story?</b></p>

## Appendix B

### Early Settlement Story Exit Card

<p><b>Describe 2 powerful reasons why people settled to Canada?</b></p>
<p><b>To what extent did your original ideas about settlement relate to ideas share in the story</b></p>
<p><b>Describe 1 significant hardship people face coming to Canada? Has this changed or does it continue to stay the same?</b></p>

**What positive experiences did they have in Canada?**

**Using the Criteria from the beginning of class about legacy, what lasting legacy to their family or to Canada did these stories provide? (Apply Continuity and Change)**

**Whose stories would you like to research to know more about our local community. (It can be from your family or friend or just the community in general)**