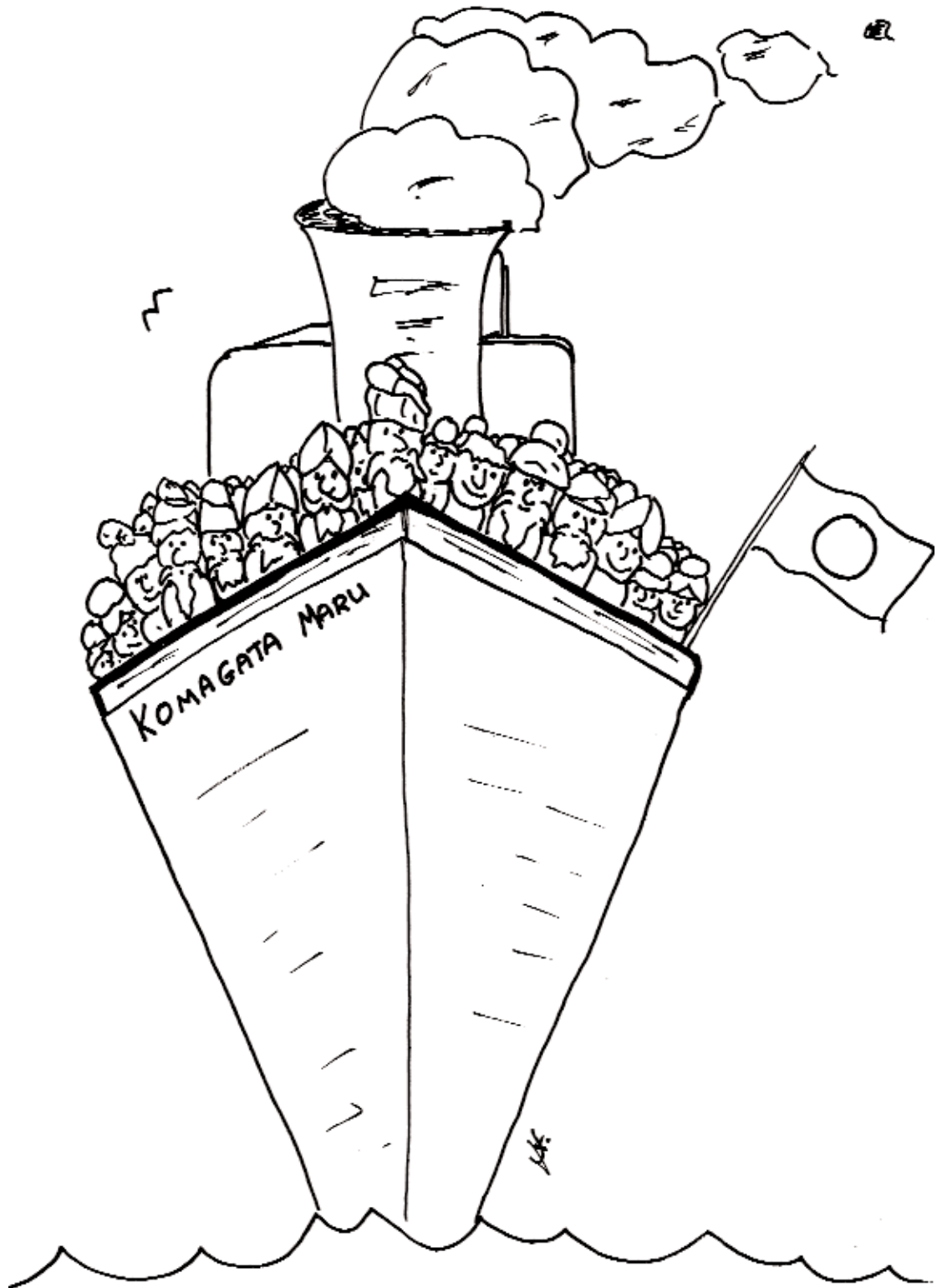


The Komagata Maru:

A Study Guide



Introduction

The Komagata Maru: A Study Guide is a comprehensive thematic unit. Its 45 reproducible pages are filled with a wide variety of ideas designed for use with children and young adults.

The strength of this book lies in its balanced approach, which involves young learners in every aspect of the communications process (speaking, reading, writing, listening, and drawing). In this way skills and knowledge grow quickly as children are stimulated by involvement and interest in the topic at hand. Moreover, not only are academic skills improved upon but so are social skills. A development which can no longer be neglected let alone taken for granted in today's ever-communicative world. Children must learn to work cooperatively in order to be successful in modern society; and parents and teachers must do their best at including social objectives as well as academic in their child's education.

This thematic unit contains:

- Work sheets: basic summary of theme
- Drawing guides: confidence-building techniques to enhance observation, motor, and creative skills
- Internet scavenger hunt: activities that challenge children to use and become more familiar with computers as a research mechanism
- Writing ideas: suggestions for writing activities
- Creative thinking: ideas for creative thinking
- Bibliography: suggested literature, software and Internet resources



EAST INDIANS FIRST VISIT CANADA

In 1897 a unit of Sikh British soldiers participated in a London parade to celebrate Queen Victoria's Diamond Jubilee (sixtieth anniversary of Queen Victoria's coronation). On their way back to India they passed through other countries belonging to the British empire. One of these countries was Canada. There they saw a large country with too sparse a population to take care of all the land. In retirement many of these soldiers left India to live in other parts of the empire as free movement within the empire was a guaranteed right to all British subjects. (Canadians could visit India and, likewise, Indians could visit Canada.) Though they had heard many awful rumours about how European pioneers treated Asian pioneers in Canada, many Indians moved to Canada nevertheless.

For many years Canada could not legally stop Indians from entering the country, so the federal government installed two orders-in-council directed against Indian immigration. They raised the head tax on all Asians to such a

degree that an Indian farmer working all his life could not afford to move to Canada. They also required that all immigrants come to Canada by continuous passage from their country in origin. Then they cleverly persuaded steamship companies to halt all India-Canada service.

Their orders-in-council worked so well that where 2 623 Indians moved to Canada in 1908, only 6 entered in 1909.



Test me on the above

1. Why were Canadians allowed to visit India?
2. How did the Canadian federal government stop Indians from immigrating to Canada?
3. What do you think it means to be a citizen of a country or a subject of an empire?
4. If you were not allowed to move freely throughout Canada, would you feel like you were really Canadian? How do you think these British subjects felt when they realized that the best and most prosperous parts of the empire were closed off to them?

ASIATIC EXCLUSION LEAGUE

To keep Canada a white man's country and exclude all immigration from Asia, prominent politicians, government officials, and labour leaders in Vancouver formed the Asiatic Exclusion League (AEL). They often staged protests against Asians and on September 8th 1907 they caused the anti-Asian riots. Screaming racist slogans, they worked up a mob of 9 000 Vancouverites and encouraged them to ransack Chinatown. They caused thousands of dollars in damage to Chinese property.



Test me on the above

1. What does AEL stand for?
2. Why was the AEL formed?
3. Who formed the AEL?
4. What did the AEL cause on September 8th 1907? How?

CANADA IN 1914

In 1914 Canada was not an autonomous nation. It was a colony of the British empire. Accordingly, the Dominion of Canada was subject to British law like all other British colonies. It was Prime Minister Borden (1911-1920) who, after the First World War, after losing thousands of men to Britain's cause, demanded that Canada be considered an independent nation. He also argued for Australia, New Zealand, and South Africa. He said that these colonies were no longer colonies and that they were self-sufficient and as such should be permitted to manage their own affairs. Britain soon agreed and these four colonies became nations. Though they became autonomous nations, they formed a society which they called the Commonwealth of Nations so that they could conduct business together.



Test me on the above

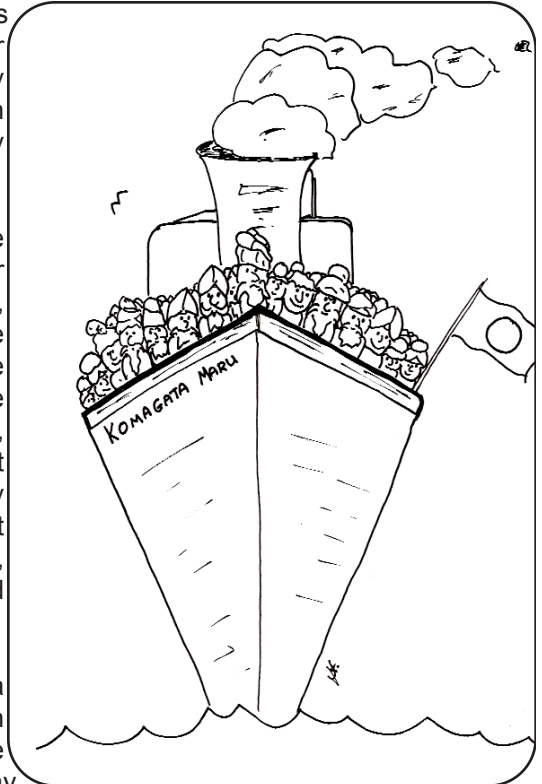
1. In 1914 was Canada referred to as "Canada" or the "Dominion of Canada" ? Why?
2. When did Canada officially attain its autonomy as a nation?
3. Research what the Statute of Westminster did for Canada?
4. Research when Canada finally attained its own constitution.
5. Nowadays if you sue the Canadian government who do you sue? Canada or the Queen?

THE KOMAGATA MARU INCIDENT

In 1914 a wealthy man named Gurdit Singh travelled to Hong Kong for business reasons. While there he could not help but hear the demands being made by Indians who wanted to go to Canada but could not because all steamship companies refused to sell tickets to East Indians. So Gurdit thought he could use his organizing skills to help his people. With a few friends he set out to find a ship. After examining three steamships, he chose the Komagata Maru (the most expensive of the three) for its apparent seaworthiness. After signing the charter, he and his friends spent a few days cleaning it up and preparing it for the passengers. They installed latrines and bunks and they even made a gurdwara in the lower deck. They also took on a shipment of coal to sell to a buyer in Vancouver, which they did to help pay for the final instalment of the charter.

They began their journey in Hong Kong and made stops in Shanghai and Yokahama before they set out for Vancouver. In total there were 376 passengers (340 Sikhs, 24 Muslims, 12 Hindus) on board and most of them were from the Punjab. The Komagata Maru travelled through the Pacific ocean for 21 days and arrived in Vancouver on the 23rd of May, 1914. When they anchored in the Burrard inlet, the passengers were not allowed to disembark. They did not understand why they were not allowed to disembark as they were all British subjects and as such were permitted to visit any part of the empire. In 1914 Canada was a British colony, and so the passengers (pre-dominantly ex-soldiers) wished to exercise their rights as loyal British subjects.

These loyal British subjects refused to leave Canada and demanded justice. They, however, saw no justice in Canada as the immigration officers were willing to ignore many laws to prevent them from disembarking. Among many other things, the immigration officers did the following to force the ship back home: (1) For weeks they refused to give the passengers any reason or explanation for why they were being held prisoners out in the Burrard Inlet; (2) For the first week they refused to allow the passengers legal representation; (3) When finally they were allowed to see a lawyer, they were not allowed to consult with him in private; (4) Without just cause or being given any reason whatsoever, Gurdit Singh was not allowed to sell his cargo of coal to his client; (5) The immigration officers refused to allow the ship to be provisioned hoping that hunger and thirst would send the passengers back home; (6) By law every British subject was entitled to his or her own hearing, but the immigration officers, much to the displeasure of the passengers, only allowed one test case. After countless humiliations and defeats the passengers decided to return to India and tell their fellow countrymen about their true status within the empire.



Test me on the above

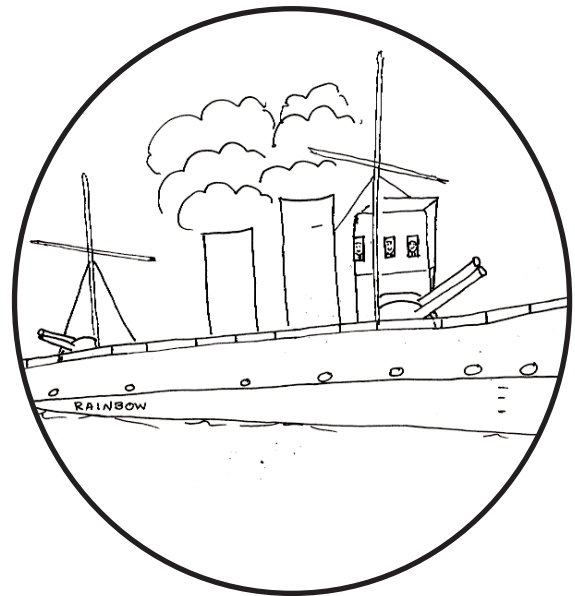
1. Who chartered the Komagata Maru?
2. How many passengers were on the steamer?
3. Do you think that sometimes police and immigration officers should have the right to ignore the law? Or do you think they should always be examples of the law?

BATTLE OF BURRARD

After almost two months of attempting to starve the passengers home, the Canadian authorities decided they would try to seize the ship by force. On July 19, 1914, in the early morning, a tug boat (Sea Lion) filled with approximately 130 armed police officers and immigration officers approached the steamer and attempted to board it. They, however, proved no match for the hungry and unarmed passengers as many of them happened to be ex-soldiers of the British army who had seen far worse battles.

The Canadian authorities were easily beaten and were beaten with the coal that they had refused to allow Gurdit Singh to sell when he had first arrived. They won what is now referred to as the "Battle of Burrard". The very same day the immigration officers wired Prime Minister Borden begging for help from the Navy. A few days later, when the passengers had decided to take their case back to India, an old, heavily armed cruiser (HMCS Rainbow) escorted the Komagata Maru into

international waters. It was a strange scene: a British ship bullying British Subjects out of British waters in order to prevent them from setting foot on British soil.



Test me on the above

1. What was the name of the tug boat that the Canadian authorities used to approach the Komagata Maru?
2. How did the immigration officers play a role in their own defeat at the Battle of Burrard?
3. Who was the Prime Minister during the Komagata Maru incident?

THE COMMITTEES

During the Komagata Maru affair, two committees were formed. The Passengers Committee and the Shore Committee. The Passengers Committee, led by Gurdit Singh, consisted of the men who had helped organize the voyage of the Komagata Maru. They were the ones who cleaned up the ship and prepared it with bunks, latrines and a kitchen. They were also the ones who usually met every night to discuss the events of the day and the actions they and all the passengers would take as a whole. Because of their leadership and because they kept the passengers united, they were able to endure two months of thirst, starvation, oppression, and loneliness.

The Shore Committee was formed as a positive force against the negative actions of the AEL and immigration officers who tried to starve the passengers back to India. They consisted of concerned community leaders already living in Vancouver who wanted to help the passengers of the Komagata Maru seek the justice to which they were all entitled. Among many other things they--men saving their money for their wives and children--sacrificed their savings and raised over \$100 000 for the passengers. They found a lawyer for the passengers. They fought for their rights and demanded that each passenger receive the hearing to which he was entitled. They even provisioned the ship. And, most notably, when the immigration officers prevented Gurdit Singh from selling his coal to stop him from paying the last instalment of the charter, they held a meeting and raised enough money to not only pay the remainder of the charter but to provision the entire ship.

These concerned men, who had been pushed around by the Canadian authorities for over a decade, fought back with unity. Without them, there is a good chance the Komagata Maru would have been bullied back to India within the second or third week of its arrival. That is why it is always important to be concerned for those whose rights are being trampled. A little help can go a long way. A little help can save lives. Their help sure did!



Test me on the above

1. Why is it important to stay united?

2. If the immigration officers had followed the law, and had every passenger received a hearing, do you think they would have still been sent back to India?

BUDGE BUDGE RIOT (SEPTEMBER 29, 1914)

When finally the Komagata Maru reached the Budge Budge harbour, the passengers were not given any opportunity to speak about how they were treated in Canada. Britain was about to enter the First World War and was not about to chance losing their Indian soldiers. As the passengers waited to make their grievances heard, they sat down to pray. The District Magistrate, not respecting their evening prayers, shouted and demanded to speak to Gurdit Singh. As the prayers were coming to an end, and all the passengers rose to recite Ardas (last supplication to God), he entered the procession, pushing men out of his way and hitting them with his lathi. In searching for Gurdit Singh, the District Magistrate desecrated the Guru Granth Sahib (Sikh Holy Book). He was quickly and understandably restrained by one of the passengers.



Deeply insulted, the District Magistrate pulled out his pistol and shot the passenger twice. The passengers then restrained the District Magistrate and, seeing this, the British troops opened fire on the passengers. 19 passengers were shot dead and 23 were hospitalized. After the Komagata Maru incident and the Budge Budge riot, many disillusioned Indians in North America sold their land and abandoned their jobs and returned to India to fight for freedom. They realised that they would receive no justice in other Dominions of the empire if they had no justice in their own.

Test me on the above

1. Were the passengers given an opportunity to protest when they arrived at Budge Budge?
2. Why did many East Indians living in Canada move back to India?
3. Research the date when Britain entered World War I. How far is this date from the Budge Budge riot? Why do you think the British authorities wanted to keep the passengers of the Komagata Maru silent?
4. Research how many Indians lost their lives in World War I fighting for the British.

AFTERMATH

On the 21st of October, 1914, Mewa Singh walked into the corridor of a Vancouver courthouse and fatally shot William Hopkinson, an immigration officer who was accused by many in the Indian community as being a corrupt government official who often fabricated lies against the community, who took bribes, and who was chiefly responsible for their oppression. After Mewa shot the immigration officer, he waited for the police, turned himself in, and was subsequently tried and sentenced to hang. On January 11, 1915 Mewa Singh went to the gallows singing hymns. Before he was hanged he had spoken to a granthi (priest) at the Vancouver gurdwara. These were his last words:

"My religion does not teach me to bear enmity with anybody, no matter what class, creed or order he belongs to, nor had I any enmity with Hopkinson. I heard that he was oppressing my poor people very much. I made friendship with him through his best Hindu friend to find out the truth about what I heard. On finding out the fact I, being a staunch Sikh, could no longer bear to see the wrong done to my innocent countrymen and the Dominion of Canada. This is what led me to take Hopkinson's life and sacrifice my own life in order to lay bare the oppression exercised over my innocent people through his influences in the eyes of the whole world. And I, performing the duty of a true Sikh and remembering the name of God, will proceed towards the scaffold with the same amount of pleasure as the hungry baby does towards its mother. I shall gladly have the rope put around my neck thinking it to be a rosary of God's name. I am quite sure that God will take me into his blissful arms because I have not done this deed for personal interest but to the benefit of both my people and the Canadian government."
(San Francisco Chronicle, January 12, 1915)

Test me on the above

1. What did the Indian community think about William Hopkinson?
2. Who shot William Hopkinson? Why do you think the shooter turned himself in to the police? Did the shooter believe he was committing a crime? Why or why not?
3. Is it ever justifiable to break the law?
4. If you were not allowed to move freely throughout Canada, would you feel like you were really Canadian? How do you think these British subjects felt when they realized that the best and most prosperous parts of the Empire were closed off to them?

LIONS OF THE SEA

BY JESSI THIND

Summary

A fictionalized journal relates the experiences aboard the Komagata Maru.

Setting The Stage

After the Vancouver anti-Asian riots in 1907, the Asiatic Exclusion League, an anti-oriental league made up of prominent politicians, labour leaders, and government officials, was formed to keep Canada a white man's country and to exclude all immigration from Asia. However, it was unlawful to exclude British subjects from Canada, regardless of origin, as all British subjects were guaranteed free movement within the empire. And so, to keep East Indians out of Canada, the federal government hid their discrimination by way of passive exclusionist laws. They established two orders-in-council specifically designed against East Indians. The first order-in-council demanded that all Asian immigrants entering Canada pay a \$200 head tax, a significant amount of money for an East Indian whose average wage at the time was six cents a day. The second order-in-council required that all immigrants come to Canada by continuous voyage. Once in place they persuaded steamship companies to halt all India-Canada service. The results were confounding. Whereas 3000 East Indians were admitted in 1908, only 3 gained entry in 1912.

Based on a true story of a chartered Japanese steamship carrying British subjects prevented from disembarking in Canada in 1914, *Lions of the Sea* re-creates the voyage of the Komagata Maru through the eyes of an East Indian farmer forced, like thousands of others, to escape famine and poverty and search for prosperity. His story is one of false hopes and broken dreams, yet out of his loss and suffering he learns the lesson of his true status within the British empire, and the importance of this lesson with World War I looming on the horizon. A heart warming journey about the very nature of friendship, *Lions of the Sea* is a powerful tribute to the endurance and dignity of the pioneer spirit that built Canada.

1. Discuss British colonization and the empire. List all the countries that belonged to the empire and what this meant in terms of laws, resources, and autonomy. Now discuss the events that led to Canada eventually being considered an autonomous nation. When did Canada adopt its own distinctive flag? Constitution?
2. British subjects had to pay taxes and swear loyalty to the crown. One of the benefits of being a British subject was that all subjects were guaranteed free movement within the empire. Draw a parallel between free movement within the empire and free movement within Canada. Do all Canadians pay a federal tax? What does it mean to be Canadian? Would a Canadian from Ontario be considered an immigrant in Alberta? Would you still feel as though you were Canadian if you were refused entry to other provinces of Canada solely because of the colour of your skin? Now ask students how they think the passengers of the Komagata Maru felt?
3. Define and discuss rights and laws and what it means to be an anarchist. Ask students what would happen if everyone suddenly decided that they were going to stop obeying the law. Now ask them if they think it is okay for immigration officers to ignore established law.

LIONS OF THE SEA

BY JESSI THIND

Enjoying the Book

1. Show students the cover of the book. Ask them to predict from the title and cover art what they think the story will be about.
2. Discuss writing and reasons why people write. Why is the main character writing in a journal? Who gave him the journal? Who is he writing for?
3. In what ways do the immigration officers break the law to prevent the passengers of the Komagata Maru from disembarking in Vancouver?
4. What is Gurdit Singh prevented from selling in Vancouver?
5. Why did the immigration officers prevent him from selling his cargo?
6. In the end was it good or bad for the passengers that they still had their cargo?
7. Who helped the passengers of the Komagata Maru and why do you think they helped?
8. Why don't the passengers like Hopkinson?
9. Why do most of the passengers only know one of the immigration officer's name?
10. What techniques does Amar use to stay positive and clear-minded?
11. What techniques do Ali and Sanjay use to stay positive and clear-minded?
12. What happens when the immigration officers try to seize the Komagata Maru by force?
13. What prized possessions do the ex-soldiers on the Komagata Maru lob into the sea?
14. What is a "security word" and why would someone use one?
15. What will the passengers do when they return to India?
16. Why are the passengers upset with the newspapers?
17. Why is Amar worried that the British authorities will not let them speak about what happened in the Dominion of Canada?
18. What do the passengers wave at Hopkinson before they leave Vancouver?
19. What are the lessons the main character learns at the end of his journey?
20. Does it seem as though the passengers were given a fair chance to speak in Budge Budge?

LIONS OF THE SEA

BY JESSI THIND

Debate

The immigration officers were justified in ignoring established British laws in order to keep “undesired” British subjects out of the Dominion.

Learn more

Prepare a summary on the key points of the Sikh, Hindu, and Muslim religions. Visit local temples and interview prominent leaders in the Indian community.

Research

Research the life of Gurdit Singh. Prepare a poster that presents his life and journey.

Research techniques of sea survival. Prepare a poster on the various precautions one should take before heading out to sea.

Research and write a report on the Indian Independence movement. Prepare a timeline on the events that led to Indian independence.

Discuss

Studies in media have shown that there is a close relationship between the media and elite groups. According to a study conducted in 2000 by Florian Sauvageau and David Pritchard 97.3% of Canadian journalists across all media are white. Do you think the newspapers during the Komagata Maru incident were fair and impartial. Or do you think they were protecting the interests of elite groups and Canadian authorities? That is, do you think the newspapers acted solely to justify the conduct of the immigration officials in relation to the passengers? Can you think of any current issues where the media may be protecting the interests of elite groups?

Often when someone of the Islamic or Sikh faith commits a crime the newspapers single out the religion by beginning the headline with "Sikh" or "Muslim". Some people believe they do this to associate these religions with terrorism and violence. What do you think the newspapers are trying to accomplish by doing this? Do you think the religion has anything to do with the crime? Are they trying to make a subtle implication? How often do you see other religions abused in this way?

Many sociologists believe the images reflected by the media reinforce cultural racism by constant repetition of gross generalizations and negative stereotypes. They believe that when minority groups make the news they probably committed a crime. The media more often than not transmits the message that visible minority groups create social problems and contribute little to society. For a month have your students collect articles from newspapers pertaining to visible minorities. After analyzing all the articles ask your students if they think the newspapers were fair and impartial. How many of the articles transmitted positive images? Negative?

PARTICIPATE

Be Concerned

Brainstorm with your class on ways to end media misrepresentation and negative stereotyping. An example once suggested was a Visible Minority Board. Given that more than 80% of writers, reporters, directors, and journalists in Canada are white all media centres should have a VMB made up of visible minorities. In this way media centres concerned about fair and just representation, could conceivably filter out the biases and erroneous assumptions of white editors, journalists, and advertisers. The VMB could eventually become an international standard like the ISO so that a Canadian newspaper without the VMB seal on its front page would be recognized for its poor quality and bias content. Do you think a VMB would end media misrepresentation and negative stereotyping? How does a VMB conflict with freedom of speech? What are some other ways we can end media misrepresentation? Send your ideas to your local editor!

Write More Letters!

Teach your children or students to be active and participate in life at an early age. Teach them that they have an opinion and that their opinion counts. If they read an article they find objectionable, or maybe if they read something they really, really like encourage them to write a letter to the editor. If the government acts in a way they do not agree with, by all means, encourage them to pick up a pen and write to the Prime Minister. It takes less than 20minutes and yet feels so good to let it all out. And, who knows, maybe the Prime Minister will write them back.

Their first letter

Write a letter to the Prime Minister of Canada explaining how you feel about the way the immigration officers treated the passengers of the Komagata Maru. Send your letter to:

Office of the Prime Minister
80 Wellington Street
Ottawa
K1A 0A2
Canada

UNDERSTANDING PREJUDICE

Opinions

An opinion is the way you feel about something or someone. Your opinions on an issue can be either for or against or undecided. The important thing to remember is that your opinions can change. When your opinion changes, it either becomes weaker or stronger or entirely different. It is also important to remember that your opinions affect the way you treat others. So it is important to know how to form fair and just opinions. To form fair and just opinions you must consider all sides of an issue. If you form an opinion before you consider all sides of an issue, you are pre-judging and your opinion is prejudice. A person who pre-judges without considering all the information of an issue is often said to be prejudiced. And since opinions affect the way we act, prejudices can often lead to discrimination. You discriminate against a person when you treat a person unfairly because of a prejudice. There are many different kinds of prejudices. Common prejudices are sexual, racial, national, and religious.

1. Ken believes girls should not play soccer because they are not as strong as boys. What are some things that could have influenced Ken's opinion about girls? What is one thing that could change his opinion? What do you think about girls playing soccer? What has influenced your opinion? How does your opinion affect your behaviour?

2. Jenny believes boys should not go to college because they are not as smart as girls. What are some things that could have influenced Jenny's opinion about boys? What is one thing that could change her opinion? What do you think about boys studying in college? What has influenced your opinion? How does your opinion affect your behaviour?

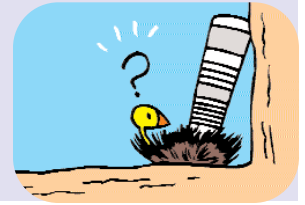
3. Tina believes people who like to cause pain to others should become dentists. What are some things that could have influenced Tina's opinion about dentists? What is one thing that could change her opinion? What do you think about dentists? What has influenced your opinion? How does your opinion affect your behaviour?

4. Toby believes the moon is made out of blue cheese. What are some things that could have influenced Toby's opinion about the moon? What is one thing that could change his opinion? What do you think about dentists? What has influenced your opinion? How does your opinion affect your behaviour?

5. Bruce believes Asians are weak and poor athletes. He never chooses Denis to be on his soccer team because Denis is of Chinese ancestry. What are some things that could have influenced Bruce's opinion about Asians? What is one thing that could change his opinion? What do you think about Asians? What has influenced your opinion? How does your opinion affect your behaviour?

6. Dev believes all Caucasians are lazy and poor workers. He refuses to hire Tim in his Engineering firm because Tim is of British ancestry. What are some things that could have influenced Dev's opinion about Caucasians? What is one thing that could change his opinion? What do you think about Caucasians? What has influenced your opinion? How does your opinion affect your behaviour?

UNDERSTANDING MEDIA



Your Opinion And The Media

Your opinions and thinking are heavily influenced by radio, print, and television. Though these influences are extremely powerful, you can control how the media affects your thinking. There are a few things to remember which can help filter what you will allow to influence your opinions. These suggestions will help prevent you from pre-judging before having thought through an issue carefully and properly. First, remember that articles or news reports do not always give both sides of the story. The media is a business and as such will cater to and be bias toward groups that finance and support them. Second, remember that there are always two or more sides to every story and that sometimes writers and reporters, being human and partial to their own opinions, choose and select which side they will present in a positive light and which side they will present in a negative light. They do this to sway your opinion toward theirs. Finally, always keep an open mind. Before you form an opinion based on something you saw, read, or heard do your own research, evaluate all sides of the story, and then form your opinion. But always keep in mind that your opinion may change depending on future information and experiences.

Exercise #1

During the Komagata Maru incident the newspapers were instrumental in creating the atmosphere necessary for the immigration officers to abuse the passengers. Read the quotes on page 29. Based solely on what you've read, write your opinion about the passengers aboard. Would you want to help them? Would you want to live with them? Would you complain much if immigration officials abused these people? Now do your own research. Use the internet and library and find out more about Sikhs, Hindus, and Muslims.

Exercise #2

Imagine you were the leader of the most powerful country in the world. If you suddenly decided you wanted to invade another country, do you think you could use the media to your advantage? Do you think you could use the media to create an atmosphere of fear and hate that would justify and allow you to invade another country? How would you accomplish this?

Exercise #3

Research the life of Indian leaders who worked hard to free their country from British rule. Research the Gadar movement. How did these leaders use the media against the British? How did Indians use boycotts and economic sanctions to finally force the British to quit India? Do you think that if there were a need today such boycotts and economic sanctions against a force like the British would work? List ten peaceful yet powerful ways the citizens of the world could use to penalize a country for abusing its power.

UNDERSTANDING MEDIA



Quotes

Front page headline: "HINDU INVADERS NOW IN THE CITY HARBOR ON KOMAGATA MARU"
Vancouver Sun, May 23, 1914

"As soon as daybreak came this morning many Vancouver Hindus collected on the waterfront in excited groups, talking in low voices, as if plotting to aid their countrymen on the Japanese steamer to get ashore." Vancouver Sun, May 23, 1914

"The oriental relishes the clandestine and the surreptitious. Anything done in the dark or from ambush is fascinating to him. He lusts for mystery and skulking and he loves to retire from sight and conspire. Yet the East Indians cannot keep a secret. Their most deep-laid intrigues are whispered among the lumber piles of the mill yards. If Hindu conspirators hatch a plot today the drift of gossip in the air tomorrow carries news of it. The Hindus must talk. Their tongues are like those of scandal-thinking women." Vancouver Sun, June 3, 1914

A writer for the Vancouver Sun describes a Sikh man: "He was scantily and dirtily clothed, and he had the look of a lost dog. Though it was the close season for fleas, he scratched himself as he spoke some baffling English." Vancouver Sun, June 3, 1914

"Right-thinking people know that the natives of Hindustan, though they have their good points, should not be allowed in this country, except for circus purposes." Vancouver Sun, June 19, 1914

"Then the Sikh people, the least objectionable of the East Indians, are turbulent and uncomfortable to have around. They are like the worst of the Irish raised to the Nth or the fourth dimension." Vancouver Sun, June 19, 1914

"On Saturday the desperados on the ship are said to have formed a secret organization, each member of which took a solemn pledge not leave Vancouver harbor alive. The agreement was drawn upon writing and signed by six red hand prints in regular-Oriental secret society style. The prints are those of the right hands of six men who are sworn leaders, and it is said that their hands were dipped in real blood. It is hard for matter-of-fact minds, unaccustomed to things set in a key of fantasy, to take this kind of thing seriously, but these coffee-colored Sikhs are quite capable of desperate enterprise of this kind. Our minds are not primitive enough to take in the extent of their fanaticism." Vancouver Sun, June 29, 1914

A writer for the Vancouver Sun writes about the passengers of the Komagata Maru: "Few emigrant bands in history have come so far to be sent back. They are rejected not because they are an outland people, but because they come from a strange part of the world where men's skins are not only pigmented, but their hearts also. It is not the brown skins, but the brown mind that makes them unwelcome." Vancouver Sun, July 11, 1914

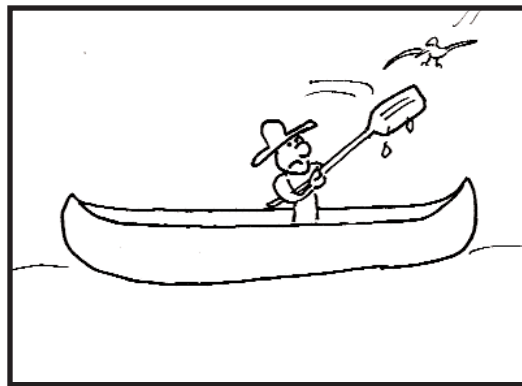
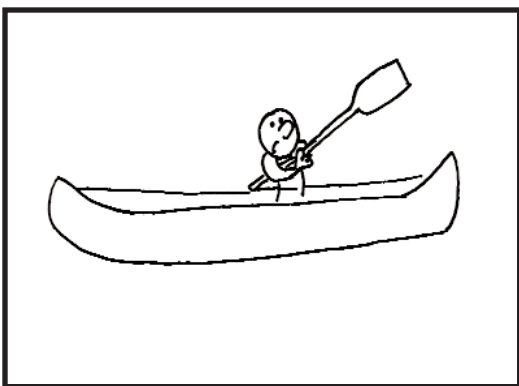
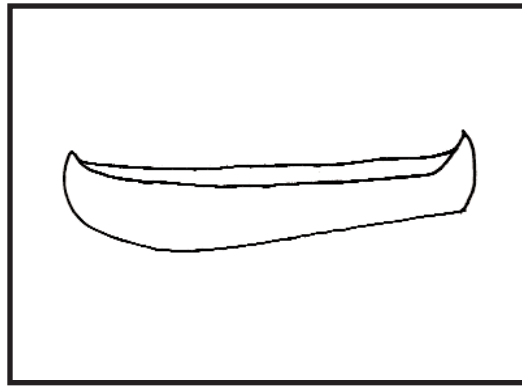
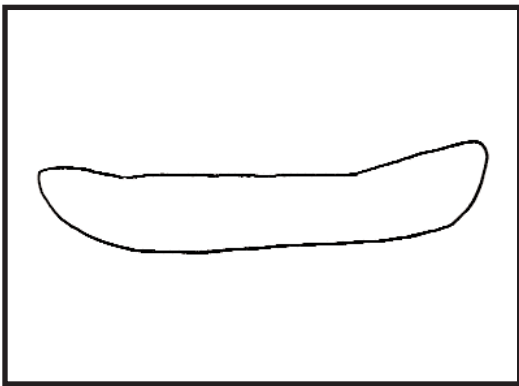
"Since the Komagata Maru started on her wanderings with her emigrants various religious rites have been a great feature of life aboard. Prayers have been said in great abundance and the blessing of the Sikh saints have been invoked daily. The Sikh guru and his holy men have run through the rituals of their religion, which is one of the fifty-seven varieties of Buddhism, every day. Buddha asks no sacrifice of living things in the practice of his faith, but expressly forbids it. But the Hindus aboard the ship are worshippers of Shiva and Vishnu who demand chickens. Yesterday the last the last of the sacrificial fowls on board were assassinated with appropriate ceremonies, and the proper amount of sanctification." Vancouver Sun, June 6, 1914

I can draw a...

CANOE



The Komagata Maru was a steamer. A steamer is a ship powered by a steam engine. While the Komagata Maru lay at anchor in the Burrard Inlet many curious people took their fishing boats, canoes, skiffs, and row boats to venture as close as possible to the mysterious steamer. When they left on July 23rd, 1914, the Burrard Inlet resembled a regatta. A regatta is a sporting event where boats race.

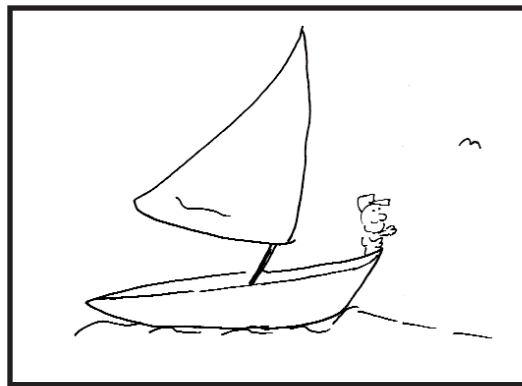
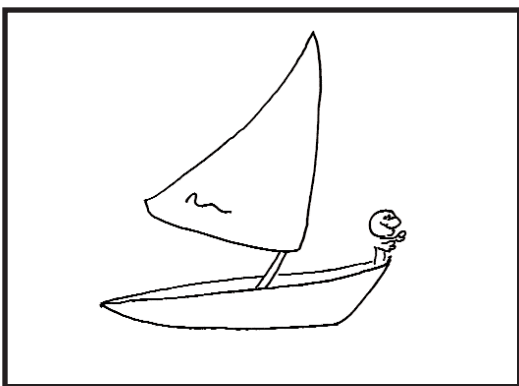
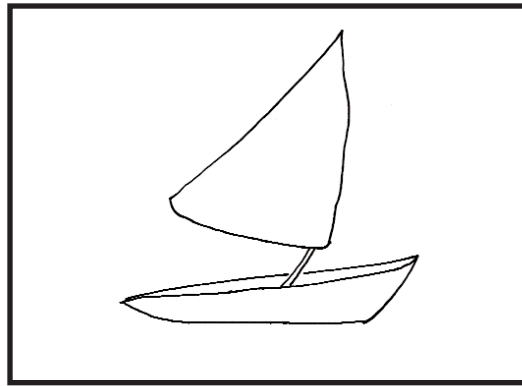
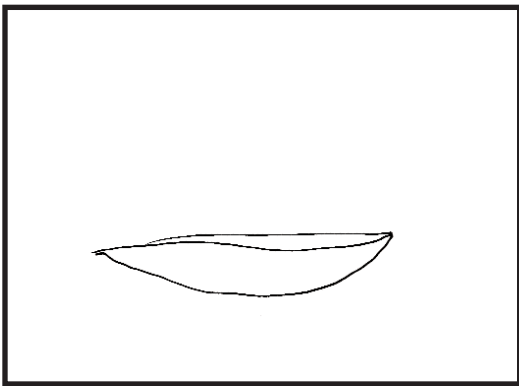


I can draw a...

SKIFF



The Komagata Maru was a steamer. A steamer is a ship powered by a steam engine. While the Komagata Maru lay at anchor in the Burrard Inlet many curious people took their fishing boats, canoes, skiffs, and row boats to venture as close as possible to the mysterious steamer. When they left on July 23rd, 1914, the Burrard Inlet resembled a regatta. A regatta is a sporting event where boats race.

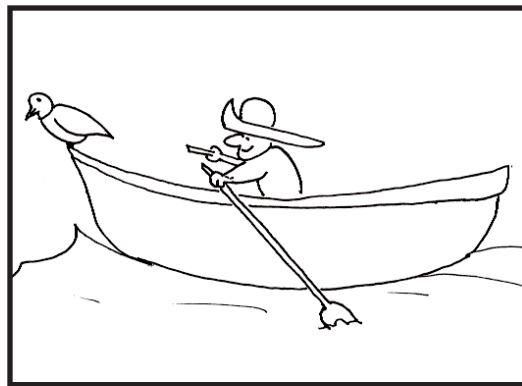
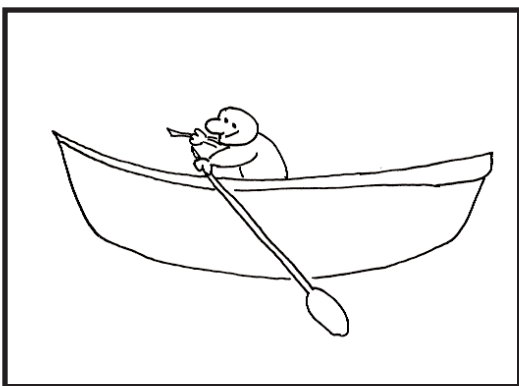
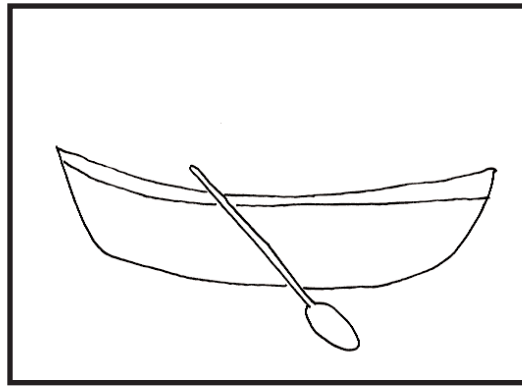
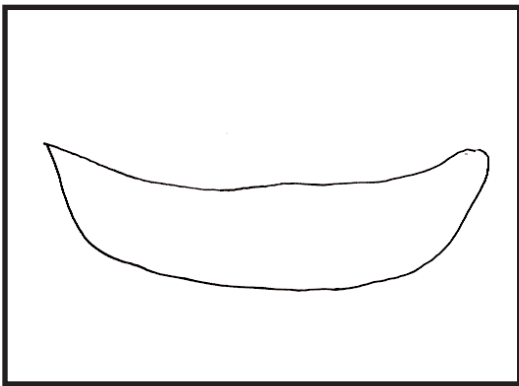


I can draw a...

ROW BOAT



The Komagata Maru was a steamer. A steamer is a ship powered by a steam engine. While the Komagata Maru lay at anchor in the Burrard Inlet many curious people took their fishing boats, canoes, skiffs, and row boats to venture as close as possible to the mysterious steamer. When they left on July 23rd, 1914, the Burrard Inlet resembled a regatta. A regatta is a sporting event where boats race.

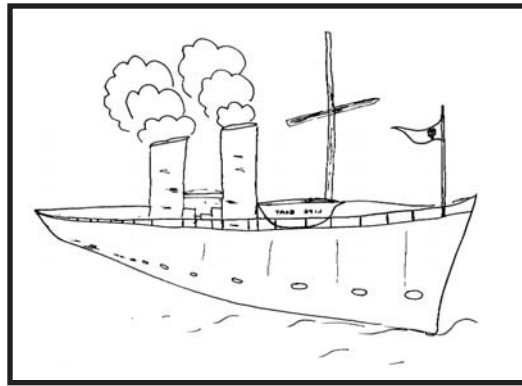
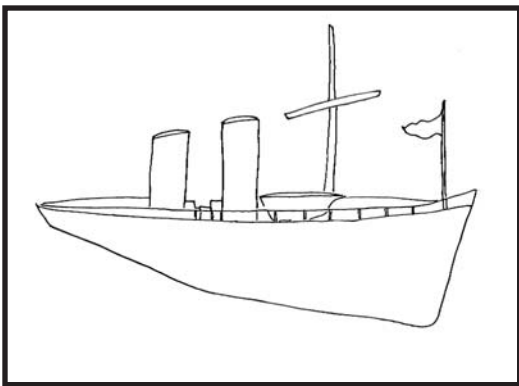
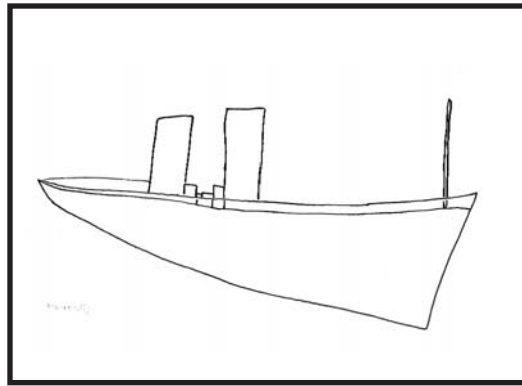
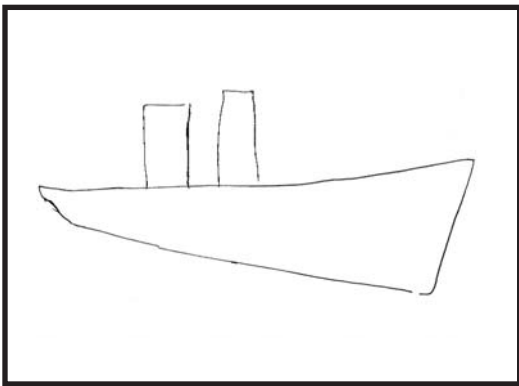


I can draw a...

STEAMER



The Komagata Maru was a steamer. A steamer is a ship powered by a steam engine. While the Komagata Maru lay at anchor in the Burrard Inlet many curious people took their fishing boats, canoes, skiffs, and row boats to venture as close as possible to the mysterious steamer. When they left on July 23rd, 1914, the Burrard Inlet resembled a regatta. A regatta is a sporting event where boats race.





Writing the Paragraph

Make a plan.



Answer this question: What will the paragraph be about? Then make a list of questions you would like your paragraph to answer based on the main idea. The main idea is what your paragraph will be about. We call this brainstorming. Now answer those questions using simple sentences. (A simple sentence is a sentence which has only one idea.) Then review your questions and answers and order them. Make sure every sentence relates to the main idea. Then write your paragraph and give it a title.

Example: Write a paragraph about yourself. What sort of questions could you ask yourself?

- What is your name?
- What is your age?
- What is your height?
- What is your weight?
- What colour are your eyes?
- What colour is your hair?
- What do you do for fun?
- Who is your best friend?

About Me



My name is John Smith. I am 10 years old. I am 5'2 and weigh 85 pounds. My eyes are brown and my hair is black. I play soccer with my best friend Tom Dunn every chance I get.

I can write a PARAGRAPH ON...

Sikhism

Use the Internet to do some research. On a separate piece of paper, write down the main idea followed by some questions you would like answered. Order and answer your questions. Then write your paragraph one sentence at a time. Read your paragraph to your peers.



I can write a PARAGRAPH ON...

Islam

Use the Internet to do some research. On a separate piece of paper, write down the main idea followed by some questions you would like answered. Order and answer your questions. Then write your paragraph one sentence at a time. Read your paragraph to your peers.



I can write a PARAGRAPH ON...

Hinduism

Use the Internet to do some research. On a separate piece of paper, write down the main idea followed by some questions you would like answered. Order and answer your questions. Then write your paragraph one sentence at a time. Read your paragraph to your peers.



I can write a PARAGRAPH ON...

India

Use the Internet to do some research. On a separate piece of paper, write down the main idea followed by some questions you would like answered. Order and answer your questions. Then write your paragraph one sentence at a time. Read your paragraph to your peers.



I can write a PARAGRAPH ON...

Canada

Use the Internet to do some research. On a separate piece of paper, write down the main idea followed by some questions you would like answered. Order and answer your questions. Then write your paragraph one sentence at a time. Read your paragraph to your peers.



I can write a PARAGRAPH ON... the Statute of Westminster

Use the Internet to do some research. On a separate piece of paper, write down the main idea followed by some questions you would like answered. Order and answer your questions. Then write your paragraph one sentence at a time. Read your paragraph to your peers.



I can write a PARAGRAPH ON... the Komagata Maru

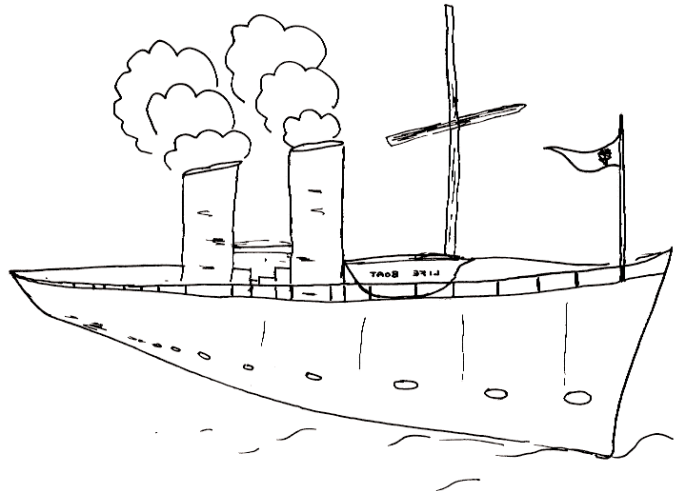
Use the Internet to do some research. On a separate piece of paper, write down the main idea followed by some questions you would like answered. Order and answer your questions. Then write your paragraph one sentence at a time. Read your paragraph to your peers.



Komagata Maru Paper Mache

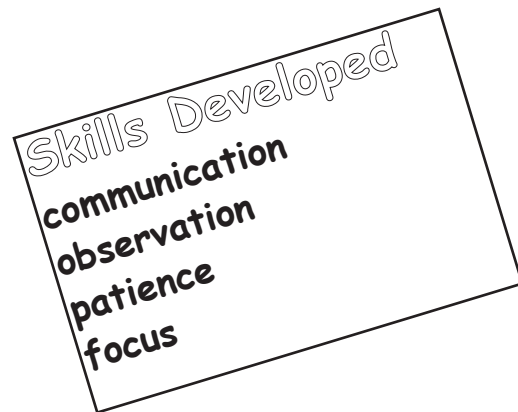
Materials Needed

- cardboard boxes
- newspaper
- tape
- paint
- brushes
- bucket
- scissors
- cardboard cylinders
- paper mache formula



Procedure

1. Shape a medium-sized steamship out of the cardboard and tape. Make sure it is sturdy.
2. Cut the newspaper into narrow strips and prepare some paper mache formula.
3. Put a layer of paper mache on the steamship and wait until it dries.
4. Add a few layers of paper mache.
6. Paint your steamship white. When it dries, paint it grey and black. Paint "Komagata Maru" on its side.



Paper Mache Formula

1. Classic formula: 1 part flour with 2 parts water. Mix until all the lumps are out and you have a glue-like consistency. Add a few tablespoons of salt to prevent mold.
2. You can make a paper mache formula out of glue and water: 1 part Elmer's type glue and 1 part water.
3. You can also use, plain and simple, liquid starch straight out of the bottle.



Special rates available for stores, schools, and gurdwaras on these titles:

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