

## Social Studies, Geography & History

### The Sikh Heritage Museum of Canada - OESSTA

#### Grade 2 Social Studies- Changing Family and Community Traditions - Unique Characteristics

This activity focuses on Sikh heritage and encourages respect and validation for the diverse backgrounds, familial traditions and cultural practices of all students.

Inquiry questions: What makes us unique? How do our unique characteristics contribute to our community? Why is it important to respect diversity in a community?

#### Description of Lesson

- This lesson is part of a whole class inquiry that is intended to take place over several periods/days. Students will start their inquiry into identity and diversity by participating in a drama game where they will be asked to move like a lion when a statement applies to them. Next, students will examine and pose questions about an image of the main character from the book, “A Lion’s Mane”. After that, the students will explore aspects of Sikh culture through reading and discussing the book, “A Lion’s Mane” by Navjot Kaur. As a culminating task, students will research and design their own project and share how it relates to their heritage and identity. The class will reflect on why diversity is so important in a community as the students share their work.


#### Sikh Heritage Museum of Canada Connection:

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://www.edugains.ca/resourcesCurrImpl/Elementary/FNMI/Gr2\\_HeritageandIdentity\\_Changing%20amilyandCommunityTraditions.pdf](http://www.edugains.ca/resourcesCurrImpl/Elementary/FNMI/Gr2_HeritageandIdentity_Changing%20amilyandCommunityTraditions.pdf)

Learning Goals	Success Criteria
<p>Students will...</p> <ul style="list-style-type: none"> <li>● Investigate by developing questions, aspects of their heritage, culture, family and/or interests that are important to who they are as individuals.</li> <li>● Investigate some ways a community (including a classroom community) can be diverse.</li> <li>● Explore some aspects of Sikh culture.</li> <li>● Recognize that a community is made up of diverse cultures and people, and explain why that diversity is important.</li> </ul>	<p>Students will know they are successful when they....</p> <ul style="list-style-type: none"> <li>● Identify many characteristics that make them unique.</li> <li>● List several ways they are different than their classmates.</li> <li>● Describe several aspects of Sikh culture.</li> <li>● Provide examples of differences between people in a community.</li> <li>● Explain why it is good for a community to be made up of different people.</li> </ul>

Connections	
Inquiry Learning Goal:	Students will develop questions to investigate their own heritage and identity and will explore the diversity in their own classroom, in order to develop an understanding of the importance of diversity to communities in general.
Social Studies/ Historical Thinking Concept	This activity builds upon the concept of significance, in terms of developing students' sense of identity and belonging.
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.



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

**Minds On: Change Dens if You....**

Start by having the students sit in a circle. Explain that they are going to play a game with the purpose of discovering the ways in which they are the same and different from each other. They are going to pretend to be lions in the game, so they should move as a lion would. The students should start by sitting in their “dens”. The teacher will call, “Change dens if you are wearing the colour red”. All students who are wearing red change dens (places) as quickly as possible, moving across the circle like a lion and sitting in an empty “den”. Play the game for as many rounds as desired. Include statements that apply to cultural identity and diversity as much as possible. Suggested statements :

- “Change dens if you speak another language.”
- “Change dens if you celebrate \_\_\_\_\_ (fill in blank with a variety of holidays).”
- “Change dens if your family has a special tradition.”

Stop after each statement and ask students to explain why they moved dens (e.g., what language do you speak?), and reinforce the idea that individual, family and cultural differences make a community strong and that diversity is important. End the game with the statement, “Change dens if you think being different is important.” When everyone has settled in their spots, discuss the last statement. Ask students to explain why being different from one another is important.

**Pre-Reading: Knee-to-Knee, Eye-to-Eye**

Have students sit with a partner. Show students the cover of the book, “A Lion’s Mane” and tell them they will be reading a book about what lions mean to different people and cultures around the world. Give them some time to observe the cover and then ask them to go “knee-to-knee, eye-to-eye” with their partner and share what they are wondering. Prepare a space to record what the students are wondering about (e.g., chart paper, whiteboard) so that they can refer back to these initial wonderings later. If needed, prompt the students to wonder who this boy might be, what he might be wearing and what culture he might be part of. Record their wonderings and clear up any misconceptions. Tell the students that the boy is Sikh, and that wearing a dastar and keeping long hair are very important traditions in Sikh culture.

**Read Aloud: A Lion’s Mane**

Read the story to the students from beginning to end, without stopping. Tell the students that you are going to read the story a second time. Explain that as you are reading you want them to think about the following question, “what could we learn as we follow the journey of this boy

and his red dastaar?”. During the second reading, be sure to stop and discuss key vocabulary to help the students gain a better understanding of the various cultures highlighted (use the glossary provided at the end of the book) and answer any questions that come up.

### **After Reading: Making Connections**

After reading, divide the students into groups and give each group a blank piece of paper with the guiding question written on the top (Appendix 1). Ask the groups to work together to brainstorm responses to this question. Give the students time to record their responses. While the groups are working, circulate and support their thinking. It would be helpful to provide a copy of the text to each group, or to make it available on a class projector or document camera for students to refer to as they work. Guide students towards making connections to some of the big ideas in the story (everyone is different, there are many cultures in the world, different people and cultures also have similarities to one another, our differences make us stronger, all people and cultures are connected etc.). Once the groups have had enough time, gather the students back together. Invite each group to share responses to the question, “what could we learn as we follow the journey of this boy and his red dastaar?” Record these on a chart with the title, “What We Are Noticing”. Ask the students to consider all of the responses listed and to think about what the big idea of the story might be. Guide students towards an understanding that relates to diversity, uniqueness and identity (this will be different for each class based on how and what the students have come to understand).

### **Walk and Talk: Reinforcing the Learning**

Tell the students that they will be going for a “walk and talk”. They will start by going for a walk around the room. They can walk in any direction they want until they hear the signal to stop (clapping, a rain stick, chimes etc.). When they stop, they should find the nearest person, stand with them and get ready to share some ideas about a question you are going to ask. Then, they will go for another walk and the next time they hear the stop signal, they will find a different partner to share ideas with. After each pair discusses a question, share some of what was discussed with the whole group. Repeat this activity several times, allowing students an opportunity to talk to many different classmates.

Suggested questions for discussion:

- Share something that surprised you in this story.
- Share something new you learned about another culture mentioned in the story.
- How were the cultures mentioned in the story different from one another?
- How were the cultures mentioned in the story similar?
- How are you and the classmate you are talking to similar?
- How are you and the classmate you are talking to different?
- The little boy said that he sometimes gets made fun of because he looks different. Have you ever been made fun of for being different?
- Why is it important to learn about other cultures?
- Why do you think being different from other people could be a good thing?

### **Exploring Difference: Choose a Corner**

Prepare pictures of students from different parts of the world and/or diverse cultures before beginning this next activity. An excellent resource for this can be found here:

[https://www.amazon.ca/Be-Kid-Pb-Maya-Ajmera/dp/088106842X/ref=sr\\_1\\_3?ie=UTF8&qid=1533929316&sr=8-3&keywords=to+be+a+kid&dpID=51lzMsqAQcL&preST=\\_SX258\\_BO1,204,203,200\\_QL70\\_&dpSrc=srch](https://www.amazon.ca/Be-Kid-Pb-Maya-Ajmera/dp/088106842X/ref=sr_1_3?ie=UTF8&qid=1533929316&sr=8-3&keywords=to+be+a+kid&dpID=51lzMsqAQcL&preST=_SX258_BO1,204,203,200_QL70_&dpSrc=srch)

Gather the students back together on the carpet. Read the following line from, “A Lion’s Mane” out loud to the students, “I have a lion’s mane and I am different, just like you”. Ask the students the following questions:

- What does the little boy mean? How is he different?
- Why did he say, “just like you?” In what ways are we all different from one another?

Explain that you have brought some pictures of students from all over the world to share. As you show the pictures, invite students to share their thoughts and comments. After showing all the photos, ask the students to read the following statement and decide if they agree or disagree. Write, “being different is important” on a board or chart for the students to see. Post the word, “agree” in one corner of the room and the word, “disagree” in a different corner. Explain that students will walk to the corner that represents their opinion best. If they aren’t sure, they can stay on the carpet until they have made a decision. Once students have arrived at their chosen corner, ask them to talk to a partner or small group about why they agree/disagree with the statement, “being different is important”. Guide this discussion in a way that reinforces the idea that difference is positive and that our differences make us special. Ask a few students to share their thinking with the whole group, and then invite any student who wasn’t sure or has now changed their mind to move to the corner where they belong. Gather the students back together and post a new chart with the title, “What we are Thinking About Being Different” where students can see and access it. Hand out sticky notes and invite students to write their thoughts on a sticky note and post it on the chart. It would be neat to post this finished chart next to the charts completed earlier in this lesson (what we are wondering, what we are noticing), as an effective way of keeping track of the students’ inquiry so far.

### **Defining Uniqueness: A Whole Group Exploration**

Gather the students together and review some of the learning about identity and difference that has happened so far. Explain that in this next activity, they will explore what being “unique” means as a group. Project or enlarge a Frayer Model graphic organizer (Appendix 2). Write, “unique” in the middle of the organizer. Show students the cover of, “A Lion’s Mane” and do a quick picture walk to help them remember the book. Explain that they will be working together to explore what the word “unique” means, using the boy in the story as an example. Work with the students to complete the graphic organizer, using examples from Sikh heritage and the story to help develop the concept of uniqueness. A completed sample is included (Appendix 3).

### **My Unique Identity: A Brainstorm**

Gather the students together and pose the question, “what makes you unique?” After giving the students a few minutes to think, invite them to share some ideas with the group. Explain that they will be given an opportunity to explore more about what makes them unique, including anything they might know about their own culture or family heritage. Model how to brainstorm using a brainstorming web (Appendix 4), an online tool such as “Popplet” or an app such as “Kidspiration Maps”. Post and refer to the “My Unique Identity Prompts” (Appendix 5), as some students may need these prompts to help them brainstorm. It is important for teachers to include aspects from their own cultural background as they model the brainstorming activity for the students (e.g., I am Chinese, I speak cantonese and english). Give students time to complete the brainstorming activity. Encourage students to ask questions about their family traditions or cultures during this process. Be prepared to provide books and/or online resources to help guide them in finding the answers to any questions they have. Communicating to parents/caregivers could also be helpful for some students. Some teachers may choose to send the brainstorming web home to be completed with the help of family members.

### **Culminating Task: A Unique Ending**

Gather the students together again on the carpet and explain that they will be using the ideas that they brainstormed to design and create something that expresses who they are. Pose the question, “what could you create to share who you are, and how you are unique?”. Record ideas that students suggest. If needed, prompt them with suggestions such as a self-portrait, an artifact, an article of clothing from their culture, a quilt made up of different parts, or other ideas. Once the students have brainstormed of a variety of ideas, ask them to make a choice. Explain that before they begin their project, they need to make a plan. Model how to fill out a planning template with them (Appendix 6). Teachers are encouraged to get creative and model the design process for their students, by creating their own project. Allow students time to make a plan and encourage them to be creative with their designs. The key is that students should find a way to incorporate the words and phrases from their brainstorming web into their work, so that their finished project represents who they are as a unique individual. Once most students have completed the planning/design phase, gather them together again to share. Some teachers may choose to partner students for peer feedback at this point. Teachers are also encouraged to share their own completed projects with the students for inspiration. Provide students with time and the materials needed to create their projects. Some teachers may choose to work with parents/caregivers to ensure that students gain access to materials they need.

### **Sharing the Work: Gallery Walk**

After the students have all finished, post the completed projects around the classroom and invite students to do a gallery walk to share their work (Appendix 7). A guiding question for the gallery walk could be, “what is important about \_\_\_\_\_[Student’s Name]”. Recording and posting these responses by each student’s project will create an impressive display of diversity

in the room. Gather the students together one final time to reflect by leading a discussion about the importance of diversity in a community.

## Extensions

To learn more:

This activity could be extended by providing students with the opportunity to inquire and learn more about what the word “culture” means. Students could be invited to bring in an artifact that represents something about their cultural or familial heritage. Each student could investigate the history of their artifact, explain the significance of it and describe whether it’s changed over time. Artifacts could be presented as part of a museum and other classes could be invited to visit to share in the learning.

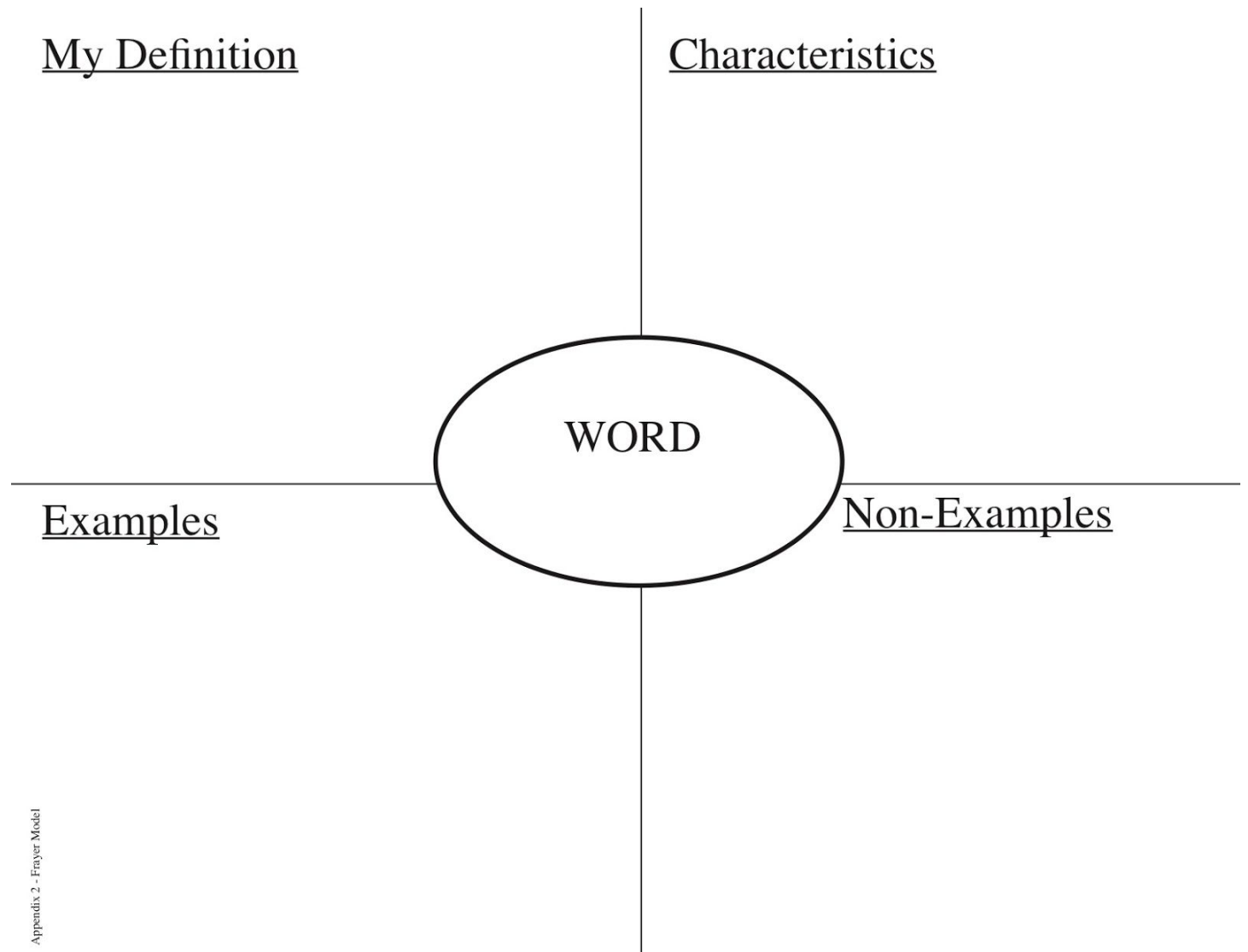


## Appendix 1- Guiding Question

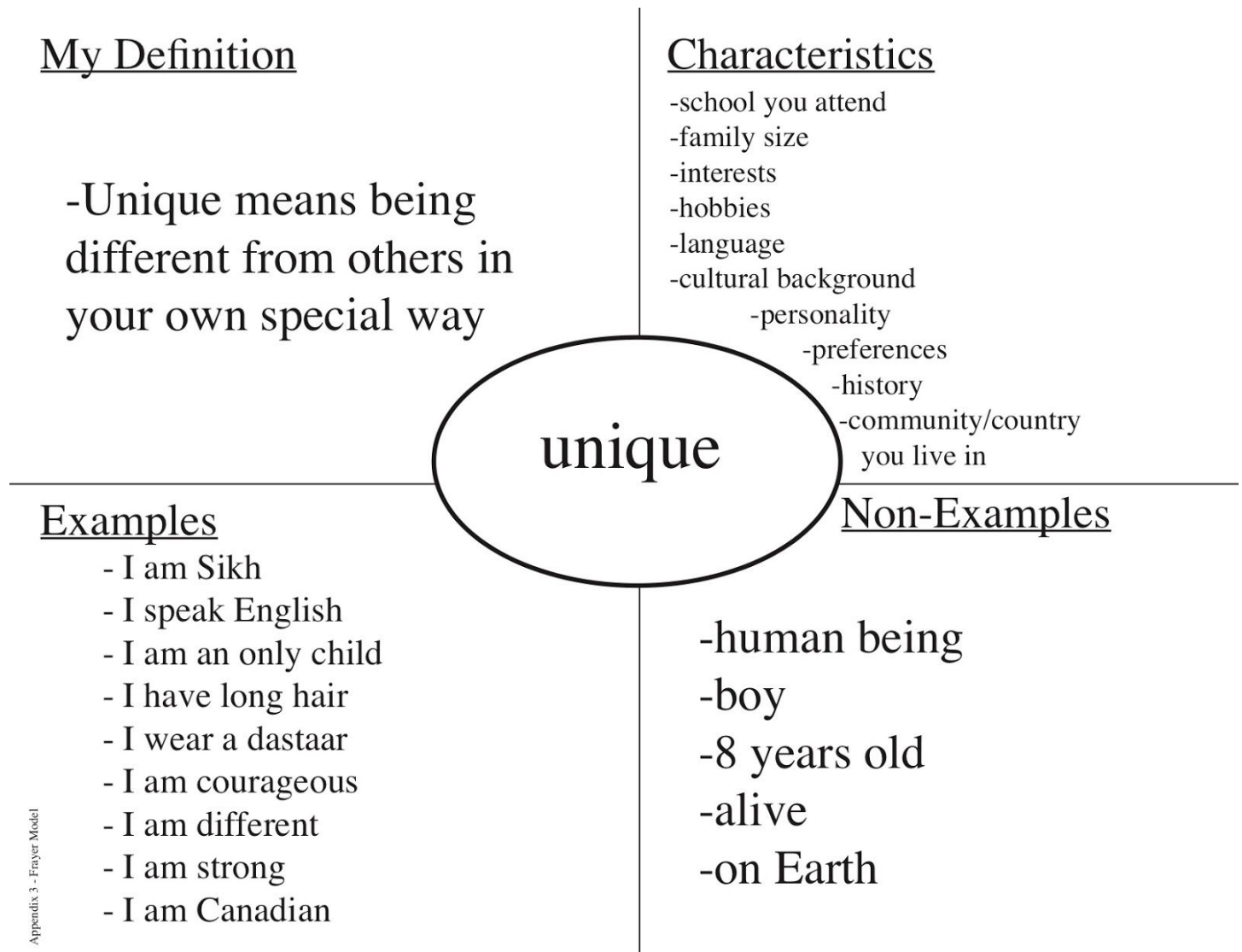
**What could we learn as we follow the journey of this boy through the story?**



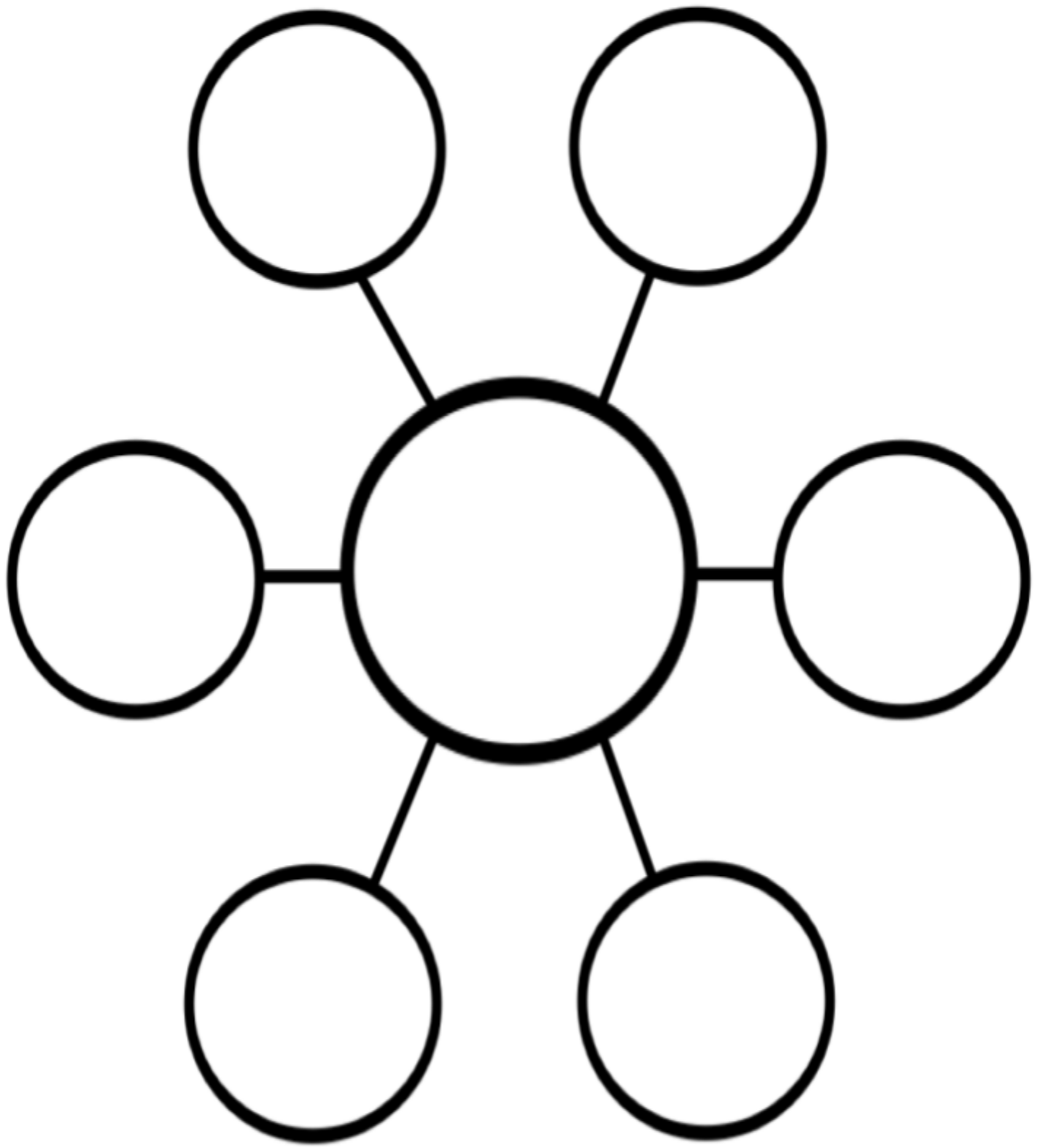
## Appendix 2- Frayer Model



## Appendix 3- Sample completed Frayer based on Sikh heritage



## Appendix 4-Brainstorming Web



## Appendix 5- My Unique Identity Prompts

Use these prompts to help you brainstorm more ideas about yourself.

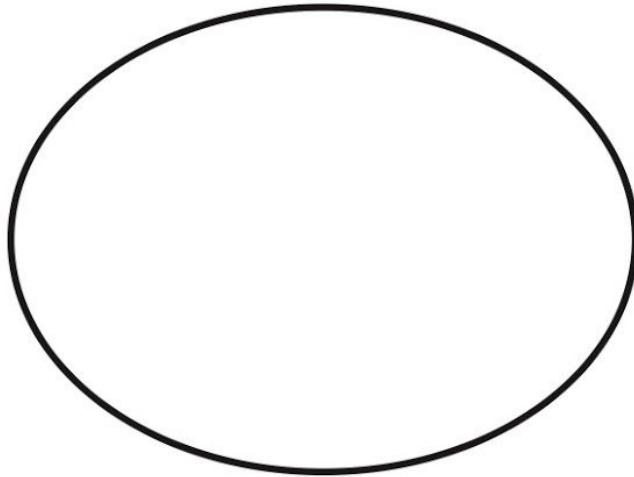
- What languages do you speak?
- What is your favourite food?
- Which holidays do you and your family celebrate?
- Where were you born?
- Where do you live?
- How old are you?
- Do you have any special family traditions?
- How would your friends describe you?
- What kind of friend are you?
- What kind of games or sports do you like to play?
- What kind of music do you like to listen or dance to?
- What are you really good at?
- What do you like to do in your spare time?
- What do you love most about school?
- Do you have any special talents?
- What do you want to be when you grow up?
- How will you change the world?

Appendix 6 - Planning Template

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:

## Appendix 7- Gallery Walk Explanation

In a gallery walk, student work is posted around the classroom. The class is then invited to tour the work as they would visit an art or museum exhibit. Students may or may not be given a task to focus on, discuss or record as they visit each piece of work.

### **Variations:**

#### **Graffiti**

Large sheets of paper or chart paper are placed on the walls of the classroom. Students write their responses, draw pictures and record their thoughts on the given topic on the graffiti wall. Students are encouraged to use coloured markers to make the wall interesting and to identify each students' work/response.

#### **I Like, I Wonder, Next Steps**

Use a gallery walk format for students to get feedback on their work. Hang student products, such as drawings, visual representations, poster projects etc. Students, individually or in groups, rotate around the room and provide feedback for the creator of the work. Students are required to record on thing they like about the displayed work, one thing they wonder about it, and one thing the creator could do next or improve. This can be done before the work is submitted to the teacher so that students may use their classmates' feedback to improve their work.

#### **Gallery Walk for Younger Students**

Do this gallery walk in shifts. Students should stand by their work while “gallery walkers” orally tell the student one or two observations about their work. This can be done all in one day or alternatively, split the class into four or five shifts and complete it slowly over a few days.