

Grade: 2

Lesson Number: 7

Unit Name: Ten Nānaks

Course: Virṣā

Title: Gurū Nānak and Bhāī Lālo

Standards

Standard 5: Ten Nānaks

- Students identify the 10 Gurūs and two Choṭe Sāhibzāde.
 - *Students will be able to name all 10 Gurūs and two Choṭe Sāhibzāde. They will be able to identify a few key characteristics of each Gurū. The stories about the two Sāhibzāde should introduce concepts from Gurbāṇī, including pain (dukh), joy (sukh), as well as martyrdom (shahīdī).*

Objectives

1. Students will review the sākhī of Gurū Nānak and Bhāī Lālo.
2. Students will successfully discuss reasons for Gurū Nānak's actions in the sākhī.

Prerequisites

- Students should know names of Ten Nānaks.

Materials

- Two Roṭīs
- Sākhī of Gurū Nānak and Bhāī Lālo

Advanced Preparation

- Teacher should be familiar with all aspect of Gurū Nānak and Bhāī Lālo's sākhī.
- This lesson plan is part of a unit on the Ten Nānaks.

Engagement (15-20 minutes)

- Ask students, "Who is Gurū Nānak?"
- "What were his three principles?"
- Then begin by telling them that Gurū Nānak traveled to a lot of places to spread his message. Alongside with him was his companion, Bhāī Mardānā.
- Then stop the discussion and tell them you are going to do a little exercise. Call two to three students up to the front where all of the other kids can see them.
- Give them a roṭī each.
- Ask them to squeeze the roṭī as hard as they can.
- Ask the students observing to see if anything happens. The likelihood is that nothing will happen, but it will be interesting for students to go through the process.
- After you are done, ask students if they have any idea as to why you did this exercise or if it reminds them of something about Gurū Nānak.
- At least a few students will know the sākhī of Gurū Nānak and Bhāī Lālo.

Exploration (35 minutes)

- Have students start telling the story and add or take away where needed.
- Ask questions like:
 - “Why were people, especially Mālīk Bhāgo, angry at Gurū Nānak for being with Bhāī Lālo?”
 - “Why did Gurū Nānak choose to be with Bhāī Lālo?”
 - “Do you think Gurū Nānak made the right choice?” (Let students have a discussion on this even though we know that he was right. Let them come up with the understanding that Gurū Nānak chose to be with the honest.)
 - “Why was Mālīk Bhāgo ashamed?” (Lead them to the understanding that it is important to understand what Gurū Nānak is teaching.)
 - “Did he realize his mistake,” etc...?
- Ask such questions and then let students ask any other questions that they may have.

Explanation/Extension (5-10 minutes)

- Ask students if they can think of ways in which something like this might relate to today.
 - “Do they choose to go to a friend’s house that has many more toys than another classmate?”
 - “Do they know of people who go and help the homeless rather than go and meet and visit people who are rich?”
 - End with the question, “Are we doing what Gurū Nānak was doing to be a good human being?”

Evaluation (On-going)

- Pay special attention to children’s understanding and progression of discussions.

Teacher Resources

Bhāi Lālo

After teaching people in Lāhaur (ਲਾਹੌਰ) to live honestly, the first Gurū returned to Talvaṇḍī (ਤਲਵੰਡੀ) to see his parents. Then after a short stay, he proceeded to go with Mardānā (ਮਰਦਾਨਾ), his companion, on a long journey to visit the sacred places of pilgrimage of the Hindus. On the way they reached Bhāi Lālo's (ਭਾਈ ਲਾਲੋ) workshop at Saidpur (ਸੈਦਪੁਰ) presently known as Aimanābād (ਐਮਨਾਬਾਦ) in Pākistān (ਪਾਕਿਸਤਾਨ). Bhāi Lālo was a carpenter and earned his living by honest work. When Lālo saw two holy men coming towards him, he put aside his work and spread a bed for them and went to get some lunch for them.

As the kitchen was supposed to be the most pure and clean place in a house, Bhāi Lālo asked Gurū Nānak to come there and have his meal. Gurū Nānak replied that since every place is clean and pure, the meal could be brought to him. Bhāi Lālo complied and delivered the meal, which Bhāi Mardānā then divided into three parts. Upon tasting the meal, Gurū Nānak remarked on how tasty it was. "This taste is above the taste of worldly delicacies. I can taste your honest hard labor in every bite."

Another day, Malik Bhāgo (ਮਲਿਕ ਭਾਗੋ), a high government official of the city, gave a general feast. He invited Gurū Nānak too. The Gurū declined the invitation saying, "We are saints, not business men, what have we to do with your feast?" On being asked a second time, Gurū Nānak took Bhāi Lālo with him and went to Malik Bhāgo's house. With great anger Malik Bhāgo told Gurū Nānak that he was being dishonorable by accepting food from a low caste carpenter and not a government official.

Gurū Nānak took Bhāi Lālo's dry roḥī (ਰੋਟੀ) in his right hand, and Malik Bhāgo's fried sweet pancake in his left hand. When he squeezed the right hand the people present there saw drops of milk dripping from it. And when he pressed the left hand with the fried pancakes, everyone saw blood trickling from it. "Look Malik Bhāgo! The wealth you have gathered through your cruelty towards the poor is a blood-sucking act. You had invited me to partake of blood, leaving food pure as milk. How could I accept it?" asked the Gurū. Malik Bhāgo was silent then. Bhāi Lālo on the other hand was the symbol of honesty and hardwork. So according to Gurū Nānak it's better to earn little money with honesty than to amass wealth by devious and crooked means.

For more information visit:

http://www.ikonkar.com/sikhism/Sakis/bhai_Lalo.htm

http://www.ikonkar.com/sikhism/Sakis/malik_bhago.htm

<http://www.sikhsangat.com/index.php?showtopic=13521>

<http://www.info-sikh.com/SchPage4.html>

<http://www.sikh-heritage.co.uk/personalities/bhai%20Lalo/Bhai%20Lalo.html>

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