

**Grade: Kindergarten**

**Lesson Number: 10**

**Course: Virṣā**

**Title: 'Looking at the Past**

### **Standards**

#### **Standard 2: Looking At the Past**

- Students understand that history relates to events, people, and places of other times.
  - *Students understand how people lived in earlier times and how their lives would be different today (Pañjāb Gurū Period versus Pañjāb 50 years ago versus America today). They draw upon a variety of stories, legends, songs, ballads, and games in order to describe the environment, lifestyles beliefs, and struggles of the people.*

### **Objectives**

1. Students will be able to identify the similarities and differences in life in Pañjāb during the Gurū period, 50 years ago and currently.

### **Prerequisites**

- Though there is not a prerequisite for this lesson, the teacher needs to understand that students at this age have a very difficult time understanding concepts of time. Please be patient with students and try to provide as many visuals as possible.

### **Materials**

- Pictures of village life (Carkhā (ਚਰਖਾ), Khūh (ਖੂਹ), farmers working in the fields, etc...)
- Large sheets of paper and marker
- Pictures of modern conveniences – oven, dishwashers, playgrounds, toilets, etc.
- Pencils and crayons for students
- Tell a sakhī of Gurū Nānak’s childhood – where he’s playing with friends and sharing with others, working in the fields etc...
- Box or container
- Tape
- An elder from the community or anyone who can communicate with children about their experiences of growing up in the village. It would be ideal to have someone who is an elder and another person who has recently lived in the village to show the students how village life has changed.

### **Advanced Preparation**

- Find numerous pictures of a village – it would be ideal if pictures of villages 50 years ago were present along with pictures of current village living.
- Find pictures of modern conveniences that we use daily – bathrooms, sinks, faucets, air conditioning, toys, microwaves, ovens, etc...
- Divide a large chart sheet into three sections labeled: “Villages Long Ago,” “Villages Today,” and “U.S. today.” (It would be wonderful if comparisons could be made

between villages during the Gurū-period, 50 years ago and today; however, this is a difficult concept for most students this age to grasp.)

- Find some members of the community who can communicate with children about their experiences of growing up in a village. It would be ideal to have someone who is an elder and another person who has recently lived in the village to show the students how village life has changed. It would be great if this person had pictures of their village long ago and presently.

### **Engagement (20 minutes)**

- Have students sit in a circle. Tell them a sākhī about Gurū Nānak's childhood – emphasizing the simplicity of life back then.
- Discuss how Gurū Nānak worked and played hard.
- After you tell the sākhī, have students think about the following:
  - What type of toys did Gurū Nānak play with as a youngster?
  - What did he do to have fun?
  - Where did Gurū Nānak and his friends play?
  - What type of treats do you think they ate?
  - What kind of homes do you think Guru Nanak and his friends lived in?
  - How do you think Gurū Nānak's mom cooked? Do you think she used an oven or a microwave?
  - What kinds of foods do you suppose they ate? Do you think they ever ordered pizza?
  - How did they wash their dishes?
  - Do you think the children (boys and girls like yourselves) had to work? If so, what kind of work do you think they had to do?
  - Do you think Gurū Nānak had to work or did he play all day long?

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

- Share pictures of Pañjābī life with students – show them each picture but don't tell them what it is or what it is used for.
- Allow students to look at each picture and think for a while.
- Place all the pictures in a box or container.
- Next call each student one at a time to the front of the class and give them a picture. Ask them:
  - What do you think this object is?
  - What it is used for?
  - Finally, look at this chart, where do you think this picture belongs? Do you think this object was available in villages during the era of the Gurūs or long ago, or is this an object that people just started using?
  - Please tape the picture of the object under the correct heading or have a student do this for you.
- When all students have had an opportunity and/or all the pictures have been placed on the chart, review all the pictures and purposes of each object.
- Discuss with the students whether or not they think they could survive in a village.

**Explanation/Extension (10 minutes)**

- Have the Community Elder speak to the children about their own village experiences. Ask them to include the vocabulary that the students have learned during this lesson: khūh, caṛkhā etc.
- It would be great if this person could share some pictures of their village both past and present.
- Allow students to ask questions– remind them to be polite and respectful.

**Evaluation (On-going)**

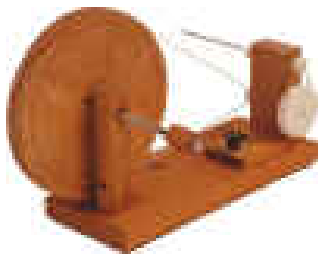
- Ask students to share their new knowledge with their parents. During the following class, ask students questions about this lesson and the information shared by the guest speaker. Ask children to note two things in their house that may not have existed a long time ago. Tell them to remember it for the next class.

## **Teacher Resources**

### **Synopsis of Gurū Nānak's Life**

Gurū Nānak was born in the village of Talvandī (ਤਲਵੰਡੀ) in 1469 to Mahtā Kālū (ਮਹਤਾ ਕਾਲੂ) and Mātā Triptā (ਮਾਤਾ ਤ੍ਰਿਪਤਾ). Gurū Nānak was named Nānak after his sister Nānakī. Gurū Nānak was a very gifted and intelligent child. Young Nānak was so smart that all his teachers taught him everything they could possibly pass on and felt there was nothing left to offer him. He loved to play outside with his friends. Whenever the children grew tired from playing, his mother would bring treats for Nānak who graciously shared them with his friends. As Nānak grew older, his father became concerned that Nānak was too idle as his main responsibility was to care for the cattle. He would take them into the meadow each morning and bring them back home in the evenings. At this time Gurū Nānak had started to spend more and more time in the forests enjoying nature and singing the praises of Vāhigurū (ਵਾਹਗੁਰੂ). Gurū Nānak's father, Mahtā Kālū became annoyed and feared that their son would not be successful in life. He thought that perhaps if Gurū Nānak was married he would take life more "seriously." He ended up getting married and still continued to love nature and work towards his life mission which was to spread the word of Vāhigurū. He made four long, incredible journeys all over Asia.

### **Picture examples for activity**



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