**Armenian & Sikh Migration Experience to California**

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| **Overview:**  In this lesson students will discern the reasons many Armenian and Sikh peoples chose to migrate to California including discussions about the Armenian Genocide and the persucution of the Sikh. Students will gain an understanding of the hardships and successes these demographics faced upon migrating to California. This lesson should be used as part of a greater discussion and learning of genocide, religious persecution, and migration. |
| **Lesson Summary:**  This lesson is designed to encourage students to dive deeper into understanding of why various demographics migrated to California by learning about the Armenian and Sikh communities. Each of these groups were able to migrate and plant roots in California after facing genocide (Armenian Genocide) and severe religious persecution (Sikh). In this lesson students will teach each other about these communities and their reasons for migration, how they were treated/received once in California, and their communities integration to date. Each group will use the primary and secondary sources provided as well as their own research to teach their peers about their topic through visual/oral presentation.  For lessons on the Armenian Genocide, teachers can utilize [Facing History - Crimes Against Humanity and Civilization:The Genocide of the Armenians](https://www.facinghistory.org/resource-library/crimes-against-humanity-and-civilization-genocide).  For a classroom overview or homework for students to read about the Armenian Genocide, [Q&A: Armenian Genocide Debate](https://www.bbc.com/news/world-europe-16352745) |
| **Grade Level:**  Secondary |
| **Content Standards:**  8.4 Students analyze the aspirations and ideals of the people of the new nation.  8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.  8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.  8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.  8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.  CCSS.ELA-LITERACY.RH.9-10.1  Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.  CCSS.ELA-LITERACY.RH.9-10.2  Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.  CCSS.ELA-LITERACY.RH.9-10.3  Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.  Section 10.5.5: Discuss human rights violations and genocide, including the Ottoman government’s actions against Armenian citizens.  CCSS.ELA-LITERACY.RH.11-12.1  Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.  CCSS.ELA-LITERACY.RH.11-12.2  Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.  CCSS.ELA-LITERACY.RH.11-12.3  Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters. |
| **Learning Objectives:**  Students will be able to:   * Identify and understand the migration effects of the Amenian people following the Armenian Genocide of 1915. * Identify and understand the migration effects of the Sikh people to California. * To explain the contribution of Sikh immigrants to the development of California’s agricultural industries. * To identify and describe the obstacles encountered by these two cultural groups as they struggled to make a living and find a place in American society. * To analyze the function and significance of Stockton Gurdwara to early Sikh and South Asian immigrants using evidence from online media pieces. * To locate and learn about ethnic groups that have made contributions to the history of the student’s community. |
| **Materials:**  Primary:   * [Witness Armenian Genocide Education Program](https://iwitness.usc.edu/sfi/Sites/Armenia/Default.aspx) * [Appeal to Turkey to Stop Genocide](https://www.armenian-genocide.org/4-28-15.html) * [500,000 Armenians Said to Have Perished](https://www.armenian-genocide.org/9-24-15.html) * [Armenians Dying in Prison Camps](https://www.armenian-genocide.org/8-21-16.html) * [Turkish Trials Begin](https://www.armenian-genocide.org/2-12-19.html) * Armenians in the California Raisin Industry Article PDF * Court hold Armenians are Caucasin Article PDF * Old Armenia Town Article PDF * [The Armenian Diaspora](https://escholarship.org/content/qt51x1r30s/qt51x1r30s_noSplash_e8fa5d6de885fc5f2672839833f96143.pdf) * Armenians in the California Raisin Industry Article PDF * Court hold Armenians are Caucasin Article PDF * Old Armenia Town Article PDF * [California Armenian Genocide Recognition](https://anca.org/armenian-genocide/recognition/united-states/california/) * Excerpt from Lions of a Great War from The American Sikh Association * Dalip Singh Saund - California Congressman * The Triumph and Tragedy of Dalip Singh Saund * Sikhism: A Reporter’s Guide   Secondary:   * [The World was Silent](https://www.learningforjustice.org/magazine/fall-2002/the-world-was-silent) * [Armenian Genocide of 1915: An Overview](https://archive.nytimes.com/www.nytimes.com/ref/timestopics/topics_armeniangenocide.html)  [But Why Glendale? A History of Armenian Immigration to Southern California.](https://www.researchgate.net/publication/320432482_But_Why_Glendale_A_History_of_Armenian_Immigration_to_Southern_California)  * [Glendale Armenians in Shadows of the Past](https://www.bbc.com/news/election-us-2016-37455372)  [Armenians in Los Angeles: How the local diaspora community is making a global impact](https://sundial.csun.edu/161564/news/armenians-in-los-angeles-how-a-minority-community-is-making-a-global-impact/)[Armenian genocide has long been largely hidden. California schools might change that.](https://www.fresnobee.com/news/local/education-lab/article117052958.html)[But Why Glendale? A History of Armenian Immigration to Southern California.](https://www.researchgate.net/publication/320432482_But_Why_Glendale_A_History_of_Armenian_Immigration_to_Southern_California)  * [Glendale Armenians in Shadows of the Past](https://www.bbc.com/news/election-us-2016-37455372)  [Armenians in Los Angeles: How the local diaspora community is making a global impact](https://sundial.csun.edu/161564/news/armenians-in-los-angeles-how-a-minority-community-is-making-a-global-impact/)[Armenian genocide has long been largely hidden. California schools might change that.](https://www.fresnobee.com/news/local/education-lab/article117052958.html)  * [Armenians Spent Their Lives Demanding U.S Recognition of Genocide](https://www.latimes.com/california/story/2021-04-24/california-diaspora-reacts-to-expected-armenian-genocide-recognition-by-president-biden) * [Armenians Came to S.F to Escape Genocide](https://www.kqed.org/news/11842699/the-border-conflict-touching-san-franciscos-armenian-community) * [Accommodation Without Assimilation](https://www.sikhcoalition.org/wp-content/uploads/2019/02/stockton-immigration-lesson-plan.pdf) * [Sikh Migration to California](https://casocialstudies.org/Resources/Documents/Sikh%20Migration%20to%20CA%20_%20West%20Coast.pdf) * [How Sikhs migrated to US, fought prejudice and built a community](https://economictimes.indiatimes.com/blogs/onmyplate/how-sikhs-migrated-to-us-fought-prejudice-and-built-a-community/) * How Fresno, California, Became a Hotspot for Anti-Sikh Violence in America * Valley Feels Like Home |
| **Introductory Activity:**  Divide students into four groups. Discuss with students that in continuation of the migration unit they are going to teach each other about two more important demographic groups that migrated to California during the 20th century that vastly impacted the landscape of California, the Armenian and Sikh peoples. Each group will present a visual/oral presentation utilizing the primary and secondary resources provided as well as their own research. Each group will have key questions that their presentation is responsible for answering. |
| **Learning Activity:**  **Group 1: What Was the Armenian Genocide of 1915?**  Materials:  Primary-   * [IWitness Armenian Genocide Education Program](https://iwitness.usc.edu/sfi/Sites/Armenia/Default.aspx) * [Appeal to Turkey to Stop Genocide](https://www.armenian-genocide.org/4-28-15.html) * [500,000 Armenians Said to Have Perished](https://www.armenian-genocide.org/9-24-15.html) * [Armenians Dying in Prison Camps](https://www.armenian-genocide.org/8-21-16.html) * [Turkish Trials Begin](https://www.armenian-genocide.org/2-12-19.html) * Armenians in the California Raisin Industry Article PDF * Court hold Armenians are Caucasin Article PDF * Old Armenia Town Article PDF * [The Armenian Diaspora](https://escholarship.org/content/qt51x1r30s/qt51x1r30s_noSplash_e8fa5d6de885fc5f2672839833f96143.pdf)   Secondary-   * [The World was Silent](https://www.learningforjustice.org/magazine/fall-2002/the-world-was-silent) * [Armenian Genocide of 1915: An Overview](https://archive.nytimes.com/www.nytimes.com/ref/timestopics/topics_armeniangenocide.html)  [But Why Glendale? A History of Armenian Immigration to Southern California.](https://www.researchgate.net/publication/320432482_But_Why_Glendale_A_History_of_Armenian_Immigration_to_Southern_California)  * [Glendale Armenians in Shadows of the Past](https://www.bbc.com/news/election-us-2016-37455372)  [Armenians in Los Angeles: How the local diaspora community is making a global impact](https://sundial.csun.edu/161564/news/armenians-in-los-angeles-how-a-minority-community-is-making-a-global-impact/)[Armenian genocide has long been largely hidden. California schools might change that.](https://www.fresnobee.com/news/local/education-lab/article117052958.html) **Group 2: The Migration of the Armenian Peoples to California**  Materials:  Primary-   * Armenians in the California Raisin Industry Article PDF * Court hold Armenians are Caucasin Article PDF * Old Armenia Town Article PDF * [The Armenian Diaspora](https://escholarship.org/content/qt51x1r30s/qt51x1r30s_noSplash_e8fa5d6de885fc5f2672839833f96143.pdf)   Secondary- [But Why Glendale? A History of Armenian Immigration to Southern California.](https://www.researchgate.net/publication/320432482_But_Why_Glendale_A_History_of_Armenian_Immigration_to_Southern_California) **Group 3: Armenians in California to Date**  Materials:  Primary-   * [California Armenian Genocide Recognition](https://anca.org/armenian-genocide/recognition/united-states/california/)   Secondary-   * [Glendale Armenians in Shadows of the Past](https://www.bbc.com/news/election-us-2016-37455372)  [Armenians in Los Angeles: How the local diaspora community is making a global impact](https://sundial.csun.edu/161564/news/armenians-in-los-angeles-how-a-minority-community-is-making-a-global-impact/)[Armenian genocide has long been largely hidden. California schools might change that.](https://www.fresnobee.com/news/local/education-lab/article117052958.html)  * [Armenians Spent Their Lives Demanding U.S Recognition of Genocide](https://www.latimes.com/california/story/2021-04-24/california-diaspora-reacts-to-expected-armenian-genocide-recognition-by-president-biden) * [Armenians Came to S.F to Escape Genocide](https://www.kqed.org/news/11842699/the-border-conflict-touching-san-franciscos-armenian-community)   **Group 4: The Sikh**  Materials:  Primary-   * Excerpt from Lions of a Great War from The American Sikh Association * Dalip Singh Saund - California Congressman * The Triumph and Tragedy of Dalip Singh Saund * Sikhism: A Reporter’s Guide   Secondary-   * [Accommodation Without Assimilation](https://www.sikhcoalition.org/wp-content/uploads/2019/02/stockton-immigration-lesson-plan.pdf) * [Sikh Migration to California](https://casocialstudies.org/Resources/Documents/Sikh%20Migration%20to%20CA%20_%20West%20Coast.pdf) * [How Sikhs migrated to US, fought prejudice and built a community](https://economictimes.indiatimes.com/blogs/onmyplate/how-sikhs-migrated-to-us-fought-prejudice-and-built-a-community/) * How Fresno, California, Became a Hotspot for Anti-Sikh Violence in America * Valley Feels Like Home |
| **Key Questions:**  As students discuss their group’s materials, the teacher can coach each group’s understanding of the content with the provided key questions and points below:   * What were the general experiences of this demographic group coming west? Did they travel overland or by boat? Was it easy? or more difficult? Did they migrate as a group or singly? * What were the motivations for people in this demographic to migrate? * Once in California, what was life like in general for this demographic? How were they perceived by those already living in California? * How do you think the migrant experience today relates to the 19th century experience? Would it be harder to migrate to California today? Are the motivations for migration for either of these groups similar now to what they were then? |
| **Extension Activity:**  Have students write a narrative from the perspective of an immigrant from either the Armenian or Sikh community. This narrative can be past or present. The student should utilize the materials and knowledge from this lesson to create a realistic narrative. Teachers may use the narrative assessment provided. |
| **Assessment:**  The first assessment should be the teacher’s observation of group discussions and presentation of materials to the rest of the class. Students should be able to critically analyze, teach fellow students, and show an understanding of the primary and secondary sources utilized.   * Students should be able to answer questions provided about individual sources. * Students should be able to make connections between different sources linking them cohesively. * Students should be able to interpret primary source material using their knowledge of American history and connect the past to the present.   The second assessment will be within each group. Students should self-evaluate as well as evaluate their team members based on performance and participation. Teachers may choose to use the assessment form provided or create their own. |