

Grade: 5

Lesson Number: 12

Unit Name: Gurū Nānak's Travels

Course: Virṣā

Title: Gurū Nānak - V

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 learn about Gurū Nānak's third Udāsī.

Prerequisites

- This is the fifth lesson in a series of lessons on Gurū Nānak. It expected that students have previously completed the first four lessons in this series.

Materials

- Map of Gurū Nānak's travels
- Picture of Kābā
- Lined paper
- Writing tools
- Dry/Erase Board
- Markers

Advanced Preparation

- Teacher should be familiar with the third Udāsī.

Engagement (15-20 minutes)

- Review the first and second Udāsīs of Gurū Nānak.
- Have children: write their thoughts on the two Udāsīs that they have discussed so far and what they expect to hear ahead.
- Collect their thoughts.
- On the board write any pressing questions that children have about Gurū Nānak's life and leave them on the board.

Exploration (35 minutes)***Begin talking about the third Udāsī towards the West:***

- He left Kartārpur again in end of 1518.
- First he went to Pakpatān, where Bābā Farīd's tomb lay, met with Sheikh Brahm and received the composition of Bābā Farīd of which some are in the Gurū Granth Sāhib.
- He visited Mecca, the capital city and the holiest place for the Muslims-Muslims from all over would come here for pilgrimages and still do today.
- Then he moved on from Pakpatān to Tulambā.
- His meeting with Sajjan Thug on his way to Tulambā and his teachings to Sajjan. (Possibly include sabad here)
- His movement towards Mecca with the Hajjis passing through Multān, Bahāvalpur, Sakhar, Sheikharpur, Lasā Belā and Makron, then to a port to catch a boat to Jidda. From Jidda to Mecca it took four days.
- Guru's feet in the direction of Kābā. God was infinite and not enshrined in one building.
- His discussion with the Hājīs and their question of who was superior-- Hindu or Muslim?
- Before you give the answer here to what Gurū Nānak had to say about this, ask children what they think he said.
- If you get the answer from them, well and good. If not, then tell them.
- Then talk of the move from Mecca to Madīna with the Hajjis.
- He returned through land rather than boat.
- They went towards Bāsrā and Baghdād in Irāq.
- The meeting of the Pīr and his son in Baghdad—God's creation was limitless which constituted countless earths, skies, planets and universes.
- Gurū Nānak and Bhāī Mardānā traveled through Persia, Turkistan and Afghanistan-Kābul.
- Arrival at Jalālābād- at the beginning of 1521.
- Make note of Guru Sāhib's return being slower then his tour to Mecca.
- The Hajjis returned stayed ahead of Gurū Nānak on the way back and so they would spread word of him in the towns and villages on their return.
- Panja Sāhib at Hassan Abdāl in about April of 1521—Explanation of ego built in Wali and that being the cause of his oppressing others.

Explanation/Extension (5-10 minutes)

- Have children reflect on the different Sākhī s that you would have told them through the engagement section. Ask them to share their thoughts or impressions.

Evaluation (On-going)

- Evaluation will be on-going—you will have to pick up on children's understanding through discussions. Collect homework that you gave them in their last class on notes about the first three lessons.