

Grade: 5

Lesson Number: 8

Unit Name: Nānak's Travels

Course: Virṣā

Title: Gurū Nānak - I

Standards

Standard 3: The Life of Gurū Nānak

- Students describe the narrative of Gurū Nānak's history, its importance, while emphasizing the Sikh society at Kartārpur as the Gurū envisioned and lived.
 - *Students should geographically trace the udāsīs of Gurū Nānak and their importance, while understanding the basis for his teachings and the example of his life as major teachings for the Sikhs. Emphasis can be placed on the various Janam Sākhīs and events from the Sākhīs. Students will illustrate features of society at Kartārpur.*

Objectives

1. Students review the life of Gurū Nānak.

Prerequisites

- This is the first lesson in a series of lesson plans on Gurū Nānak. This class will mainly be used as a review from other grade levels.

Materials

- Book- Gurū Nānak Dev and His Teachings, by Prof. Sāhib Singh, translated by Dalip Singh, published by Lok Sahit Prakashan, Amritsar; 2002, Chapter 1, pp21-38
- Paper
- Pen/Pencil

Advanced Preparation

- Teacher should be familiar with Gurū Nānak's life and chapter one that will be given to children as follow-up reading.

Engagement (25-30 minutes)

- Tell children that over the next few weeks they will be learning about the life and thought process of Gurū Nānak. To begin with you want to know what the children know about Gurū Nānak and his life. If you would like to do this process according to a KWL chart then read information below under Teacher Resources.
- Tell children to take about five minutes to write down, in note form, everything that they know about Gurū Nānak.
- Then depending on the group of children in your class divide children into groups of three to four.
- Give the groups the attached sheet with headlines and have them brainstorm/write what they know about that particular topic. Tell them if they want they can use their notes from their previous exercise. Under each section ask them to add anything that

they know about that topic and Gurū Nānak. Tell them that they will be presenting it to the entire group.

- Birthplace and family life- Name of Parents, wife, sister and children
- Education
- The Thread Ceremony
- Gurū's work as a Cattle Grazer, Shopkeeper, Trader and Farmer
- Bhāī Mardānā and Gurū
- Meeting with Sādhūs
- Mūl Mantr and translation
- Make sure you are going from group to group to see how progress is going. Not each group will know everything, but make sure you take a quick look at all areas to see if something is not way out there.
- Also pay attention to who is participating, how much and what each individual child's input is, etc...

Exploration (20-25 minutes)

- Have groups come up and give their presentation.
- So that children are getting new information from others, have each group that comes up only do two to three sections.
- After those sections are presented, give the other groups the opportunity to add anything that they have on their paper to the two to three topics.
- Do all the areas, noting any questions, thoughts or comments that children might come up with while working.
- Write down the information of the various categories on chart paper, as groups are presenting, for future reference for children and for yourself. Since the children have not yet read the chapter, you do not need to have detailed information. This is just a process to see what they are familiar with.

Explanation/Extension (5-10 minutes)

- In the last part make a list of things that children would like to learn about Gurū Nānak Sāhib. Ask children to be realistic, yet not hesitant on what they are really interested in learning or particular questions they may have. Let them know that all questions may not be answered, but nonetheless questioning is an important aspect of learning.

Evaluation (On-going)

- For homework, have children read the first chapter of the book.

Teacher Resources

- Book- Gurū Nānak Dev and His Teachings, by Prof. Sāhib Singh, translated by Dalip Singh, published by Lok Sahit Prakashan, Amritsar; 2002, Chapter 1, pp21-38
- To access information on a KWL chart, read the attached:
<http://www.ncrel.org/sdrs/areas/issues/students/learning/lr2kwl.htm>

