

Grade: 6

Course: Virṣā (ਵਿਰਸਾ)

Lesson Number: 6-7

Unit Name: The Gurū Granth Sāhib (ਗੁਰੂ ਗ੍ਰੰਥ ਸਾਹਿਬ)

Title: The Gurū Granth Sāhib 2-3

Standards

Standard 3: Sikh (ਸਿੱਖ) Scripture: The Gurū Granth Sāhib

- Students identify the organizational structure of the Gurū Granth Sāhib, including the names of the major non-Gurū (ਗੁਰੂ) contributors.
 - Students will be able to identify the history and compositions of the non-Gurū contributors, but maintain the distinguishing factor between a *bhagat* (ਭਗਤ) and a *Gurū*.

Objectives

1. Students identify the organizational structure of the Gurū Granth Sāhib and continue to develop the Gurū Granth Sāhib game.
2. Students will be able to identify the history and compositions of the non-Gurū contributors with a focus on distinguishing factor between a *bhagat* and a Gurū through self-study and a class discussion.

Prerequisites

- Lesson Gurū Granth Sāhib 1.
- Students will have some familiarity of the organizational structure of the Gurū Granth Sāhib.

Materials

- Different sizes of cardboard so that children can make game boards, game cards and more
- Thin point markers
- Thick point markers
- Colored construction paper
- Tape/Glue
- Scissors
- String and items as requested by children
- Handout on Gurū Granth Sāhib (for each student)
- Access to computer and printer if possible

Advanced Preparation

- The teacher should be familiar with the compilation of Gurū Granth Sāhib (attached in lesson 1).
- This is the second part of a lesson that involves other topics specific to Gurū Granth Sāhib.
- The teacher should read all lessons pertaining to this topic.
- Students were assigned readings in Lesson 1. The teacher should be familiar with all readings so that he/she can facilitate discussion. Students are being treated as the experts on their topics, but teachers need to do the same readings as the students, so that they can help clarify any misconceptions.
- Teacher Resources are available in Lesson 5.

Engagement (5-10 minutes)

- Have students settle in and do a quick review of your previous class.

- Ask students how their planning of the game is coming along and if they were able to come up with more ideas.
- Tell them that once their games are completed, they will be able to test and play their games with other students in the school, so they should keep that in mind while developing it.
- The process that is involved in preparing something for another group is important. The teacher should impress clarity of directions, fair game rules, and the ability to explain about their game as important aspects of this process.

Exploration (40-45 minutes)

- To begin, have students present their readings on the *bhagats* from their assignments to the rest of the class.
- Have children take 2-3 minutes to point out important information.
- All students should take notes as the presentations are going on. It is recommended that teachers write the names of each *bhagats* being spoken about on the board. Spellings of the names in Gurmukhī and Roman alphabets are provided in the write up on Gurū Granth Sāhib from previous class.
- After all the students are done, have a discussion around the appreciation of new information gained regarding *bhagats*.
- Ask students questions such as:
 - Did you know about the *bhagats* before these readings?
 - How does the new knowledge help you better understand the Gurū Granth Sāhib?
 - Why do you think Gurū Arjan Sāhib chose to include the *bhagats* bāṇīs?
 - What does the back ground on the *bhagats* tell you about Sikh principles?
 - How would you include this information in your game?
- The focus of the discussion should be on the importance of the message being the same in the Gurū Granth Sāhib regardless of who wrote it.
- If you have time after learning about the *bhagats* have students work on their games.
- The focus of the game should be on learning facts about the Gurū Granth Sāhib.
- The entire class will decide on which game is most effective in terms of learning and creativity combined, based on the criteria from Class 1.
- Use one day to test the game on other students in the school. The teacher should work with other teachers to coordinate time slots that can be used for grades to work together.

Explanation/Extension (5-10 minutes)

- Have students write their thoughts on the discussion that you had as a class around the *bhagats*.
- Explain to the students that besides the *bhagats*, bāṇīs from three Sikhs were also included in the Gurū Granth Sāhib.

Evaluation (On-going)

- Pay special attention to everyone as they are planning and creating their games.
- Carefully monitor student presentations about *bhagats*. The focus should be on life and type of writings.