



Inquire to Learn!

There are many ways in which *Wali Dad and the Gold Bracelet/The Land of Five Rivers* can be used as a base for Inquiry Learning. This is just one suggestion.

Session 1

Using the Big Book, share-read *Wali Dad and the Gold Bracelet*, stopping at natural points for discussion. Draw on the students' prior knowledge of money and savings; presents; kindness, bravery, and truthfulness; fairies/spirits and magic; and go-betweens/agents.

Possible Starter Questions for Discussion

Money and Savings: *What do people do with money they don't need for everyday living?* Discuss that people usually save their spare money. Today, people use banks for their savings. Some people choose to give away some of their spare money to other family members or to charities, or deserving causes.

Presents: *On what occasions do we normally give and receive presents? If someone gives you a present, is it expected that you will give them a present in return?* Encourage the children to understand that different cultures have different unspoken rules about present giving and receiving.

Kindness and Bravery: *What is kindness? What is bravery? What is truthfulness?* Invite the children to share definitions of kindness, bravery, and truthfulness and then brainstorm other values, such as compassion, courtesy, commitment, determination, enthusiasm, flexibility, friendliness, generosity, helpfulness, honesty, humility, integrity, loyalty, moderation, patience, perseverance, reliability, responsibility, self-discipline,

thankfulness, tolerance, trustworthiness, truthfulness, and understanding. *Are some values more important than others? Why/why not?*

Fairies/Spirits and Magic: Introduce the term *peri* and define it as a good spirit or fairy-like creature from the Punjabi culture. Brainstorm other traditional tales, including fairytales, that contain fairies who can perform magic e.g. Peter Pan, Sleeping Beauty, Pinocchio, and Cinderella. Encourage the children to share information on fairies/magical creatures from their cultures.

Go-Betweens/Agents: *What do you do if you don't know how to do something?* Lead a discussion on the role of go-betweens and agents, particularly as they apply to stories. A real-life example of a go-between the children may be familiar with is a real-estate agent, who helps people buy and sell houses.

Text and Illustration Based Inquiry Questions

Cover: Look at the cover and read the title *Wali Dad and the Gold Bracelet*. Ask, *Where do you think the gold bracelet has come from?* Read the subtitle *A Tale from the Punjab*. Ask, *Can anyone tell me where the Punjab is?* Explain to the children that the Punjab is a region that crosses the top of the two countries of India and Pakistan. Note that Wali Dad is wearing a turban (also known as a *pagri* or *dastar*) which is traditionally worn by Punjabi/Sikh men.

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Teacher's Notes continued

PP. 2–3: Reread the first paragraph and look at the illustration on P. 3. Compare the job of a grass-cutter to that of a haymaker. Ask, *Who would buy Wali Dad's grass? What would they use it for?* (Farmers and other animal owners would buy the grass to feed to their animals.) Review the text: *But he had everything he needed.* Discuss the differences between “wants” and “needs” and, as a class, brainstorm the children's wants and needs. Which list is the longest?

P. 4: Reread the first paragraph and refer back to the brainstorming session on values. Ask, *What values has Wali Dad shown?* (moderation, perseverance, self-discipline) Revisit the sentence: *“I don't need all this money!” he said.* and note the word “need”. Revisit the second sentence: *“I must find something to do with it!”* Ask the children to predict what Wali Dad will do with the money. Ask, *If you discovered you had lots of money, what would you do with it?*

P. 5: Revisit the text *The gold bracelet was beautiful. But Wali Dad didn't want it.* Ensure that the children understand that Wali Dad is happy with his simple life and does not feel the need for fine things.

P. 6: Revisit the first three paragraphs and note that Wali Dad chooses to reward the kindest woman with a gift of the gold bracelet. Referring back to the brainstorming session on values, ask the children to pick a value that they would like to reward. Reread the final paragraph and discuss that the merchant is acting as a go-between for Wali Dad.

P. 7: *Why did the princess say: “I must give your friend a gift in return.”?* Discuss that present-giving is seen by some people as being reciprocal. Ask the children to predict what Wali Dad will do with the expensive silks.

P. 8: Review the word *costly* and, as a class, brainstorm synonyms e.g. expensive, luxurious, high-end, fancy, extravagant, dear, highly-priced, big budget.

P. 9: Revisit the first three paragraphs and note that Wali Dad chooses to reward the bravest man with the expensive silks.

P. 12: Review the word *amused* and, as a class, brainstorm synonyms e.g. delighted, entertained, pleased, charmed, tickled, gladdened. Review the third paragraph and discuss the meaning of the phrase *wants for nothing*. Ask, *How has the merchant twisted the truth? Why has he done that?* (He has made Wali Dad sound like a rich man because he doesn't think the princess would want to accept gifts from a simple grass-cutter.)

P. 12: Review the word *mules* and define a mule as a cross between a donkey and a horse. Explain that mules are often used as pack-animals, or beasts of burden.

P. 15: Ask, *What value is Wali Dad displaying when he says: “Take some for yourself and deliver the rest to the brave prince of Nekabad.”?* (generosity)

PP. 16–17: Review the text and illustration and compare the peris to fairies from the stories discussed in the earlier brainstorming session. Ask the students to predict the reward that the peris will give Wali Dad.

PP. 18–19: Compare and contrast Wali Dad's transformation to the transformation of Cinderella by her fairy godmother. Direct the students' attention to Wali Dad's highly coloured clothing and the architectural style of the palace. Note the text: *But when Wali Dad turned back to thank the peris, they had disappeared.* Ask, *What values are being shown by Wali Dad?* (courtesy, thankfulness)

P. 20: Review and discuss the merchant's role as a go-between or agent between Wali Dad, the prince of Nekabad, and the princess of Khaistan.

PP. 22–23: Review the text and illustration and ask, *How is Wali Dad acting as a go-between?* (He introduces the prince and princess to each other and acts as a match-maker or chaperone.)

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Teacher's Notes continued

P. 24: Review the text and ask, *Do you think the prince and princess would mind if they knew that Wali Dad was a simple grass-cutter? Why/why not?* Point out that the prince and princess are wearing the traditional clothing worn by a bride and groom at a Punjabi, or Sikh, wedding, or *Anand Karaj*. Ask, *Has anyone been to a Sikh wedding? Can you tell us more about the clothes worn by the bride and groom?*

Further Discussion and Inquiry Extension

Challenge the students to research traditional Punjabi/Sikh clothing on the Internet or from catalogues. They could make posters, labelling different garments.

Encourage the children to create a dictionary of values and their meanings.

Invite the children to select the value they most admire and write a story that highlights that value.

Encourage the children to continue on the story of *Wali Dad and the Gold Bracelet*. Questions to consider are: *Did Wali Dad continue to have the fine clothes and the palace forever or did the magic of the peris disappear? Were the prince and princess happy together? Did the prince and princess find out the true identity of Wali Dad? How did they react? What did the merchant go on to do next? What did he do with the beautiful silks, fine horses, silver, and other gifts he received as the go-between of Wali Dad?*

Share other folk tales from the Punjabi/Sikh culture e.g. *The Donkey*, *The Honest Girl*, *Crow and Little Bird*.

Session 2

Using the Big Book, share-read *The Land of Five Rivers*, stopping at natural points for discussion. Draw on the students' prior knowledge of the Punjab and Punjabi culture, festivals and A & P Shows and Field Days, kites, borders, Olympic Games and sports days, and folk/cultural dance.

Possible Starter Questions for Discussion and Inquiry

Punjabi Greeting: *People in Punjab speak Punjabi. Does anyone know how to greet someone in Punjabi? It is sat sri akal.* Please note that this is a Sikh greeting. The Muslim greeting is *aslam alaikam* and the Hindu greeting is *namaste*.

Cover: Look at the cover of *The Land of Five Rivers* and ask, *What are the men doing?* (playing musical instruments) Point out to the students that Punjab has a rich history of folk music, with songs for all important occasions such as births, marriages, and deaths, as well as festivals and religious events. There is also Punjabi pop music.

Location of Punjab/Geography/Climate: Look at the map on P. 1 of *The Land of Five Rivers* and note the location of Punjab across two countries – eastern Pakistan and northern India in South Asia. Compare this map to a world map and find Pakistan, India, and New Zealand on it. Discuss Punjab's location in relation to New Zealand. Explain that the climate in Punjab is mostly hot, with three main seasons and two transition (change) periods. In the Hot Season (mid-April to end of June) temperatures can reach 49 °C. The Monsoon Season (July to September) has very heavy rainfall. In the Winter Season (December to end of February) the overnight temperature falls to 5 °C. Compare Punjab's climate to the climate of New Zealand/Australia.

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Teacher's Notes continued

Festivals: Revisit the photo and caption on P. 1 of *The Land of Five Rivers* and compare the Punjabi celebration of Vaisakhi, or the New Year, with other New Year celebrations that the students may be familiar with, such as Matariki and Chinese New Year. Revisit PP. 4–5 and ask, *Does anyone know of other New Year celebrations that include kite flying?* (Matariki, Japanese New Year). Explain that during Basant celebrations, people in Punjab often dress in yellow, eat rice coloured yellow with saffron, and decorate their houses with yellow flowers to welcome Spring and a new season of planting.

A & P Shows and Field Days: Revisit the photo and text about the National Horse and Cattle Show at Lahore on P. 2 of *The Land of Five Rivers* and compare to A & P Shows and Field Days in New Zealand. Ask, *Who has been to an A & P Show or a Field Day? What animals did you see there?*

Borders: Review the photo and text on the Beating the Retreat ceremony on PP. 2–3 of *The Land of Five Rivers* and explain that it is a ceremony performed every evening at the border of Pakistan and India, where soldiers parade before the flags of both countries are lowered for the night. Review the word *border* and define it as a line that separates two countries. Explain that, as island nations, the borders of New Zealand and Australia are their coastlines.

Rural Oympics: Revisit PP. 6–7 of *The Land of Five Rivers*. Review the word *rural* and define it as in, or relating to, the countryside rather than towns or cities. Review the word *Olympics* and define it as a set of international sports competitions that happen every four years. Ask, *How are the Rural Olympics of Kila Raipur similar to the regular Olympics? How are they different?*

Bhangra: *Has anyone seen a Bhangra dance performance? Can anyone show us some Bhangra dancing?*

Further Discussion and Inquiry Extension

Get creative and organize your own Sports or Fun Day that includes non-traditional fun sports and games, such as sack racing, three-legged races, wheelbarrow races, egg-and-spoon races, scone or muffin baking, vegetable people and animal creations, flower arranging etc.

Hold your own Basant festival to celebrate the coming of Spring. Encourage the children to wear yellow clothing, experiment with colouring rice yellow with saffron, and decorate the door to the classroom with yellow flowers, which could be made as an art project. Consider making kites. Listen to traditional Punjabi music. It may even be possible to sample Punjabi sweets and other traditional food.

Research other festivals celebrated in the Punjab, particularly those that are also celebrated in New Zealand, such as Diwali (festival of lights celebrated by both Hindu and Sikh cultures) and Lohri. What happens at these events?

Using PP. 2–3 of *The Land of Five Rivers* as a model, challenge the students to create their own travel diary of either a trip they have been on or a trip they would like to go on. They could use either their own resources or photos from the Internet. Encourage them to draw and label a map of their travel destination.

Watch online videos of Bhangra dance.

Invite someone from your local Punjabi or Sikh community to come in and share information about festivals, food, clothing, or some other aspect of traditional life.