

Grade: 7

Course: Virṣā (ਵਿਰਸਾ)

Lesson Number: 14

Unit Name: Sikh Misals (ਸਿੱਖ ਮਿਸਲ)

Title: Group Presentations on Sikh Misals

Standards

Standard 2: Sikh Misals

- Students critically evaluate the fratricidal affects of the *Misal* period and their downfall.
 - Students should identify the reasons for the downfall of the *Misals* and how their actions did not follow Gurmat (ਗੁਰਮਤ) teachings.

Objectives

1. This class will give the students an opportunity to share what they learned about the Misals with the rest of the students in the class.
2. Students will also learn to become comfortable presenting orally in front of the class.

Prerequisites

- Students should have done research on the Misal that they were assigned in the previous lesson.

Materials

- The article on Sikh *Misals* from Lesson 13
- Map of Pañjāb from Lesson 13
- The above materials should be provided to students in Lesson 13: Introduction to Sikh *Misals*

Advanced Preparation

- The teacher should be familiar with the history of each *Misal* so that they can assess the accuracy of the information being presented.
- The teacher may also want to come up with an assessment tool for evaluating the presentations (see Teacher Resources for sample evaluation tool).

Engagement (15-20 minutes)

- Greet students and give them a couple of minutes to settle down and take out their notebooks.
- Go over expectations for a good oral presentation. Remind students to project their voice, make eye contact and sound enthusiastic.
- Encourage students to be comfortable when they present and remind the class that they should be a respectful and courteous audience when their peers are speaking.
- Ask students to take notes on their peers' presentations so that they have information on all the Sikh *Misals* and not just the one that they researched.

Exploration (35 minutes)

- Ask each group to go up in front of the class and present their research.
- Each group should be evaluated for accuracy of information, delivery of presentation and comprehensiveness of research.

Explanation/ Extension (5-10 minutes)

- If there is time before class ends, ask students if they can think of any non-Sikh (Western) examples of similar systems of social and political organization.

- If students cannot think of any examples, the teacher can mention Scottish clanships, etc. in order to illustrate the universality of this system.

Evaluation (On-going)

- The presentations should be evaluated according to the assessment tool included in teacher resources.
- For homework have students read ‘Merits and Demerits of Sikh *Misals*’ from Brief History of Sikh *Misals* in order to have a discussion in the next class.

Teacher Resources

- Bainsarjī, Himādrī. The Khālsā and the Pañjāb: Studies in Sikh History, to the Nineteenth Century. New Dillī: Tulikā Books, 2002.
- Madrā, Amandīp Singh & Singh, Paramjīt. The Rise of the Sikh Confederacies, Warrior Saints: Three Centuries of the Sikh Military Tradition. New Dillī: Timeless Books, 1999.
- Singh, Saṅgat. The Sikhs in History. New Dillī: Uncommon Books, 1999.
- Sikh Misals. Sikh Information. January 27th, 2007. <http://www.info-sikh.com/PageMisal.html>
- Brief History of Sikh Misals. Sikh Missionary College. January 27th, 2007. www.rajkaregakhalsa.net/literature/General%20Sikhism/Brief%20History%20of%20Sikh%20Misals.pdf
- Sikh Misals. Sikh-history. January 27th, 2007. <http://www.sikh-history.com/sikhhist/events/misals.html>
- J.G. Bartholomew. Pañjāb. Imperial gazetteer of India. Oxford: Clarendon Press, 1907-1909. (p 394)
- Singh, Bhagat. A History of the Sikh Misals. Panjabi University, Patiala, 1993.
- Sītāl, Sohaṇ Singh. Sikkh Mislārī te Sardār Gharāṇe. Lāhaur Buk Shaup, Ludhiāṇā, 1993.

Evaluation of Sikh *Misal* Presentations

1. Knowledge and Accuracy of Information	1	2	3	4	5
○ The location on the map is correct					
○ Information is historically accurate					
2. Comprehensiveness of Research	2	4	6	8	10
○ Includes leadership, location & size of Misal					
○ History of Misal is well explained					
3. Delivery of Presentation	2	4	6	8	10
○ Eye contact is made					
○ Presentation is audible					
○ Group members look comfortable in front of the class					

Total: __/25

the commander replied. Amar Singh said loudly, “He will protect it whose flag it is.” This *Misal* had no separate area of jurisdiction. Their soldiers were found in every *Misal*. They would obtain their share after every campaign. Jathedār Saṅgat Singh became the *Jathedār* of this *Misal*. He used to be in the forefront in every campaign of the Sikhs. After the exit of Abdālī, Saṅgat Singh made Ambālā his centre and exercised jurisdiction up to Karnāl (ਕਰਨਾਲ) in the South and Ropar-Kharar (ਰੋਪੜ-ਖਰੜ) in the North. Jathedār Mohar Singh (ਮੋਹਰ ਸਿੰਘ) succeeded him. He was contented with whatever territory he had. Since he had no offspring, the *Misal* became leaderless. Raṅjīt Singh took over this *Misal* and ended its existence.

12. Phulkīān Misal:

To the eastern side of river Satluj, this was the only other *Misal*, beside Karoṣsinghīā, which was famous. The Karoṣsinghīā Misal ended with the death of Baghel Singh, but Phulkīān Misal remained for a bit longer. Even during the period of Raṅjīt Singh, this *Misal* managed to retain its identity. This *Misal* never came under direct control of the Dal *Khālsā*, although its founder Bābā Ālā Singh acknowledged the patronage of Dal *Khālsā*. Bābā Ālā Singh had a son, Amar Singh who wielded the sword like his father. He attacked, defeated and killed Asād Alī (ਅਸਾਦ ਅਲੀ), the Governor of Jalandhar Doāb. In 1767, Durrānī bestowed the title of Rājā-e-Rājgan (ਰਾਜਾ-ਏ-ਰਾਜਗਨ) to Amar Singh. Amar Singh shortly occupied the territories of Malerkoṭlā (ਮਲੇਰਕੋਟਲਾ), Saidābād (ਸੈਦਾਬਾਦ), Sirsā (ਸਿਰਸਾ), Manīmajrā (ਮਨੀਮਾਜਰਾ), Koṭkapūrā (ਕੋਟਕਪੂਰਾ), Farīdkoṭ (ਫਰੀਦਕੋਟ) and Baṭhiṇḍā (ਬਠਿੰਡਾ). Amar Singh did not interfere in the affairs west of the river Satluj. He also ignored territory beyond the river Jamunā. His *Misal* had about 1040 soldiers. The way he expanded his territory was enough to prove him to be a brave and courageous ruler. In March 1782, he too expired. Then his son Sāhib Singh became the head of the *Misal*. He was a minor, so the tasks of the *Misal* were attended to by Bībī Rajindar Kaur (ਬੀਬੀ ਰਜਿੰਦਰ ਕੌਰ) and Sāhib Kaur (ਸਾਹਿਬ ਕੌਰ). The Marāṭhās, and even George Thomas, wanted to capture the territory of this *Misal* but could not succeed. With the occupation of Pañjāb by Raṅjīt Singh, the whole situation changed. The states of Nābhā (ਨਾਭਾ), Jīnd (ਜੀਂਦ) and Kaithal (ਕੈਥਲ) were the off-shoots of this *Misal* even though their *Misaldārs* (ਮਿਸਲਦਾਰ) were different. This *Misal* did not get along well with Raṅjīt Singh and sought help from the British. The British made Raṅjīt Singh sign the Treaty of Amritsar in 1809. Thus, these states retained their independent identity.

Adapted from:

- Singh, Bhagat. *A History of the Sikh Misals*. Panjabi University, Patiala, 1993
- Sītāl, Sohan Singh. *Sikkh Mislān te Sardār Gharāṇe*. Lāhaur Buk Shaup, Ludhiānā, 1993
- *Brief History of Sikh Misals*. Sikh Missionary College; Ludhiānā. www.sikhmissionarycollege.net