

**Grade: 1**

**Lesson Number: 2**

**Unit Name: Our Gurūs**

**Course: Virṣā**

**Title: Our Gurūs - II**

### **Standards**

#### **Standard 4: The Ten Nānaks**

- Students identify the Gurūs, describe the role of the Gurū, and explain where the Gurūs receive their authority.
  - *Students begin to understand the purpose of the Gurū. Their relationship to the Sikhs is explained in simple terms using analogies of family structures from the family tree.*

### **Objectives**

1. Students will verbally identify the Gurūs and describe the role of the ‘Gurū.’

### **Prerequisites**

- Lesson I on Our Gurūs.

### **Materials**

- 11 x 14 cardboard piece for each child
- ‘Tacky Glue’ bottles
- Different shapes of dry pasta
- Gold/silver spray paint
- Sheet listing all of the 10 Gurūs to be placed on cardboard pasta frame
- Dry erase board/blackboard
- Attached Genealogical table

### **Advanced Preparation**

- Make sure you have everyone’s frame from the last class.
- Have the Gurū Name sheets ready.

### **Engagement (15-20 minutes)**

- Review who a Gurū is and what the two words ‘Gū’ and ‘Rū’ mean, having children do most of the talking.
- Ask them who the Gurūs get their strength from – leading to Vāhigurū.
- Review the first five Gurūs with the children, having them tell you the one thing they learnt about each Gurū. Allow students to share their knowledge.
- Then continue on with the next five Gurūs and tell the children how from here on they were related through family. You can show them the Genealogical Chart below and also share with them one thing about the Gurū.
  - Gurū Hargobind - Son of Gurū Arjan; asked to wear two swords-- one for spiritual and the other for temporal (worldly).
  - Gurū Harirāi - Grandson of Gurū Hargobind, Great Grandson of Gurū Arjan; was very fond of animals and plants.

- Gurū Harkrishan- Son of Gurū Harirāī, Great Grandson of Gurū Hargobind; became guru when he was five years old and knew a lot of bāṇī.
- Gurū Teghbahādur- Son of Gurū Hargobind, Grandson of Gurū Arjan; gave up his life for the belief that anyone should be able to practice their religion.
- Gurū Gobind Singh – Son of Gurū Teghbahādur, Grandson of Gurū Hargobind, Great Grandson of Gurū Arjan; created the Khālsā in 1699.

### **Exploration (30 minutes)**

- Have children continue working on their pasta frames.
- Let them decide whether they would like to write the names of the Gurūs by themselves or if they want you to give them a pre-printed copy to put in the center of their frame.

### **Explanation/Extension (10-15 minutes)**

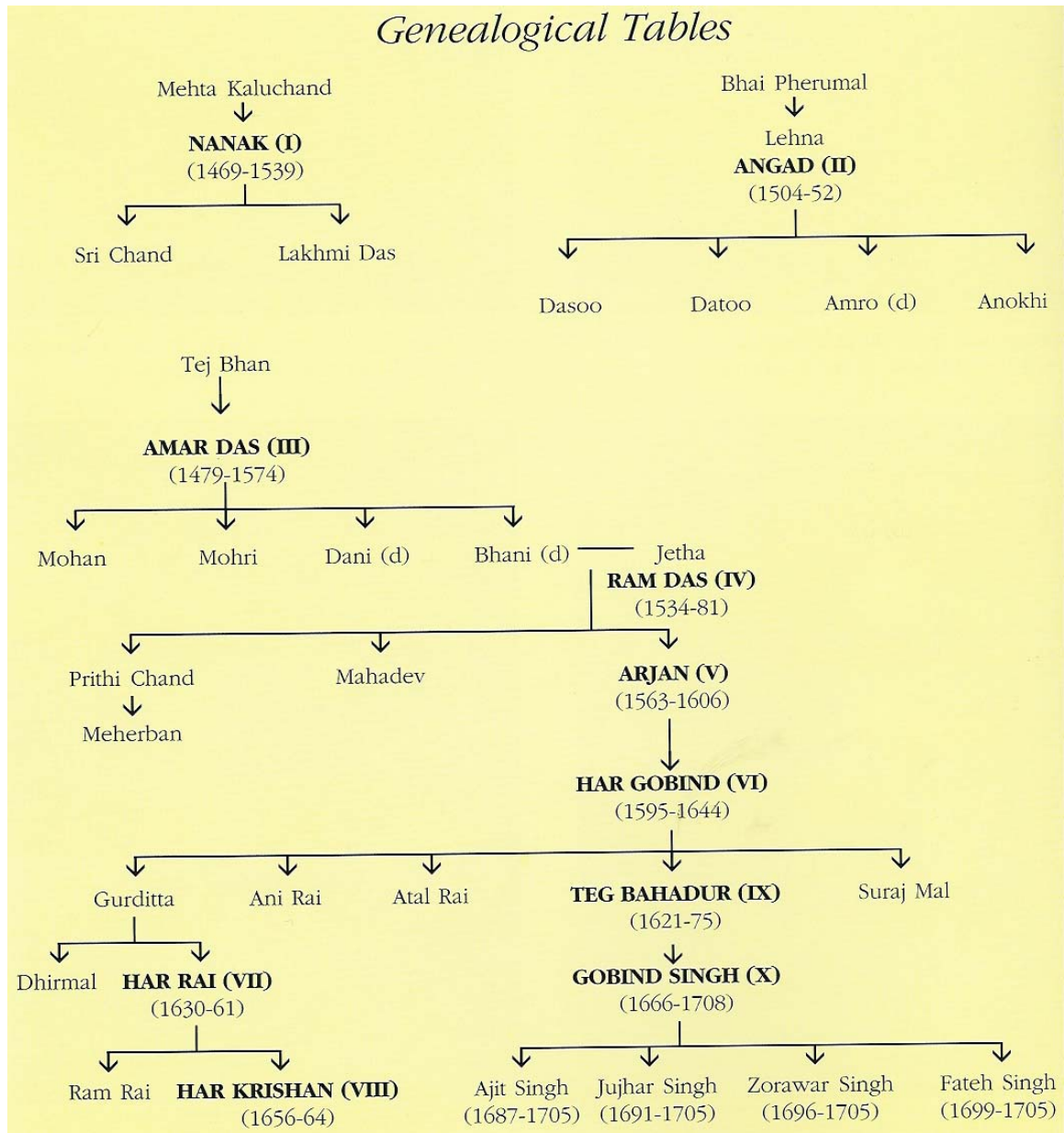
- At the end of class have all the children repeat the name of all the Gurūs with you.
- You can play a few games like calling out the number and the children saying the name of the Gurū, or vice versa.
- Also have a discussion about the importance of the Gurūs in the life of the Sikhs
- Throw out questions, such as, “Since the Gurūs are not alive today, where should we learn from?”
- Make specific reference to the Gurū Granth and the Gurū Panth, highlighting that yī kī is our present Gurū and we learn from there because that is where the Guru’s message lives.

### **Evaluation (On-going)**

- Observe children’s reaction and speed of memorization as well as logical processes in trying to figure out names, etc...
- Pay special attention to discussions and any progression of individual students from last discussion.
- Document progression in discussion for each student.

## Teacher Resources

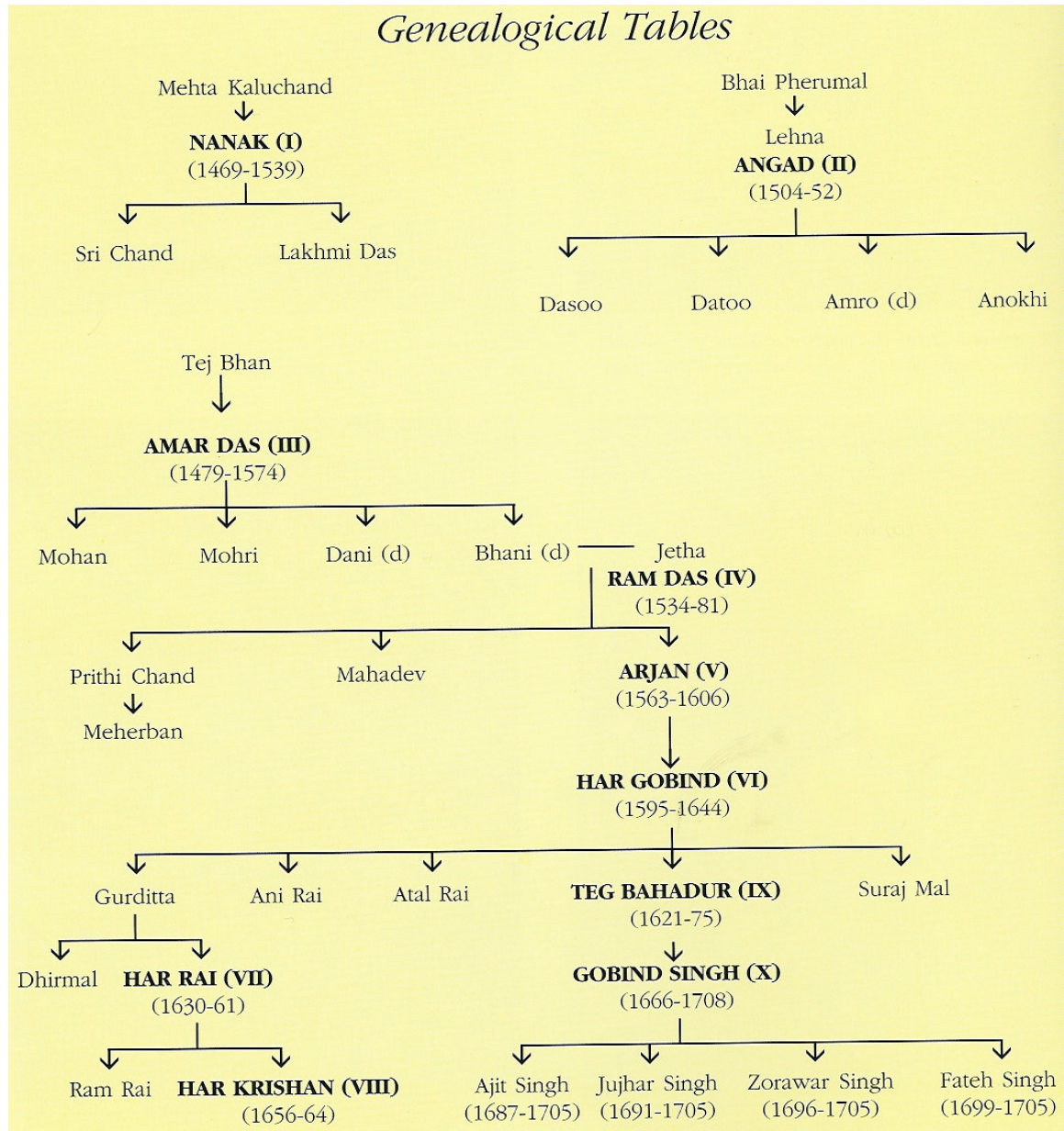
### Gurū Genealogical Chart



- Courtesy of: Singh, Gurbachan and Shankar, Sondeep. The Sikhs-Faith, Philosophy, & Folk. Roli & Jansen BV 1998, p22

Note: This chart has been taken out directly from the above book and therefore no edits were possible. When sharing with students please say 'Guru' before each name.

## Gurū Genealogical Chart



Singh, Gurbachan and Shankar, Sondeep. The Sikhs-Faith, Philosophy, & Folk. Roli & Jansen BV 1998, p22