

Social Studies, Geography & History

The Sikh Heritage Museum of Canada - OESSTA

Grade 2 Social Studies- Changing Family and Community Traditions

Inquiry questions: What is one celebration or tradition that is important to your family? How is heritage passed on through celebrations and traditions? How do celebrations and traditions change over time in different families?

Description of Lesson

- In this activity, students conduct an inquiry into traditions and celebrations. To begin, students will learn about how one Sikh Canadian family celebrates Lohri. Students will record information they learn about the history of Lohri as well as some of the traditional foods, clothing, music and activities that are that are part of a Lohri celebration. Next, students will identify a celebration or tradition that is significant in their own family and will formulate some questions about it to investigate. Once students have completed their research on their chosen celebration and/or tradition, they will communicate their findings using a form and method of their choosing.

Sikh Heritage Museum of Canada Connection: Primary Source Used

This activity links well with several educational resources available on the Sikh Museum of Canada's website. Teachers are encouraged to use the following resource to build background knowledge about Sikh identity with their class before or after completing this activity.

<http://shmc.ca/resources/SHMC-Grade-1-Canadian-sikhs.pdf>

Learning Goals	Success Criteria
<p>Students will...</p> <ul style="list-style-type: none"> ● Explore some of the traditions and celebrations that are celebrated by different groups and families in Canada. ● Explore how heritage and traditions are passed on through celebrations over time. ● Use the inquiry process to investigate past and present 	<p>Students will know they are successful when they....</p> <ul style="list-style-type: none"> ● Describe some of the key aspects of a Canadian-Sikh Lohri celebration. ● Develop effective questions about some important traditions and celebrations in their own families as well as other families in Canada. ● Identify important parts of their heritage. ● Compare how an important family

<p>traditions/celebrations within their own family.</p> <ul style="list-style-type: none"> ● Ask questions to help guide their investigations. ● Communicate their findings and share their learning with others. 	<p>tradition or celebration has changed over time.</p> <ul style="list-style-type: none"> ● Develop a plan and share their learning with classmates.
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Connections	
Inquiry Learning Goal:	Students will pose questions about their own heritage, explore some of the ways in which heritage is passed on through celebrations and will investigate why it is important to respect the diverse cultures and traditions in the communities in which we live.
Social Studies/ Historical Thinking Concept	This activity builds upon the concept of significance (Canada is made up of diverse communities that have diverse traditions and celebrations) as well as continuity and change (the traditions that we celebrate today have developed over generations).
Truth and Reconciliation	This activity encourages respect and validation for the diverse backgrounds, familial traditions and cultural practices of all students. Promoting an understanding of diversity is part of the process of truth and reconciliation. Some students might choose to inquire about an indigenous tradition or celebration during this activity. Students and/or teachers could also make connections to the diversity of indigenous traditions in previous or future lessons.

A Just s Present : Primary Source Analysiouth Asian Immigration

These activities could be taught over several periods or days, depending on the needs of the students.

Mind's On: Sticky Note Brainstorm

Start by gathering the students together on the carpet. Write the question, “what makes a great party?” on the whiteboard or some chart paper posted for the students to see. Read the question to/with the students and then ask them to jot down their ideas onto sticky notes and then add them to the board/chart. Ask students to write one idea per sticky note, so that the sticky notes can be moved and organized into categories once the students have had enough time to brainstorm. Give the students a few minutes to complete this task (some students will only write one idea, and others will write many ideas) and then gather them back together again. Read their ideas out loud, and ask the students, “how can we organize these sticky notes in an effective way?”. Work with the students to group similar ideas together. Some common ideas might be, “food, music, dancing, family, friends, clothing, presents, games etc.”. Prompt students to think critically by asking, “is there another way we can group them?”.

Action Phase

I'm Going to a Party: Diverse Traditions and Celebrations

Before completing this next activity, prepare some pictures of children from around the world celebrating various holidays. Choose pictures that represent a wide range of cultures and children from diverse backgrounds. This is an example of a resource that could be used:

<https://www.amazon.ca/Children-Just-Like-Me-Celebrations/dp/0789420279>

Ask the students to think critically about any connections (personal, world, text) they have to the pictures of the children. Then, divide the students into partners and ask each pair to guess and describe what is happening in each picture. After giving the partners time to explore multiple pictures, invite students to share their ideas with the whole group. If students don't make a connection to celebrations, guide them to notice that many of the children are getting ready for special occasions or celebrations.

Ask the students to sit together in a circle and pose the question, “what other types of celebrations are important to people in our community?”. After a few students share responses, suggest exploring this question further by playing a game. Ask students to sit in a circle and choose a marker, stick or baton to pass around the circle. Play a celebration song such as, “Celebrate” by Kool and the Gang.

<https://www.youtube.com/watch?v=3GwjfUFyY6M>

Explain that the students should pass the marker/stick/baton around the circle until they hear the music stop. When the music stops, the student holding the marker/stick/baton should think of a celebration that is part of their life and say, “I’m going to a [name of celebration] party, so I’m going to bring [artifact, food or item that is part of the celebration]”. Teacher’s should model using a celebration from their own cultural heritage, such as, “I’m going to a Lunar New Year party, so I’m going to bring red lanterns to hang as decorations”. Play this game for several rounds, to give as many students a chance to share as possible. Gather the students together after the game ends so that they can all see the whiteboard/chart. Write the following guiding questions across the top of a piece of chart paper, “How and what do we celebrate? Why are our celebrations important?”. Work with the students to record a list of celebrations that are part of their lives by recalling the celebrations mentioned during the game as well as any celebrations that might have been missed. Ask the students to add as many celebrations as they can think of to this list, even the names of celebrations they aren’t too familiar with. Post the completed list in a place that is visible for the students so that they can refer to it as needed.

Here are two examples of resources available to teachers that list diverse celebrations.

<http://peacetreinternational.org/teachers-resources/celebrations-around-the-world/>

<https://www.scholastic.com/teachers/articles/teaching-content/holidays-sampler-around-world/>

It’s My Party: Lohri

Prepare for this part of the activity by pre-watching the following video from the series, “It’s My Party” on TVO Kids:

https://www.youtube.com/watch?v=s1ikCPZ1rOY&disable_polymer=true

Tell the students that they will be watching a video about a celebration called Lohri. Pose the question, “what are you wondering about Lohri?” and give the students a few minutes to think before sharing some of their questions. Record these questions so that students can refer to them as needed.

Explain that the students should pay close attention because they will be working with a group to summarize some of the key aspects of a Lohri party after watching the video. Tell students they will need to use their ears to listen, but they should also pay attention to what they are observing with their eyes to gather information as they watch. Play the episode for the students, stopping to discuss key elements of the celebration as they happen (e.g., why it’s celebrated, clothing, food, and interesting facts such as drumming and Bhangra dancing). Guide students to imagine what a Lohri party would look like, sound like, smell like and taste like.

For more information about Sikh-Canadian culture and heritage, please refer to the educational resources available on the Sikh Heritage Museum of Canada's website.

<http://shmc.ca/educational-resources/>

Learning about Lohri: Group Brainstorm

After watching the video, divide the students into groups. Give each group one aspect of Lohri to focus on (why it is celebrated, traditional clothing, food, music, interesting facts). Ask each group to choose a recorder and remind students of expectations you have for group work. Give each group a piece of paper to use as a recording sheet. Explain that each group is going to share the most significant parts of their area of Lohri with those who don't know about it. Ask them to choose three significant points about their aspect of Lohri to describe and record. After each group has had enough time to describe the three most significant points about their aspect of Lohri, gather the whole group together again. Prepare a piece of chart paper to be used as an anchor chart for students to refer to. Write, "Lohri" on the top, and divide the rest of the paper into a table with the headings, "Why It's Celebrated, Clothing, Food, Music, Interesting Facts". Ask each group to share the three key things they learned about their aspect of Lohri with the class and record the information on the anchor chart. Be sure to fill in any missing information by prompting students with questions or reviewing parts of the video a second time. After the anchor chart is complete, ask the students if they still have questions about Lohri. Record any questions that they still have on a separate piece of paper and post it next to the anchor chart. Add to their wonderings by including examples of questions that are both "thick" and "thin". These questions will be used in a following activity. Thick questions are those that lead into rich inquiry. Here are some examples of "thick" and "thin" questions, using Lohri as an example:

Thin Questions:

- How many people are invited to a Lohri party?
- What other foods do people eat at a Lohri celebration?
- When does Lohri take place?

Deeper Questions

- How have Lohri celebrations changed over time?
- Is Lohri celebrated differently across the world?
- Why is Lohri an important celebration?

Defining the Critical Challenge: Focusing on Significance

Gather students together as a group. Explain that they are going to choose a celebration from their own lives to learn more about and to share with the class. They will be sharing what they already know about their celebration, but they will also be asking questions and researching to find out new information. Explain that their key challenge will be to determine the significant parts of their chosen celebration to share with their classmates. Refer back to the anchor chart

co-created with the students, that summarized three significant facts about each aspect of Lohri. Examine the chart with the students, reading through all or part of it. Tell the students to find a partner to do a “think-pair-share” with. When partners are sitting together ask them to think about the following question, “what makes something ‘significant’ to a celebration?”. After giving the students a few minutes to think about the question, have them turn to their partners and discuss. Then invite willing pairs share their thinking. Record some of the key ideas mentioned by students to form criteria they can refer back to as they begin their inquiry.

All About Celebrations: Stepping Into the Inquiry

Gather the students together and tell them it’s time to begin their inquiry into a celebration that is important in their lives. The first thing students will need to do is to choose a celebration that they want to explore and learn more about. Encourage students to think about a celebration that is important in their lives. Ask the students to think about why the celebration they are choosing is important to them. What makes a celebration important? You may choose to record some of the students’ thinking around this if you the concept of importance needs to be explored further with your particular group. If some students have difficulty deciding on an important celebration read back through the chart that was recorded earlier, where students brainstormed a list of celebrations that were familiar to them. Reading a list of options may help some students make their choice. Explain that the students will be using a recording sheet to help them keep track of what they are learning about their celebration, and that they will start filling it out today. Introduce the students to the research organizer (Appendix 1) by enlarging it on paper or projecting it. Model how to start filling it out, using Lohri as an example. Record the name of the celebration and then work with the students to record what you already know about Lohri. Refer to the anchor chart summarizing what the students had learned about Lohri. After modeling, ask students to decide which celebration they are curious to learn more about. When they have made a decision, hand out the research organizer and ask students to fill out the same part that you demonstrated (the name of their celebration and what they already know about it).

Wondering About Celebrations: Developing “Thick” Questions

Gather the students together and explain that they next stage of their work is very important. They will need to develop some questions to help them learn more about their celebration. The tricky part is that some questions are too “thin” to explore. Thin questions are easy to answer quickly, and because of that they don’t really help us discover much. Thick, juicy questions are harder to answer. They often lead us to discover many new things, and even lead to new questions as we try to search for answers. Tell the students that their job will be to think of at least one thick, juicy question about their celebration. Model the process of developing “thick” questions for the students, using Lohri as an example. Refer to the questions about Lohri that were recorded earlier. Cut these questions up, so that each question is on a separate strip of paper. Divide the students into partners or groups, so that there is a pair or group for each question. Ask the pairs/groups to read their question and decide if they think it is “thick” or “thin”. Give each pair/group a few minutes to complete this task and then gather the students together again. Ask each pair/group to read their question to the whole group and sort it under

the words “thick” or “thin” (these headings can be written somewhere such as a whiteboard or floor). As each pair/group sorts their question, ask them to explain and justify their reasoning. Ask the entire group if they agree/disagree, scaffolding, and giving feedback as necessary. After each question has been sorted as “thick” or “thin”, ask the students, “how can you tell if a question is ‘thick’”? Record their ideas on a chart to be posted and used for reference. Some sample ideas could be:

- The question isn’t easy to answer.
- You probably need to search for the answer using more than one source.
- The question can’t be answered in one word.

Model adding a “thick” question about Lohri to your own research organizer. Explain that the next step is for students to try to develop “thick” question(s) about their own celebrations. Ask them to use the space on the research organizer to brainstorm questions they have about their celebration. Encourage them to think of several questions and then to circle or underline the one they are most interested in.

Be sure that students understand that today they will work on formulating a “thick” question and will not yet start to conduct research. This will give you time to conference with each student before they take their inquiry further. It will be very important to spend some time working with individual students on formulating strong questions that will allow their inquiry to lead into new understandings. Hand out the research organizer templates and invite the students to get started. Some teachers may partner students strategically, depending on their needs and/or interests. Be sure to circulate and conference with students as they work.

Celebrations: Finding Answers to Questions

Gather the student together again and have them sit in a circle. Start by inviting a few willing students to share the main question and celebration they chose. Explain that their task will be to think about how they will find the answers to their inquiry questions. Pass out some small squares of paper and pencils (use paper from the recycling bin to be eco-friendly). Ask the question, “where could you look to find the answers to the questions you posed about your celebrations?” and have the students jot down an idea. After all students have had a chance to jot down an idea, ask them to crumple their paper up into a ball. On your signal, ask students to throw their paper ball into the middle of the circle. Invite a volunteer to choose a ball from the middle of the circle, open it and read it out. Repeat a few more times and record each new idea onto a chart with the heading, “Sources for our Research”. Ask the students what the word, “sources” means, and guide them to an understanding of the term. Hand out the research organizers and ask a volunteer to read some of the sources listed (if they are different than those mentioned by the students so far). Add any other missing sources that might be relevant to the chart. Explain to the students that their task will be to identify some of the sources they might want to consult as they begin their research. At this point, teachers may choose to involve parents/caregivers to help with the research process, especially since parents/caregivers will

likely act as a major source of information for the students. A sample parent/caregiver letter is included (Appendix 3).

Researching About Celebrations: Taking Notes

After the students have had time choose a celebration, pose some questions they want to research and record some of the resources they plan to use, gather them back together. Tell them that it's time to start looking for the answers to the questions they have about their chosen celebrations. Explain that you will be showing them a recording sheet (Appendix 2) that they can use to help them record the new information they will learn about their celebration as they seek answers to the questions they posed. Project or post your enlarged research organizer for the students to see. Read one of the questions that you had about Lohri out loud. Demonstrate how to use one or more resources to look for new information that might help answer the question. Show them how you would like them to record the new facts they learn on their recording sheet. Some teachers may opt to model a different strategy to record notes, or to modify the recording sheet to suit the needs of their students. Be sure to discuss how new questions often pop up during research and encourage the students to record these. Discuss the possibility of not finding the answers they are looking for, and work with the students to create a plan for when that happens (e.g., refine their question, try a different source). Give the students ample time to conduct their research. Some teachers may choose to involve parents/caregivers by allowing students to complete some of the research at home. Teachers should circulate and conference with students during the research process to ensure that students are accessing appropriate resources and are making progress.

Sharing the Learning: Student Choice

When most students are finished researching and seeking answers to their questions, gather the class together again. Post and refer to your research organizer. Read the "share" section with the students. Explain that the next step will be to decide how they would like to share their work with the class. Work together to brainstorm some ideas of how they might want to share. Start by reading through some of the ideas included on the research organizer with the students, adding these to a chart that will be posted for reference. Invite students to suggest other ideas and add these as well. Explain that once students have chosen the way they want to share their research, they should sketch it, complete a plan or make a rough copy. Give students time to choose and develop their plan. Teachers should have a range of open-ended planners, technology and/or scrap paper available to support students as they work on their final presentation. A sample of a general planner is included (Appendix 4). It will be important that teachers conference with individual students to support them during this process. Partnering with parents or older students is also an excellent way to ensure students get the support they need.

Celebrating the Learning: A Diverse Mix of Presentations

Gather the students together once they have finished their final projects. Depending on the types of presentations the students chose to do (posters, videos, slideshows), teachers may want to establish a timeline where the students present their work slowly over the course of a few days (e.g., a few presentations per day). If most projects are tactile or on paper, a better option may be to set up a celebrations museum in the classroom. Divide the class into two groups. Group one presents, while group two circulates through the museum and then the groups switch. In either scenario it will be important to consolidate some of the learning through discussion after each presentation. Suggested discussion questions include:

- How was the data gathering process?
- What is one thing that surprised you about [name of celebration]?
- Why is it important to learn about this celebration?
- Why do you think celebrations like this are important in families?
- Why is learning about different celebrations in our community important?
- Is there anything more you still want to know?

Extensions

To learn more:

It would be a wonderful celebration of diversity, community and learning if students were to plan and organize a classroom party that included some of the diverse traditions and celebrations that they learned about. They could work together to choose a range of activities, traditions, games and food from the diverse cultures, celebrations and families in the class. Parents and/or other classes could be invited as party guests.

Name: _____


Wonder....

→ Choose a tradition or celebration to get started.

Name of traditional celebration:

→ What do you already know?

What are you wondering?



Find...

How will you find the answers to your question(s)?

→ Research and record notes on your research chart

! Did anything surprise you?

Inquiring
About Traditions
and Celebrations

Share...

→ Make a plan to share your work

IDEAS

Poster
Party Invitation
Commercial
Article
Newspaper
Brochure
Video
Technology (Google Slides, Powerpoint)

My Plan: _____

Date: _____

Appendix 2- Research Recording Template

My Celebration: _____

My main question: _____

Relevant Fact	Source	New Questions

Appendix 3- Sample Letter

Dear Parents/Caregivers,

Our class is inquiring about changing family traditions and celebrations in social studies. The students have all chosen a celebration that is important to them to learn more about. They plan to share their learning with their peers.

In class, the students have ignited their curiosity and developed rich questions about their celebration. Our goal is to build upon what students already know about their chosen celebration, by seeking answers to questions posed by the students themselves.

Your child will be bringing home portions of their project to share with you as they progress through the stages of research. We ask that you support them by helping them find sources and/or by sharing your own knowledge with them. The students will also be designing a final project to share their research and new understandings with the class. We will send more information about these soon. We look forward to sharing our learning with you!

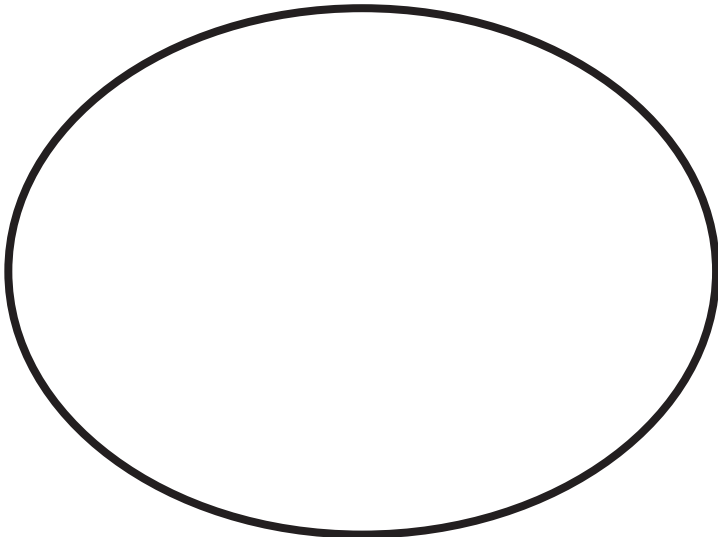
Thank you for your partnership and support.

Sincerely,

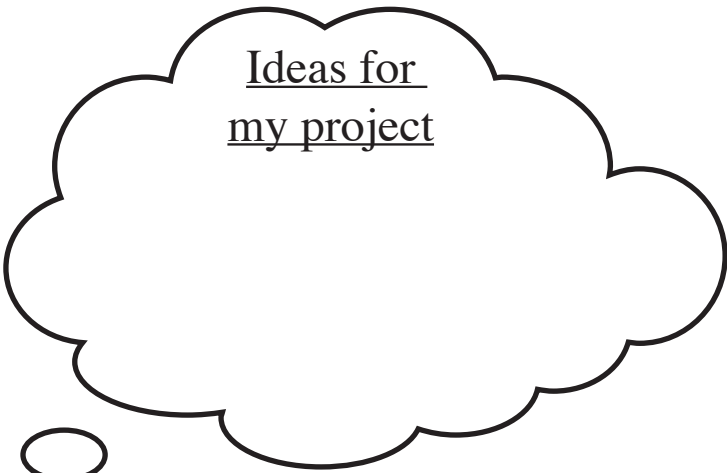
Name: _____

Design Planner

Ask



Imagine



Ideas for
my project

Plan

Materials I need:

Create

A sketch of my ideas:

Why

Here is why I chose to create this: