

**Grade: 3****Lesson Number: 10****Course: Virsā****Title: Celebration of Gurū Nānak****Standards****Standard 2: Comprehension of Appropriate Passages**

- Students comprehend grade-appropriate reading passages and summarize the materials.
  - *Students ask questions and support answers by connecting prior knowledge with literal information.*
  - *Students demonstrate comprehension by identifying answers in the text.*
  - *Students recall major points in the text and make and modify predictions about forthcoming information.*

**Objectives**

1. Students will learn about Gurū Nānak Sāhib.
2. The students will work in a group to understand and illustrate the life of Gurū Nānak Sāhib.

**Prerequisites**

- None.

**Materials**

- Information on Gurū Nānak Sāhib (resources attached)
- Puzzle Pieces (resources attached)
- White poster board or cardstock
- Blank paper
- Crayons, Color Pencils, or Markers
- Pencil
- Chart paper
- Lined notebook paper

**Advanced Preparation**

- The information about Gurū Nānak Sāhib has been provided, please make sure you take a look so that you can conduct the discussion and answer any questions that the students might have.
- Cut out the puzzle pieces (master copy attached below). Enlarge each piece on to cardstock paper so that it is about the size of 8 ½ X 11. If it helps, you may want to color-code the puzzle pieces as shown below.
- Students will be working in groups of four— each student in the group will receive a different puzzle piece.

### **Engagement (20 minutes)**

- Greet the students and have them get settled.
- On the board or chart paper, write “Gurū Nānak”— Ask students to share facts and Sakhis that they have heard about Gurū Nānak. (This is a brainstorming session—allow students to share their knowledge.)
- Once the brainstorm session is complete— step away from the chart paper and review everything the class has shared.
- On another piece of chart paper or on the board, create three columns labeled: Childhood, Adulthood, Old-age.
- Ask students to help you classify the events in Gurū Nānak’s life into these three categories.

### **Exploration (30 minutes)**

- Have students sit in a circle, explain to them that they will be creating a visual representation of the life of Gurū Nānak— the students will be working in groups of four where each student will choose an important event from Gurū Nānak’s life and illustrate it and write about it on a gigantic puzzle piece (see below). On one side of the puzzle – there will be four events from Gurū Nānak’s life – but on the opposite side, the group needs to work together to illustrate and write about the common theme/ vision of the four events that the team members illustrated.
- Students will be divided into teams and begin reading the information about Gurū Nānak.
- Groups will discuss the scenes that they are choosing to represent.
- Each member of the team will be given a piece of a puzzle and the student will choose an event from Gurū Nānak’s life and illustrate it with a written explanation of the event.

### **Explanation/Extension (10 minutes)**

- Once all students have completed their illustration and writing of the event of their choice – each member needs to share their illustration read their explanation to their group. Once all team members have explained their puzzle piece – the group needs to have a discussion about how these events are similar. The group needs to have another illustration that explains the common thread between the four events and again have a written explanation.

### **Evaluation (On-going)**

- Have students present their puzzle-pieces in class and this wonderful work should be displayed so that parents and other Saṅgat can view it also.

## **Teacher Resources**

### **Gurū Nānak**

#### **RED**

The founder of the Sikh religion, Gurū Nānak was born on April 15, 1469 in the Western Pañjāb village of Talwandī (ਤਲਵੰਡੀ). He was born to a simple Hindu family. His father Mahtā Kalyān Dās (ਮਹਤਾ ਕਲਯਾਨ ਦਾਸ) was an accountant in the employment of the local Muslim authorities. From an early age Gurū Nānak made friends with both Hindu and Muslim children and was very inquisitive about the meaning of life. At the age of six he went to the village school to learn Hindī, Mathematics, Muslim literature and learned Persian and Arabic too.

#### **YELLOW**

At age 16 Gurū Nānak was married to Sulakhaṇī (ਸੁਲਖਣੀ), daughter of a pious merchant. Gurū Nānak loved his wife and eventually had two sons Srī Cand (ਸ੍ਰੀ ਚੰਦ) in 1494 and Lakhmī Cand (ਲਖਮੀ ਚੰਦ) 3 years later. He then took up a job as an accountant in charge of the stores of the Muslim governor of Sultānpur Daulat Khām Lodhī (ਦੌਲਤ ਖਾਂ ਲੋਧੀ). Gurū Nānak agreed and was joined by his family and an old Muslim childhood friend Mardānā, a musician by profession.

The next stage of his life began in 1499 with extensive travels to spread the message of God. Accompanied by his Muslim rabāb player Mardānā for company, Gurū Nānak undertook long journeys to convey his message to the people in the form of musical hymns.

#### **GREEN**

After his 1<sup>st</sup> long journey, Gurū Nānak returned home after 12 years of propagating his message. He then set out on a 2<sup>nd</sup> journey traveling as far south as Sri Lanka. On his return north he founded a settlement known as Kartarpur on the western banks of the Rāvī river. On his 3<sup>rd</sup> great journey Gurū Nānak traveled as far north as Tibet. On his 4<sup>th</sup> journey in life Gurū Nānak dressed in the blue garb of a Muslim pilgrim traveled to the west and visited Mecca, Medina and Baghdad.

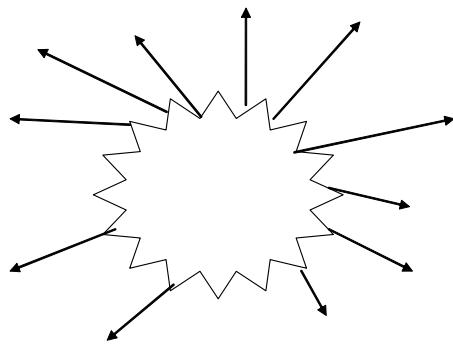
On his return journey home he stopped at Saidpur in western Pañjāb during the invasion of the first Mughal Emperor Bābar. Gurū Nānak and Mardānā were both taken prisoner by the Mughals. While in jail Gurū Nānak sang a divine hymn about the senseless slaughter of the innocents by the Mughal invaders. Upon hearing it the jailer reported it to Babar and upon hearing he realized that Gurū Nānak was a great religious figure. He asked for the Gurūs forgiveness and set him free offering him a pouch of hashish. Gurū Nānak refused saying he was already intoxicated with the love and name of God. After having spent a lifetime of traveling abroad and setting up missions, an aged Gurū Nānak returned home to Pañjāb. He settled down at Kartarpur with his wife and sons. He believed in a casteless society without any distinctions based on birthright, religion or sex. He institutionalized the common kitchen called langar in Sikhī. Here all can sit together and share a common meal, whether they were kings or beggars.

## BLUE

In 1532 Gurū Nānak was approached by a new devotee by the name of Lahiṇā (ਲਹਿਣਾ). He was a great devotee of the Hindu goddess Durgā (ਦੁਰਗਾ). Once Lahiṇā met Gurū Nānak he left his previous beliefs and became an ardent disciple of the Gurū. Lahiṇā devotion to Gurū Nānak was absolute and over time he became Gurū Nānak's most ardent disciple. Gurū Nānak then blessed Lahiṇā with a new name, Aṅgad and anointed him as the successor. When Gurū Nānak gathered his followers together for prayers he invited Aṅgad to occupy the seat of the Gurū. Thus Gurū Aṅgad was ordained as the successor to Gurū Nānak. On September 22, 1539 Gurū Nānak passed away.

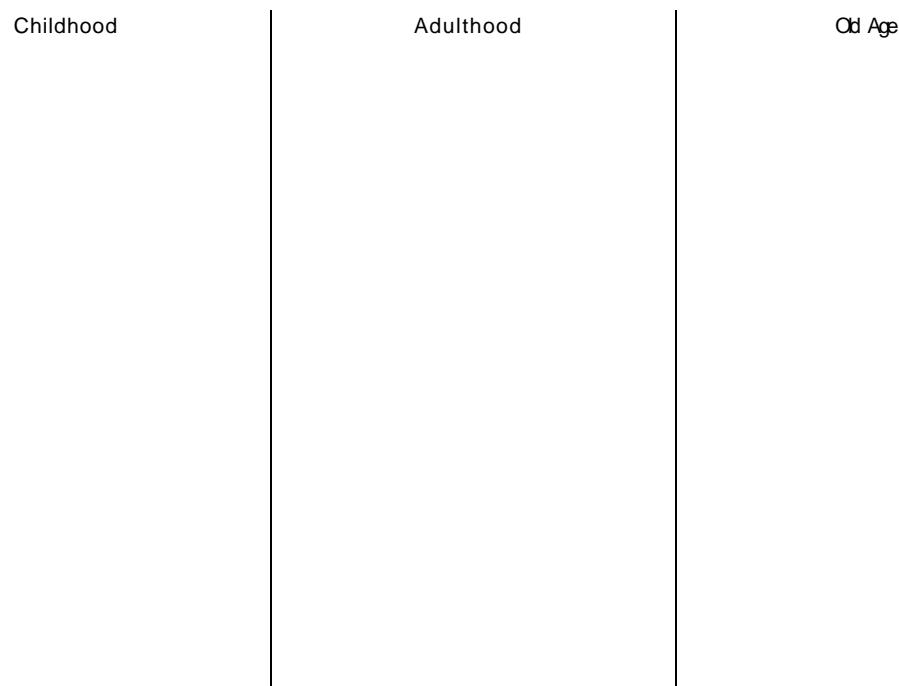
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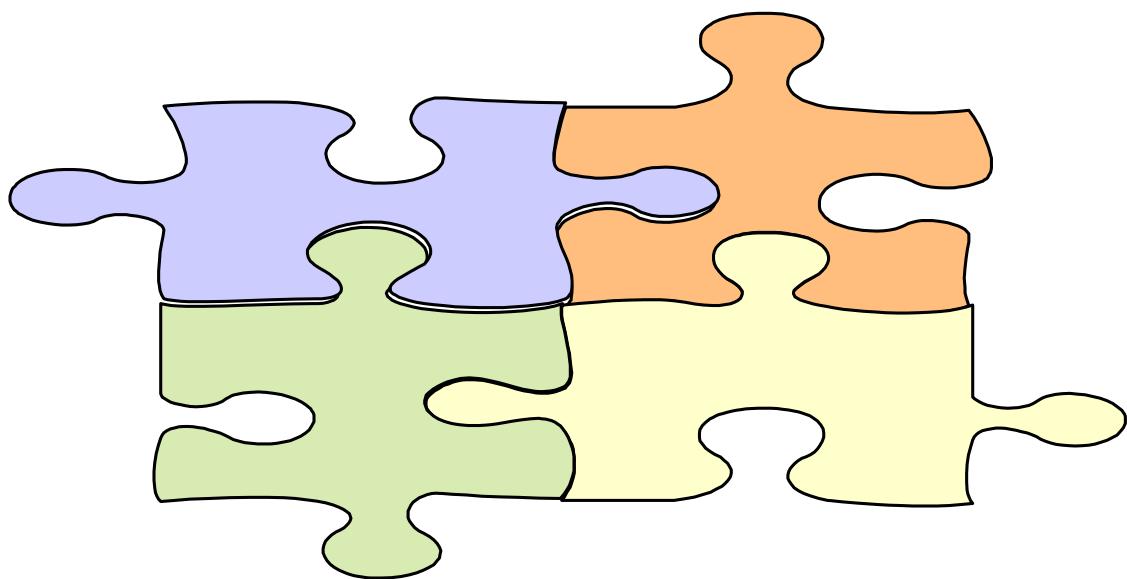
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### Guru Nanak





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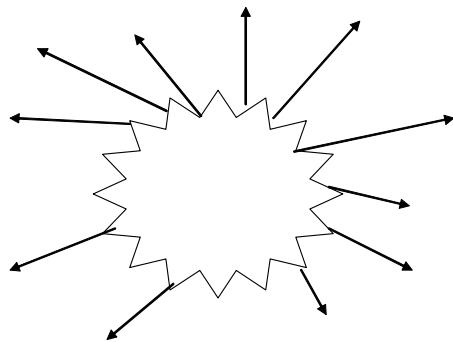
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