Sikh Migration from the Early 20th Century to Present Day

Suggested Time: 120 minutes

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| Course | Big Idea | Curricular Competencies | Content | Core Competencies |
| Social Studies 9 | Disparities in power alter the balance of relationships between individuals and between societies  Emerging ideas and ideologies profoundly influence societies and events | Compare and contrast continuities and changes for different groups at the same time period (continuity and change)  Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, or developments (cause and consequence) | global demographic shifts, including patterns of migration and population growth  discriminatory policies, attitudes, and historical wrongs | I am an active listener; I support and encourage the person speaking    I present information clearly and in an organized way  I can work with others to achieve a common goal; I do my share  I can evaluate the credibility of sources of information  I can monitor my progress and adjust my actions to make sure I achieve what I want  I can usually make my ideas work within the constraints of a given form, problem, and materials if I keep playing with them  I can take ownership of my goals, learning, and behaviour  I can participate in classroom and group activities to improve the classroom school,  community, or natural world |
| Social Studies 10 | Global and regional conflicts have been a powerful force in shaping our contemporary world and identities. | Compare and contrast continuities and changes for different groups at particular times and places (continuity and change)  Assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple consequences (cause and consequence) | environmental, political, and economic policies  discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the Komagata Maru incident, and internments |
| Human Geography | Analyzing data from a variety of sources allows us to better understand our globally connected world | Draw conclusions about the variation and distribution of geographic phenomena over time and space (patterns and trends)  Identify and assess how human and environmental factors and events influence each other (interactions and associations) | demographic patterns of growth, decline, and movement  political organization of geographic regions |

First People’s Principles of Learning:

* Learning is embedded in memory, history, and story

Tags:

* Migration
* Early Sikh immigration

Essential Questions:

* Who gets to determine who is permitted and who is not?
* How does the economic state of the region/country of discussion impact waves of immigration?
* What are the social, political, and economic connections, or disconnections, that effect migration?
* What are push and pull factors?

Included in this lesson:

* Lesson Plan
* Student Worksheet

**Part 1: Introduction**

Note: We are using the words “migration” instead of immigration to introduce the concept because this is more inclusive language especially for those that are Indigenous.

1. Definition
   1. What is migration?
2. Can you think of a time when your family might have migrated?
   1. Could be countries, provinces, cities, houses even.
3. Why did you migrate?

**Part 2: Definitions + Push/Pull Factors**

1. KWL about “migration,” “immigration” and “emigration”
2. Why would someone want to move to a new country?
   1. Students brainstorm possible factors that would lead to migration such as quality of life, education, human rights, family, work etc.
3. Introduce the concept of push and pull factors
   1. Students sort responses from the previous brainstorm into push and pull factors
   2. Further identify those factors into SPICE (Social, Political, Interactions, Cultural, Economical)

**Part 3: Exploring Sikh Migration**

1. Explain that we are going to be looking at Sikh immigration to Canada through different time periods
   1. Purpose: while the time periods and contexts may change significantly, the basic push and pull factors remain the same
2. Explain that Sikh immigration can be categorized into four general categories.

Activity: Expert Groups - Students are split into four groups and each group becomes an expert in their section before they teach their classmates

* 1. 1900s-1914
     1. open migration and increasing restrictions
  2. 1920s-50s
     1. period of minimal migration because of restrictions
  3. 1967-1990s
     1. introduction of points system and its effects
  4. 2000s to present day
     1. continued point system and rise of more international students

**Teacher Resources/ Extra Information:**

* Contextual information
  + <https://epubs.surrey.ac.uk/847163/1/10797541.pdf>
  + <https://cha-shc.ca/_uploads/5c3747af03156.pdf>
* Images
  + <https://www.researchgate.net/figure/Groups-of-Sikhs-who-are-employed-in-one-of-the-Lumber-Mills-at-Port-Moody-British_fig1_304608809>
  + <https://www.southasiancanadianheritage.ca/history-of-south-asians-in-canada/>
  + <https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=1062&context=cel_pubs>
  + <https://cha-shc.ca/_uploads/5c3747af03156.pdf>
* Journal articles
  + [Conflict and Change in British Columbia Sikh Family Life | BC Studies: The British Columbian Quarterly (ubc.ca)](https://ojs.library.ubc.ca/index.php/bcstudies/article/view/789) (<https://doi.org/10.14288/bcs.v0i20.789>)
  + Group Identity in an Emigrant Worker Community: The Example of Sikhs in early Twentieth-Century British Columbia (<https://doi.org/10.14288/bcs.v0i148.1772>)
* Possible resources to begin research with
  + [East Indian - Library and Archives Canada (bac-lac.gc.ca)](https://www.bac-lac.gc.ca/eng/discover/immigration/history-ethnic-cultural/Pages/east-indian.aspx)
    - Note: early sources may use the words East Indian or Hindoo to refer to all those that are of South Asian descent
  + [South Asian Canadian Digital Archive · South Asian Canadian Heritage](https://www.southasiancanadianheritage.ca/archives/)
  + <https://www.nfb.ca/film/impressions_of_expo_67/>
  + <https://www.nfb.ca/film/gurdeep_singh_bains/>
  + 1971 - Canada is the first country to adopt multiculturalism policy
  + 1976 - Immigration Act (now the Immigration and Refugee Protection Act) - important because in the 1950s Canada didn't adopt a refugee policy.
  + 1982: Charter of Rights and Freedoms - Section 2 talks about religious freedom, which might support an excellent conversation about Sikh religious rights.
    - <https://www.justice.gc.ca/eng/csj-sjc/rfc-dlc/ccrf-ccdl/pdf/charter-poster.pdf>
    - <https://laws-lois.justice.gc.ca/eng/const/page-15.html>
  + <https://blogs.mcgill.ca/hist203momentsthatmatter/2018/03/03/how-many-scores-equal-to-the-canadian-citizenship-the-point-system-in-1967/>