

Grade: 2

Lesson Number: 1

Unit Name: Self-Identity

Course: Virṣā

Title: 'About My Family - I

Standards

Standard 4: Establishing a Self-Identity

- Students will trace a history of their family and construct a family tree. Students are urged to tie into Sikh history, asking about 20th century events and their family's relationship to them. (e.g. Akālī Movement, Pañjābī Subā, Ghallūghārā 1984, etc...)

Objectives

1. Children participate in a research project in which they explore their family history and tie it in with Sikh history.

Prerequisites

- None.

Materials

- Chalk board/dry-erase board
- Chalk/markers
- Sheet of questions
- Parent letters (example attached)

Advanced Preparation

- Prepare a family history paragraph for yourself.
- If you have a computer and a printer in your classroom, print out the questionnaires to hand out to the children before the end of the class.
- Look at the resources on oral history below and come up with your own questionnaire using some of those questions.

Engagement (15-20 minutes)

- Tell children that they are going to begin a research project about their family.
- The main point of this research is to develop a timeline and to create a paragraph about their family and to see how they can tie in Sikh history. It is important for children to make connections to Sikh history, so that children understand their connection to the larger Sikh family and understand that it is important to realize what has happened over time to bring them to this understanding.
- To begin, tell students you will be develop questions for the project together.
- Start by asking them what kind of questions they think need to be asked and who they will ask them to.
- The idea should be that children should be able to come up with the questions that you have on the list below.

Exploration (35 minutes)

- After the children develop the list, have them start answering some of the questions they already know the answers to.
- You can have them pair up and practice interviewing each other, so they will be comfortable when they go interview their family member for the project.
- As children are practicing, help them clarify their questions.

List of questions

- Who was the first person who went abroad from your family?
- Where did they come to?
- What form of transportation did they come on?
- What place did they come to in this country first?
- Why did they come?
- Did they like it or dislike it when they first came?
- Was your mom or dad born in this country?
- Were you born here?
- When were you born?
- Were your siblings born here?
- When were they born?
- Did your family face any problems when they came to America?
- What was happening with the Sikh community when they first came? (Even though this is a question that they ask their family, you may have to do some research for them if their family is not aware of it).

Explanation/Extension (5-10 minutes)

- Prepare children to get their questionnaires filled out and ready to discuss for their next class.

Evaluation (On-going)

- You will begin seeing some children participate more than others.
- Make a note of these observations in a ‘child portfolio’ soon after each class.

Teacher Resources

Family Project Info

Every family has an oral tradition that includes adventures, stories about places lived, and interesting family members. Children, as natural storytellers, listen carefully to these tales passed on from generation to generation. By interviewing family members about their lives they learn a set of skills, including creating a list of questions, planning a project and transcribing what has been said. This can be done with members of their own families or residents of an elderly apartment house through an intergenerational program. Younger students will be incredulous to learn that the modern conveniences they take for granted didn't exist during the childhoods of the people they are interviewing.

Home Sources

Photographs, documents and artifacts often provide clues to family history. Ask students to research the history of one or two significant items in their homes or that are owned by relatives that have a prominent place in their genealogy. It could be their grandfather's passport, a wedding photograph, or even a piece of furniture. The oral traditions surrounding artifacts can add data to a family history. Let the students research how and when particular articles were used to give them a sense of their family's place in social history.

Calendars and Timelines

Have students create an individual timeline adding historical context to their lives by finding national and local events that occurred at key points in their lives. They can document the points on the timeline by using materials created in their lifetimes. Timelines can lead to a discussion of calendar changes (Gregorian to Julian/Nānakshāhī) and the different types of devices used to keep track of time around the world. They can use the timelines to write a personal memoir recounting the important points in their lives or focus on a family member and write a biographical account of their life. If a personal timeline is uncomfortable, timelines for relatives, famous persons or buildings or places are alternative projects.

http://www.youthsource.ab.ca/teacher_resources/oral_overview.html

http://www.bostonfamilyhistory.com/time_things.html Oral History

Parent Letter

Date _____

Dear Parents

Vāhigurū Jī Kā Khālsā, Vāhigurū Jī Kī Fatih!

(ਵਾਹਿਗੁਰੂ ਜੀ ਕਾ ਖਾਲਸਾ, ਵਾਹਿਗੁਰੂ ਜੀ ਕੀ ਫਤਹ!)

In the next three classes, children in our second grade Virṣā class will be taking part in a unit called “All About my Family”. This unit will help children explore their family migration process and will help us together think of how this may tie into Sikh history. It is important for children to realize that one way of understanding more about their larger Sikh family is through understanding the history.

In order to make this process easier for them, we are helping children understand the circumstances of your migration and how it may have been during the time of some Sikh historical events. Please sit down with your child and let them interview you with the set of questions that are provided. In the classroom over the next three weeks, we will help them relate information to Sikh events.

We appreciate your help with this project.

Caṛdī Kalā!

(ਚੜ੍ਹਦੀ ਕਲਾ!)

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