

Grade: 5

Lesson Number: 9

Unit Name: Gurū Nānak's travels

Course: Virṣā

Title: Gurū Nānak - II

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 explore Gurū Nānak's life in Sultanpur.

Prerequisites

- Lesson I on Gurū Nānak's travels.

Materials

- Atlas travels of Gurū Nānak, by Fauja Singh and Kirpal Singh
- Gurū Nānak Dev and His Teachings, by Prof Sāhib Singh, translated by Dalip Singh
- Student response journal

Advanced Preparation

- Teacher should have read Maps of Gurū Nānak's Travels.
- Teacher should have read at least the first two chapters of Gurū Nānak Dev and His Teachings.
- This is the second lesson in the series on Gurū Nānak.
- Be prepared to discuss any possible questions that students may have after reading Chapter One.

Engagement (15-20 minutes)

- Do a short review of last class, asking students to share their thoughts and comments from the last class and more importantly from the readings. (Chapter One)
- Then tell children that starting with this lesson children should begin thinking about a topic that they will be picking to present about Gurū Nānak with their thoughts, reactions and questions.
- Let them know that they will eventually be writing a paper or be doing an oral report on the topic that they pick. Their topic will come from readings and class discussion, so they should consider taking notes during class to make it effective for them.

- Their paper/oral report will highlight a brief background on Pre-Gurū Nānak and then can focus on one or two aspects of what they may want to discuss about them in more detail.
- Continue on before you begin talking about Gurū Nānak with a few questions:
 - Does anyone know what Gurū Nānak's Udāsīs are referred to?
 - What form of transportation do you think Gurū Nānak used to travel?
 - What is the furthest you've traveled? How do you travel, etc...?
 - What are Gurū Nānak Sāhib's three golden rules- Nām Japnā, Vanḍ Chaknā and Kirat Karnī?

Exploration (35 minutes)

- During the exploration relate the second chapter highlighting on:
 - Gurū Nānak being the Modī upon the recommendation of Bhāī Jai Rām and the honesty that he displayed as the store keeper. Gurū Nānak's Bānī and routine of singing kīrtan just as he did in Talwandī with Bhāī Mardānā as his companion.
 - His helping of the poor; Highlight briefly the meeting of Bhāī Bhāgirath and Mansukh focusing on the effect that was made on Mansukh after meeting a Sikh of the Gurū and then the Gurū himself.
 - The episode of Gurū Nānak's disappearance at the Veīm (ਵੇਈ) for three days. If children are familiar with this story let them highlight it rather than you. You should focus on the end that according to Bhāī Gurdās as stated in the book, "Gurū Nānak at this time was fully attuned with God in a secluded place and was pondering over the ways of redemption of the poor people from the tyranny of their ruler" (41).
 - Sardar Kipur Singh, in one of his books as well, writes about this incident, "As God willed, Nānak, his devotee, was escorted to His presence, to the divine presence, and then a cup was given to him, accompanied by the command: 'Nānak, pay attention. This is the cup of holy adoration of my Name; drink it. I am with you, and you do I bless and exalt. Go, rejoice in my Name, the Name of God, and preach to others to do the same. Let this be your calling.'"
- Discuss further the prevailing conditions and the need for Gurū Nānak to bring about a new spirit. Prevailing conditions were discussed in Lesson Number two, so let children verbalize them for you.
- Gurū Nānak's need and want to go help the down-trodden. Gurū Nānak and having gotten the message from Vahgurū believed that he needed to go and put his thoughts in to action to help the down-trodden.
- Ask children what Gurū Nānak decided to do and what difficulties do they think if any would he have to face in wanting to help the poor or those that were denied their rights. He decided to go and travel and spread the message. Some things to highlight will be—he having to leave his family behind, traveling through deserts and jungles, not necessarily knowing all the languages on the way, having only little clothing on his back, etc...
- In fact Gurū Nānak did decide to travel, left his family behind to help the down-trodden and spread the message of oneness of humanity.
- Ask children to highlight for you from the discussion above Gurū Nānak Sāhib's three Golden rules.

- Continue discussing:
 - Bhāī Mardānā with the rabāb and accompanying Gurū Nānak wherever he went and keeping his daily routine
 - Not all, but some of the brahminical/mechanical practices that were taking place and that Gurū Nānak had to deal with.
 - Gurū Nānak's explanation/stories of why some of these Brahminical practices were not useful
 - The clothing that Gurū Nānak and Bhāī Mardānā wore
 - Sādhūs and their role during those times
 - The daily routine and focus of using of singing and Bhāī Mardānā's rabāb
 - Gurū Nānak's continuous emphases of there being one Creator; love for the creator and fellow human beings in which the creator resided
- He leaves Sultanpur to go on his first mission in August of 1507- Ask children how old was Gurū Nānak at this time? (Answer: 38yrs)

Explanation/Extension (5-10 minutes) /Evaluation (On-going)

- Using their response journals, have children write down any questions that they may have about the exploration section-anything that interested them in particular, something they didn't understand or are confused about and have them pass their journals in to you before the end of the class, so that you can have answers ready and prepared for the next time, but also tell them to try to do research and see what they come up with.
- Prepare for next class accordingly.

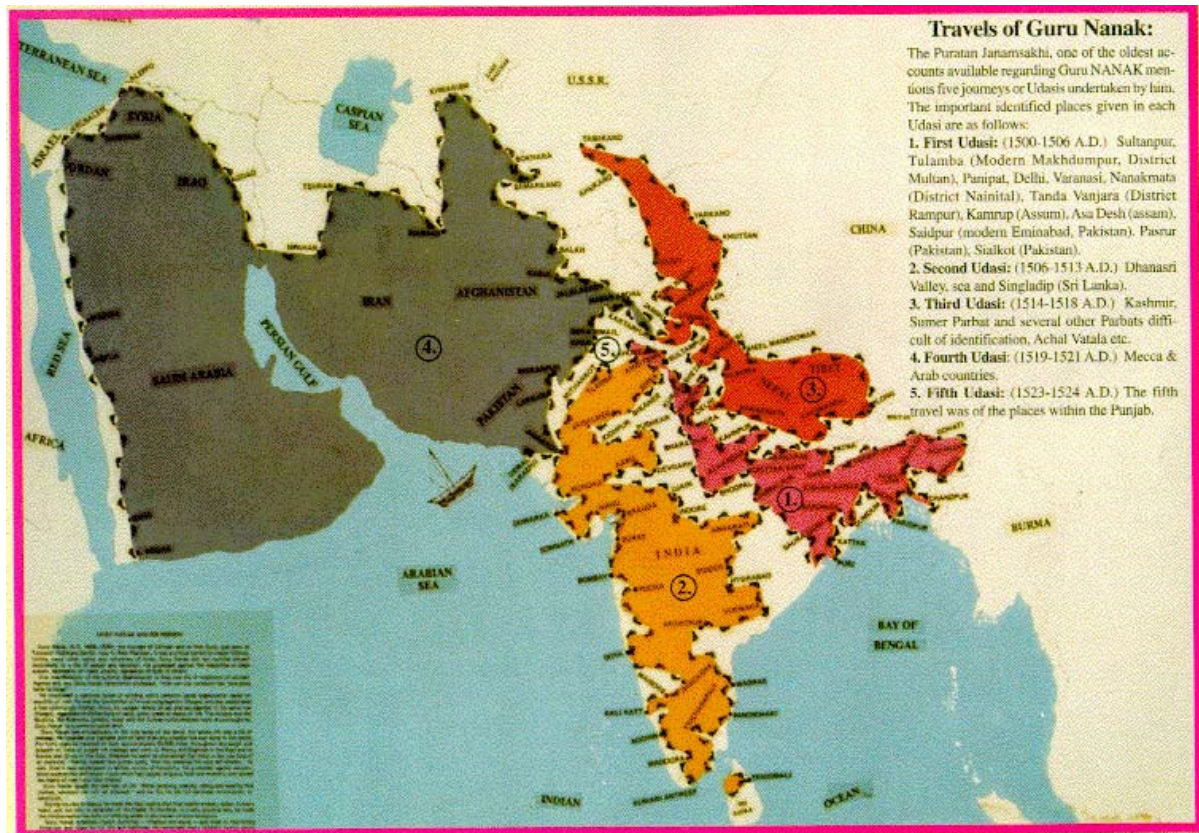
Evaluation (on-going)

- For homework, have children read Chapter three of Gurū Nānak Dev and His Teachings.
- Teacher will ultimately evaluate this unit based on students' information on their final project, but checking for understanding of material will come through questioning and clarification from the 'Explanation/Extension' sections.

Teacher Resources

Use the map from the book- Atlas- Travels of Gurū Nānak that is below for a clearer picture.





ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਦੀਆਂ ਯਾਤਰਾਵਾਂ

Travels of Guru Nanak Dev Ji