

What do things I wear say about me?



Image created by Navi Kaur Sandhu for the Sikh Coalition (2017).

Supporting Questions

1. What do things people wear say about them?
2. What do things Sikhs wear say about them?
3. Why do people wear that?

3rd Grade Cultural Diversity Inquiry

What do things I wear say about me?	
C3 Framework Indicator	D2.Rel.5.: Explain how religious identities shape and are shaped by the beliefs people hold, the behaviors they exhibit, and the ways people experience membership in intersecting communities.
Staging the Question	Choose a piece of clothing that you are wearing today and tell a classmate why you chose to wear it.

Supporting Question 1	Supporting Question 2	Supporting Question 3
What do things people wear say about them?	What do things Sikhs wear say about them?	Why do people wear that?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Make a class list of special things that people wear and why they wear them.	List the things that Sikhs wear and explain why they wear them.	View the image bank of clothing choices and decide what those choices may say about the person.
Featured Source	Featured Sources	Featured Source
Source A: <i>What We Wear</i> picture book	Source A: Sikh Identity and Image cards Source B: <i>Who am I? What's on my head?</i> video (Little Sikhs) Source C: <i>How Do You Tie a Patka?</i> handout (Sikh Coalition)	Source A: Clothing Image cards

Summative Performance Task	ARGUMENT What do things I wear say about me? Construct an argument by drawing and annotating the graphic with what you wore and why you wear it.
Extension	Create a bulletin board display with the graphics created for the summative argument. Invite another class to view the display and ask them what the things that they wear say about them.

Overview

Inquiry Description

This third-grade inquiry expands students' understandings of how groups represent themselves through what they wear. The compelling question—"What do things I wear say about me?"—engages students in an examination of material culture by considering the factors impacting their own choices of what they wear such as geography, culture, and religion. Students will examine the similarities and differences they share with their classmates, as well as diverse cultures in their communities and around the globe.

The supporting questions and formative tasks help students build knowledge and skills through the course of the inquiry in order to explore the meanings and values associated with choices of what is worn. Students will investigate about how what people wear communicates about the person, considering several different contexts and factors for what is worn. Next, students will consider the religious significance of Sikh articles of faith to expand their understandings of the Sikh community, as well as serve as a case study in the deep meanings behind certain choices of what is worn. Students create an evidence-based argument about the meanings of their own choices of what they wear, in order to articulate the factors impacting their choices, as well as demystify the choices of others.

Though this inquiry asks students to analyze their own choices of what they wear and make inferences about others', factors that impact student's choices of what they wear may not be something all students are comfortable discussing. Teachers should provide space for students to share their experiences, but not pressure students to do so, nor should students be used as an example in a way that essentializes them and/or their cultural community. Likewise, teachers should be conscientious about the socioeconomic factors that may also impact students' choices of what they wear and how conversations about choices may make some students feel singled out or vulnerable. Teachers should make adjustments to this inquiry in order to best serve the needs and experiences of their students.

NOTE: This inquiry unit is anticipated to require three-to-five 45-minute class sessions. The time needed depends on what lesson elements teachers would like to focus on. Teachers are encouraged to add and subtract additional resources according to preference, instructional time, and student needs. Resources can also be modified as necessary to meet individualized education programs (IEPs) or Section 504 Plans for students with disabilities.

Structure of the Inquiry

In addressing the compelling question "What do things I wear say about me?" students work through a series of supporting questions, formative performance tasks, and featured sources in order to construct an argument with evidence from a variety of sources.

Staging the Compelling Question

In staging the compelling question—"What do things I wear say about me?"—teachers prompt students to choose a piece of clothing that they are wearing that day and discuss with a classmate why they chose to wear it. Teachers

should encourage students to ask each other questions, and likewise, cue their attention to factors impacting their choice that day (e.g., weather, being at school versus at home, etc.) and why they own that item (e.g., it's a color they like, it was passed down by a sibling, etc.)

Supporting Question 1

The first Supporting Question—“What do things people wear say about them?”—has students considering the ways in which things worn, as material culture, communicates information about different communities. Students spend time thinking of factors impacting choices about things which are worn. Featured Source A, *What We Wear: Dressing Up Around the World*, is a picture book providing images to contextualize choices about what is worn among various communities worldwide, considering cultural differences, customs, and traditions. The formative performance task asks students to make a class list of special things that people wear and why they wear them.

Supporting Question 2

Supporting Question 2—“What do things Sikhs wear say about them?”—drives the student inquiry deeper by allowing students to explore the religious significance of the Sikh visible identity and articles of faith. The Featured Sources introduce students to Sikh culture, paying special attention to the five articles of faith and dastar/patka. This task is designed to deepen students’ understanding of the Sikh community, as well as serve as a case study for the deeper meanings behind certain things worn by Sikhs.

Supporting Question 3

The third Supporting Question—“Why do people wear that?”—and the formative performance task associated with it offers students an opportunity to consider the reasons behind a variety of different choices of what people wear—from meaningful, religiously-significant items to more banal choices based on personal preference. The Featured Source consists of several images, from which students can make inferences about reasons for the choice. Students will view the image bank and decide what those choices may say about the person. Teachers can have students use the provided sentence-starter format to scaffold the formative task (see Appendix A).

Summative Performance Task

Students draw upon understanding developed through the formative performance tasks to craft evidence-based arguments responding to the compelling question—“What do things I wear say about me?” The argument can be presented through written expression, or a combination of drawing and writing using the provided graphic organizer. Students can draw their outfit and label each item with what it says about them (see Appendix B). To prepare for the crafting of an argument, students may gather their sources and notes, and discuss in small groups the relationship between the supporting questions/featured sources and the compelling question.

Student arguments will likely vary, but could include any of the following:

- *The things I wear say that I like to run really fast. I wear sneakers every day to help me run on the playground.*

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- *The things I wear say that I like green. My favorite color is green and I wear a little or a lot of green every day because it makes me happy.*
- *The things I wear say that I am religious. I wear clothing that covers my head so that I honor my faith.*
- *The things I wear say that I am from a southern state. I wear shorts and a t-shirt because it is warm here.*
- *The things I wear say that I like baseball because I like to wear clothes that support my favorite team.*
- *The things I wear say that I have an older sibling because I wear a lot of the clothes they got too big for.*

Students have the opportunity to extend their arguments by creating a bulletin board display with the graphics created for the summative argument. Teachers and students can invite another class to view the display and ask them what the things they wear say about them.

Supporting Question 1

Featured Source

Source A: Maya Ajmera, Elise Hofer Derstine, & Cynthia Pon, *What We Wear: Dressing Up Around the World*, Watertown, MA: Charlesbridge, 2012.

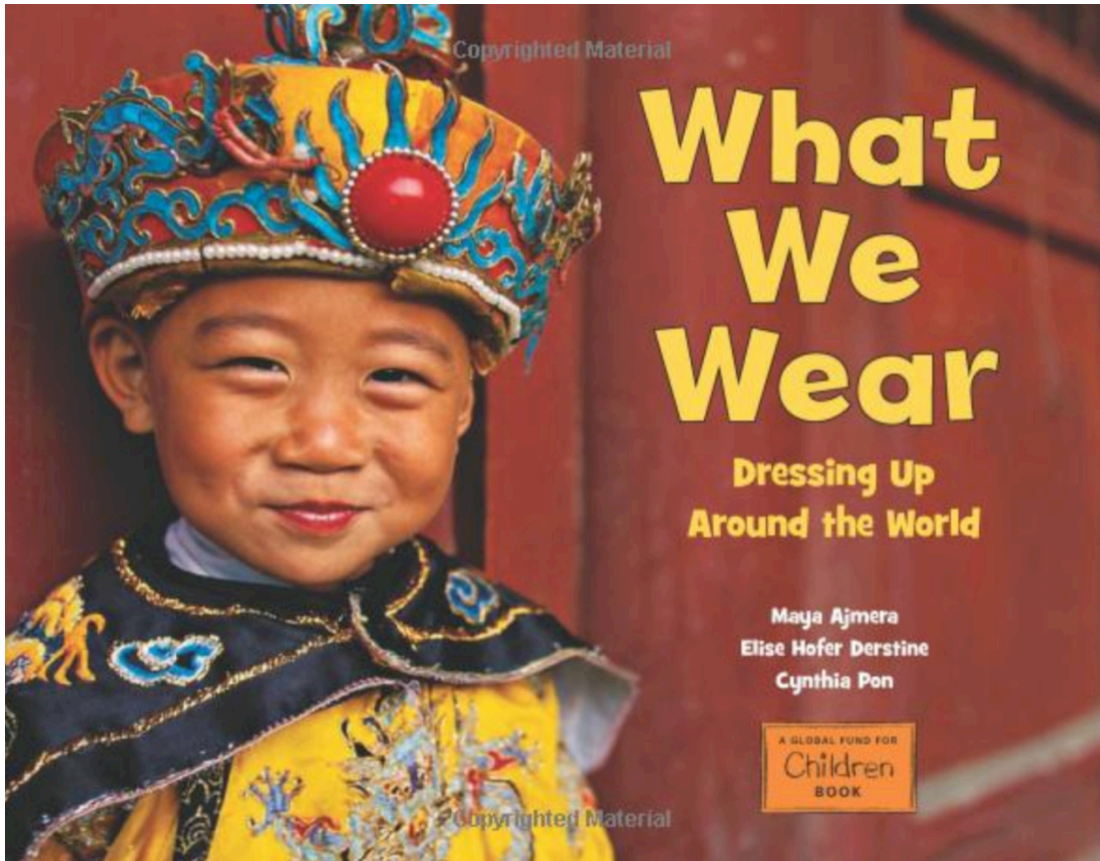


Image of the Featured Source's cover

Supporting Question 2

Featured Source

Source A: Sikh Identity and Image cards



Sikh Identity

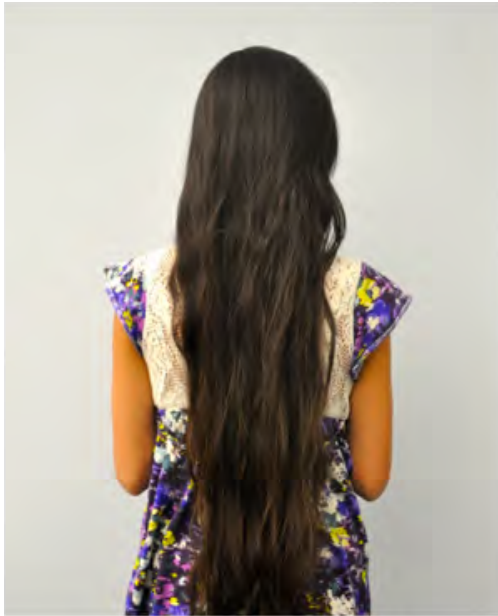
The Sikh identity is like a uniform for Sikhs. It includes the five *kakars* (sometimes called the 5Ks) and the *dastaar*.

For Sikhs, this uniform:

1. Creates a sense of belonging to the Sikh community
2. Has a practical use
3. Helps Sikhs to be recognized
4. Reminds them about important Sikh beliefs – to remember God, to treat everyone equally, to work honestly, to share with others and to help those in need

Not all Sikhs have made a full commitment to the faith (been initiated), but those who have must keep their articles of faith at all times (both men and women).

Many Sikhs who aren't initiated also keep some of the uniform such as the *kesh* and *kara*.



Uncut Hair (Kesh)
Spirituality

Part of the Sikh uniform is long, uncut hair, called *kesh*.

In Sikhism, both men and women are not supposed to cut their hair.

Kesh is seen as a sign of spirituality and as a gift from God.



Iron Bracelet (Kara)
Good Deeds

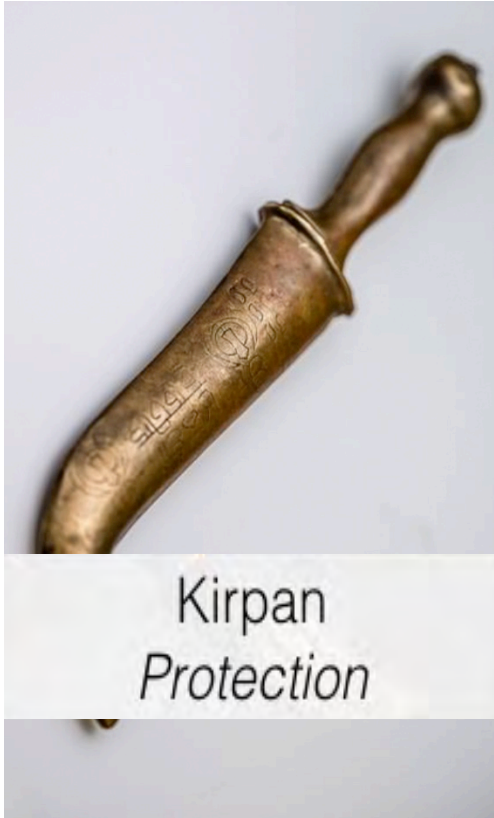
Part of the uniform is also an iron bracelet, called the *kara*.

Sikhs wear the *kara* because it reminds them to do good deeds.



Comb (Kanga)
Cleanliness

The *kanga* is a wooden comb that reminds Sikhs to always be clean, tidy, and hygienic.



The *kirpan's* meaning is difficult to convey with translation. *Kirpa* means kindness and *Aan* means righteousness.

It resembles a small sword which comes with great responsibility. It is a constant reminder that Sikhs are expected to help others in times of need.

Notice the kirpan in the "Sikh Identity" image.



Underpants
(Kachera)
Self Discipline

Kachera are long underpants that remind Sikhs to have self-discipline/moral restraint.



Turban (Dastaar)
*Courage, nobility,
and responsibility*

The *dastaar* (turban) or *patka* (a smaller turban worn by younger children) is used to cover the *kesh* (hair) and head.

Sikhs wear a dastaar because they *want* to stand out! It reminds them to be brave, noble, and uphold their responsibility to help others.

Supporting Question 2

Featured Source

Source B: Video, *Who am I? What's on my head?* (Little Sikhs), 2015.



Accessed online: <https://www.youtube.com/watch?v=Tf8aK3e7RtQ&feature=youtu.be>

Supporting Question 2

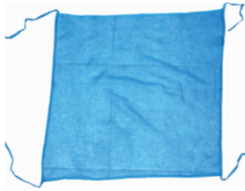
Featured Source

Source C: How Do You Tie a Patka? handout (Sikh Coalition)

How Do You Tie a Patka?

Sikhs keep their hair long and wear a turban as a reminder of their commitment to Sikh values and to be easily identified as a Sikh. A patka, a smaller version of a Sikh turban, is usually worn by boys in pre-kindergarten to middle school before they begin wearing a turban. A Sikh child's patka and hair should always be treated respectfully, as they are considered articles of faith. If you are a teacher who is re-tying the patka on your student, please ask the child's permission before touching his patka or hair. Below are step-by-step instructions on how to tie a patka.

"Psst! Sikh is pronounced with a short "i" sound, as in the word "sit". The first "a" in the word "patka" is like the "u" in "hut", and the second "a" is like the "a" in pizza."



A patka is a square piece of cloth (usually cotton) that has four strings attached to the four corners of the cloth.



Step 1 - Before a patka can be tied on the boy's head, he must gather his hair and wrap it into a top knot centered, on top of the head.



Step 2 - Sometimes a rubber band or ribbon is used to secure the top knot so that it does not become loose.



Step 3 - Line up one edge of the square cloth on the child's forehead, about mid-way. When the patka is placed on the head, the front two strings are pulled down behind the ears.



Step 4 - Tie the two strings in a knot at the back of the head. To ensure that the cloth on the head lays flat, you can pull on the cloth under the knot so that it is taut. Make sure that the patka is not too tight/loose on his head before moving on to the next step.



Step 5 - Then, take one of the remaining corner strings, and wrap it around the top knot (on the opposite side).



Step 6 - You will need to wrap the string several times around the top knot, and then ask the child to hold the remaining string while you work on the other corner.



Step 7 - Take the last corner string and wrap it around the top knot several times like you did with the other corner.



Step 8 - You are now left with the remainder of the two strings which can be double knotted around the top knot.



Step 9 - The remaining string can be tucked inside the fold of a cloth.

Little Sikhs www.littlesikhs.com

THE SIKH COALITION
the voice of a people

"How Do You Tie a Patka" created by the Sikh Coalition (2016)

Accessed online: <https://www.sikhcoalition.org/wp-content/uploads/2016/11/How-To-Tie-A-Patka.pdf>

Supporting Question 3

Featured Source

Source A: Clothing Image cards



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Appendix A

Sentence Starters

Use these sentence starters to help scaffold Formative Performance Task 3. Copy and paste the sentences as many times as needed.

The person is wearing _____.

One reason they are wearing it may be because _____

_____.

Another reason they are wearing it may be because _____

_____.

Appendix B

What do things I wear say about me?

