

Grade: 3

Lesson Number: 21

Course: Bolī

Title: Paragraph Writing – II

Standards

Standard 5: Writing Narratives

- Students write brief narratives and stories.
 - *Students’ writing should move through a logical sequence of events.*
 - *Students describe the setting, characters, objects, and events using adjectives and appropriate vocabulary.*

Objectives

1. All students will write a brief narrative in Gurmukhī (attached).
 - **Narrative Paragraph:** This paragraph describes an event or tells a story, usually in chronological order. For example, you can write a narrative paragraph detailing what you did on your first day of school.
2. Students will choose a Sikh historical figure and bring them to the present day and create a short story about their character and the ordeals they would face in this present day.

Prerequisites

- None

Materials

- Chart paper
- Markers
- Lined paper
- Plain paper
- Pencils/pens
- Color pencils

Advanced Preparation

- Teacher should prepare a list of Sikh historical figures in case students have trouble thinking of any (e.g., Mātā Gujārī, Māī Bhāgo, Bhāī Mardānā Jī, Gurū Gobind Singh, etc.)

Engagement (20 minutes)

- Greet the students and allow them to get settled.
- Teacher will ask students “ਤੁਸੀਂ ਸਾਰੇ ਉਹਨਾਂ ਮਨੁੱਖਾਂ ਬਾਰੇ ਸੋਚੋ ਜਿਨ੍ਹਾਂ ਬਾਰੇ ਅਸੀਂ ਇਤਿਹਾਸ ਵਿੱਚ ਸਿੱਖਿਆ ਸੀ। ਕੀ ਤੁਸੀਂ ਮੈਨੂੰ ਕੁਝ ਉਹਨਾਂ ਮਨੁੱਖਾਂ ਬਾਰੇ ਦਸ ਸਕਦੇ ਹੋ?”
- The class will generate a list of Sikh historical figures – these figures could be from contemporary periods, as recently as 15 to 20 years ago.
- Ask each student to choose a person without discussing it with their peers.

- Give each student a blank piece of paper and ask them to create a brainstorming web about their historical figure.
- They need to address four questions about their historical figure (Attached is a model of what their brainstorming web can look like).
- The four questions that students will address are:
 - What was this person's role historically?
ਇਸ ਮੱਨੁਖ ਨੇ ਇਤਿਹਾਸ ਵਿੱਚ ਕੀ ਯੋਗਦਾਨ ਪਾਇਆ?
 - What role would this person play presently?
ਇਹ ਮੱਨੁਖ ਅਜ ਦੇ ਸਮੇਂ ਵਿੱਚ ਕਿਵੇਂ ਯੋਗਦਾਨ ਪਾਵੇਗਾ?
 - What are some challenges this person would face?
ਇਸ ਮੱਨੁਖ ਨੂੰ ਕਿਹੜੀਆਂ ਔਕਣਾਂ ਆਣਗੀਆਂ?
 - How would this person overcome those challenges?
ਇਹ ਮੱਨੁਖ ਕਿਵੇਂ ਉਹ ਔਕਣਾਂ ਤੋਂ ਅੱਗੇ ਲੰਘੇਗਾ?

Exploration (30 minutes)

- Remind students that their story will take place during the present. In other words, the setting is current times; they need to think about what challenges their character would face during these present times and how they would overcome those challenges.
- Before students begin the actual writing process – have individual conferences with students – make sure they are able to answer the four questions. The four questions will become the body of their writing.
- Once students are set, give them lined paper and let them get started.
- The writing part may take more than one session – ask students to work on it at home as well.
- Have students do peer-editing (students edit each others' papers).
- After peer-editing, the teacher checks it and then gives it back to the student to write the final version. The final paper can be hand-written or typed using a Gurmukhī font.
- Students also need to create an illustration for their short story – they may create more than one – but one is definitely necessary.

Explanation/Extension (10 minutes)

- Have students share their short stories with the class – display student work for others to enjoy.

Evaluation (On-going)

- Look for accuracy of details in students' work, and creativity of how the child works the individual into present times. Does their writing move through logical sequencing?

Teacher Resources





