

1. Lesson Plan Information	
Subject/Course: Literacy and Language	
Grade Level: 1	
Topic: Sikh Canadians help make up the distinct cultural mosaic of Canada We may look and do things differently, but we are all Canadian	Length of Period: 40-60 minutes

2. Title of Lesson
<p>Expectation(s) (Directly from The Ontario Curriculum):</p> <p>LANGUAGE</p> <ul style="list-style-type: none"> • 1.2- Developing ideas about a potential topic • 2.2-Begin to establish a personal voice in their writing • 2.4 –Write simple complete sentences that make sense <p>SOCIAL STUDIES</p> <ul style="list-style-type: none"> • A2.1: Formulate questions to guide investigations into some aspects of the interrelationship between events people and places, etc.; formulate simple questions that has affected their self-concept

3. Purpose- BIG IDEA
<p>Why is hair important within the Sikh Identity?</p> <p>How is your hair important to you?</p>

4. Learning Outcomes
<p>Language: Generate, gather and organize ideas and information to write for an intended purpose</p> <p>Social Studies: Describe in ways which people’s roles, relationships, and responsibilities relate to who they are, etc.</p>

5. Teaching/Learning Strategies

Prior Knowledge Required (*the knowledge/concepts and skills students must possess to be successful in this lesson*)

Use the backgrounds and interest of your students and previously planned lessons which celebrated and identified diversity Any school activity related identifying and celebrating diversity in the school; the similarities and differences of a families; “all about me” activities

OR

This activity would work well preceding the following read alouds:

Happy to be Nappy, bell hooks and chris rascha

A Lion’s Mane, Navjot Kaur

Happy to be Nappy, bell hooks and chris raschka

What if you had Animal Hair? Sandra Markle and Howard McWilliam

Aaron’s Hair, Robert Munsch

A Lion’s Mane, Navjot Kaur

LESSON

- Show the class various images of Canadians (think inclusion-different abilities, race, gender, age,etc.) and ask them to think about what is the SAME about all the images (prompts: how many eyes do people have, nose? etc)>
- Show an image of young Canadian Sikh with a turban/dastar and topknot and one of young Canadian without a turban/dastar
- Ask the class what is the same about the two people in the images and what is different (Hair)
- Sikhs are a group of people that arrived from India (Punjab) Some Sikhs wear patka, turbans or dastaars. Patka, Turbans and Dastaars protect and take care the hair.
- Hair is important to Sikhs because it honours God’s creation
- Provide the instructions for the task and co-create the success criteria
- For the expectations you will cover
- Provide students an opportunity to choose the body or face outline
- Instruct students to create their faces and hair on the outline, choosing materials that reflect their identity
- *Next, have students write about their hair with a prompt you deem appropriate (i.e., my hair is important because... my hair provides me with... my hair keeps me...)*

EXTENSION

Students can use their outlines and puppets and create media literacy message (How to care and comb your hair-Media literacy 1.1, purpose and audience)
Create a class pictograph or bar graph describing the types of hair (length, colour, texture, covering etc.) Data Management-collecting and sorting information.

DIFFERENTIATED INSTRUCTION DETAILS

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RESOURCES

- Diverse collection of images depicting Canadian Sikh’s
- Diverse collection of images of Canadians
- Different textured, coloured, and lengths of
- materials that represents hair. Students should be able to select all that may apply to them; materials for hair coverings
- Previously prepared face or body outline-for the face, include neck and shoulders (remember to use a diversity of face shapes and colours which reflect your classroom.
- Brown paper bags (option) for puppets

AGENDA

- Minds on
- Think-pair-share
- Classroom brainstorm
- Activity
- Consolidation