

**Grade: 1**

**Lesson Number: 15**

**Unit Name: Self-Identity**

**Course: Virṣā**

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

### **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. Students will continue working on their family charts.

### **Prerequisites**

- Previous completion of Lesson I entitled ‘My Family.’

### **Materials**

- Markers/crayons
- Glue/tape
- Scissors
- Big poster paper for each child
- Returned forms from parents r t q x k f k p i d k y j dates and names of family members

### **Advanced Preparation**

- Items from ‘My Family’ - Part I.

### **Engagement (35 minutes)**

- Review discussions from last class.
- Continue on the family tree, filling in the gaps with the forms that the children bring back.
- Then begin developing a timeline with every child. Ask them if they know what a timeline is and explain to them that it shows g x g p w i k p "sequence" \* q t f g t +.
- Give big poster paper and markers to each child. Begin on one side of the poster and have the child write the name and date of birth of the k t youngest sibling in a box (most children will know month and date, but may not know year). Make reference to the forms that children b r q w i j v from home " q " h n i k p i c r u. Then have them move in a timeline fashion and go to the next sibling and so on. up until it comes to the eldest person in their family. Help children write in names or have them copy it from the photocopied tree and khandās. Once all the immediate family members are on the poster stop there.

**Exploration (15-20 minutes)**

- Share each child's poster and family trees with the other students, asking them what similarities they may see. How many siblings do they each have? How are ages similar? How many are the oldest? How many are the youngest? Ask them what else is similar about them that they may not see in the family trees? What is it that brings them together to take these classes?
- Hopefully children are able to express themselves that they are part of the larger family—Sikhs.
- If they are not able to, then the teacher should encourage the answer through questioning or should be able to express it for the children.
- Let children know that just as children are part of their family, they and their families are part of the larger Sikh Family.
- Children should discuss their responsibilities as a member of the Sikh family, covering aspects that they learnt in their citizenship classes.
- Teacher can choose to make a T-chart with Family Responsibilities and Sikh Responsibilities.
- Highlight for children that just as they created a timeline about their nuclear family, over the years they will learn about Sikh history and that will be a way to look at the Sikh family timeline.

**Explanation/Extension (5-10 minutes)**

- Review class focusing on the discussion of the family of the Sikhs. Make reference to children's citizen classes highlighting that each a member of the larger family and fulfil their responsibilities.

**Evaluation (On-going)**

- Observe and pay special attention to what children can pick up from reading the tree and timeline. Also note any connections that children might make from their previous classes to the information presented in the following sessions.