



**CULTURAL PRIDE**



## Cultural Pride

**Purpose:** To celebrate the cultural pride of Punjabi-Sikh people in British Columbia.  
(Significance, Evidence)

**First Peoples Principles of Learning-** *Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.*

### Curricular Competencies- Significance

- **Social Justice 12:** Assess and compare the significance of people, places, events, or developments at particular times and places, and determine what is revealed about issues of social justice in the past and present.
- **Human Geography 12:** Assess the significance of places by identifying the physical and/or human features that characterize them (sense of place).
- **Law 12:** Assess and compare the significance and impact of legal systems or codes.
- **History 12:** Assess the significance of people, locations, events, and developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group.
- **SS10:** Assess the significance of people, places, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group.
- **SS9:** Assess the significance of people, places, events, or developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group.

### Curricular Competencies- Evidence

- **Social Justice 12:** Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data.
- **History 12:** Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence.
- **SS10:** Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data.
- **SS9:** Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence.

### Notes on Cultural Pride

This section includes conversations about the cultural pride of the Punjabi-Sikh community. Through exploration of language rights, Hockey Night in Canada and community service- students will see contemporary examples of the richness of the Punjabi-Sikh community. Students will engage with the historical thinking concept of **Historical Significance** and **Evidence**.

## Question: How does language contribute to one's identity?

Opening questions: What is the importance of maintaining one's heritage/ethnic language and their cultural practices? What languages do you speak? What role do you think language plays in forming one's identity? Why is language important?

### Video | [Learning Punjabi Language in Canada](#)

- What stood out for you in the video? What role do you think speaking Punjabi plays in the lives of the individuals in the videos? Why is being able to speak Punjabi important to them?
- Why did the group advocate for Punjabi to be an official second language to be taught in BC? What about other languages?
- Despite the policy changes, what kind of challenges did the group face in getting the language courses to be implemented in schools?
- At one point (7:30), Sadhu Binning discusses that one of the schools wouldn't allow anyone who came from a Punjabi background to take the Punjabi class- why do you think that was? What impact would that have on the Punjabi students in the school? Discuss your opinion on this school's policy.

## Question: How does language contribute to levels of community?

- Have students brainstorm/share the languages spoken from the classroom community.
- Share the census data from 2016 on this data table from all of Canada.
  - Have students make observations and create questions regarding the data.

**Most common mother tongue languages other than English or French, Canada, 2016**

Language	Number	Percentage of population with a mother tongue other than English or French	Percentage of total population
Mandarin	610,830	7.7	1.8
Cantonese	594,035	7.4	1.7
Punjabi (Panjabi)	543,500	6.8	1.6
Tagalog (Pilipino, Filipino)	510,425	6.4	1.5
Spanish	495,090	6.2	1.4

**Most common languages other than English or French spoken at home<sup>1</sup>, Canada, 2016**

Language	Number	Percentage of population who spoke at least one language other than English or French at home	Percentage of total population
Mandarin	641,100	8.4	1.8
Cantonese	594,705	7.8	1.7
Punjabi (Panjabi)	568,375	7.5	1.6
Spanish	553,495	7.3	1.6
Tagalog (Pilipino, Filipino)	525,380	6.9	1.5

Figure: Census Data Access [here](#)

What community interactions have you had with the Punjabi-Sikh community?

(might be bhangra performances, music videos, concerts, weddings, Nagar Kirtan, melas, et.)

- What role do these events play in maintaining their cultural identity and building community?
- Punjabi Mela: A Festival of Colours, Diversity and Friendship [here](#).
- Surrey to host one of the world's biggest Vaisakhi parades [here](#).
- Five things you need to know about Vaisakhi [here](#).

The community advocated for Punjabi to be offered in public schools in BC and it has been offered at some schools along with other languages (Mandarin, Japanese, German and Spanish).

Government Announcement of this initiative [here](#).

- What are the benefits of having a multilingual society?
- Would this language policy exist today had the different communities not advocated for their languages to be taught within BC schools?

- Ask students if they have ever heard of *Hockey Night In Canada*
  - What comes to mind?
  - Perhaps hook them with the iconic song: Access [here](#).
  - How does Hockey Night in Canada connect to Canadian identity?

- Aske students if they have ever heard of Hockey Nigh in Canada: Punjab Edition?

- Read as a class (start together, then move to reading it individually) the story of how *Hockey Night in Canada: Punjabi Edition* came to exist, evolved and how language played an important role in reaching out to the diverse Punjabi community. Use the graphic organizer below to track the social, political, economic, technological, and cultural aspects of this initiative.



**Resource** | *Hockey Night In Canada: Punjab Edition* Access [here](#).

**Social:** Day-to-Day Life; other community members

**Economic:** Money; business.

**Technological:** Advancements; new ideas

**Political:** Government; Laws

**Cultural:** Worldview; Religion; Beliefs, values

SOCIAL	POLITICAL	ECONOMIC	TECHNOLOGICAL	CULTURAL

- At the end of the reading, have students share out important details that they learned, found significant
- Have students go back over the reading, to find a powerful phrase or sentence that stands out to them- have students share out.
- Here are some key quotes, excerpts that could be further discussed as a class:
  - *“Of course, the diversity extended beyond simply the presence or absence of facial hair. “there are different types of Punjabi speakers,” Janda explains. “I’ll drop a Drake reference and Harp (Pandher) will come in with a Punjabi folk reference. He’s hitting a certain population, I’m hitting a certain population.”*
  - *“[It’s framed as] ‘The Punjabi show represents diversity of Canada,’ which is true. But it actually represents the diversity within the Punjabi community. You can be a Hindu Punjabi, you can be Sikh Punjabi, you can be Muslim Punjabi, you can speak Urdu, you can be a Pakistani Punjabi. When we were thinking about this show, we wanted to appeal to as many people as possible.”*
  - *“At the core of these new concerns was a key distinction: Hockey Night Punjabi’s south-of-the-border rise earned incredible attention but whether it was grounded in genuine appreciation or in something else, something less celebratory, wasn’t clear. And so, even with all the accolades, there’s still something nagging at the back of Sekhon’s mind. “Let’s face it, the Bonino thing was a great story – it was fun,” the producer says. “But you tell me, doesn’t part of you sit there and analyze the situation and think, “Yeah it was a really energetic, passionate goal call – but is it just a passionate energy that had people excited? Or is it kind of ‘Look what that ethnic dude’s doing? How many people out there were saying ‘That was so hilarious’ as opposed to ‘We love the energy’?”*
- Share the video of sportscaster Harnarayan Singh discussing growing up in Canada, love of hockey, and his experience with the Punjabi community through hockey broadcasting. Access [here](#)
- Have students add to the SPETC chart as they watch the video

### Formative Check-in

- Return to the unit question: *How does language contribute to levels of community?*
  - Based on the story of Hockey Night in Canada: Punjab Edition, how did the Punjabi language contribute to:

Family	Local communities	The diverse Punjabi community
National (Canada)	International (North America)	

- How did the Punjabi language include more people in ‘feeling Canadian’?
- How does this story disprove stereotypes?

**Opportunity to connect to FPPL-** Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

What does well-being mean? Look like?

How does pride in your culture support your well-being?

What is the impact of being connected to elders, older generations?

*Summative Task: How do these sources reveal the worldview of Sikh Canadians?*

- Students should read/analyze/compare articles to gather evidence to answer question:  
How do these current events reveal Sikh/Punjabi worldview?
  - Article | [Clearwater Sikh Community Donates Thousands to Charity](#)
  - Article | [In Pandemic, Sikh's Selfless Service Doesn't Stop](#)
  - Article | [Sikhs make world go round in Oliver](#)
  - Article | [Langar is the Sikh Tradition of Serving Free Meals, and All Canadians are Invited](#)
- Students can use the below graphic organizer to organize evidence and draw conclusion on this topic.
- Rubrics to support the assessment of the graphic organizer support what students should be focusing on when drawing their conclusions.

**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.

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

Emerging	Developing	Proficient	Extending
Can <b>identify</b> the important events, people, places and/or ideas in provided sources.	Can <b>identify and explain</b> why events, people, places, and/or ideas are significant.	Can explain the significance of people, places, events and/or ideas by discussing 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.

<b>Summarizing Statement:</b>	
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:	

*Printable copy of graphic organizer in appendix.*

## Reflection

**First Peoples Principles of Learning** - Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

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

How does understanding others in your community benefit you?

What communities do you belong to?

How does connection with community impact our choices?

## 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 <b>identify</b> the important events, people, places and/or ideas in provided sources.	Can <b>identify and explain</b> 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 <a href="#">Here</a>
First People Principles of Learning, Elaborations	Access <a href="#">Here</a>
Library and Archives, Anti-Asian Sentiment	Access <a href="#">Here</a>
Righting Canada’s Wrongs Teacher Resource Guide	Access <a href="#">Here</a>
The Big Six, Historical Thinking Concepts	Access <a href="#">Here</a>

## Hard Copy Referenced Resources

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

## Additional Recommended Resources

<b>The Nameless Collective- Podcast</b> BC situated, South Asian historians	Access <a href="#">here</a>
<b>Sikh Heritage Month Lesson Plans</b> Posters, lesson plans, and much more	Access <a href="#">here</a>
<b>Komagata Maru: Continuing the Journey</b>	Access <a href="#">here</a>

Name: \_\_\_\_\_

SEE
THINK
WONDER

<b>Name:</b> _____			<b>Social:</b> Day-to-Day Life, other community members	<b>Political:</b> Government, Laws
<b>Economic:</b> 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?

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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.
<b>Sincere and full admission</b> <i>Acknowledges the mistakes and, where warranted, exposes any intentional wrongdoing.</i>		
<b>Adequate support</b> <i>Offers appropriate assistance and/or compensation for the negative experiences and consequences for the victims and their families and ancestors.</i>		
<b>Prevention potential</b> <i>Response helps to build public awareness and avoid future injustice.</i>		
<b>Fair consideration</b> <i>Response fairly respects the legitimate interests of all affected parties- does not create new victims or ignore old ones.</i>		
<b>Overall assessment</b> <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	<b>Reasons for assessment</b> 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:	<b>Evidence of important continuity:</b> 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:	

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



Name: \_\_\_\_\_

## Historical Perspective

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

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: