

## **Jainism and Sikhism**

### Content

In this lesson I will be teaching about the differences and similarities between Jains and Sikhs as well as the history behind both. Though the two groups are different they are often lumped together. Jainism is a religion of non-violence though it is not a major religion in India it is has been significant in shaping the religious landscape today. Jainism was formed as an alternative to the ritualistic practices that had taken over society. Sikhism on the other hand was a much more radical religion with a monotheistic tradition focused on Satnam. The Sikhs are identified by the 5 K's. They are an extremely ethical group that follows a very specific set of guidelines. By the end of the lesson the class will be able to identify the differences and similarities between Sikhs and Jains. They will also know their history and role in Indian society.

### Instructional Strategy

I will be using 2 strategies in this lesson. I am going to use the Jigsaw method as part of my lesson. Because of limited time the class will be broken up into 2 expert groups to learn about either Jains or Sikhs. They will then move to home pairs where they teach their topic and learn about the topic the other person received. I chose this strategy because learning about technical differences between groups can be boring for kids. By using the Jigsaw method they will be more engaged in the learning process and will retain the information better because they themselves become the teachers. Because I am using the Jigsaw method I will also use exit slips to make sure that they have learned the information the opposite expert group taught them. By having them restate the information they learned I will be able to evaluate whether or not they remember the lesson.

### Audience and Meeting the Needs of All Students

The audience to which this will be taught is a 7<sup>th</sup> grade class. There are 25 kids in the class and a little more than 50% of them are male. There are 3 African American students in the class, 2 Hispanic students, and 1 student of Middle Eastern descent. There are 2 special needs students in the class with learning disabilities. This lesson is not the first in the unit so while it is building off of basic information learned earlier in the unit we will also be focusing on Jains and Sikhs which they have not gone over at all. I am also assuming that the students have been taught the basic history of India and the core beliefs of the people. Hopefully some students will have a basic knowledge of these two groups. I am also hopeful that some of the students may have interacted with either Jains or Sikhs. That will allow them to bring prior knowledge and experiences to the others. I am hoping that the jigsaw method will be new to them and as a result will have a greater impact on them.

### Length of Lesson

I will have approximately 40-45 minutes to teach my lesson. They will then continue watching “Gandhi”.

### Materials Needed by Teachers

- Computer and projector for Power Point
- 1 piece on Jains and 1 piece on Sikhs for them to read, learn, and teach. I will need 25 copies of each.
- Marker board and dry erase marker.
- 25 copies of the note taking sheet.

### Materials Needed by Students

- Pen or pencil

### Rationale

Our world is made up of a complex labyrinth of individuals. There are many ethnic groups, social levels, religious affiliations, and borders that separate us from one another. As citizens of the world it is our responsibility to be as educated as possible about those that share this place with us. This lesson will help them learn about 2 such groups, their roles in society, and how they shaped the current religious landscape.

### Lesson Objectives

Students will teach their home group about the specific topic assigned to them after researching and discussing it with a small expert group of their peers. By the end of the lesson students will be able to write 4 pieces of information about the topic they taught as well as the topic they had taught to their partner presented to them.

### Grade Level Content Expectation (GLCE)

7 – H1.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family).

7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.

7 – W3.2.3 Identify and describe the ways that religions unified people’s perceptions of the world and contributed to cultural integration of large regions of Afro-Eurasia.

### Classroom Organization

At the beginning of this lesson students will be in their assigned seats. The tables are arranged end to end in 2 long rows with 3 tables in each row. Each table has approximately 4 students at it. When the bell rings one student always leads the class in a series of hand motions to get everyone focus and warmed up. The students then recite a poem together and stand for the pledge of allegiance. This activity serves as a type of anticipatory set for the class. I will then begin with a thought provoking question followed by a class discussion. I will give a brief overview of the class period. The jigsaw task will be explained and the information to study will be handed out. After working with their expert groups I will pair them up with someone from

the other group. Each student will teach about their information. The switch will hopefully be efficient while giving them a moment to get up and move around to get the blood flowing. Expectations of their behavior will be given ahead of time. Students will teach their subject and then we will come back together as a group for a quiz over the information.

Lesson Outline

<p><u>Orientation</u></p> <p>Estimated time: 10 minutes</p> <p>I will begin this lesson with an Anticipatory Set. I plan to use a Thought Provoking Question to get them engaged in this lesson. This will help me know what they already know about the topic as well.</p> <p>I will not be using technology during this portion of the lesson.</p>	<p><i>Miss Nees: Alright class! Let's get started with our warm up activities. Who would like to lead today? Alright ____ go ahead!</i></p> <p>Warm up activities take about 4 minutes.</p> <p><i>Miss Nees: Alright. Now that we are all warmed up and ready to go I have a question for you guys. Today we are going to talk about Sikhism and Jainism. Thinking outside of the box what do you know about these two groups? These can be things you know or even ideas you have. Just throw it out there and we'll put these ideas on the board. What pops into your mind when you hear Sikh or Jain?</i></p> <p>I will write the ideas they come up with on the board.</p> <p><i>Miss Nees: Those are some great ideas!</i></p>
<p><u>State the Objective</u></p> <p>Estimated Time: 2 minute</p> <p>I will state the objective for the day and give the students an outline of the activities we will be doing that day.</p> <p>Again I will not use technology in this portion of the lesson.</p>	<p><i>Miss Nees: Today we will begin the lesson in two key groups. This side of the room is going to learn about Jainism. This side is going to learn about Sikhism. Now each group will get a piece of information. You will read them together or silently and discuss them as a group. You will come up with important facts and ideas. You will then be paired up with someone from the other group and you will teach them what you learned and they will talk to you about what they studied.</i></p> <p><i>So our objective for the day is that you will be able to teach a classmate about the topic that I assign to you. By the end of the class you will also be able to write 4 facts about each religious group.</i></p> <p><i>Before I go on does anybody have any questions about what we're doing today? Alright let's get started! I am going to pass out your articles and a piece of paper for you to take notes on.</i></p>
<p><u>Presentation of Content</u></p> <p>Estimated time: 10 minutes</p>	<p><i>Miss Nees: Okay. I am going to give this side of the room information on Jainism and this side information on Sikhism. With the individuals sitting at your table discuss what you think is</i></p>

<p>Guided Practice → (Blooms: Comprehension, Application, and Analysis)</p> <p>Estimated time: 10 minutes.</p> <p>Individual Practice→ (Blooms: Synthesis and Application)</p> <p>Estimated time: 5-6 minutes. Flexible based on available time.</p> <p>Check for Understanding→</p>	<p><i>important and what you want to teach your classmate about your topic. Come up with questions to ask them too. Be creative! I will come around and help you all as you discuss. You have 10 minutes for this portion. Take your time.</i></p> <p>I will go around and help them as they read and discuss the information for 10 minutes.</p> <p><i>Miss Nees: Sounds like everyone is just about finished. I am now going to pair you all up with someone from the other group. You will each have 5 minutes to talk about your subject. Pace yourself and try to cover all of the important points you talked about with your group.</i></p> <p>They will each have 5 minutes to present their information. I will circle the room to make sure everyone is on task but this will be their time for Individual Practice, to demonstrate what they know.</p> <p><i>After 10 minutes: Okay! You guys all did great! I hope you took some good notes on the information covered. We are now going to do a little quiz as a group. I will put a question up on the overhead and read it. The first one to raise their hand will get a little treat.</i></p> <p>We will go through as many of the 15 questions as possible.</p>
<p><u>Closing</u></p> <p>Estimated time: 2-5 minutes</p>	<p><i>Miss Nees: Wow you all did great on those! Now I want you to flip over your note taking sheet. On the back I want you all to write 1 thing about the topic you taught, and 4 things about the topic you learned about from your partner. When you're finished bring them up to me and you can all have a piece of candy.</i></p> <p>I will give them time to fill out these exit slips and hand them in to me.</p> <p><i>Miss Nees: Thanks for listening and working together so well! I hope you all learned something. I know I did!</i></p>

Assessment

For this lesson I am planning on informally observing their presentations to see what they are learning. I will be carrying around my checklist so that I can make notes on their performance. I will use their note sheet to assess what they learned as well as their exit slips.

## Meeting the Needs of All Students

<b>Student Needs</b>	<b>How I will address the Need</b>
Amy has a learning disability in reading.	She will struggle with reading the text in her expert group. Giving her plenty of time to talk with her group and the option to read the article together out loud she will be able to ask questions and make notes on the information she needs to present. By strategically placing her in a group with others that excel she will be able to learn in the expert group.
Ben has ADHD and while he is very intelligent he struggles with long assignments.	This lesson was designed to keep moving so that Ben will not get bored. The biggest struggle for him will be the closing assignment. I specifically decided that they need 4 pieces of information because this is enough for me to know that they learned during the lesson but at the same time I am not requiring them to write a whole paragraph which he would lose interest in.

## Use of Technology

I will be using a laptop and overhead projector for the quiz at the end of the lesson.

## Handout

At the beginning of the lesson I will give them a handout with a chart they can use to take notes on during their group discussion and their partner's presentation. This will help them keep their thoughts organized and will give them notes to study from later.

Name: \_\_\_\_\_

	<b>SIKHISM</b>	<b>JAINISM</b>
<b>HISTORY</b>		
<b>BELIEFS</b>		
<b>FACTS</b>		
<b>OTHER!</b>		

<b>CHECK LIST Student</b>	<b>Role in expert group.</b>	<b>Presentation.</b>	<b>Attention to partner's presentation.</b>	<b>NOTES</b>
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## General Facts about Sikhism

The founder of Sikhism was Shri Guru Nanak Dev Ji, (1469-1538) who was born in the Punjab area of what is now Pakistan. At Sultanpur, he received a vision to preach the way to enlightenment and God. He is responsible for the saying "*There is no Hindu, there is no Muslim*" which has since become one of the pillars of Sikhism. He taught a strict monotheism, the brotherhood of humanity. He rejected idol worship, and the Hindu concept of caste. Guru Nanak and Panth (his followers) later built the first Sikh temple at Katarpur.

A succession of nine Gurus (regarded as reincarnations of Guru Nanak) led the movement during the period from Guru Nanak's death until 1708. At that time, the functions of the Guru passed to the Panth and to the holy text, considered the 11th and final Guru.

Mogul emperors ruled a large area of South Asia from the 16th century until the end of the 18th century. They attempted to convert the Sikhs to Islam, but were unsuccessful. In 1801, the Sikh state of Punjab was founded in Northern India by Maharaja Ranjit Singh. According to a historian Vincent Smith, "*The Punjab State was neither a traditional Indian territorial State and monarchy, nor merely a dictatorship of one community over another. There was an element of partnership with other communities.*"

An invasion by Great Britain triggered the Sikh Wars (1845-1849). The British successfully gained control over all of India. After independence in 1947, occupied India was partitioned on religious grounds into a mostly Muslim Pakistan and mostly Hindu India. A mass migration of Sikhs and Hindus from Pakistan to India and a reverse migration of Muslims resulted, with immense loss of life. Some Sikhs have been seeking an independent homeland since the late 1940's. Various sources estimate that Sikhism has about 23 or 24 million followers, making it the fifth largest organized religion in the world.

### Sikh Beliefs:

**Deity:** Sikhs believe in a single, Formless God, with many names, who can be known through meditation. His concept is similar to Islam whose followers believe in a single God who has 99 names. The *Mool Mantar*, the first hymn composed by Guru Nanak, is recited daily by many Sikhs. It contains a description of many of the attributes of God: There is only one God; His Name is Truth; He is the Creator; He is without fear; He is without hate; He is beyond time (i.e. is immortal); He is beyond birth and death; He is self-existent. <sup>1</sup> Only he can be worshiped.

**Reincarnation:** They believe in samsara (the repetitive cycle of birth, life and death), karma (the accumulated sum of one's good and bad deeds, and reincarnation the belief of a rebirth following death. These beliefs are similar to Hinduism.

**Caste system:** Sikhs have rejected the caste system of the Hindu religion. They believe that everyone has equal status in the eyes of God. This is a very important principle that permeates all Sikh beliefs, behaviors, and rituals.

**The Five K's:** These are clothing practices followed by stricter Sikhs, called Khalsa saints:

1. Kesa (long hair, which is never cut). This term is sometimes used to refer to the turban that is used to cover the hair.
2. Kangah (comb)
3. Kacha (short pants)
4. Kara (metal bracelet)
5. Kirpan (a ceremonial dagger)



# GENERAL FACTS ABOUT JAINISM

- The origins of Jainism can be traced back to the Indus River valley civilization of 3000 B.C.
- Jains believe that there were 24 great teachers the last of whom was Lord Mahavira who lived during 6th century B.C. These twenty-four teachers are called Tirthankaras-people who had attained all knowledge while living (Moksha) and preached it to the people. Thus, there is not one all-powerful supreme being that controls all.
- Jains believe in reincarnation. Their souls, which are believed to be a unique substance in the universe, take different living forms in the cycle of birth, death, and rebirth. This cycle has been going on forever, the universe has no beginning or end, it has always been and always will be. The ultimate goal is to get rid of one's karma on their soul so that they may end this cycle. Once this goal is reached their soul has attained all knowledge and it rests in the heavens forever (Nirvana).
- Karma theory is about actions and the results they bring to the soul's path. It is the simply the law of cause and effect with respect to the soul.  
E.G. One's actions for today will effect what will happen to them in this or their future lives.
- The way to get rid of one's karma is to follow certain rules of doing good somewhat similar to the ten commandments. These include the principles of:
  1. **Ahimsa** - To protect all life (non-violence)
  2. **Satya** - To speak truth
  3. **Asteya** - To not steal
  4. **Brahmacharya** - To not commit adultery
  5. **Aparigraha** - To limit one's possessions
- Jains uphold these principles by practicing vegetarianism, non-violence in thought, deed, and action.
- Jains perform their sacred rituals at the temple or Derasar. Some of these rituals are:
  - **Puja** - Concentrating on one's soul through intense prayer sometimes in the presence of sculptures of the teachers to serve as an example of how to attain Moksha.
  - **Samayik** - Forty-eight minute ritual that asks for forgiveness for one's sins
  - **Namokar Mantra** - A short prayer that can be said at any time that shows obeisance to the perfect souls that have achieved Nirvana.

The biggest event in the Jain calendar is the holy week (8-10 days) of Paryushan where Jains reflect upon their actions throughout the past year. The week takes place in August or September and is concluded by a three hour prayer called Pratikraman.