

Grade: 3

Lesson Number: 18

Course: Virṣā

Title: Pañj Piāre – I

Standards

Standard 7: Significance and Role of the Pañj Piāre

- Students identify the Pañj Piāre and their place within Sikh history.
 - *Students can name the Pañj Piāre. They will be able to give a history of Vaisākhī and why it is such a momentous occasion. The student will be able to recognize the spirit of Khālsā and its dedication to fraternity, equality, and justice. Concepts from the Gurū Granth Sāhib and Sikh tradition regarding Nām, Ammrit, and the Rahit should be emphasized.*

Objectives

1. Students will identify and learn the important role of the Pañj Piāre.
2. Students will learn about Vaisākhī of 1699.
3. The class will create a concept map of the Pañj Piāre – highlighting the fact that they were so different – they became one entity.

Prerequisites

- None.

Materials

- Information on Pañj Piāre (attached below)
- Picture of Vaisākhī 1699 (attached below)
- Concept Map (provided below)
- Blank paper and/ or notebook paper
- Crayons, Color Pencils, or Markers
- Chart paper
- Timer
- Highlighters

Advanced Preparation

- On a large chart paper, write K, W, L (as shown below).
- The information about the Pañj Piāre 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.

Engagement (20 minutes)

- Greet the students and have them get settled.
- Explain to the students that they will be learning about the Pañj Piāre.
- Ask students if they know who the Pañj Piāre are.
- Pass out lined paper and ask students to write down their thoughts about who they think the Pañj Piāre are.

- Turn on the timer for five minutes and allow students to write quietly.
- Put the KWL chart on the board, ask students to share their thoughts with the rest of the class. As students share their knowledge of the Pañj Piāre record it on the K (Know) portion of the KWL chart.

Exploration (30 minutes)

- Read the information shared by students in the K column aloud to the class.
- Based on the information shared ask students to write down questions that come to their mind about the Pañj Piāre – have students write questions on their lined paper (use same paper where they previously wrote the information that they knew about the Pañj Piāre).
- Turn on the timer for five minutes – allow students to write their questions.
- Have students share their questions about the five Piāre with the class – On the KWL chart, write students' questions on the W (What I Want to Know).
- Leaving the KWL chart up, ask students to sit in a circle on the floor.
- Share the story about Vaisākhī 1699 with them.
- Have a discussion after the story takes place. You may choose to use the questions below:
 - Why do you think Gurū Gobind Singh asked for five heads?
 - What do you think he meant by that?
 - Why were there so few volunteers?
 - What happened after the Pañj Piāre offered their heads to the Gurū?
- Divide the class into five or six groups (the reading on Bhāi Dayā Singh is a little long; it could be divided for two groups.) It is best to have three to five students in each group.
- Assign each group one Pañj Piārā. Each group will learn and share or report the information about the Pañj Piārā that their group was assigned to the rest of the class.
- Have students sit with their group and read the information. Ask them to collect important and/or interesting information. Give each group about 15-20 minutes to collect the information.

Explanation/Extension (10 minutes)

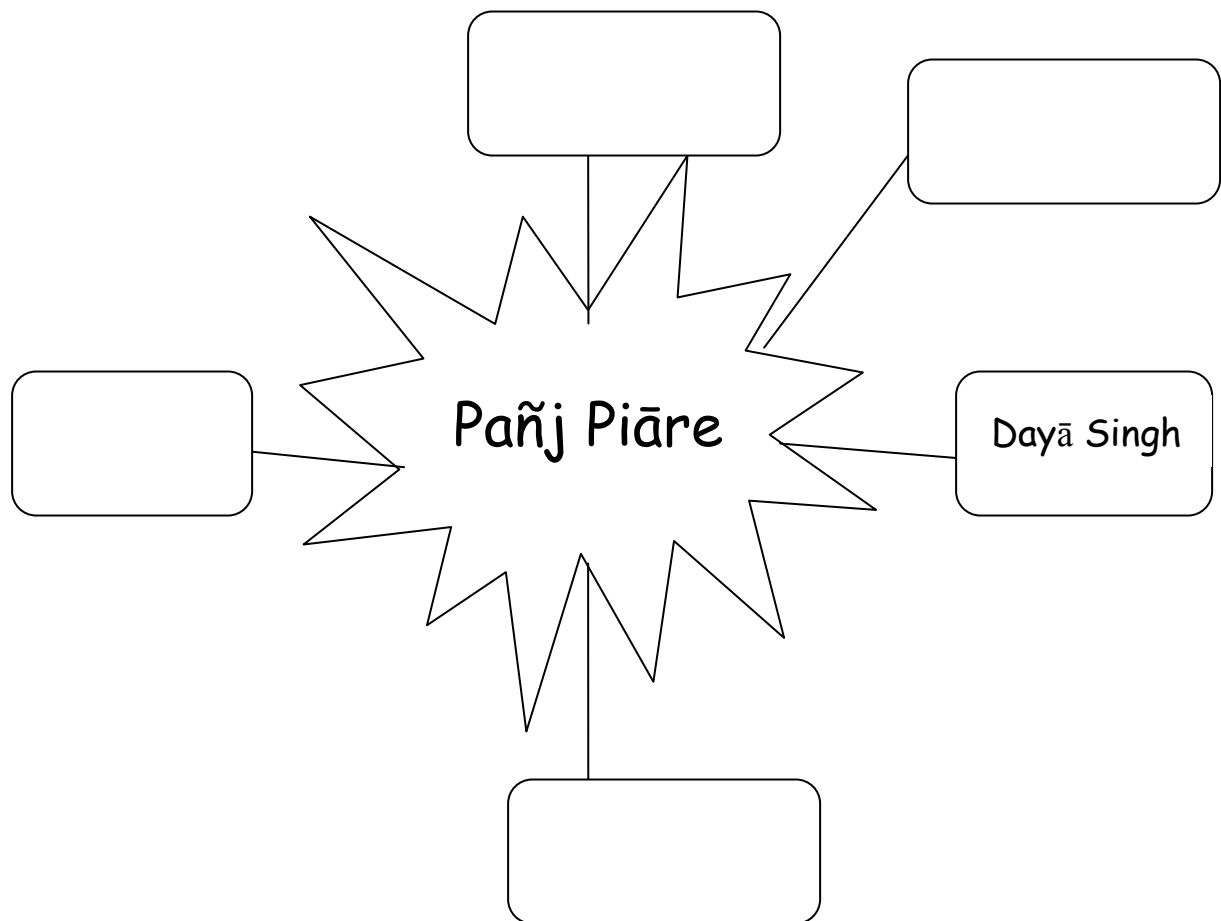
- Have students go back to their seats; pass out the concept map.
- Explain to students that their job is to listen to each group share the information about their Pañj Piāre and record information on to their concept map. They should have at least three facts about each person. (They may not write “He was a Pañj Piārā” as one of their facts).

Evaluation (On-going)

- Have students share their concept maps with their families.

Teacher Resources

For summaries on the Pañj Piāre: **Harbans Singh** "The Encyclopedia of Sikhism"



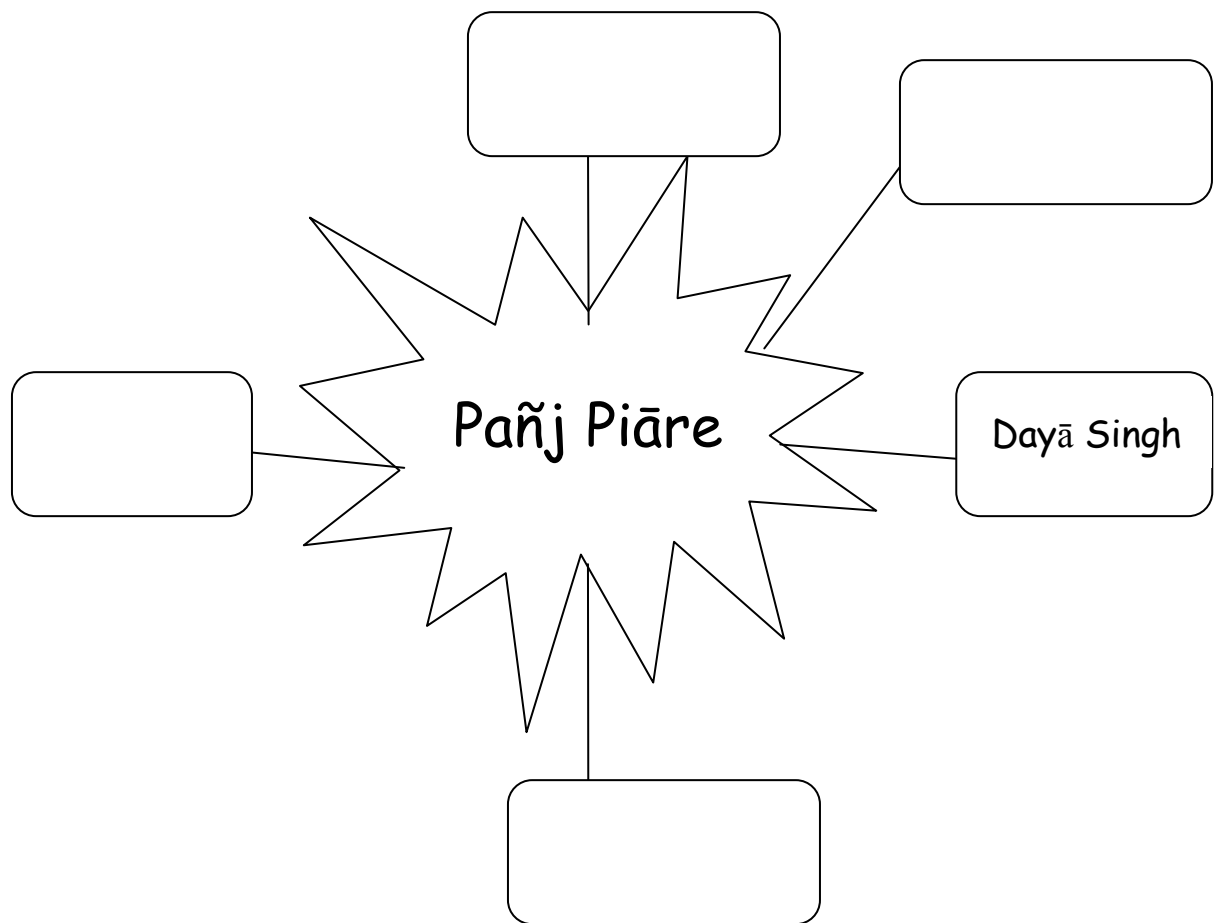
K, W, L Chart

What I Know

What I Learned

What I Want to Know

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K, W, L Chart

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