

Grade: 3

Lesson Number: 9

Course: Boli

Title: Arts – I

Standards

Standard 2: The Tradition of Pañjāb

- Students learn the history of the cultural heritage of Pañjāb, including cuisine, poetry, songs, arts, and crafts of the different regions.

Objectives

1. Students will read and listen to poetry about Pañjāb and Sikhī.
2. Students will then learn how to write Diamante poems.
3. Students will choose a topic and write their own Diamante poem in Gurmukhī.

Prerequisites

- None.

Materials

- Chart paper
- Markers
- Lined paper
- Pencils / pens
- Poems in Pañjābī (Any that students can understand like the ones published by Amardeep and Panjab School Sikhia Board)
- Information on Diamante poems provided below

Advanced Preparation

- Teacher needs to understand how a Diamante poem is written.
- Teacher needs to have some ideas in mind in case students cannot decide what to write their poem on: Vaisākhī (Cultural vs. Religious), Gurmukh vs. Manmukh, Past (times of Gurū Nānak Sāhib) vs. Present, etc.
- Write the format of the Diamante poem on chart paper.
- Write the “Winter / Summer” Diamante on chart paper.

Engagement (20 minutes)

- Greet the students and allow them to get settled.
- Have students sit in a circle; explain to them that they will be reading and listening to poems in Pañjābī.
- Introduce the poems – discuss what students understood about the poetry.
- Ask students what type of poetry they are familiar with. They may or may not say “Diamante.”
- Explain to them that they will be writing a special kind of poem today. It is called a Diamante because it is in the shape of a diamond. It is a type of poem that has seven lines. The lines are not sentences and they do not have to rhyme.

- Before students begin their own writing of a Diamante, they will need to see an example of one. Share the Season's Diamante describing winter and summer by writing it on the board or on chart paper. Students will need to refer to it to understand how to write their own Diamante.

Exploration (30 minutes)

- After students listen to or read the example, ask them what the topics are for this Diamante – they should say summer and winter.
- Go line by line and explain the format of this poem.
- Next ask students to brainstorm what they would like to write on their Diamante about.
- Have students discuss topics. Topics need to be related to Sikh culture, Pañjāb, Sikh History, etc.
- Explain to students that within their poem they are describing two things – they do not have to be opposite – but can be like for instance (Gurmukh & Manmukh). A student can also write about how Vaisākhī has different connotations and meanings for some people. For this type of lesson, you would need to compare culture and religion.
- Allow students time to brainstorm and write – these poems need to be in Gurmukhī.
- Once the writing part is done, have kids draw a picture of both topics that are being described in their Diamante.
- Walk around and see how the kids are doing.

Explanation/Extension (10 minutes)

- Next have students join you on the floor in a circle and discuss their Diamantes – allow students to share as much as they have – the group can politely offer suggestions for missing words/ideas etc.

Evaluation (On-going)

- Those students who did not finish will need to complete it for homework.

Teacher Resources

Diamante Example #1

Line 1: Winter = 1 NOUN-A

Line 2: Rainy, cold = 2 ADJECTIVES-A

Line 3: Skiing, skating, sledding = 3 GERUNDS-A (verb + -ing)

Line 4: Mountains, wind, breeze, ocean = 2 NOUNS-A + 2 NOUNS-B

Line 5: Swimming, surfing, scuba diving = 3 GERUNDS-B (verb + -ing)

Line 6: Sunny, hot = 2 ADJECTIVES-B

Line 7: Summer = 1 NOUN-B

Winter
Rainy, cold
Skiing, skating, sledding
Mountains, wind, breeze, ocean
Swimming, surfing, scuba diving
Sunny, hot
Summer

Diamante Example #2

| | | |
|---|---------|---|
| <p style="text-align: center;"> square symmetrical, conventional shaping, measuring, balancing boxes, rooms, clocks, halos encircling, circumnavigating, enclosing round, continuous circle </p> | Line 1: | one word (subject/noun that is contrasting to line 7) |
| | Line 2: | two words (adjectives) that describe line 1 |
| | Line 3: | three words (action verbs) that relate to line 1 |
| | Line 4: | four words (nouns) first 2 words relate to line 1 last 2 words relate to line 7 |
| | Line 5: | three words (action verbs) that relate to line 7 |
| | Line 6: | two words (adjectives) that describe line 7 |
| | Line 7: | one word (subject/noun that is contrasting to line 1) |

