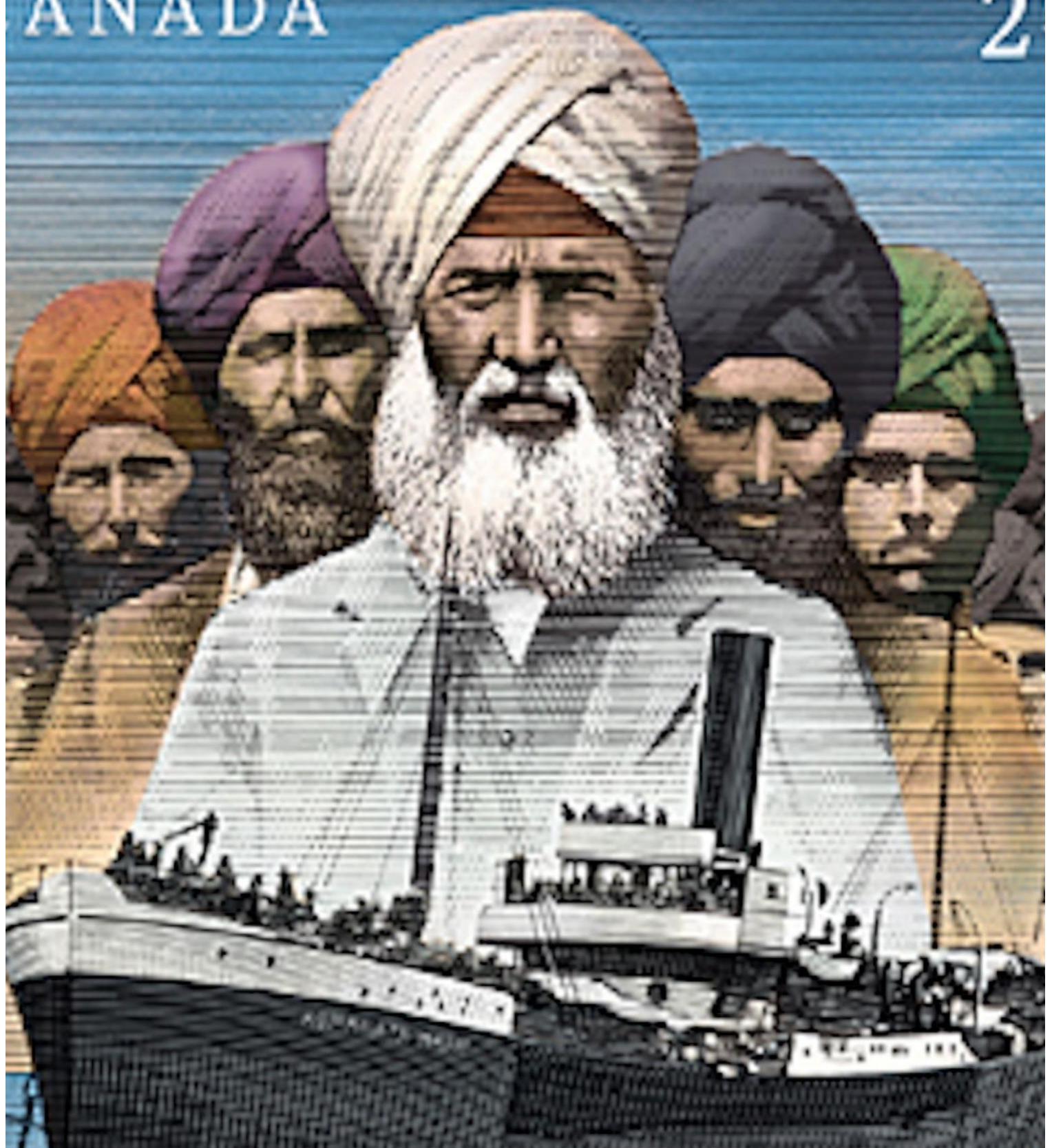


ANADA

2



**IMPOSED ADVERSITY &
DISCRIMINATION**

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Page 7

Imposed Adversity & Discrimination

Purpose: To analyze the imposed adversity and discrimination created by local, provincial, and national governments on Punjabi-Sikh people in British Columbia.
(*Ethical Dimension, Continuity and Change*)

First Peoples Principles of Learning: *Learning requires the exploration of one's identity.*

Curricular Competencies- Ethical Dimension

- **Social Justice 12:** Make reasoned ethical judgments about controversial actions in the past or present after considering the context and standards of right and wrong.
- **Law 12:** Make reasoned ethical judgments about controversial decisions, legislation, or policy.
- **SS10:** Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond.
- **SS9:** Make reasoned ethical judgments about actions in the past and present, and determine appropriate ways to remember and respond.

Curricular Competencies- Continuity and Change

- **Law 12:** Analyze continuities and changes in legal systems or codes across jurisdictions
- **Social Justice 12:** Compare and contrast continuities and changes for different groups and individuals at different times and places.
- **SS10:** Compare and contrast continuities and changes for different groups at particular times and places.
- **SS9:** Compare and contrast continuities and changes for different groups at the same time period.

Notes on Imposed Adversity:

This section seeks to unpack the racist discrimination Punjabi-Sikh pioneers faced on their journey to, within and once settled in British Columbia. It includes diverse forms of evidence for students to extract how Punjabi-Sikh immigrants were received by British Columbian society. Students will have opportunities to engage with Political Cartoons, Poetry, and Archival Materials. Choosing evidence that best fits your student's skill level is encouraged, and by no means does all the evidence need to be utilized. This is an opportunity for students to practice and hone skills on reading, interpreting, and inferring meaning from varied source types. The historical thinking concepts that will be explored are: **Ethical Dimension** and **Continuity and Change**.

Question: How were Punjabi- Sikh immigrants received by Canadian Society?

Political Cartoons

- Use a graphic organizer to explore early political cartoons reflecting attitudes of the time.
 - Emigrant Sifter (1907).
 - One Dark Cloud Removed (1914).
 - Cleaning up the Front Yard (1914).
 - Sinister Shadows (1914).

Political Cartoons Source | Hou, *Great Canadian Political Cartoons 1820-1914*, Moody's Lookout Press: 1997.

Emigrant Sifter



HAND PICKED ONLY

JACK CANUCK: I want settlers, but will accept no culls



CLEANING UP THE FRONT YARD



Primary Source Graphic Organizers

S (Source) What type of source is it?
O (Objective) Why was it created?
U (Useful) How useful is it for what you need?
R (Reliability) How reliable is it? Trustworthy?
C (Context) How does what you know fit with this source? How does it reflect the attitudes of the time?
E (Evidence) How can you use this source as evidence?

Strategy | [The Big Six Historical Thinking Concepts, Seixas, Morton](#)

What message is the author sending? How do you know?	Who are the possible heroes, villains, or victims? How do you know?

Strategy | [Righting Canada's Wrongs Resource Guide, Gibson, Danjoux, Case](#)

Printable copies of these organizers can be found in appendix

- Debrief with students – how do the sentiments of these cartoons compare to your prior learning on contributions of Immigrants from India? Why is this significant?

Opportunity to connect/embed FPPL for this unit - *Learning requires exploration of one's identity.*

How does this message impact identity?

What messaging impacts my identity?

How is my identity celebrated? How is it villainized?

What are the consequences when identity is politicized?

Primary Source: Poem

- Have students read this poem by Kuldip Gill (1934-2009) on the impact of separated families due to racist immigration laws.

■ LITERARY MOMENT

The sense of loss and longing of separated partners is captured in this poem by Kuldip Gill (1934–2009), part of the exhibit *(DIS) enfranchisement* held at the Gur Sikh Temple, Sikh Heritage Museum, Abbotsford, in 2017.

Can I live this love, matching you to poetry
In Urdu, Gurmukhi and Hindi,
And have as reply only your few unlettered
Lines telling me that our children are well,
Relating my mother's love and brother's wife's whine?

I wait. No letters. Not even paper-love rewards.
Chained to pulling green lumber all night, dragged
Through black sleepless nights, thoughts of
Your long green eyes, your face, blaze my mind.
My children's voices cry / laugh through my dreams.
Enfeebled by endless greenchain shifts, I fear
A war, the years.

No passports yet? Fathom my heart's great dukh. I watch.
Droves of birds fly away together, another winter.
Come before the war, come through Hong Kong and Yokohama.
Please let me know as soon as you can.
And I will send money to Moga
To bring you, the children, across the
The kala pani to Victoria.

Come soon. Before the war.
I'll tell you what you need to bring:
Sweaters for the children, books,
Seeds, are hard to get. Bring yourself. Yourself,
And surma for your beautiful green eyes.

I am your beloved Inderpal Singh,
Who would spread flower petals for you,
And fly to you on feathers, if I could.

Number the sections of the poem 1-5

Each question corresponds with a stanza in the poem - use these questions or make your own.

1. What does it convey, if anything, about the significance of what is to come?

2. Lays out the conditions for male Punjabi-Sikh immigrants. What is the most notable point? Why?

3. What evidence in this section could be used to figure out a more specific date. When was this poem written? What can you infer?

4. What do his requests teach us about this time?

5. What piece of evidence from this poem is most significant? Explain.

Strategy | The Big Six: Historical Narrative Analysis pg. 38 Access [here](#)

Resource | Challenging Racist British Columbia: 150 Years and Counting pg. 47 Access [here](#)

Printable copy of Questions in appendix

No Country for South Asian Women

1911



In 1911, the census listed that there were only 2,342 South Asians in BC and of that, only three were women. There is little known or documented about the first few women who migrated during this period. The extended separation from their families continued to dishearten the spirits of the South Asian pioneer men.

The lack of women or wives being allowed to immigrate to Canada prohibited the growth of South Asian families.

Unknown Pioneer Kaur (Artist: Jagdeep Singh Raina)

Figure: *Untold Stories: The South Asian Pioneer Experience in BC*, pg. 29

Women and Children Allowed to Migrate to Canada

1919



At the Imperial War Conference in 1919, the Indian government successfully secured an agreement which permitted Indian women, and children under 18, to immigrate to Canada and South Asian family formation began.

Due to the difficult and lengthy application process, only eleven women and nine children immigrated from 1921 to 1923.

Many more first women and first daughters entered in the following years, with some of them joining their husbands in the early mill communities. (Editor's Note: *Untold Stories* aims address the impact of the exclusion of the Indian women and children on the early settler families and their communities.)

Whole Family
We heard that they won't let Sari's come to Canada. So well you find out if they do or not. If they don't do not send them

Figure: *Untold Stories: The South Asian Pioneer Experience in BC*, pg. 40

Canada Finally Opens its Doors to South Asian Extended Families

1958

The Canadian Government finally allowed South Asian Canadians to sponsor a wide range of relatives, including mothers, and fathers over the age of 65. By 1962, the government removed almost all racial and national restrictions from its Immigration Act. At this time, the Canadian government adopted open immigration rules, ending the quota-by-country system. South Asian immigration between the years of 1962-1971 increased exponentially and would continue to rise over the years.

With these changes, the second and third waves of Indian immigrants were able to take advantage of family sponsorships by joining relatives who were already well-established in Canada. Women and children would continue to join their families. Parents and grandparents would be allowed to unite with their adult children, and siblings could also sponsor their brothers and sisters.

By lifting the immigration restrictions, South Asian extended families were finally able to flourish in Canadian society. Today, there are approximately 500,000 Sikhs in Canada which represents 1.4% of the country's population

In 2017, April was officially named Sikh Heritage Month in the Province of British Columbia, and Canada became the first country in the world to adopt formal legislation to recognize April as Sikh Heritage Month.

Figure: *Untold Stories: The South Asian Pioneer Experience in BC*, pg. 50

- Possible questions to explore excerpts from *Untold Stories*:
 - What story do these three excerpts tell on their own? Together?
 - What do they reveal about Canadian immigration policy?
 - Do these excerpts from *Untold Stories* corroborate or contradict Kuldeep Gill's poem? Why? How? How do they compare to data tables from previous units? Why? How?
 - How are immigrant experiences gender specific?
 - How do these excerpts from *Untold Stories* add or enhance your understanding?
 - What questions do you still have regarding family separation policies?
- Read the below article or listen to the podcast episode about the experiences of Punjabi-Sikh woman, have students reflect on the differences between immigration for men and woman. You may choose to utilize a graphic organizer in the appendix to guide student understanding.

Article | *From India, for a new life here: Giving recognition to the lives of the daughters of the early Sikh immigrants to British Columbia*, Times Colonist [here](#).

Podcast | **The Nameless Collective: Episode 2: Detained and Deported** [here](#).

"Detention, deportation, and the prevention of family reunification. In Episode 2 we chat about the lives of the few South Asian women allowed into Vancouver between 1905 and 1920. We also chat about that time Bhag Singh got the community to burn their British military service medals."



Archival Material

- Have students identify, gather, and analyze primary sources as evidence of the attitudes of Canadian society to immigration from India using the Canadian Archives.
- Questions that may help to guide inquiry:
 - What story do these sources tell?
 - What perspectives are shown? What perspectives are missing?
 - How do these sources reflect the attitudes of the time?
- It is suggested that instructional time is taken to teach and guide students through the archive process. In the literal sense- how to click through the archives, save files, enlarge files, and return to previous pages without losing place. Additionally, encouraging students to select sources they understand, avoid hang-ups on handwritten or difficult to read passages. This modelling will be essential in student success. This task also means that students are now selecting/gathering their own sources versus having sources produced for them to analyze. Having students find a good piece of evidence is an additional layer to the social studies skills process.

Library and Archives of Canada

- Archive Link | [Asiatic, Orientals \(Japanese, Chinese and East Indians\) 1907-1922](#)
- Archive Link | [Emigration of Hindus 1922-1949](#)

Formative Check in

- Once students have found good pieces of evidence, have them assess it using a previously used analysis tool from this unit (like SOURCE) or one of your choosing.
- Have them assess the source's reliability and assess how it contradicts or corroborates with another archive source and/or other sources already explored in this unit.
 - Students may benefit depending on grade – on a class discussion on what makes a source reliable
 - Students may benefit depending on grade – on bias, motivation and how these things are intertwined in historical sources.

Evidence: Can assess the credibility of multiple sources.

Emerging	Developing	Proficient	Extending
Can identify a reliable and relevant source.	Can choose relevant and reliable sources that are appropriate for the task.	Can explain why a source is relevant, accurate and reliable, acknowledging the context of the time.	Can compare and contrast multiple sources to determine their accuracy and reliability and how they reflect the context of the time.

Ethical Judgment: Can identify bias in a variety of sources

Emerging	Developing	Proficient	Extending
Can identify who, when, where, and/or why a source was created.	Can identify the opinion or bias of a source based on evidence from that source.	Can identify the opinion or bias of a source by making inferences and using direct evidence from the source. Can	Can compare and contrast bias from a variety of sources, explain motivations, and assess the impact on meaning.

		recognize bias is connected to motivations	
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Summative Tasks:

Listed below are three different Summative Tasks. Each task tackles a different aspect of analyzing the discrimination and racist policies impacting Punjabi- Sikh Canadians. Based on your course and historical thinking focus – you may choose one, all or be inspired to create a task that fuses several of the tasks together. You may even choose to use one of these summative tasks as a formative assessment. This is up to your professional judgement and the context of your classroom, the intention being to provide some ideas on how to support students showing their learning of this unit, in varied ways.

Summative Task: Who excused, condemned, and supported the anti-Asian attitudes in Canada?

- Using evidence gathered from the archive, have students provide a response to this question. It may be useful for students to use the graphic organizer provided to organize their evidence.
- Be sure to keep in mind not only actions but motivations of groups.

Support: Agreed, Wanted, Encouraged, Helped, Acted
Condemn: Disagreed, Attacked, Criticized, Stood Against
Excuse: Justified

Supported Who supported the anti-Asian attitudes at the time?	Condemned Who condemned the anti-Asian attitudes at the time?	Excused Who excused the anti-Asian attitudes at the time?

Printable copy of graphic organizer in appendix.

Evidence: Can assess the credibility of multiple sources.

Emerging	Developing	Proficient	Extending
Can identify a reliable and relevant source.	Can choose relevant and reliable sources that are appropriate for the task.	Can explain why a source is relevant, accurate and reliable, acknowledging the context of the time.	Can compare and contrast multiple sources to determine their accuracy and reliability and how they reflect the context of the time.

Summative Task: What makes a good apology?

- Distinguish between universal and imposed suffering and adversity. Important for students to be able to articulate the importance of barriers that have been intentionally put in place for Punjabi- Sikh Canadians.
- Define as a class:
 - **Systemic racism**
 - **Individual racism**
 - **Environmental racism**
- Have students judge the “official apologies” by PM Stephen Harper in 2008 and by PM Justin Trudeau in 2016.
- Begin by brainstorming as a class:
 - What makes a good apology?
 - What makes a bad apology?
- Resources to explore apologies:
 - Harper Transcript [here](#)
 - Trudeau apology [here](#)
 - (Consider discussing the responses from Punjabi- Sikh Canadians to each speech. For example, this article details why there was discontent with Harper’s apology. [here](#).)

Ethical Judgement: Can make reasoned ethical judgments about actions in the past and present.

Emerging	Developing	Proficient	Extending
Can recognize a moral dilemma in an historical or present action. Can recognize that people have different perspectives on what is right or wrong.	Can use sufficient evidence to explain different perspectives on right and wrong for a historical or present moral dilemma. Can make a judgement.	Can make a reasoned judgment supported by evidence from multiple perspectives on a historical or present moral dilemma. Can assess possible responses.	Can thoroughly analyze the moral dilemma to make an insightful judgment. Can consider historical or present context, present/ personal values, multiple perspectives, and/or appropriate responses.

Summary of the injustice:		
Immediate and long-term consequences:		
Official response(s) to the injustice:		
Criteria for an apology	Reasons why it may be adequate.	Reasons why it may be inadequate.
Sincere and full admission <i>Acknowledges the mistakes and, where warranted, exposes any intentional wrongdoing.</i>		
Adequate support <i>Offers appropriate assistance and/or compensation for the negative experiences and consequences for the victims and their families and ancestors.</i>		
Prevention potential <i>Response helps to build public awareness and avoid future injustice.</i>		
Fair consideration <i>Response fairly respects the legitimate interests of all affected parties- does not create new victims or ignore old ones.</i>		
Overall assessment <ul style="list-style-type: none"> <input type="checkbox"/> Much more than was required <input type="checkbox"/> A little more than was required <input type="checkbox"/> Exactly what was required <input type="checkbox"/> A little less than was required <input type="checkbox"/> Much less than was required 	Reasons for assessment <ol style="list-style-type: none"> 1. 2. 3. 	

Opportunity to connect to FPPL- *Learning is connected to exploration of one's identity.*

What factors make up how we view ourselves? How others view us?

How does a public speech/apology support unlearning misconceptions or untruths about identity?

How does a public speech/apology contribute to someone feeling belonging?

How do public moments bring people together? Split people apart?

Summative Task: *Identify and explain the connection between past and present racist government policies.*

- Have students select a topic from the past and the present to research and compare using the continuity and change document below:
 - **PAST:**
 - Event | [Komagata Maru](#)
 - Law | Continuous Passage Act
 - Law | Voting Rights
 - Human Right | Freedom of Religion
 - **PRESENT:**
 - Law | Family Separation, Family Reunification
 - Human Right | Gender Discrimination
 - Policy | RCMP Turbans,
 - Law | Motor Vehicle Regulations
 - Policy | Point System- Transfer Education
 - Freedom of Peaceful Assembly and Freedom of association | Farmers' protests [here](#)

Continuity and Change: Can compare the continuity of change of groups/time periods.

Emerging	Developing	Proficient	Extending
Can identify different groups and time periods. Can recognize there are different changes connected to different times.	Can provide evidence to demonstrate relevant and accurate continuity and a change for different time periods/groups.	Can use evidence to explain relevant and accurate continuity and a change for different time periods/groups.	Can use evidence to explain relevant and accurate continuity and a change for different time periods/groups and draw conclusions on what this reveals about the time/topic.

Name: _____

Continuity and Change

- Identify the similarities and differences between the experiences of a single group over two time periods.
- Identify, assess, and justify the most important similarity and difference between time periods.

Time Period:	Time Period:
Policy/Event/Law:	Policy/Event/Law:

Describe three similarities:	Evidence of important continuity: What is known about its effect, its key role in people's lives, and how widespread it was.
Explanation and justification for the most important similarity:	
Describe three differences:	Evidence of important change: What is known about the depth of its effect, its permanence, and how widespread its impact was.

Explanation and justification for the most important difference:	

Strategy | [Righting Canada's Wrongs Resource Guide, Gibson, Danjoux, Case](#)

Reflection

First Peoples Principles of Learning

Learning is embedded in exploring one's identity.

Spend time connecting back to the FPPL with students. Suggestions of possible **reflection** questions could be:

How does society impact how we see ourselves?

What can we learn about someone, by how they impact their community? Treat others?

Appendix

Rubrics:

- These rubrics were created based off of the work by Brooke Leary and Ashley Ross from the Langley School District. They exist within this document **not to be prescriptive, but as an optional tool.**

Significance: Can assess the significance of people, places, events, or developments at particular times and places.

Emerging	Developing	Proficient	Extending
Can identify the important events, people, places and/or ideas in provided sources.	Can identify and explain why events, people, places, and/or ideas are significant.	Can explain the significance of people, places, events and/or ideas by discussing its what it reveals, and/or its impacts.	Can analyze the significance of people, places, events and/or ideas and make predictions, comparisons and/or connections.

Evidence: Can use sufficient evidence to justify conclusions.

Emerging	Developing	Proficient	Extending
Can identify information/evidence needed to support conclusions.	Can identify if there is sufficient evidence to support a conclusion, and can recognize points of contention exist	Can use information/corroborate evidence from multiple sources to justify conclusions. Can identify points of contention.	Can corroborate information/evidence, make inferences, and analyze points of contention from multiple sources to thoroughly justify conclusions.

Evidence: Can assess the credibility of multiple sources.

Emerging	Developing	Proficient	Extending
Can identify a reliable and relevant source.	Can choose relevant and reliable sources that are appropriate for the task.	Can explain why a source is relevant, accurate and reliable, acknowledging the context of the time.	Can compare and contrast multiple sources to determine their accuracy and reliability and how they reflect the context of the time.

Perspective: Can explain and infer different perspectives in one time

Emerging	Developing	Proficient	Extending
Can identify two perspectives. Can recognize other perspectives as separate from their own.	Can identify and explain different perspectives with sufficient evidence.	Can explain how different personal, social, and/or cultural factors contribute to a perspective. Can use multiple perspectives to explain an event.	Can interpret and predict multiple perspectives on an event by considering different historical, personal, social, and/or cultural factors.

Continuity and Change: Can compare the continuity of change of groups/time periods.

Emerging	Developing	Proficient	Extending
Can identify different groups and time periods. Can recognize there are different changes connected to different times.	Can provide evidence to demonstrate relevant and accurate continuity and a change for different time periods/groups.	Can use evidence to explain relevant and accurate continuity and a change for different time periods/groups.	Can use evidence to explain relevant and accurate continuity and a change for different time periods/groups and draw conclusions on what this reveals about the time/topic.

Ethical Judgement: Can make reasoned ethical judgments about actions in the past and present

Emerging	Developing	Proficient	Extending
Can recognize a moral dilemma in an historical or present action. Can recognize that people have different perspectives on what is right or wrong.	Can use sufficient evidence to explain different perspectives on right and wrong for a historical or present moral dilemma. Can make a judgement.	Can make a reasoned judgment supported by evidence from multiple perspectives on a historical or present moral dilemma. Can assess possible responses.	Can thoroughly analyze the moral dilemma to make an insightful judgment. Can consider historical or present context, present/ personal values, multiple perspectives, and/or appropriate responses.

Ethical Judgment: Can identify bias in a variety of sources

Emerging	Developing	Proficient	Extending
Can identify who, when, where, and/or why a source was created.	Can identify the opinion or bias of a source based on evidence from that source.	Can identify the opinion or bias of a source by making inferences and using direct evidence from the source. Can recognize bias is connected to motivations.	Can compare and contrast bias from a variety of sources, explain motivations, and assess the impact on meaning.

Key Online Referenced Resources

Challenging Racist “British Columbia”: 150 Years and Counting	Access Here
First People Principles of Learning, Elaborations	Access Here
Library and Archives, Anti-Asian Sentiment	Access Here
Righting Canada’s Wrongs Teacher Resource Guide	Access Here
The Big Six, Historical Thinking Concepts	Access Here

Hard Copy Referenced Resources

Dosanj, Karen. <i>Untold Stories: The South Asian Pioneer Experience in BC</i> (2020).	Access here
Hickman, Pamela. <i>Righting Canada’s Wrongs: The Komagata Maru and Canada’s Anti-Indian Immigration Policies in the Twentieth Century</i> (2014).	Access here
Hou, <i>Great Canadian Political Cartoons 1820-1914</i> (1997).	Access here
Nayer, Kamala Elizabeth. <i>The Punjabis in British Columbia: Location, labour, First Nations and Multiculturalism</i> (2012)	Available here

Additional Recommended Resources

The Nameless Collective- Podcast BC situated, South Asian historians	Access here
Sikh Heritage Month Lesson Plans Posters, lesson plans, and much more	Access here
Komagata Maru: Continuing the Journey	Access here

Name: _____

SEE

THINK

WONDER

Name: _____			Social: Day-to-Day Life, other community members		Political: Government, Laws	
Economic: Money, business.						
SOCIAL			POLITICAL		ECONOMIC	

Name: _____ **Social:** Day-to-Day Life, other community members **Political:** Government; Laws
Economic: Money, business. **Cultural:** Worldview; Religion; Beliefs, values
Technological: Advancements; new ideas

SOCIAL	POLITICAL	ECONOMIC	TECHNOLOGICAL	CULTURAL

Name:

S (Source) What type of source is it?

O (Objective) Why was it created?

U (Useful) How useful is it for what you need?

R (Reliability) How reliable is it? Trustworthy?

C (Context) How does what you know fit with this source? How does it reflect the attitudes of the time?

E (Evidence) How can you use this source as evidence?

Name:

Political Cartoon:

What message is the author sending? How do you know?	Who are the possible heroes, villains or victims? How do you know?

Political Cartoon:

What message is the author sending? How do you know?	Who are the possible heroes, villains or victims? How do you know?

Political Cartoon:

What message is the author sending? How do you know?	Who are the possible heroes, villains, or victims? How do you know?

Name: _____

Number the sections of the poem 1-5,

Each question corresponds with a stanza in the poem: *By Kuldeep Gill*

1. What does it convey, if anything, about the significance of what is to come?

2. Lays out the conditions for male Punjabi-Sikh immigrants. What is the most notable point? Why?

3. What evidence in this section could be used to figure out a more specific date. When was this poem written? What can you infer?

4. What do his requests teach us about this time?

5. What piece of evidence from this poem is most significant? Explain.

Name: _____

Support: Agreed, Wanted, Encouraged, Helped, Acted
Condemn: Disagreed, Attacked, Criticized, Stood Against
Excuse: Justified

Supported Who supported the anti-Asian attitudes at the time?	Condemned Who condemned the anti-Asian attitudes at the time?	Excused Who excused the anti-Asian attitudes at the time?

Name: _____

Summary of the injustice:		
Immediate and long-term consequences:		
Official response(s) to the injustice:		
Criteria for an apology	Reasons why it may be adequate.	Reasons why it may be inadequate.
Sincere and full admission <i>Acknowledges the mistakes and, where warranted, exposes any intentional wrongdoing.</i>		
Adequate support <i>Offers appropriate assistance and/or compensation for the negative experiences and consequences for the victims and their families and ancestors.</i>		
Prevention potential <i>Response helps to build public awareness and avoid future injustice.</i>		
Fair consideration <i>Response fairly respects the legitimate interests of all affected parties- does not create new victims or ignore old ones.</i>		
Overall assessment <input type="checkbox"/> Much more than was required <input type="checkbox"/> A little more than was required <input type="checkbox"/> Exactly what was required <input type="checkbox"/> A little less than was required <input type="checkbox"/> Much less than was required	Reasons for assessment 1. 2. 3.	

Name: _____

Continuity and Change

- Identify the similarities and differences between the experiences of a single group over two time periods.
- Identify, assess and justify the most important similarity and difference between time periods.

Time Period:	Time Period:
Policy/Event/Law:	Policy/Event/Law:

Describe three similarities:	Evidence of important continuity: What is known about its effect, its key role in people's lives, and how widespread it was.
Explanation and justification for the most important similarity:	

Describe three differences:	Evidence of important change: What is known about the depth of its effect, its permanence, and how widespread its impact was.
Explanation and justification for the most important difference:	

Strategy | [Righting Canada's Wrongs Resource Guide, Gibson, Danjoux, Case](#)

Name: _____

Historical Perspective

What are the event(s) and time period you are investigating?		
	Group 1	Group 2
Motivations (what were they thinking)		
Actions (what did they do)		
Responses (how did they and others respond to these actions)		

Name: _____

Literacy Organizer

Summarizing Statement:

Identify a key idea from each of the source and briefly explain how it supports your statement on Sikh worldview.

Key idea and brief explanation:

Key idea and brief explanation:

Key idea and brief explanation:

Conclude your thinking:

