

**Grade: 2**

**Lesson Number: 2**

**Unit Name: Self-Identity**

**Course: Virṣā**

**Title: "About My Family - II**

### **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 20<sup>th</sup> century events and their family's relationship to them. (e.g. Akālī Movement, Pañjābī Subā, Ghallūghārā 1984, etc...)

### **Objectives**

1. Students will build a family history timeline based on their collected data.

### **Prerequisites**

- Previous completion of the first lesson on 'About My Family.'

### **Materials**

- Chalk board/dry-erase board
- Chalk/markers
- Sheet of questions
- Poster board for each child
- Lots of fine-tip markers to fill in information
- Examples of timelines:  
<http://www.socialstudiesforkids.com/articles/howtomakeatimeline1.htm>  
<http://www.geomatters.com/articles/details.asp?ID=10>  
[http://www.bostonfamilyhistory.com/time\\_things.html](http://www.bostonfamilyhistory.com/time_things.html)

### **Advanced Preparation**

- Teacher should be familiar with events of:
  - The British Era (1850-1925): [http://www.panthkhalsa.org/raj/raj\\_be.php](http://www.panthkhalsa.org/raj/raj_be.php)
  - Akālī Movement: <http://allaboutsikhs.com/events/akali.htm>
  - Pañjābī Subā and Ghallūghārā 1984:  
<http://www.sikhnet.com/s/SikhJustice>  
<http://allaboutsikhs.com/bluestar/ob08.htm>  
[http://www.panthkhalsa.org/raj/raj\\_june84.php](http://www.panthkhalsa.org/raj/raj_june84.php)

### **Engagement (20-25 minutes)**

- Begin class by asking how everyone's research went.
- Let children express their excitement or lack thereof and make it comfortable for them.
- If no one says that they had a hard time, then ask specifically. Children are bound to have had difficulty in collecting their data.
- ~~At~~ Explain to the children that they are going to develop a timeline based on their information. The timeline will begin when their family first went abroad

and will go up to the present year. If you feel that there is too much of a time gap between first migration and present time, then start from the birth of the eldest sibling in the family.

- First have them look at all their answers, and on a piece of paper, have them write all the dates in chronological order.
- Have them also write a word or two next to the dates to signify what is important. You will have to help them because there may be some children unable to put dates in chronological order or come up with a short word or phrase for description.
- It is okay if children choose to have more than one or two descriptions.
- Once you have had a chance to look at all of the children's work then you can begin developing the timeline. If putting everything in chronological order takes a while then that is okay, take your time, because this will be the most difficult thing.

### **Exploration (20-25 minutes)**

- It would be best to make a timeline going from top to bottom, but use the resources above to see which one you prefer. Encourage children to make their timeline creative by adding drawings if they choose.

### **Explanation/Extension (10-15 minutes)**

- Have children share their timelines in the whole group, pointing out similarities and differences as they hear about each timeline. Make sure to pinpoint and tie in any Sikhī-related events, but if you cannot, tell them that you will research and tell them about it in next class.

### **Evaluation (On-going)**

- Collect the timelines. Evaluate them, and see how children were able to develop them.
- Observe if any of the children could connect it to the Sikh events based on their interviews.
- You also want to look at the timelines to see how you can relate them to Sikh events. This will form the basis of what you will discuss in the next class.