

Grade: 5

Lesson Number: 16

Unit Name: Gurū Nānak's Thought

Course: Virṣā

Title: Gurū Nānak to Gurū Aṅgad

Standards

Standard 4: Gurū Nānak's Thought

- Students identify the major worldviews of Gurū Nānak and how they provide solutions to the problems of the world in the 15th century and continue to do so in the present age.
 - *Students will be able to describe Gurū Nānak's views on caste, women, equality, fraternity, wealth, society, warfare, death, justice, hard work, the purpose of life, and the origins of life. The students should be able to do this in a comparative study with that of other religions.*

Objectives

1. Students explore and see that Gurū Nānak's thought was not separate from the thought of the other Nānak's.
2. Student's revisit discipleship and the importance of education under Gurū Aṅgad.

Prerequisites

- Students will have to understand lessons on the life of Gurū Nānak to identify his thought.
- This is the first in a series of lessons on Gurū Nānak's Thought and Other Gurūs.

Materials

- Dry Erase board/Markers

Advanced Preparation

- Be prepared to understand the life story of Gurū Aṅgad and to identify that there was no difference in Gurū Nānak and Gurū Aṅgad's thought.
- Before children come to class write 'Bhāi Lahinā → Gurū Aṅgad' on the board.

Engagement (15-20 minutes)

- Begin the class by pointing to Bhāi Lahinā (ਭਾਈ ਲਹਿਣਾ) and ask children if they know who he is.
- Ask them if they can tell you about his life before his meeting with Gurū Nānak. There is a likelihood that children will be familiar with his life and if not tell them.
 - He was born to a family who worshipped Vaishno Devī.
 - He had met Gurū Nānak once as a child.
 - He was touched by listening to bānī that was being recited by Bhāi Jodh, a Sikh of Gurū Nānak.
 - He did not recognize Gurū Nānak when he went looking for him on his way to Javālāmukhī.

- Try to cover at least these points if the children are not able to come up with them on their own.

Exploration (35 minutes)

During the Exploration part focus on how Bhāī Lahīṇā became Gurū Aṅgad.

- Go over Sākhīs focused on discipleship and obedience.
- Discuss what lead to Gurū Nānak making Bhāī Lahīṇā the next Gurū rather than his own sons.

Further discussion should be done on Gurū Aṅgad's Gurūship.

- Discuss how Gurū Aṅgad continued on the mission on keeping a saṅgat alive as Gurū Nānak did in Kartārpur.
- Discuss the continuation of laṅgar and the impact it made on the saṅgat that even Mātā Khīvī (Gurū Sāhib's wife) is made mention of in the Gurū Granth Sāhib.
- Focus then on Gurū Aṅgad expanding the role of the Gurduārā to make it a place of learning.
 - He formalized Gurmukhī as we know it now.
 - He began akhārās for physical development.

Explanation/Extension (5-10 minutes)

- Discuss with children what they can identify from the life of Gurū Aṅgad that coincides with Gurū Nānak's thought.
- Tell children that they should begin thinking of ways to educate the saṅgat. Introduce to them an educational display project for Vaisākhī as stated in the celebration ideas section. You can use the next few lessons on the Gurūs to help them build on this project.

Evaluation (On-going)

- Children's understanding in the explanation /extension section should help you gauge what they have learnt.