

Grade: 4

Lesson Number: 21

Unit Name: Poetry

Course: Bolī

Title: Poetry III

Standards

Standard 2: Comprehension of Appropriate Passages

- Students comprehend grade-appropriate reading passages and begin analysis of text.
 - *Students ask questions that are not merely found verbatim in the text, but demonstrate analysis and predictions.*
 - *Students ask questions and support answers by connecting prior knowledge with literal information.*
 - *Students identify structural patterns found in informational text (compare & contrast, cause & contrast, sequential & chronological order) to strengthen comprehension.*
 - *Students evaluate new information and hypotheses by testing them against known information and ideas.*
 - *Students define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.*
 - *Students follow simple multi-step written instructions (e.g., how to assemble a product).*

Standard 4: Writing Sentences and Paragraphs with a Central Idea

- Students write coherent sentences and multi-paragraph compositions that develop a central idea.
 - *Students can create multi-paragraph compositions, including a developed topic sentence, and simple supporting facts and details.*
 - *Students learn the formats to write personal and formal letters, thank-you notes, and invitations.*
 - *Students describe the setting, characters, objects, and events using adjectives and appropriate vocabulary.*

Objectives

1. Students explore poetry in Pañjābī.
2. Students discuss different figurative language used in poetry.
3. Students see an example of figurative language used in Gurbāñī.
4. Students edit their poems based on this new knowledge.

Prerequisites

- Previous completion of Lessons I and II on poetry.

Materials

- Extra copies of poems from Class II on poetry
- Copy of the attached sabad
- Guru Granth Darpan (available at: www.gurugranthdarpan.com)

Advanced Preparation

- Teacher should be well versed in the meaning of the attached sabad.

Engagement (15-20 minutes)

- Make groups of three as children come into the class.
- Give each group one of the three poems and the following questions:
 - What is the poem talking about?
 - What kind of literary language if any is being used?
 - Is the poet trying to express more than one meaning in his/her poetry
 - What are your thoughts on the poem
- Have each group discuss the questions amongst themselves, come up with a consensus and present it to the class.
- Since all the children have read the poems, during sharing time, others might have comments to add to a particular poem.
- Have some discussion on these and correct them or validate the different opinions that might be possible.
- Congratulate the group on being able to successfully discuss the poems.

Exploration (35 minutes)

- Now ask children where else they may find figurative language.
- Hopefully, some of them may be able to say Gurbāṇī. If they do, then try to get examples from children.
- Once that is done, introduce the sabad below.
- Give each child a copy of the sabad without the English translation.
- Go through every word in every line (use the *Darpan* for reference).
- Try to let children come up with the explanations.
- Open it up for questions or different interpretations from children.
- Always make sure students back up their thoughts and assumptions.

Explanation/Extension (5-10 minutes)

- Let children work on their poem and picture and give them a chance to ask you any questions regarding this.
- Take this time to also go around and check on anyone who has made major revisions.

Evaluation (On-going)

- Have children write a few lines on the sabad for next class, either to hand in to you or to put directly in to their response journals.

Teacher Resources

ਆਸਾ ਮਹਲਾ ੫ ॥

āsa mahalā 5 ॥

ਹਰਿ ਹਰਿ ਨਾਮੁ ਅਮੋਲਾ ॥ ਓਹੁ ਸਹਜਿ ਸੁਹੇਲਾ ॥੧॥ ਰਹਾਉ ॥

hari hari nāmu amola. ohu sahaji suhela.1. rahāi .

ਸੰਗਿ ਸਹਾਈ ਛੇਡਿ ਨ ਜਾਈ ਓਹੁ ਅਗਹ ਅਤੋਲਾ ॥੧॥

saṅgi sahāi choḍi na jāi ohu agah atolā.1.

ਪ੍ਰੀਤਮੁ ਭਾਈ ਬਾਪੁ ਮੋਰੋ ਮਾਈ ਭਗਤਨ ਕਾ ਓਲ੍ਹਾ ॥੨॥

prītamū bhāi bāpu moro māi bhagatan kā olā.2.

ਅਲਖੁ ਲਖਾਇਆ ਗੁਰ ਤੇ ਪਾਇਆ ਨਾਨਕ ਇਹੁ ਹਰਿ ਕਾ ਚੋਲ੍ਹਾ ॥੩॥੫॥੧੪੫॥

ālakhū lakhāi]ā gur te pā]ā nānak ihu hari kā colā.2.5.145.

- Guru Granth Sahib, p. 407

This is a general translation partially interpreted from Prof Sahib Singh's Guru Granth Darpan. It is best to read the Pañjābī version to get a better idea.

The individual that receives the priceless identification/belongingness/nām of X j kī wt . that individual is able to live within this world in a mentally balanced/peaceful/easy manner.

Vāhigurū is your companion always, and never leaves you. You cannot use your intelligence/cunningness to obtain Vāhigurū. There is none other that is the same as Vāhigurū.

Vāhigurū is my friend, my brother, father and mother. Vāhigurū is the support of his devotees/believers.

The image of Vāhigurū cannot be understood/seen on its own, but through the Gurū I have met/felt/recognized Vāhigurū. This is the doing of Vāhigurū that I can feel Vāhigurū thru the Gurū.

ਆਸਾ ਮਹਲਾ ੫ ॥

āsa mahalā 5 ॥

ਹਰਿ ਹਰਿ ਨਾਮੁ ਅਮੋਲਾ ॥ ਓਹੁ ਸਹਜਿ ਸੁਹੇਲਾ ॥੧॥ ਰਹਾਉ ॥

hari hari nāmu amola. ohu sahaji suhela.1. rahāū.

ਸੰਗਿ ਸਹਾਈ ਛੋਡਿ ਨ ਜਾਈ ਓਹੁ ਅਗਹ ਅਤੋਲਾ ॥੧॥

saṅgi sahāī choḍi na jāī ohu agah atolā.1.

ਪ੍ਰੀਤਮੁ ਭਾਈ ਬਾਪੁ ਮੋਰੋ ਮਾਈ ਭਗਤਨ ਕਾ ਓਲਾ ॥੨॥

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