Sikh Heritage BC – Hair Connections

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| Lesson Title  | Hair Connections |
| Suggested time (classes, minutes) | 3-4 classes  |
| Grade/Subject  | Grade 3 and up |
| Big Ideas/ Curricular Competencies | ELA - Make connections between ideas from a variety of sources and [prior knowledge](https://curriculum.gov.bc.ca/curriculum/english-language-arts/3/core) to build understanding* Show awareness of how story in First Peoples cultures connects people to family and community

SS - aspects of life shared by and common to peoples and cultures |
| First Peoples Principles of Learning  | Learning requires exploration of one’s identity.Learning is embedded in memory, history, and story. |
| Focus Questions/ Key Understanding | How does hair connect various communities and build connections and inclusivity?How do traditions connect families and friends? |
| Lesson Plan  |
| Using three mentor texts:**Hair Twins** **Hair Love**[**Siha Tooskin Knows The Strength of His Hair**](https://ebookcentral-proquest-com.proxy.library.niagarac.on.ca/lib/niagaracollege-ebooks/detail.action?docID=6195806)**Minds On** - Show pictures of people with various hair, include those with no hair Ask students what comes to mind when they see the word HAIR* Students can do a popcorn discussion or have students share their thoughts on sticky notes and put their words on chart paper.
* Technology options: JamBoard or Padlet

**Action***Day One* - 1. Read picture book to build understanding and break down the text.
	1. Start with Hair Twins by Raakhee Mirchandani
	2. During the reading - ask students to think about ways the father and daughter bond or have a connection through their hair.
2. Post Reading:
	1. Have students think/pair/share ways the father and daughter are connected through their Sikh cultural practices around hair.
	2. Record student responses

Additional resources about Sikh culture and hair and turbans [PBS Kids | A Sikhs' Long Hair Reminds Them To Treat Everyone Equally](https://www.youtube.com/watch?v=mp-LckQzUHQ)<https://www.youtube.com/watch?v=Tf8aK3e7RtQ><https://www.sikhcampaign.org/pbs>1. Traditions Discussion/ Thinking activity
	1. Have students share if they have any special traditions with a friend or family member. Ask them how that connection makes them feel.
2. Have students use the blackline master, *Making Connections* to draw a picture from the story about how the father and daughter connected with a brief description. Next to it, have students draw a special tradition from their own lives with a sentence or two describing the tradition and how it makes them feel.
	1. Explain to students they have just made a connection from the text to themselves. (Text to self connection)
	2. Have students share their connections.

Day 2: 1. Revisit the connections they made from the previous story.
2. Read the book or show the short, animated film, Hair Love. The link is found in the resources.
	1. *Additional Reading Skills:*
		1. With this story you could work on other reading strategies.
		2. Prediction Skills: Students can predict why the main character wants her hair to be a certain way.
		3. Retell Skills: Students can also practice retelling the story as well.
	2. During the reading or showing of the film:
		1. Have students explain how hair is important to the young girl in the story. (Connection to her mom, who is sick). She wants to look special for her mom when they go to the hospital.
		2. How does she connect with her dad with her hair?
3. Post Reading:
	1. Review connections from students made to the previous story, Hair Twins. Ask students if they think of a connection from this book to the book they read yesterday. Model with them the connection. Use the Blackline Master, *Making Connections, Text to Text* to model with the students.
		1. *Possible ideas will vary but could make connections to the importance of hair between parents and a child. Using hair as a way to spend time together.* Explain to students they have just made a connection from one text to another. (Text to text connection)

Day 3 - **Siha Tooskin Knows the Strength of His Hair** *This text is longer than the other picture books and may need to be chunked over a few classes/lessons depending on the students.* 1. Logo  Description automatically generated with medium confidenceRevisit the connections they made from the previous stories
2. Read the book, S[**iha Tooskin Knows The Strength of His Hair**](https://ebookcentral-proquest-com.proxy.library.niagarac.on.ca/lib/niagaracollege-ebooks/detail.action?docID=6195806).
	1. Ask students to listen for all the reasons why Siha’s hair is important to his identity and culture. Pages 14-18 discusses Siha and the connection to his hair - these could be pages to stop and discuss as you are reading the book.
	2. Chunking the text to go over elements of a story, such as setting, plot, characters could be added here as well if extending the lesson.

Logo  Description automatically generated with medium confidenceAdditional resources: video about #BoysWithBraids: [Why Indigenous boys and men choose to wear braids](https://www.cbc.ca/player/play/2684431091/) 1. Post Reading:
	1. Discussion:
		1. How is hair important to different cultures?
		2. How is hair important to your identity?
	2. Journal activity:
		1. What does hair mean to you?
		2. What is something in your life that holds the same importance as hair does to the character’s lives?

**Culminating Task or Exit Ticket** Explain to students that they have been practicing making connections in these texts to help support their understanding and build meaning when they are reading. Today, they will make their own connections to any or all of the three texts as their exit ticket. Students can choose from the following. 1. Make a connection of how hair connects families and culture and/or traditions. (Text to Text Connection) Can be all three books.
2. Make a connection to one of the stories to themselves that connects to the importance of traditions, culture or who they are. (Text to Self Connection)

Optional: Use the last Blackline Master to create a Compare and Contrast chartOptional Extension: Art Activity – Students can draw a memory they have related to hair or their identity |
| **Lesson Resources**Hair Love Short: <https://www.youtube.com/watch?v=kNw8V_Fkw28>Hair Love by Matthew A Cherry, Vashti Harrison Hair Twins by Raakhee Mirchandani, Holly Hatam Siha Tooskin Knows the Strength of His Hair by Charlene Bearhead, Wilson Bearhead, Chloe Bluebird Mustooch Other picture books /resources to share with students or support this lesson:Hair Story by NoNieqa Ramos, Keisha Morris Don't Touch My Hair! by Sharee MillerI Love My Hair! by Natasha Anastasia Tarpley, E B Lewis What is a Patka by [Tajinder Kalia](http://whatisapatka.com/)The Many Colors of Harpreet Singh by Supriya KelkarThunder’s Hair by Jessie Taken Alive-Rencountre<https://www.sikhcampaign.org/pbs>[PBS Kids | A Sikhs' Long Hair Reminds Them To Treat Everyone Equally](https://www.youtube.com/watch?v=mp-LckQzUHQ)[Who am I? What's on my Head? by LittleSikhs.com (Sikhism for Children, Kids, and Schools) Sikh Faith](https://www.youtube.com/watch?v=Tf8aK3e7RtQ)<https://www.sikhcampaign.org/pbs>[Edmonton TikTok star uses app to educate 1M followers on Indigenous culture | Globalnews.ca](https://globalnews.ca/news/7299133/edmonton-tiktok-star-uses-app-to-educate-1m-followers-on-indigenous-culture/) |
| For further info [Black Women Share Their Hair Stories ft. Amandla Stenberg](https://www.youtube.com/watch?v=Rmq1tTSOncU)<https://www.sikhcoalition.org/about-sikhs/faq/>[Why Indigenous boys and men wear braids](https://www.cbc.ca/news/indigenous/why-indigenous-boys-and-men-wear-braids-1.3463817)<https://www.cbc.ca/player/play/2684431091/>[Importance Of Hair: What My Mother Taught Me](https://www.chatelaine.com/living/real-life-stories/what-my-mother-taught-me-about-the-importance-of-hair/)[How Natural Black Hair at Work Became a Civil Rights Issue](https://daily.jstor.org/how-natural-black-hair-at-work-became-a-civil-rights-issue/)[Historically Responsive Literacy: A More Complete Education for All Students](https://www.cultofpedagogy.com/historically-responsive-literacy/)<https://www.sikhcampaign.org/pbs> |

