

**Grade: 6**

**Course: Virṣā (ਵਿਰਸਾ)**

**Lesson Number: 20**

**Unit Name: *Dhāḍhī Vār* (ਢਾਢੀ ਵਾਰ)**

**Title: The *Dhāḍhī Vār* Form 2**

### **Standards**

#### **Standard 5: The *Dhāḍhī Vār* Form**

- Students can sing, translate, and recite a few songs sung in *Dhāḍhī Vār* form.
  - Students learn audio recognition of *Dhāḍhī Vār* form, in addition to its history and details. The students will learn the history, purpose, importance, and even current role as a form of passing historic tradition.

### **Objectives**

1. Students are exposed to the *Dhāḍhī Vār* form and have the opportunity, to listen and translate a *Vār* with the help of the teacher.
2. Students create a *Vār* style poem using the life of one of the *Gurū*'s (ਗੁਰੂ) that they learn about as part of the ten Nānak (ਨਾਨਕ) unit.

### **Prerequisites**

- Understanding of spoken and written Pañjābī (ਪੰਜਾਬੀ).
- Previous lesson on *Dhāḍhī Vār*, Lesson Number: 10.

### **Materials**

- Tape/CD player or Computer
- Print-outs of *Vār*
- Readings

### **Advanced Preparation**

- The teacher should familiarize him/herself with the *Vār* that she wants the students to listen to, and also on information about *Dhāḍhī Vār* from Lesson Number: 10.
- The teacher should have pictures of instruments printed, preferably in color.

### **Engagement (10-15 minutes)**

- Read through or play the *Vār* from Day 1's class again.
- Now ask students to take out the translated version that they were to work on.
- Give them a few minutes to add to their translations based on hearing the *Vār* again.
- Go over each word and then summarize each sentence as a group. Students, rather than the teacher, should be encouraged to come up with the meaning, though the teacher must correct where there are inaccuracies.
- Move on once you feel comfortable that all students have understood the *Vār*.

### **Exploration (30-35minutes)**

- Now pair-up the students and have them write their own version of a poem that can potentially be sung in *Dhāḍhī* style.
- Ask them to organize their piece in the following way:
  - Pick a topic that they both agree on, it can either be from something that they have already discussed in class or another Sikhī (ਸਿਖੀ) related topic that they may want to work

on based on what they have learnt in their unit on the ten Nānaks (such as loyalty, justice).

- Identify what aspect of the historical event they would want to highlight.
- Have them begin writing. If they do not finish by the end of class, they may work together to finish it before the next class.

**Explanation/Extension (5-10minutes)**

- Have students share any thoughts that they may have as they are writing their poems.
- Have them finish their poems for homework and hand them in for their next class.

**Evaluation**

- Collect the finished version of the poem and check for historical accuracy and creativity.