

Sikh Heritage BC – A Crown Jewel

Lesson Title	A CROWN JEWEL: The Koh-I-Noor Diamond
Suggested time (classes, minutes)	2 classes, 80 minutes each
Grade/Subject	Social Studies 8-12
Big Ideas/ Curricular Competencies	<p>Disparities in power alter the balance of relationships between individuals and between societies. (SS9)</p> <p>Exploration, expansion, and colonization had varying consequences for different groups. (SS8)</p> <p>Understanding how political decisions are made is critical to being an informed and engaged citizen (from Political Studies 12)</p> <p>Examining questions in philosophy allows people to question their assumptions and better understand their own beliefs (Philosophy 12).</p> <p>Decision making in urban and regional planning requires balancing political, economic, social, and environmental factors (Urban St. 12).</p>
First Peoples Principles of Learning	<p>Learning is embedded in memory, history, and story.</p> <p>Learning involves patience and time.</p> <p>Learning requires exploration of one's identity</p>
Focus Questions/ Key Understanding	How should modern countries deal with colonial era looting of valuable artefacts?



Lesson Plan

Lesson Plan #1 Instructions

1. Distribute handout titled **"The Crown Jewel"** to students.
2. **(10 mins)**. Ask students to observe the first image on the PPT (Picture of the Koh-i-Noor diamond). Ask students to complete the K-W-L. (Prompts: Where have you seen this? What do you know about this crown?). Give students 10 mins to complete the first two sections of the chart (Know, Wonder). Advise them that they will come back to the last section (Learned) at the end of the lesson.
3. **(5 mins)**. Students share what they already know, and what questions they have about the artefact in the image.
4. Review Key Question for the lesson: **How should modern countries deal with colonial era looting of valuable artefacts?** (This question is on the second slide of PPT – this is something for students to consider as they learn more about the legacy of the diamond)
5. **(20-25 mins)**. Students will read the article "The True Story of the Koh-i-Noor Diamond – and Why the British Won't Give it Back" from Smithsonian Magazine. You may print it for them or allow them to access it online. Students will complete **"Article Reading Guide"** section of the handout as they read.
6. **(5 mins)**. Ask students to share their answers and take notes of what peers say in case they missed any important details.
7. **(15 mins) "A Closer Look"**. Students will read the statements which are excerpts from the article they have just read. They will provide a rating to show what extent they agree with the statement. Then, they must provide a detailed explanation for their rating.
8. **(10-15 mins)** Read statements to class and ask students to share their ratings. You may first ask them to discuss in pairs/groups before sharing out to the class.

Lesson Plan #2 Instructions

1. **(30 mins)**. Distribute handout titled "The Crown Jewel: Documentary Analysis". Today, students will watch a short documentary (~27 mins) about the history of the Kohinoor diamond. As they watch the documentary, they will take notes on the chart.
2. **(10 mins)**. Once they have viewed the documentary, give students 10 mins to fill out the chart with more of their own thoughts, allowing them to revisit information they learned from the Smithsonian Magazine article they read yesterday. Once they

have completed their notes, they will provide a rating for their judgement on the statement: **“The Kohinoor diamond should be returned to the rightful owner in India” (Historical Thinking Skill: Ethical Judgement).**

3. **(10 mins).** Discussion: Return to the PPT and show the image of Emma Chamberlain and Maharaja Bhupinder Singh of Patiala. Chamberlain is a popular American internet personality and wore the Cartier necklace at the Costume Institute Benefit in May 2022. Many noticed that the diamond encrusted necklace once belonged to the Maharaja. The diamond “mysteriously” disappeared and was found in London during the colonial era. Use this example to show students that the people, not only governments or states also play a role in the colonial legacy of countries they reside in. Explain to students that British museums also have collections of artefacts and clothing belonging to important Sikh, Muslim, and Hindu rulers from India. They have countless valuables from all former colonies around the world. What should be done with these valuables (one worth billions of dollars, and ones that have priceless cultural significance?) **(Historical Thinking Skill: Ethical Judgement).**

4. **(25 mins).** Reflection – students will now return to the focus question: How should modern countries deal with colonial era looting of valuable artefacts? Read the instructions on the back side of the handout and give students time to write their reflection. Ask students to submit or share their reflection (you may use this for formative/summative assessment).

Lesson Sources

- ✓ Article: **“The True Story of the Koh-i-Noor Diamond – and Why the British Won't Give it Back” *Smithsonian Magazine***
[\(https://www.smithsonianmag.com/history/true-story-koh-i-noor-diamondand-why-british-wont-give-it-back-180964660/\)](https://www.smithsonianmag.com/history/true-story-koh-i-noor-diamondand-why-british-wont-give-it-back-180964660/) ** provide devices if you would like students to read it online **
- ✓ Documentary: Stuff the British Stole / The Problematic History of the Koh-I-Noor Diamond (<https://www.youtube.com/watch?v=kA2dDIMIOb4>)
- ✓ Further reading about the Cartier necklace: [Ramblings of a Sikh on Instagram: “So I’m sure you’ve seen the above image regarding @emmachamberlain wearing a Cartier necklace at the Met Gala 2022. This necklace was...”](#)

Lesson Resources

Lesson Handout “The Crown Jewel”
 Lesson Handout “The Crown Jewel: Documentary Analysis”
 PPT: “SHBC Koh-I-Noor”

