

1. Lesson Plan Information	
Subject/Course: Language	
Grade Level: 3	
Topic: Sikh Contributions	Length of Period: 60 minutes

2. Title of Lesson
<p>Expectation(s) (<i>Directly from The Ontario Curriculum</i>):</p> <ul style="list-style-type: none"> 1.2 generate ideas about a potential topic, using a variety of strategies and resources 1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources

3. Purpose- BIG IDEA
<ul style="list-style-type: none"> Provide knowledge to the students about Sikh contributions and famous Canadian Sikhs currently in the community.

4. Learning Outcomes
<p>The following lessons will be on par with Sikh Heritage Month. Students will learn about the contributions of Sikhs in Canada, a brief history, along with gaining knowledge of current, famous Sikh-Canadians.</p>

5. Teaching/Learning Strategies
<p style="text-align: center;"><u>LESSON</u></p> <ul style="list-style-type: none"> Teacher will begin the lesson by putting up chart paper in front of the classroom where students can see. Draw a brainstorm exactly as shown on Template 1. Next, hand out copies of template 1. Explain to students that they will be learning about Sikh-Canadian history and would like them to write down what they already know about Sikh-Canadians and what they would like to know. Have students work in pairs and give them 10 minutes to brainstorm. Assist students who need extra support. Then, prompt students back to the chart paper at the front of the room. Have them provide answers they have written down. Teacher will answer on anchor chart.

- Teacher will ensure that the Power Point presentation is set up correctly. Students will review what they have known about Sikh-Canadians and what they want to know (refer to anchor chart made in previous lesson)
- Next, teacher will review each slide, pausing to ask relevant questions pertaining to each slide (i.e. how do you feel about Canada not allowing the passengers of the Komagata Maru into Canada? Why do you think Sikh workers were paid less than their White co-workers?).
- After the completion of the slide show, teacher will create another anchor chart, indicating what the students have learned from the Power Point Presentation. Educator will facilitate and guide the discussion.
- The teacher will then explain to students that they will be writing a descriptive paragraph. The educator will draw template #2 on chart paper, so students will have a bigger visual to see. Students will be instructed imagine they were either a passenger on the Komagata Maru or one of the many Asian immigrants that assisted those on board. They will then write jot notes for each column, indicating what they saw, smelled, heard, and felt. Teacher will explain that once the chart is completed, students will then use the jot notes to write a descriptive paragraph. Co-construct a success criteria as a class, outlining what is needed in a descriptive paragraph.
- Once students have written their rough copy of their paragraphs, they will then edit and revise their work. Once it is approved by the teacher, they will proceed onto to the good copy.

DIFFERENTIATED INSTRUCTION DETAILS

- Group Read-Aloud
- Class Discussion, Independent Work Time
- Please, ensure that students who require extra support are given “sentence starters”. Have them sit at a table with teacher for guidance. Please, modify activities accordingly.

RESOURCES

- Copies of template #1,2 and 3
- Power Point Presentation: Who are Sikh-Canadians?
- Chart paper
- Markers

ASSESSMENT/EVALUATION

- Observations/Anecdotal Notes
- Documentation: Thinking Chart, descriptive paragraph writing activity

Template #1

Name: _____

K.W. Chart

What do I Know about
Sikh-Canadians?

What do I want to
Know about Sikh- Canadians?

Lesson Plan

Template #2

What I see...	What I hear...	What I smell ...	What I feel...

Resources

Resource #1
Lesson Plan

Name: _____

Sikh-Canadians and the Building of a Nation



Sikh labourers board a train in Vancouver, c.1900-10 (courtesy Sikhmuseum.com)

The arrival of Sikhs onto Canadian Soil

As you have learned, the Aboriginals were the very first people that lived in Canada, before the European settlers arrived. Individuals of Asian and Black descent were also being brought over by the Canadian government to work in temporary, and often dangerous jobs. Sikh-Canadians first made their presence in Canada, on their way to London, England, when the Queen invited Sikh soldiers to the Diamond Jubilee Awards. It was not until 1903 that the first Sikh immigrants arrived onto Canadian soil and settled in Ontario and British Columbia. The Canadian government did not want immigration from the continent of Asia, and discriminated against many individuals. The government intentionally established racist policies to ensure individuals from India, China, Japan and other parts of Asia were not allowed into the country. By 1906, there were 2 124 Sikh immigrants in Canada, while only 9 Sikh women were present between 1904 – 1920 (Canadian Sikh Centre, 2011).

Sikh men had to leave their families behind, in India as they were not allowed to bring them to Canada.

The experiences of Sikh-Canadians

The Canadian government in the 1800s and 1900s was not very welcoming towards people of colour. Instead of promoting inclusionary policies, the government saw racialized people as a ‘threat’ – Sikhs in particular, were seen as a part of the “Hindoo Invasion” (Canadian Sikh Centre, 2011). They faced challenging times and segregation. Sikh men that first came worked at low paying and often times, dangerous jobs – they received less pay than White individuals. Sikhs primarily worked in the forestry, mining, and fishing industry in Ontario and British Columbia.

As mentioned before, the Canadian government created different policies in place to exclude people of colour, particularly from Asia, from entering the country. Some of the policies were:

- The Continuous Journey Act: created in 1908 by the Canadian government to ensure that individuals from Asiatic countries (i.e. India, China) were not allowed to enter Canada, unless they travelled to Canada continuously, without any stops from the country of origin.
- \$200 Immigrant Policy to prohibit Asians from entering: created in 1908 to ensure that individuals coming to Canada have \$200 or more with them. This was a very big challenge considering many people did not have that type of money.

In addition to this exclusionary practises, Sikhs had to face a number of anti-Asian riots.

How did Sikhs deal with the hostile Canadian environment?

Since Sikh immigrants were not allowed to bring over their families, they had to face very lonely times. The Sikh community established their own place of worship where members congregated, prayed and socialized. It not only helped them cope, but it further strengthened their faith and identity.

Questions

Please, read each question carefully and answer it in a complete sentence. Remember to use details from the text to support your answer.

1. When did the first Sikhs arrive in Canada?

2. Were there many Sikh women immigrating to Canada? Why, or why not?

3. Describe two policies created by the Canadian government to exclude people immigrating to Canada from Asiatic countries.

4. How did Sikhs cope with the exclusionary environment in Canada?

5. Do you think it was fair for the Canadian government to not allow people from India and other Asiatic countries? Write a persuasive paragraph using details from the text.
