

Grade: Kindergarten
Lesson Number: 15
Course: Virṣā
Title: 'Choṭe Sāhibzādās

Standards

Standard 5: Important Dates

- Students identify and describe the events or people celebrated during Sikh holidays and why we celebrate them. (e.g. Vaisākhī, Divālī, Holā Mohallā, Parkāsh Utsav Gurū Nānak, Parkāsh Utsav Gurū Gobind Singh, Shahīdī Choṭe Sāhibzāde, Gurgadī Gurū Granth Sāhib, Māi Bhāgo and Sikh Bībīām Celebration.)

Objectives

1. Students will be able to understand the significance of the role Choṭe Sāhibzāde played in Sikh History by listening to the sākhī.

Prerequisites

- None.

Materials

- Chart paper
- Marker
- Sākhī of Choṭe Sāhibzāde
- Felt – Skin tone colors
- Scraps of cloth – Nothing too fancy or flowery (this is for the outfits of the Sāhibzāde puppets)
- Glitter or Glitter-glue
- Buttons
- Yarn
- Sewing needles
- Glue gun
- Scissors
- Copies of the sākhī

Advanced Preparation

- Teacher should read the sākhī of the Choṭe Sāhibzāde and rephrase it (make it simpler) for their class.
- Create five puppets to show students what the final product should look like. (two of the Sāhibzāde, Mātā Gujrī, Gaṅgū, Auraṅzeb)
- Some students may need more help than others. – Some teachers prefer to have the puppets already half way done (have the body already cut-out and glued so that the students just have to decorate their puppets.)

Engagement (20 minutes)

- Have students sit in a circle and ask them if they know who Gurū Gobind Singh is. Ask them:
 - Who is this person?
 - What do you know about him?
 - Mention to the students about the Choṭe Sāhibzāde. See if they have any information on them. Any relevant information that students share should be written on the chart paper to show them that their ideas have meaning and are important.

Exploration (30 minutes)

- Share the sākhī with the students – using a very dramatic voice and show the pictures from the sākhī while reading.
- Discuss the sākhī.
- Next, explain to students that they will be creating puppets of the Choṭe Sāhibzāde so that we can create a play of the sākhī.
- Each student should have a felt body to decorate, glitter, cloth scraps, etc... (make sure Sāhibzāde puppets have dastārs and look appropriate.)
- Some students may need more help than others.
- Once students complete their puppets, have them sit in a circle. Give children enough space because they will have their puppets and are more likely to get into each other's space, which will cause disruption.
- Explain to students that you will be re-reading the sākhī but you need help from the students.
- Before reading the sākhī, see how much students remember on their own.
- Read the sākhī with assistance from students. Allow students to speak for the Choṭe Sāhibzāde using their puppets.

Explanation/Extension (10 minutes)

- Ask students the following questions:
 - Why do you think the Choṭe Sāhibzāde were so brave?
 - Do you think if Gurū Gobind Singh had had daughters they would have acted any different?
 - How can we be more like the Choṭe Sāhibzāde?

Evaluation (On-going)

- For homework, give students the copy of the sākhī and have them retell the sākhī to their parents.
- During the following class, see how much they remember about this lesson.

Teacher Resources

Martyrdom of Chote Sāhibzāde (ਸ਼ਹਾਦਤ ਛੋਟੇ ਸਾਹਿਬਜ਼ਾਦੇ)

Although he was skeptical of the promises of safety made by the Mughal leaders, Gurū Gobind Singh complied with his followers' request to leave the battle at Anandpur Sāhib. As he approached the Sarsā (ਸਰਸਾ) river with his family and disciples during a torrential thunderstorm, the Mughal forces rescinded on their word and attempted a sneak attack. The situation was made even more troublesome by the quickly flooding river.

Only Gurū Gobind Singh, 40 Sikhs, and his elder two sons - Sāhibzādā (ਸਾਹਿਬਜ਼ਾਦਾ) Ajit Singh and Sāhibzādā Jujhār Singh – crossed the river safely. The younger two sons of the Gurū, Sāhibzādā Zorāvar Singh and Sāhibzādā Fatih Singh, accompanied by their grandmother, Mātā Gujrī, were separated during the battle. As they fled the scene, they ran into an old acquaintance named Gaṅgū (ਗੰਗੂ) Brahmin, who had worked in their house for nearly 20 years. Upon his request, the three refugees agreed to go with Gaṅgū to his village and stay at his place for some time.

Gaṅgū was caught up in greed though. He knew he would get a handsome reward if he called the police to arrest Mātā Gujrī, Sāhibzādā Zorāvar Singh, and Sāhibzādā Fatih Singh. Accompanied by the village chief, he went to the police station and informed the station in charge about the presence of Gurū Gobind Singh's mother and his two younger sons in his house and asked for prize money for helping the authorities arrest them.

The traitor Gaṅgū proceeded to take the police to his village and had Mātā Gujrī and her two grandsons arrested and handed over to Navāb Wazīr Khān of Sirhand, the Governor of the district. Navāb Wazīr Khān, who had been unable to capture Gurū Gobind Singh, was happy to capture and incarcerate the family.

The next morning, Mātā Gujrī woke her grandsons up to prepare them for their visit to Wazīr Khān's court. She cautioned them that they would be offered all kinds of riches, toys, foods, and anything that one could ever want, if they renounced their faith and accepted Islam. She shared her expectations that the grandsons would make her, Gurū Gobind Singh, and the Sikh community proud.

As the guards came to deliver the Sāhibzāde to Wazīr Khān's court, the two young ones announced their presence by loudly declaring 'Vāhigurū Jī Kā Khālsā, Vāhigurū Jī Kī Fatih!' (ਵਾਹਿਗੁਰੂ ਜੀ ਕਾ ਖ਼ਾਲਸਾ, ਵਾਹਿਗੁਰੂ ਜੀ ਕੀ ਫਤਹਿ).

Wazīr Khān was offended and demanded that the two children bow before him. The Sāhibzāde refused, stating that a Sikh only bows to the Gurū. This upset Wazīr Khān even more, who then attempted to break the children's spirits by informing them of their father's death and the impending doom of the Sikh nation. The young ones were unaffected however.

One of the Navāb's counsels suggested that youth so strong and brave at such a young age will only become bigger problems as they age. The counsel suggested an immediate execution, but the Navāb decided that a conversion on such high-profile individuals would be a worthwhile feat. So he decided to give it time.

The next day, multiple promises and threats were made to the Sāhibzāde. They still refused to convert though, which angered the governor. He sent them back to their jail cells again with a similar conclusion: Give it more time.

On the third day, Sāhibzāde again entered by pronouncing 'Vāhigurū Jī Kā Khālsā, Vāhigurū Jī Kī Fatih!' This infuriated the already angered Navāb, so he asked the two boys what they would do if they were released.

The brave young boys replied: "A Sikh's duty is to always fight for freedom against injustice. So we would organize more Sikhs and fight for freedom against any evil rulers. No one could stop us from such a mission."

The governor felt embarrassed and humiliated that he failed in his efforts to convert the two children. An associate of his recognized his frustration and promptly suggested bricking the kids alive before decapitating them. The decision was made.

The two boys were made to stand very close to each other and slowly a wall was built around them, so tight that they could not even move.

The two Sāhibzāde began reciting the Mūl Mantr, a composition that kept them in high spirits. When the wall reached up to their knees, they were asked if they would now convert to Islam. The two boys didn't even pay attention to him.

The bricklayer continued building his wall until it reached the boys' necks. They could barely breathe at this point, but when asked if they would convert, the children declared with their trademark Vāhigurū Jī Kā Khālsā, Vāhigurū Jī Kī Fatih! The executioner responded by cutting off their heads. —

Thus the two sons of Gurū Gobind Singh, aged 6 & 8 years respectively, became the youngest Sikh martyrs. Their bravery provided inspiration for all Sikhs. Mātā Gujrī is another example and role model for all Sikhs. She was full of faith and determination and was able to share this with her grandsons.

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