

Grade: 1

Lesson Number: 14

Unit Name: Self-identity

Course: Virṣā

Title: My Family Tree - I

Standards

Standard 1: Establish a Self-Identity

- Students identify themselves as individuals and part of family through the creation of a family tree.
 - *Students understand that just as they are part of a nuclear family, so they are part of a Sikh communal family. Students should be able to conceptualize and build a timeline.*

Objectives

1. Children will create their family tree in order to understand their belonging as part of their family and part of the larger Sikh family.

Prerequisites

- This is the first in a two-part lesson series.

Materials

- Black and white copy of a tree to write names on (at least 11 x 14 in size)
- Small photocopies of khandās so that up to eight can fit on tree
- Markers/crayons
- Big chart/poster paper
- Paper
- Pencil
- Family pictures
- This is My Family Book by Gina and Mercer Mayer
 - ISBN:0307001377
 - Author: Mercer Mayer
 - Publisher: Golden Books
 - Publication Date: October 1999
- Family Date of Birth forms (to be handed to children for information from parents for next class)
- Letter asking for family pictures (prepared for next class)

Advanced Preparation

- Teacher should have his/her own family tree ready to share with children.
- Letter should be prepared asking for family pictures.
- Prepare every student's date of birth.

Engagement (15-20 minutes)

- Read This Is My Family by I kpc"cpf "Mercer Mayer to the children. Most children will be familiar with the “critters” in the book.
- Ask children what the word “family” means.
 - Who is in their family and what do families do together and what do they share with each other?
- If children do not come up with answers such as, “They share the same/similar ways to think about things or believe in similar things,” then make sure that you bring it up.
- They won’t bring it up in those exact words, but they may say things like, “We do the same things together,” or “We pray the same way,” etc...
- The teacher’s job is to bring out the sentiment of sharing a value system within a family.
- Write these ideas on the board or on chart paper.

Exploration (35 minutes)

- Explain to children that they will make a family tree.
- Tell them that the khaṇḍās will be the fruit on their trees.
- Each fruit/ khaṇḍās will be a family member.
- Ask children how many members they have in their family.
- Pass out photo copy of tree and khaṇḍās to children and instruct them to write everyone’s name in the family on the khaṇḍās.
- They may not be able to write, so they will need extra help. Remember to give them one khaṇḍā per family member.
- Then ask children to color in the tree and khaṇḍās as they like.
- If children cannot write everyone’s name or relationship, then ask them to draw the family and label each member for them.
- Leave space to add more relatives if need be.
- Help children write names or relationships as needed. (i.e. sister, grandfather, etc...)

Explanation/Extension (5-10 minutes)

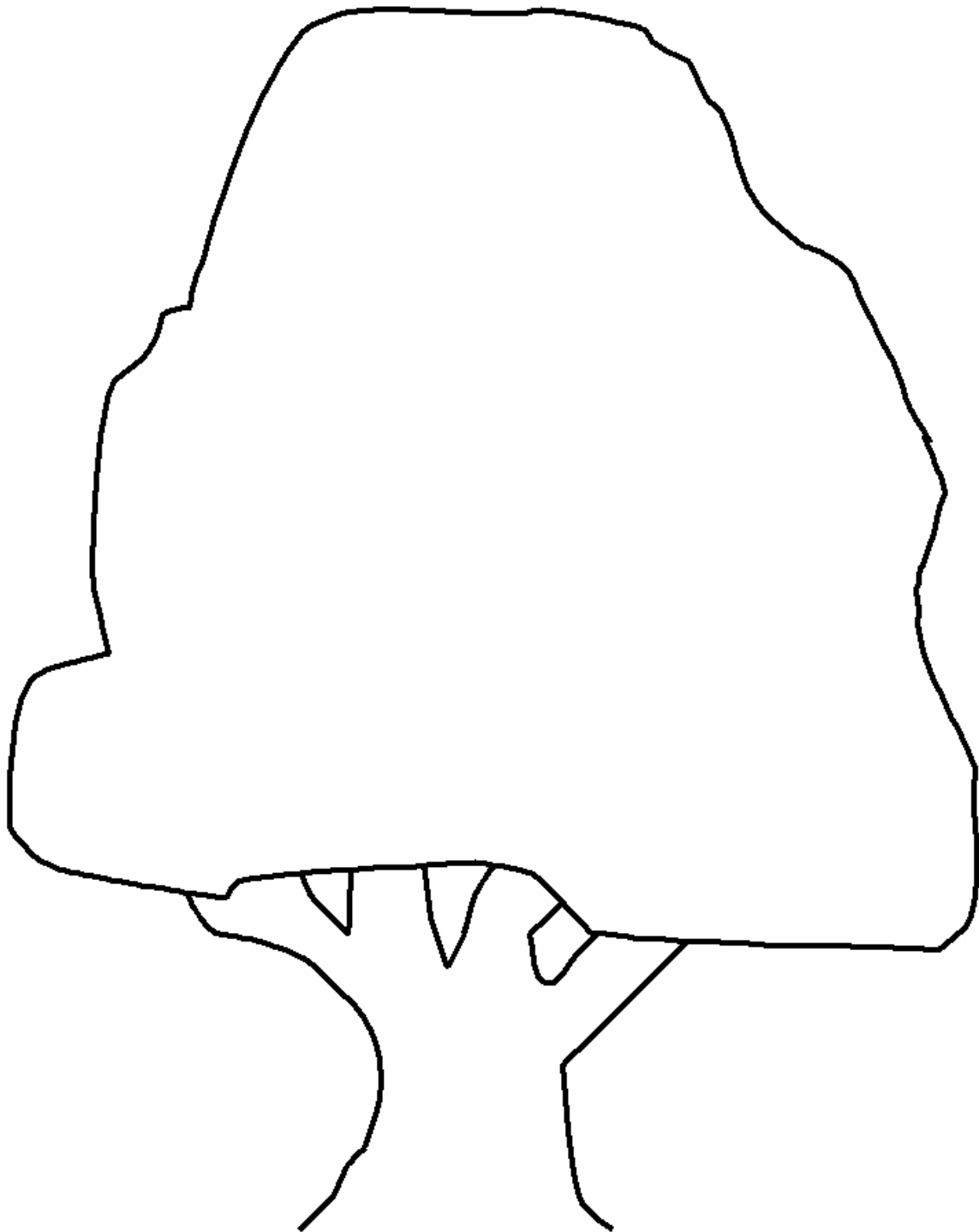
- Explain to children that this is an on-going project. Once they get everyone’s name and birthdates, they will use the information to see how they are part of a bigger family.
- Help children think back to what they discussed during the engagement section on what a family does together. Again, highlight sharing of value systems.
- Then ask children what is similar about all Sikhs. Take this discussion forward by highlighting that all Sikhs share a belief system and have them start thinking about them being a part of the larger Sikh Family.

Evaluation (On-going)

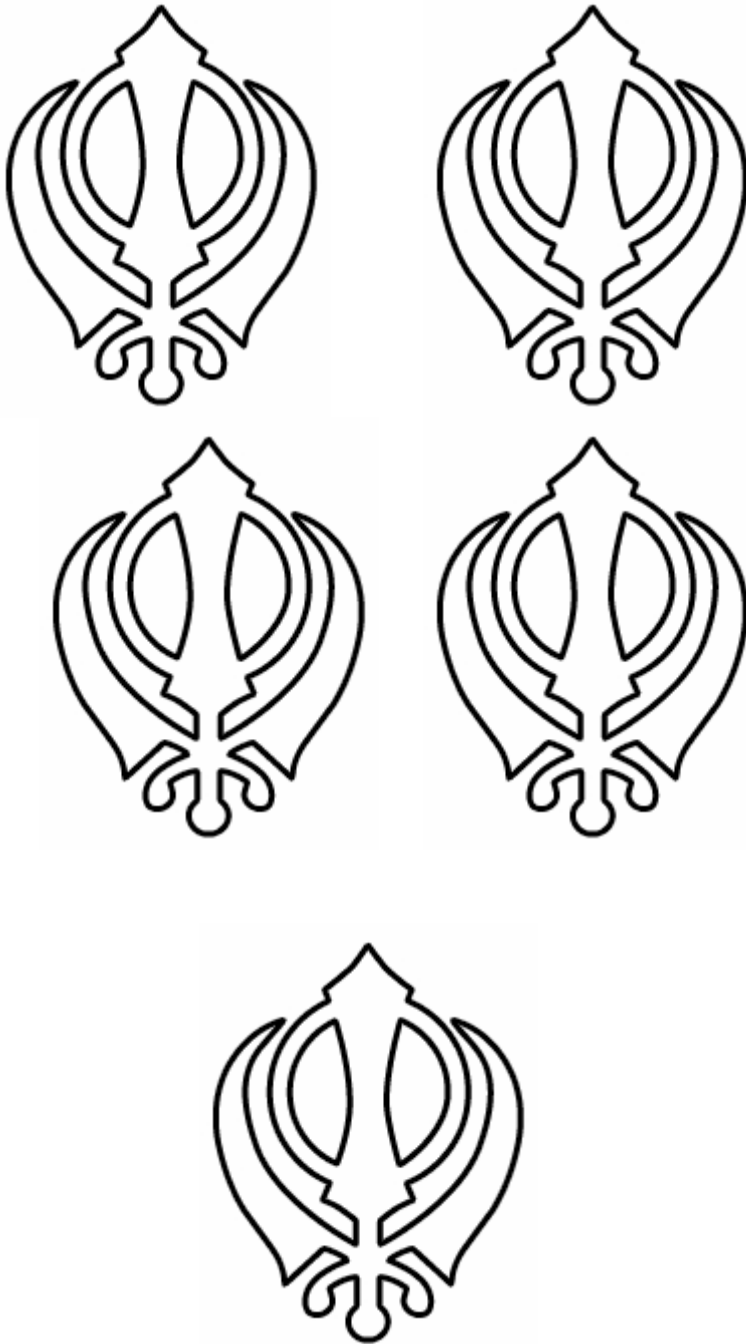
- Students will be able to successfully identify themselves as part of their family.
- Pay special attention to students’ discussion.

Teacher Resources

Tree



Khandā



Picture Courtesy of: <http://people.bu.edu/sikhs/pictures/khanda.jpg>

