Teacher's Guide
To
Vaishnava Saints:
The Six Goswamis
of Vrindavan
## Contents

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Sri Sanatan Goswami</td>
<td>2</td>
</tr>
<tr>
<td>Sri Rupa Goswami</td>
<td>5</td>
</tr>
<tr>
<td>Sri Raghunatha Bhatta Goswami</td>
<td>8</td>
</tr>
<tr>
<td>Sri Raghunatha Das Goswami</td>
<td>10</td>
</tr>
<tr>
<td>Sri Jiva Goswami</td>
<td>12</td>
</tr>
<tr>
<td>Sri Gopal Bhatta Goswami</td>
<td>14</td>
</tr>
<tr>
<td>Quiz</td>
<td>16</td>
</tr>
<tr>
<td>Worksheet</td>
<td>19</td>
</tr>
<tr>
<td>Session Quiz</td>
<td></td>
</tr>
</tbody>
</table>
Introduction

The subject of this session is the six goswamis of Vrindavan. Studying the lives of such great saints can help inspire all of us to live a more godly and devotional way of life.

Since the six goswamis are associates of Lord Chaitanya, make sure that the children have a firm understanding of whom Lord Chaitanya really is. Many congregational children may not know Him at all, so don’t assume that He is the worshipable Lord for your entire class. Ideally, give a brief background of Lord Chaitanya stressing His identity as the Supreme Personality of Godhead in a combined form of Radha and Krishna. Emphasizing His greatness and “specialness” makes the pastimes with the six goswamis much greater and more special in their minds.

Memorizing facts about unknown people in ancient times can quickly become boring for young children. Don’t let this session become like this for your class. Rather, make the six goswamis come alive for the students by doing fun activities and projects that will help them remember the pastimes of the great saints. Involve the children in telling the stories by having them act out segments, read the dialogue or participate in other ways.

Of course, only a few pastimes are able to be presented in the children’s books. You may find other fascinating pastimes in the Chaitanya Charitamrita, various parikrama books and the Chaitanya Bhagavat that your class would love to hear. Give them as much nectar as possible!
Lesson One
Sanatan Goswami

1. Introduce the session topic by paraphrasing the questions and ideas written in the student’s introduction on Page 2. Get them thinking by asking questions.

   If necessary, explain who Lord Chaitanya is and what His mission was. Then explain how the six goswamis were great saints who were very close associates of the Lord. Tell that when the Lord comes to this earth He does not come alone but comes with His associates. The six goswamis all had pastimes with Lord Chaitanya in Krishna-lila also. Their identities are revealed on Page 54 of the student booklet.

2. Introduce the verse for the session. This is found in the student booklets on Page 1.

   \[
   \text{sri-caitanya-mano-’bhistam} \\
   \text{sthapitam yena bhu-tale} \\
   \text{svayam rupah kada mahyam} \\
   \text{dadati sva-padantikam}
   \]

   **Translation:** When will Srila Rupa Goswami Prabhupada, who has established within this material world the mission to fulfill the desire of Lord Chaitanya, give me shelter under his lotus feet?

   This should be written in advance on a large chart paper or chalkboard that can be seen by all the children. It is also in their booklets. Teach it the same way we learn a Bhagavatam verse -- first having students repeat each word, then each line, as you lead. Chant three or four times with them responding, then ask for volunteers to lead the chanting. As students lead, the rest of class still chants responsively. Students then repeat English translation after you.

   Chanting of the sloka should be done at the beginning of each weekly lesson. It is an excellent way of getting the children settled in and their attention focused. By the end of the session, they should easily have mastered the verse having practiced this way.

3. Begin telling the story of Sanatan Goswami. You may find that the children listen better if you have read the story first and *tell* it to them rather than just reading it to them. The reading skills of children this age may not be smooth enough for them to read it aloud.
Whether you read it or tell it, use as many visual aids as you can think of. Write important names on the chalkboard, find related pictures from the Caitanya-caritamrta and other books, etc. Read or tell the story with as much expression as you can.

4. To reinforce the story, there is a skit included in the student booklets that the children may act out. If your class is large enough for two groups, allow creative volunteers to be members of a second group, who will choose one of the other pastimes of Sanatan Goswami and create their own skit.

Give the children time to practice. Encourage them to dramatize their parts.

5. The children can now begin to fill in the outline that is in their booklets on Page 53. Write the following on the chalkboard:

1. Sanatan Goswami
   A.
   B.
   C.
   D.

As the children to tell you some of the important facts of Sanatan’s life that they have just learned. List them all on the chalkboard, adding additional letters to the outline if needed. You may end up with something like this:

1. Sanatan Goswami
   A. Had two brothers, Rupa and Anupama
   B. Escaped from jail to join Lord Chaitanya
   C. Built a big temple for his Madan Mohan deity
   D. Found many of the lost holy places in Vrindavan
   E. Krishna personally gave him a Govardhan sila to walk around
   F. Lord Siva protected him from the mosquitos in Manasi Ganga

With this information on the chalkboard, ask the students to choose four facts about Sanatan Goswami that they would especially like to remember and to copy them onto the outlines in their booklets. This exercise, which will be done for each goswami, will help the children organize the information they will receive. At a glance, they will be able to remember which pastimes were performed by each of the six goswamis.

6. Explain the activity on Page 16, the jailkeeper’s diary. Encourage them to imagine that they really were the jailkeeper that day. How might his day have gone? Make it sound real!
Give an example of a beginning diary entry that may read something like this, “Early this morning, as I ate my breakfast, I said to my brother, ‘I had very strange dreams last night. Something tells me today will not be just a regular day.’ Then I took my lunch and headed for the jail. I sat in my usual chair outside the cells and read my book. Then…” Giving students concrete examples will help spark their creativity.

If you have time they can begin this activity in class. Otherwise, the writing and the crossword puzzle on Page 17 can be assigned for homework. Answers are below.

\[
\begin{array}{cccc}
1 & G & 2 & M
\end{array}
\]
\[
\begin{array}{cccc}
& & 3 & O
\end{array}
\]
\[
\begin{array}{cccc}
4 & S & 5 & T
\end{array}
\]
\[
\begin{array}{cccc}
6 & R & 7 & A
\end{array}
\]
\[
\begin{array}{cccc}
8 & I & 9 & N
\end{array}
\]

Across
2. Lord Siva wanted them to leave Manasi Ganga
4. Sanatan's servant took this with him
5. He gave Sanatan a stone from Govardhan Hill
6. Sanatan put this in his mouth to show humility
9. Sanatan Goswami's Deity
10. Sanatan built the first one in Vrindavan
11. Sanatan was put here by his boss
12. the government ruler
13. Sanatan's Deity wanted a little of this with his chapatis

Down
1. Sanatan walked around this hill daily
3. this got stuck in the Yamuna while traveling to Agra
6. Rupa's older brother
7. another brother of Rupa and Sanatan
8. Sanatan and Rupa slept under this each night
9. Sanatan worked in this kind of government
Lesson Two
Sri Rupa Goswami

1. Chant the verse for the session.

2. Allow time for the children to share their homework results. Volunteers can read their diary entries. You may also go over the correct answers for the crossword puzzle. If you feel you need further review, have the children open their booklets to the outline on Page 53. Ask them to tell you some facts about Sanatan Goswami.

3. Today we will learn about Sanatan Goswami’s brother Rupa Goswami. Tell the stories that are related in the children’s book. Again, write important names and facts on the chalkboard or have them underline them in their books. Ask questions often to be sure they are listening and understanding.

4. To reinforce what was learned in the story the children can play the following game:

   In advance, write the following words on index cards and attach them randomly to the wall at a height students can easily reach.

   SANATAN GOSWAMI                   HALF
   TO FREE SANATAN FROM JAIL          ANUPAMA
   WRITE DEVOTIONAL BOOKS            GOVINDA
   SATYABHAMA                        WRITE A PLAY ABOUT HER
   RUPANUGA                          COW
   HIS WRITINGS                      GOSWAMI
   FIND KRISHNA’S LOST PLACES        HARE KRISHNA
   OF PASTIME

   Divide the students into two teams. One child in each team will be the leader and the other students should stand behind him in single file. The teacher will read a question below and the leader from each team will see who can first retrieve the index card with the correct answer on it. The students on the teams may consult with each other about the answer but ONLY the leader may run up to get the card. The team that retrieves the card first keeps it. Those leaders then take their place at the end of each line
and the new leaders retrieve the answer for the next question. The team collecting the most cards at the end of the game wins.
Two words are not used: Goswami and Hare Krishna.

Here are the questions:
A. Who was Rupa Goswami’s older brother? (Sanatan Goswami)
B. How much of his money did Rupa give to the devotees? (Half)
C. What was some of the other money used for? (To free Sanatan from jail)
D. Who did Rupa travel with to see Lord Chaitanya in Mathura? (Anupama)
E. What was one of the four orders that Lord Chaitanya gave to Rupa and Sanatan? (Write devotional books; or, Find Krishna’s lost places of pastimes)
F. What was one of the other orders? (Write devotional books; or, Find Krishna’s lost places of pastimes)
G. Who visited Rupa Goswami in a dream once? (Satyabhama)
H. What did she want him to do? (Write a play about her)
I. What was the name of the Deity that Rupa Goswami found? (Govinda)
J. What clue helped him find the Deity? (Cow)
K. What is a follower of Rupa Goswami called? (Rupanuga)
L. How did Lord Chaitanya want Rupa Goswami to teach others about Krishna? (His writings)

5. The children can now continue to fill in the outline that is in their booklets on Page 53. Write the following on the chalkboard:

2. Rupa Goswami
   A. 
   B. 
   C. 
   D. 

Ask the children to tell you some of the important facts of Rupa’s life that they have just learned. List them all on the chalkboard, adding additional letters to the outline if needed. When finished, let the children pick out the four facts they’d like to remember about Rupa Goswami and write them in their booklets.

6. There is a song glorifying the worshipable Deities of many great Vaisnavas. It is called Jaya Radha-Krsna Giti. An abbreviated version of the song can be taught to the students, highlighting the Deities of some of
the goswamis. The words and tune of this bhajan will be quite easy for the
children to learn.

Distribute copies of Worksheet 1. For today’s bhajan, just sing the
first two verses several times until the children become familiar with it.
Make the bhajan enjoyable, having instruments available and other devotees
present if possible. Point out that this song tells of the favorite Deity of a
particular goswami. As we learn about the other goswamis we will continue
singing the bhajan and adding the other verses. Collect the worksheets each
week when finished.

7. Have copies of The Nectar of Devotion and The Nectar of Instruction on
hand to do the Rupa Goswami’s Book Search activity found on Page 23.
Tell students more about these books and let them look through them.
Knowing that they were written by Rupa Goswami and translated by
Prabhupada will make Rupa Goswami seem more alive to them.

8. If time permits the students can begin the Word Search activity, or it can
be assigned as fun homework. The answers are below.

```
A M A H B A Y T A S A B S
U Y F O A M P B E M R K U
O J N U T G R E U O O D
X N D A I O J S U P P I W
L P N D T V L H T A A L C
J E K H I I U U Y W K T D
W P E U M N A T A N A S K
P R M T P D E H A M T I A
S R I M O A N U C E P V W
L R C T C V C R H D A W F
E X V H E H E D F O R B K
Q C E E A R Z D H Z G O K
H R B U S O A D X T E R L
```
Lesson Three
Sri Raghunatha Bhatta Goswami

1. Chant the verse for the session.

2. Review briefly by asking questions about Rupa and Sanatan Goswamis.

3. Tell the story of Raghunatha Bhatta Goswami.

4. Since not much is written about Raghunatha Bhatta Goswami, let the students experience some of his practices. One thing he was known for was only speaking about Krishna. Students can do the following game.

   Have children sit in a circle. Explain that we’ll play a game but we will only talk about Krishna (or Lord Chaitanya or any of His avatars). One student will say a sentence about Krishna beginning with the letter A, such as, “A peacock taught Krishna how to dance.” The next student will say a sentence about Krishna that must begin with the letter B, such as, “Balaram is Krishna’s brother.” The next student begins his sentence with the letter C and so on. See how long your class can talk about Krishna.

5. Another good habit that Raghunatha Bhatta Goswami had was that he never spoke badly about anyone else. This is a habit most of us need practice with. We have the tendency to speak badly about people we don’t particularly care for. Tell the students to think about someone they do not really get along with. There is no need to name names. (You may suggest that they think of someone in their regular school or neighborhood but not someone in the Sunday School class. We don’t want any hurt feelings in class.) Give each child a piece of paper and ask them to write down three good things about this person. Ask if anyone would like to share the compliments they thought of.

   To further extend this exercise, ask the children if they can remember the three good qualities when they see their acquaintance this week. See if you can come up with any volunteers who will tell their acquaintance one of the compliments they had written down. Model the behavior you’d like them to adopt by giving them examples of things to say, such as, “Hello, Michael, you really had good answers to the teacher’s questions today.” The compliments should be sincere and honest, not sarcastic. Is anyone brave enough to volunteer for this activity?
6. The children can now continue to fill in the outline that is in their booklets on Page 53. Write the following on the chalkboard:

3. Rupa Goswami
   A.
   B.
   C.
   D.

   Ask the children to tell you some of the important facts of Rupa’s life that they have just learned. List them all on the chalkboard, adding additional letters to the outline if needed. When finished, let the children pick out the four facts they’d like to remember about Rupa Goswami and write them in their booklets.

7. Since one of Raghunatha’s Bhatta’s main forms of advancement was by eating the remnants of Lord Chaitanya’s food, arrange to have a nice selection of Deity sweets to distribute to the children. Let them take prasadam and appreciate that method of advancement.

8. Chant the first two verse of the bhajan learned last week. Perhaps some students who have learned it well would like to lead the bhajan.

9. The matching exercise on Page 27 can be done in class or assigned for homework.

**Note:** Next week’s lesson will take some advance preparation as it calls for celebrating the chipped rice festival. Be sure to read the lesson and make preparations well in advance.
Lesson Four
Sri Raghunatha Das Goswami

1. Chant the verse for the session.

2. If the matching exercise was done for homework, go over the answers so students can correct their work. Review briefly the previous lessons.

3. Tell the story of Raghunatha das Goswami. As you begin to tell the story of the chipped rice festival, it may be fun to involve the children in acting it out as you read. Volunteers can take the part of Lord Nityananda, Lord Chaitanya, Raghunatha Bhatta Goswami, some fruit sellers and some festival participants. All they must do is listen carefully as you read the story and act out whatever they can.

   Ask questions after telling the stories to be sure the children understood the main events of Raghunatha das Goswami’s life.

4. The children can now continue to fill in the outline that is in their booklets on Page 53. Write the following on the chalkboard:

   4. Raghunatha das Goswami
      A.
      B.
      C.
      D.

   Ask the children to tell you some of the important facts of Raghunatha das’ life that they have just learned. List them all on the chalkboard, adding additional letters to the outline if needed. When finished, let the children pick out the four facts they’d like to remember about Raghunatha das Goswami and write them in their booklets.

5. All the stories associated with Raghunatha das Goswami are fascinating. We will focus on the chipped rice festival by having a chipped rice festival. The students will make, distribute and honor chipped rice prasadam. You can even mark off areas of the classroom as being the Ganges River, the bank of the Ganges and Lord Nityananda’s sitting area. When it’s prasadam time the students can choose where they’d like to sit.

   Collect the necessary ingredients for the chipped rice preparations. A basic recipe for each type follows:
**Chipped Rice and Yogurt**
1 cup flat rice (poha)
1 ½ cups yogurt
3 tablespoons sugar

Soak the rice for 5 minutes. Let it drain in a colander for about 15 – 20 minutes. Stir in the yogurt and sugar and mix well.

**Chipped Rice and Condensed Milk**
1 cup flat rice (soaked and drained as above)
2 cups canned, sweetened condensed milk

Mix well.

Involve the class in making the two different kinds of chipped rice. A large portion of chipped rice and yogurt and another portion of chipped rice and condensed milk can be prepared. Children can prepare fruit (bananas, berries, etc.) and chopped nuts and place them in separate bowls.

When the preparations are completed, make an offering to a picture of Lord Chaitanya and Nityananda. Let volunteers serve a bowl of each kind to all the students. Other volunteers can bring around the varieties of cut fruit and nuts and children may add them to their prasadam. After everyone has finished, have a short kirtan.

6. If there is time left in class, the children can complete Page 36. They may also draw a picture of the chipped rice festival on the previous page. This can be assigned for homework if you are out of time.
Lesson Five
Sri Jiva Goswami

1. Chant the verse for the session.

2. If the questions on Page 36 were done for homework, go over the answers so students can correct their work. Students who made pictures of the chipped rice festival can show their pictures and explain the scene they had drawn.

3. Tell the story of Jiva Goswami’s life. To review you can play a “memory game” where the children sit in a circle and tell the story of Jiva Goswami. Each child says one or two sentences and the following child continues. If you choose to do this, don’t be too demanding about remembering details.

4. The children can now continue to fill in the outline that is in their booklets on Page 53. Write the following on the chalkboard:
   5. Jiva Goswami
      A. 
      B. 
      C. 
      D. 

      Ask the children to tell you some of the important facts of Jiva Goswami’s life that they have just learned. List them all on the chalkboard, adding additional letters to the outline if needed. When finished, let the children pick out the four facts they’d like to remember about Jiva Goswami and write them in their booklets.

5. Here is a fun and easy art idea for today’s class. Let the students work alone or with a partner (whichever they prefer) and make a three-dimensional picture of one of the scenes from Jiva Goswami’s life. Have full- and half-size poster board available to work on and provide many art materials (markers, crayons, colored pencils, silk flowers, grass, sand, cloth, glitter, etc.) to work with.

      Write the following ideas on the chalkboard to stimulate the children’s imagination:
      ◆ Jiva Goswami and Nityananda at the home of Mother Sachi
      ◆ Young Jiva Goswami with his Krishna-Balaram Deities
♦ Jiva Goswami on the boat on his way to Navadwip
♦ Jiva Goswami living in a crocodile hole and performing austerities
♦ Sanatan Goswami carrying Jiva home to Vrindavan on a cot

To avoid having each group draw the same scene, you may want to encourage each group to choose a different scene. Then your classroom can display many pictures of the different pastimes of Jiva Goswami. Remember to have them briefly read the appropriate section again before beginning to draw.

6. Another verse can be added to the bhajan (Jaya Radha-Krishna Gita) they are learning. Sing the first three verses with the students. Ask which Deity is connected with Rupa Goswami? With Sanatan Goswami? Jiva Goswami?

7. If there is class time left the students can complete the activities on Pages 43 and 44 or they can be done for homework.
Lesson Six
Sri Gopal Bhatta Goswami

1. Chant the verse for the session.

2. If the questions on Page 53 were done for homework, go over the answers so students can correct their work. Have students share their anacrostic results, also.

3. Tell the story of Gopal Bhatta Goswami’s life. Discuss and ask questions to be sure the children followed the story.

4. The children can now continue to fill in the outline that is in their booklets on Page 53. Write the following on the chalkboard:
   - Gopal Bhatta Goswami
     A.
     B.
     C.
     D.

   Ask the children to tell you some of the important facts of Gopal Bhatta Goswami’s life that they have just learned. List them all on the chalkboard, adding additional letters to the outline if needed. When finished, let the children pick out the four facts they’d like to remember about Gopal Bhatta Goswami and write them in their booklets.

5. The final verse can be added to the bhajan (Jaya Radha-Krishna Gita) they are learning. Sing the whole song with the students. Ask if particular students have Deities at home. Can they write a verse for themselves using the name of their favorite Deity and their own name?

6. The activity on Page 48 asks the students to write a newspaper report for the appearance of Gopal Bhatta’s Deity Radha-Ramana. Brainstorm with the whole class for possible headline titles. Tell them to reread that section of the story, imagine they were there and write a report of the event.

7. The activity on the next page can be assigned for homework if there is no class time. They will have to reread the section to draw a scene from Gopal Bhatta’s dream properly. There are two other activities that may be done either in class or as homework.
8. Remind the students that next week there will be a test. You can review briefly this week. For the test, the children will have to write as much as they know about two of the six goswamis. You can tell them this so they can study the goswamis that they plan on writing about.
Lesson Seven
Quiz

1. Chant the verse for the session.

2. Give the children 5 or 10 minutes to review, using their booklets and their outlines.

3. Distribute copies of the quiz and a piece of notebook paper to each student and allow sufficient time for them to complete the quiz. The notebook paper can be used if they need more room to write their stories.

4. If students finish the quiz early enough, here is a simple arts-and-crafts item they can make. Make one in advance so they can see the finished product and so you can better instruct them:

   **A Six Goswamis Wind Sock**

   *Materials needed:*
   - Construction paper
   - Crepe paper in various colors
   - Crayons and markers
   - Staplers
   - String

   Write and decorate a piece of construction paper with “All Glories to the Six Goswamis,” or “Six Goswamis ki jaya!” or a similar phrase. Roll the paper into a cylinder (printed side out) and staple. Using six varying lengths of crepe paper, write one of the goswamis’ names on each piece. Staple the end of the crepe paper around the bottom edge of the cylinder, evenly spacing all the crepe paper streamers. Now cut a 12-inch length of string and staple to the top of the cylinder for a handle. The children can hang their wind socks in their rooms or outside to remind them of the pastimes of the six goswamis.
Vaishnava Saints: The Six Goswamis of Vrindavan Quiz

Sanatan Goswami           Raghunatha Das Goswami
Rupa Goswami              Jiva Goswami
Raghunatha Bhatta Goswami Gopal Bhatta Goswami

1. Choose two goswamis to write about. Write your first choice on the line below and tell as much as you know about him. Write down your second choice and then tell as much as you know about him, too. (If you need more writing space, continue on the back of this page or on another paper.)
2. After learning about the six goswamis, is there anything you can think of that you could do to become a better devotee of Krishna?

3. If you could go and visit one of the goswamis today, which one would you like to talk to and what would you ask him?
Worksheet 1

**Jaya Radha-Krishna Giti**

(1)  
jaya radha-madana-mohan radha madana-mohan radhe  
(sanataner prana-dhana he)

(2)  
jaya radha-govinda radha-govinda radhe  
(rupa goswamir prana-dhana he)

(3)  
jaya radha-damodara radha-damodara radhe  
(jiva goswamir prana-dhana he)

(4)  
jaya radha-ramana radha-ramana radhe  
(gopal bhattar prana-dhana he)

(1) All glories to Radha and Madana-mohana, the treasure of Sanatan Goswami’s heart!

(2) All glories to Radha and Govinda, the treasure of Rupa Goswami’s heart!

(3) All glories to Radha and Damodara, the treasure of Jiva Goswami’s heart!

(4) All glories to Radha-ramana, the treasure of Gopal Bhatta Goswami’s heart!