

## Essential Question Preview

### What role did religion play in the development of Indian civilizations and empires?

Have students consider the Essential Question and capture their initial responses.

## Explore the Essential Question

- Point out the similarities and differences in the basic beliefs of Hinduism, Buddhism, Jainism, and Sikhism. Tell students that all three religions developed in the same part of the world. Then, lead a discussion of the origins of the religions.
- Tell students that a series of strong rulers built great empires in India, and then list some of the major achievements of the people of ancient India. Ask students to draw conclusions about the correlation between strong governments and great cultural achievements.

Encourage students to keep the Essential Question in mind as they work through the module. Help students plan inquiries and develop their own supporting questions such as:

*How do India's rich history and culture affect the world today?*

*Which was more consequential in Indian history through the 1800s, religion or politics?*

You may want to assign students to write a short essay in response to the Essential Question when they complete the module. Encourage students to use their notes and responses to inform their essays.

## Explore the Online Video

### ANALYZE VIDEOS

#### Reincarnation

Invite students to watch the video to learn about the belief in reincarnation and how it is a reflection of the way people live their lives.

**History** In Hinduism, a person's rebirth in a new physical body is a direct result of what? *Possible answer: how that person lived in a previous life*



## Module 26

# Indian Early Civilizations, Empires, and World Religions



### Essential Question

What role did religion play in the development of Indian civilizations and empires?



About the Photo: The Dalai Lama, a Buddhist leader, walks with representatives of other religions, including Jainism, Hinduism, Islam, and Sikhism.

In this module, you will learn about the ancient civilizations and powerful empires of India, the birthplace of several major world religions including Hinduism, Buddhism, and Sikhism.

#### What You Will Learn

Lesson 1: Early Indian Civilizations . . . . .	837
The Big Idea Indian civilization first developed along the Indus River.	
Lesson 2: Hinduism . . . . .	846
The Big Idea Hinduism, the largest religion in India, developed out of ancient Indian beliefs and practices.	
Lesson 3: Buddhism . . . . .	851
The Big Idea Buddhism began in India and became a major religion.	
Lesson 4: Sikhism . . . . .	858
The Big Idea Sikhism originated in the Punjab region of India and has grown to include nearly 25 million followers around the world.	
Lesson 5: Indian Empires . . . . .	862
The Big Idea The Mauryas, the Guptas, and the Mughals built great empires in India and made important contributions to the arts and sciences.	

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## Lesson 1 Big Idea

Indian civilization first developed along the Indus River.

### Main Ideas

- Located on the Indus River, the Harappan civilization also had contact with people far from India.
- Harappan achievements included a writing system, city planning, and art.
- The rise of the Aryan tribes changed India's civilization.
- The Vedas were the basis of religion in the Vedic era and moving forward.
- Indian society divided into distinct groups.

## Lesson 2 Big Idea

Hinduism, the largest religion in India, developed out of ancient Indian beliefs and practices.

### Main Ideas

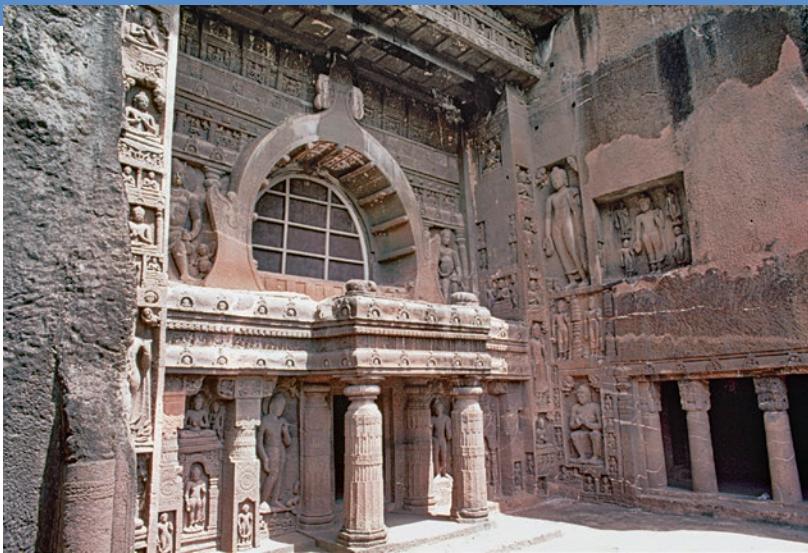
- Hinduism developed out of Brahmanism and influences from other cultures.
- Jainism is another religion that arose in ancient India.

## Lesson 3 Big Idea

Buddhism began in India and became a major religion.

### Main Ideas

- Siddhartha Gautama searched for wisdom in many ways.
- The teachings of Buddhism deal with finding peace.
- Buddhism spread far from where it began in India.



**Buddhism** India was also the birthplace of another religion, Buddhism. Buddhist temples like this one at Ajanta are found all over India.

**Early India** The first civilization in India, the Harappans were skilled builders and artists.



**Hinduism** A major world religion, Hinduism developed in India. In this photo, Hindus bathe in the sacred river Ganges.

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## Lesson 4 Big Idea

Sikhism originated in the Punjab region of India and has grown to include nearly 25 million followers around the world.

### Main Ideas

- Sikhs believe in equality and generally reject the caste system.
- Sikhs have responded to historical and modern-day challenges.

## Lesson 5 Big Idea

The Mauryas, the Guptas, and the Mughals built great empires in India and made important contributions to the arts and sciences.

### Main Ideas

- The Mauryan Empire unified most of India.
- Gupta rulers promoted Hinduism in their empire.
- The Mughal Empire reunited much of India during the 16th century.
- The people of ancient India made great contributions to the arts and sciences.

## Explore the Images

**Buddhism** This temple was cut out of a rock cliff. It consists of one gigantic piece of stone. The Ajanta Caves, which are a UNESCO World Heritage Site, contain many carved masterpieces.

**Early India** Because Harappan farmers were able to produce more food than they required to survive, the civilization was able to support artisans, such as the individual who carved this stone head.

**Hinduism** Hindus often make long pilgrimages to the Ganges River.

### Analyze Visuals

Have students examine the images and answer the following questions:

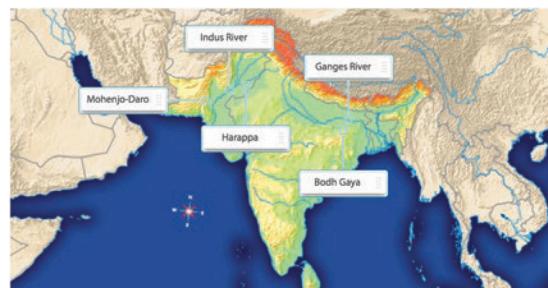
1. From the number of statues on the temple of Ajanta, what can you infer about Buddhism?  
*Possible answer: that there are many gods in Buddhism; that the statues represent important figures in the history of Buddhism*
2. What kind of person do you think the sculpture depicts? *Possible answer: a ruler of some kingdom because of the headband; a warrior because of the serious expression*
3. What might be the significance of bathing in a sacred river such as the Ganges? *Possible answer: a symbol of cleansing*

## ► Online Module Flip Cards

Use the flip cards as a whole class activity or in student pairs to preview the module's Key Terms and Places. Students can guess the meaning of each word, then review its definition, or do the reverse, using the flip card's toggle button to switch from "Term" to "Definition" mode. Students can also use the flip cards at the end of the module as a review tool before taking the Module Assessment.

## ► Online Map Activity

Students can use this activity to review some of the locations discussed in this module. To complete, have students drag each label to the correct location on the map.



# Reading Social Studies

## Reading Social Studies

### READING FOCUS

#### Understand Fact and Opinion

Write the words *fact* and *opinion* on the board. Ask for volunteers to give examples of each. Organize students into pairs, and give each pair two articles from newspapers, websites, or other media. Make certain that the articles contain both facts and opinions. Instruct students to create a two-column table with the headings *Facts* and *Opinions*. Students should then read their articles and find examples of statements that fall into each category. They then should write these examples in the correct columns of their tables. Have students share their results with the class.

#### You Try It!

Read the following sentences and identify each as a fact or an opinion.

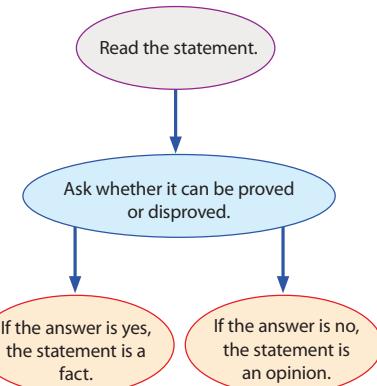
1. Babur was a leader of the Mughal Empire. *fact*
2. Shah Jahan was another Mughal leader. *fact*
3. Shah Jahan built the Taj Mahal for his wife. *fact*
4. Everyone should visit the Taj Mahal. *opinion*
5. The Taj Mahal is the most fascinating place in India. *opinion*
6. The Taj Mahal was built in the 1600s and still stands today. *fact*

## Understand Fact and Opinion

### READING FOCUS

When you read, it is important to distinguish facts from opinions. A fact is a statement that can be proved or disproved. If a statement is false, it is sometimes called fiction. An opinion is a personal belief or attitude, so it cannot be proved true or false. Words that evaluate, like *best* or *worst*, often signify an opinion. When you are reading a social studies text, you want to read only facts, not the author's opinions. To determine whether a sentence is a fact or an opinion, ask if it can be proved using outside sources. If it can, the sentence is a fact. The following pairs of statements show the difference between facts and opinions.

Fact:	Asoka was an emperor of the Mauryan Empire. ( <i>This fact can be proved through research.</i> )
Opinion:	I believe Asoka was the Mauryan Empire's best emperor. ( <i>The word best signifies that this is the writer's judgment, or opinion.</i> )
Fact:	There are Buddhist temples at Ajanta and Ellora. ( <i>These locations can be checked for accuracy.</i> )
Opinion:	The temple at Ajanta is the most beautiful Buddhist temple. ( <i>No one can prove the temple is the most beautiful because it is a matter of personal taste.</i> )



#### YOU TRY IT!

Read the following sentences and identify each as a fact or an opinion.

1. Babur was a leader of the Mughal Empire.
2. Shah Jahan was another Mughal leader.
3. Shah Jahan built the Taj Mahal for his wife.
4. Everyone should visit the Taj Mahal.
5. The Taj Mahal is the most fascinating place in India.
6. The Taj Mahal was built in the 1600s and still stands today.

As you read this module, be alert for any opinions that you might read.



# Early Indian Civilizations

- Life in Mohenjo-Daro
- The *Varnas*
- The Aryan Caste System

Visuals

Videos

LESSON 1

## Big Idea

Indian civilization first developed along the Indus River.

Maps,  
Graphs, and  
Charts

- Map: Harappan Civilization, c. 2600–1900 BC
- Map: Aryan Migrations

- **Geographic Feature:** Harappan Language
- **Geographic Feature:** Sanskrit
- Building a City from Mud
- An Agricultural Economy
- Sanskrit
- Compare Early Peoples

Extend  
and Enrich

Sources

- Document-Based Investigation: The Upanishads

## Assessment

- Key Terms Review
- Reading Check
- Graphic Organizer Activity
- Lesson Assessment

## ► Online Lesson 1 Enrichment Activities

### **Building a City from Mud**

**Article** Students learn how the Harappan people made mud bricks for their buildings. Students then create a slideshow that illustrates the process.

### **An Agricultural Economy**

**Article** Students read about how food surpluses in the Indus River Valley allowed people to increase their trade and wealth. They then create a diagram showing how surpluses lead to increases in trade and wealth.

### **Sanskrit**

**Article** Students learn about Sanskrit and how it is related to other languages, including European languages such as Latin and Greek. Students then conduct research and create an infographic to illustrate the relationship of Sanskrit to the languages it came from, along with the languages that have evolved from it.

### **Compare Early Peoples**

**Activity** Students conduct research and then create a table that compares three civilizations based in river valleys.

# Early Indian Civilizations

## The Big Idea

Indian civilization first developed along the Indus River.

## Main Ideas

- Located on the Indus River, the Harappan civilization also had contact with people far from India.
- Harappan achievements included a writing system, city planning, and art.
- The rise of the Aryan tribes changed India's civilization.
- The Vedas were the basis of religion in the Vedic era and moving forward.
- Indian society divided into distinct groups.

## Key Terms and Places

Indus River  
Harappa  
Mohenjo-Daro  
Sanskrit  
caste system

## If YOU lived there ...

You are a trader in the huge city of Mohenjo-Daro. Your business is booming, as traders come to the city from all over Asia. With your new wealth, you have bought a huge house with a rooftop terrace and even indoor plumbing! This morning, however, you heard that invaders are headed toward the city. People are telling you that you should flee for your safety.

## What will you miss most about life in the city?

## Harappan Civilization

In the 1920s while digging for artifacts along the **Indus River**, archaeologists found not one but two huge cities. The archaeologists had thought people had lived along the Indus long ago, but they had no idea that an advanced civilization had existed there. These sites and the artifacts found there have been critical to historians' and archaeologists' understanding of ancient Indian civilizations.

**India's First Civilization** Historians call the civilization that developed along the Indus and Sarasvati rivers the Harappan (huh-RA-puh) civilization. The name comes from the modern city of Harappa (huh-RA-puh), Pakistan. It was near this city that the ruins of the ancient civilization were first discovered. Archaeologists currently estimate that the civilization thrived between 2600 and 1700 BC. Harappan civilization is considered a civilization because there is evidence of an organized society within a specific area that had writing, art, architecture, and government.

The Harappan civilization controlled large areas on both sides of the Indus River. Settlements were scattered over a huge area. Most of these settlements lay next to rivers. The largest settlements were two cities, **Harappa** and **Mohenjo-Daro** (mo-HEN-joh DAR-oh).

Like most other ancient societies including Sumerian civilization and Egyptian civilization, the Harappan civilization was dependent on river valley agriculture. Farmers in the Indus valley grew a variety of crops—from wheat and barley to dates

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## Teach the Big Idea

### 1. Whole Class Open/Introduction

#### If YOU lived there ...

#### What will you miss most about life in the city?

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

#### Consider your BUSINESS:

- many people in your city with whom to trade
- traders from all over Asia
- much wealth coming in

#### Consider your HOME:

- lots of space
- rooftop terrace
- indoor plumbing

### 2. Direct Teach

Introduce the Big Idea: *Indian civilization first developed along the Indus River*. Ask students what other major civilizations started in river valleys. Possible answers: Sumerian, Egyptian To remind students of the importance of river valleys, ask them to list reasons. Possible reasons: water for humans, animals, and crop; fertile land

### 3. Practice/Assess/Inquire

Create a Venn diagram for students to see, with *Harappan Civilization* and *Aryan Civilization* as heads for the circles and *Both Civilizations* for the overlap. Have students note one similarity and one difference between the civilizations. For example, both peoples settled in the Indus valley. However, Harappans lived in big cities, while Aryans lived in small villages.

### 4. Explore (Collaborative Exploration)

Have students tell what we do know about these civilizations and why we don't know more about the Harappans.

### 5. Whole Group Close/Reflect

Have students create a chart listing other characteristics of the Harappan and Aryan civilizations.

\*Alternative Assessment Handbook, Rubric 7: Charts

## ONLINE DOCUMENT-BASED INVESTIGATION

### Indian Early Civilizations, Empires, and World Religions

The Upanishads is the first of five document-based investigations students will analyze in Indian Early Civilizations, Empires, and World Religions. The selection includes central ideas in the Hindu religion, including reincarnation and karma.

## Teach the Main Idea

Located on the Indus River, the Harappan civilization also had contact with people far from India.

**Identify** What were the two main cities of the Harappan civilization? *Harappa and Mohenjo-Daro*

**Recall** When did the Harappan civilization thrive? *between 2600 and 1700 BC*

**Draw Inferences** How do you think archaeologists were able to determine that the Harappans made contact with people as far away as Mesopotamia? *Possible answer: They found Harappan goods and materials in cities in these societies.*

**Analyze** According to archaeologists, what characteristics of Harappan society made

it a civilization? *It was an organized society within a specific area that had writing, art, architecture, and government.*

## More About ...

**The Khyber Pass** Various invaders have found their way from central Asia through the mountains into India by means of the Khyber Pass. It is a narrow passage about 30 miles (48.3 km) long on what is now the border between Pakistan and Afghanistan.

**The Indus Valley Civilization** Because of its location, the Harappan civilization is also known as the Indus valley civilization.

**The Mound of the Dead** The name *Mohenjo-Daro* means "the mound of the dead." The city was situated on a series of mounds and eventually grew to cover more than 250 acres (101.2 hectares).

## Teach the Main Idea

Harappan achievements included a writing system, city planning, and art.

**Recall** How did the Harappans use seals? *to stamp goods*

**Describe** What are some characteristics of the cities of Harappa and Mohenjo-Daro? *well-planned, protected by fortresses, brick streets that crossed at right angles, storehouses, workshops, market stalls, and houses*

**Analyze** What are some explanations for why Harappa and Mohenjo-Daro were very similar?

*Possible answers: People from one of the cities founded the other; communication, travel, and/or trade made Harappan civilization fairly uniform throughout the region.*

**Make Inferences** Why did the Harappans put such importance on building fortresses near their cities? *Answers will vary, but students should indicate that fortresses were used for protection.*

### More About . . .

**Connect to Today** Much of the Harappan pottery seems to have been made on human-powered potters' wheels. This type of machine is still used around the world today.

### ► ONLINE INTERACTIVE MAPS

#### Harappan Civilization, c. 2600–1900 BC

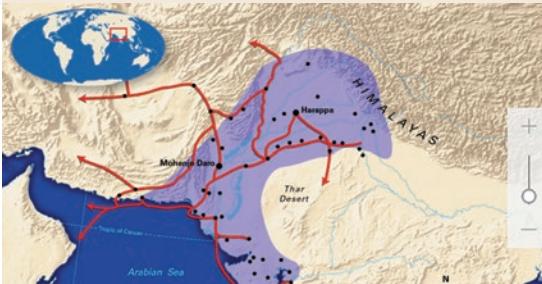
Have students explore the map using the interactive features and answer the associated questions.

**Movement** In what general directions did traders from Harappa travel? *west and south*

In print edition, see map of same title.

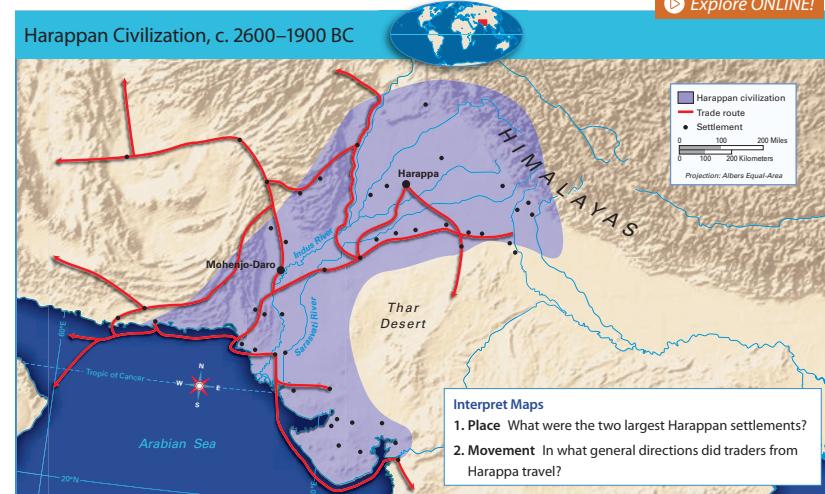
**1. Place** What were the two largest Harappan settlements? *Harappa and Mohenjo-Daro*

**2. Movement** In what general directions did traders from Harappa travel? *west and south*



#### READING CHECK

**Find Main Ideas** Where was the Harappan civilization located? *in the Indus valley*



**Reading Check**  
Find Main Ideas  
Where was the Harappan civilization located?

and vegetables—to feed both themselves and city dwellers. They also grew cotton for clothing. The fertile land and water from the river allowed them to develop a farming economy. They used irrigation canals to bring water from the Indus and other rivers to their fields to help their crops grow. While they did grow plants and keep animals for food, wild species continued to be important to their civilization and growth.

**Contact with Other Cultures** Although the Harappan civilization was centered on the Indus, its influence reached far beyond that area. In fact, archaeologists have found evidence that the Harappans had contact with people as far away as southern India and Mesopotamia.

Most of this contact with other cultures was in the form of trade. The Harappans traded to obtain raw materials. They then used these materials to make products such as pottery, stamps and seals, and statues.

#### Harappan Achievements

Historians do not know much about the Harappan civilization. They think the Harappans had kings and strong central governments, but they are not sure. They also know little about Harappan religion.

Although we do not know much about how the Harappans lived, we do know that they made great achievements in many fields. Everything we know about these achievements comes from artifacts.

**Writing System** The ancient Harappans developed India's first writing system. However, scholars have not yet learned to read this language. Because we cannot read what they wrote, we rely on other clues to study Harappan society.

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### ► ONLINE LESSON FLIP CARDS

#### Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **Indus River**, **Harappa**, **Mohenjo-Daro**, **Sanskrit**, **caste system**.

### ► ONLINE GRAPHIC ORGANIZER

#### Early Indian Civilizations

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

**Explain** Why did the Aryans memorize their poems and hymns? *because at first they didn't have a written language*

**City Planning** Most of what we have learned about the Harappans has come from studying their cities, especially Harappa and Mohenjo-Daro. The two cities lay on the Indus more than 300 miles (483 km) apart, but they appear to have been remarkably similar.

Both Harappa and Mohenjo-Daro were well-planned cities. A close examination of their ruins shows that the Harappans were careful planners and skilled engineers. Each city stood near a towering fortress. From these fortresses, defenders could look down on the cities' carefully laid-out brick streets. These streets crossed at right angles and were lined with storehouses, workshops, market stalls, and houses.

Most of the structures were built of mud brick. Following floods, the mud deposited by the river could be shaped into bricks. These bricks were then fired in a kiln, making them harder than sun-dried bricks. The bricks were uniform in size across Harappan civilization. This suggests that there was a strong, central government in this society.

Using their engineering skills, the Harappans built extensive sewer systems to keep their streets from flooding. They also installed plumbing in many buildings.

### Life in Mohenjo-Daro

Mohenjo-Daro was one of the two major cities of the Harappan civilization. Located next to the Indus River in what is now Pakistan, it probably covered one square mile (2.6 sq km). The people who lived there enjoyed some of the most advanced comforts of their time, including indoor plumbing.

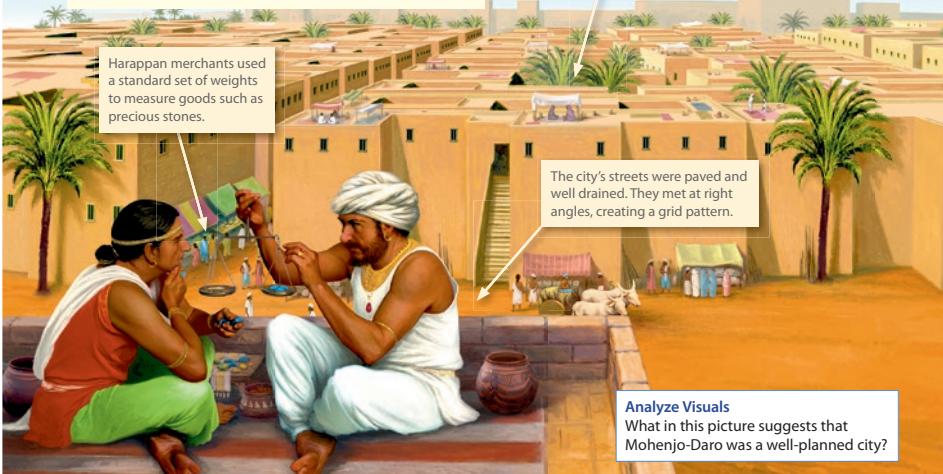
The houses of Mohenjo-Daro had flat roofs. People climbed to their roofs to take advantage of cooling breezes.

Next to the city was a huge citadel, or fortress, to guard against invasions.

Harappan merchants used a standard set of weights to measure goods such as precious stones.

The city's streets were paved and well drained. They met at right angles, creating a grid pattern.

**Analyze Visuals**  
What in this picture suggests that Mohenjo-Daro was a well-planned city?



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### ONLINE INTERACTIVE VISUALS

#### Image with Hotspots: Life in Mohenjo-Daro

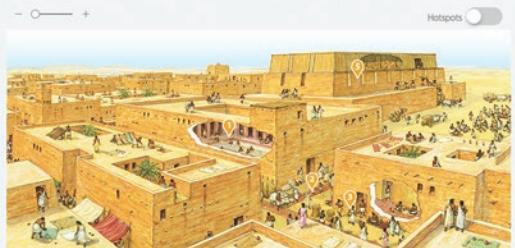
Have students explore the image of Mohenjo-Daro using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** What in this picture suggests that Mohenjo-Daro was a well-planned city?  
*Streets were at right angles to each other. Homes were built close together and were protected by a fortress.*

In print edition, see visual feature of same title.

### Life in Mohenjo-Daro

Mohenjo-Daro was one of the two major cities of the Harappan civilization. Located next to the Indus River in what is now Pakistan, the city probably covered one square mile. The people who lived in the city enjoyed some of the most advanced comforts of their time, including indoor plumbing.



### COLLABORATIVE LEARNING

#### Traveling to a Harappan City

- Organize the class into small groups. Ask students to imagine that they are farmers from the Indus River valley. One family member has just returned from his or her first journey to the city of Mohenjo-Daro or Harappa.
- Instruct each group to create a skit re-enacting the traveler's return. One group member should be the person who made the journey, while others pretend to be that person's siblings.
- The brothers and sisters should ask questions about daily life in the city and the achievements of its people. The

traveler may wish to create simple drawings showing what the buildings and roads looked like to respond to their questions.

- Have students present their skits to the class.

\*Alternative Assessment Handbook, Rubrics 14: Group Activity; and 33: Skits and Reader's Theater

For additional instruction, go to end of lesson.

## Teach the Main Idea

The rise of the Aryan tribes changed India's civilization.

**Recall** From where did the Aryans come? *Central Asia*

**Compare** How was the Aryan civilization different from the Harappan? *The Aryans didn't farm at first, didn't build cities, didn't have a single ruling authority, and didn't have a written language.*

**Evaluate** Why are the Vedas so important to us today? *because so much of what we know about the Aryans comes from them*

**Identify** What is Sanskrit? *the most important language of ancient India*

### GEOGRAPHIC FEATURE

#### Harappan Language

Have students read the Geography and Culture feature that discusses the fact that linguists have not been able to decipher the Harappan language.

**Analyze Visuals** What natural resources did the Harappan people use to make some of their art? *clay and stone*

In print edition, please see visual feature titled *Harappan Art*.

#### GEOGRAPHY AND CULTURE

##### Harappan Language

Like the other two river valley civilizations, the Harappan culture developed a written language. In contrast to cuneiform and hieroglyphics, the Harappan language has been impossible to decipher. This is because, unlike the other two languages, linguists have not found any inscriptions that are bilingual. The Harappan language is found on stamps and seals made of carved stone used for trading pottery and tools. About 400 symbols make up the language. Scientists believe the symbols, like hieroglyphs, are used both to depict an object and also as phonetic sounds. Some signs stand alone and others seem to be combined into words. Artifacts help to explain some aspects of the culture.



#### READING CHECK

**Analyze Causes** Why do we not know much about Harappan civilization? *because historians cannot read the Harappan language*

#### Harappan Art

Like other ancient peoples, the Harappans made small stone seals like the ones on the left and in the center that were used to stamp goods. They also used clay pots like the one on the right decorated with a goat. These artifacts were important to Harappan society and give scholars clues about what Harappan life was like.



#### Analyze Visuals

What natural resources did the Harappan people use to make some of their art?

**Artistic Achievements** In Harappan cities, archaeologists have found many artifacts that show that the Harappans were skilled artisans. For example, they have found sturdy pottery vessels, jewelry, and ivory objects.

Some of these ancient artifacts have helped historians draw conclusions about Harappan society. For example, they found a statue that shows two animals pulling a cart. Based on this statue, they conclude that the Harappans built and used wheeled vehicles. Likewise, a statue of a man with elaborate clothes and jewelry suggests that Harappan society had an upper class.

Harappan civilization ended by the early 1700s BC, but no one is sure why. Perhaps invaders destroyed the cities or natural disasters, like floods or earthquakes, caused the civilization to collapse.

#### A New Culture Arises

A new group of tribes arrived in the Indus River valley, probably during the Harappan civilization's peak or decline. They were called the Aryans (AHR-ee-uhnz). Most historians believe they came from Central Asia. Over time, they became the dominant society in India during a time known as the Vedic period or Vedic age.

**Origins and Spread** Aryan tribes may have first arrived in India in the 2000s BC. Most historians and archaeologists believe that the Aryans crossed into India through mountain passes in the northwest. Others think the Aryans might have been native to the subcontinent. Over many centuries, they spread east and south into central India. From there they moved even farther east into the Ganges River valley. There they established societies that endured for many centuries.

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### EVALUATE

#### Evaluate Reasons for the End of Harappan Civilization

1. Discuss with students that archaeologists are uncertain why the Harappan civilization came to an end. Instruct students to conduct research to learn about some of the reasons that have been proposed. Remind students to use only credible sources in their research.
2. Based on what they learn, have students choose the reason they believe is most credible. Have students write a persuasive essay in which they give specific reasons for their choice.

3. Have students trade essays with a partner and proofread one another's essays for clarity and correct grammar and spelling.

\*Alternative Assessment Handbook, Rubrics 12: Drawing Conclusions; 16: Judging Information; 30: Research; and 43: Writing to Persuade

For additional instruction, go to end of lesson.



Much of what we know about Aryan society comes from religious writings known as the Vedas (VAY-duhs). These are collections of poems, hymns, myths, and rituals that were passed down orally and later written down.

**Government and Society** As nomads, the Aryans took along their herds of animals as they moved. But over time, they settled in villages and began to farm. Unlike the Harappans, they did not build big cities.

The Aryan political system was also different from the Harappan system. The Aryans lived in small communities, based mostly on family ties. No single ruling authority existed. Instead, each group had its own leader, often a skilled warrior.

Aryan villages were governed by rajas (RAH-juhz). A raja was a leader who ruled a village and the land around it. Villagers farmed some of this land for the raja. They used other sections as pastures for their cows, horses, sheep, and goats.

Although many rajas were related, they didn't always get along. Sometimes, rajas joined forces before fighting a common enemy. Other times, however, rajas went to war against each other. In fact, Aryan groups fought each other nearly as often as they fought outsiders.

**Language** Early Aryans are not known to have had written language. Because of this, they had to memorize the poems and hymns that were important in their culture, such as the Vedas. If people had forgotten these poems and hymns, the works would have been lost forever.

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## ONLINE INTERACTIVE MAPS

### Aryan Migrations

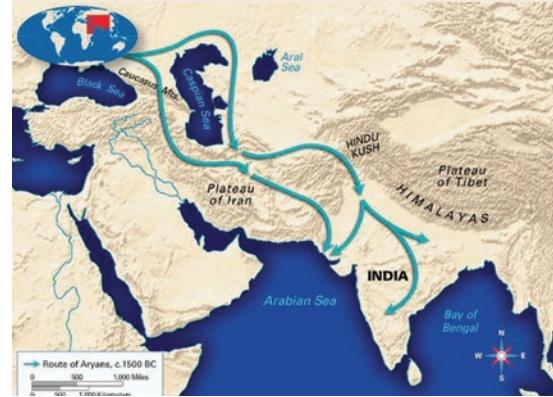
Have students explore the map using the interactive features and answer the associated questions.

**Movement** In what general direction did the Aryans travel? *southeast*

In print edition, see map of same title.

**1. Movement** In what general direction did the Aryans travel? *southeast*

**2. Movement** Why do you think the Aryans entered India where they did? *Possible answer: There were not as many mountains in that part of India.*



## MAKE DECISIONS

### A Raja's Choice

- Ask students to imagine that they are rajas of small villages. Local herders and farmers have come to the raja to tell him they need more land for their crops and animals. The raja has a choice. He can either go to war against the larger, stronger village nearby to take its land, or he can try to find a peaceful solution to his people's growing needs.
- Have students work in pairs to decide which plan of action they will take.

- Have each pair write a brief speech in which the raja explains his decision to the people of his village.
- Have volunteers share their speeches with the class.

\*Alternative Assessment Handbook, Rubric 35:  
Solving Problems

## Teach the Main Idea

The Vedas were the basis of religion in the Vedic era and moving forward.

**Identify** What is the *Rigveda?* *the oldest of the Vedas that contained a collection of hymns of praise to many gods*

**Recall** When was *Rigveda* probably compiled? *second millennium BC*

**Compare** How did the Upanishads differ from other Vedic texts? *The Upanishads were reflections on the Vedas written by religious students and teachers.*

**Explain** Why did priests place sacrifices into a fire? *They believed the fire would carry the sacrifice to the gods.*

### More About . . .

**Meaning of Veda** The word *Veda* means “knowledge” in Sanskrit.

**Vedic Rituals** Much of the Vedic text centers around rituals involving fire sacrifices. The *Rigveda*, for example, contains mantras to be recited by the priests performing fire sacrifices. Even today, Vedic mantras are recited at temple rituals and ceremonies such as traditional marriages.

### GEOGRAPHIC FEATURE

#### Sanskrit

Have students read the Geography and Culture feature about Sanskrit. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** What observations can you make about the Sanskrit writing on the rock tablet?

*Possible answers: very ornate, many of the symbols appear to have similar structure, lots of loops*

### GEOGRAPHY AND CULTURE

#### Sanskrit

The text carved into this stone is an ancient example of Sanskrit. While it is no longer widely spoken, Sanskrit remains an important ancient language.



### READING CHECK

**Identify** What source provides much of the information we have about the Aryans? *the Vedas*

The text carved into this stone is an ancient example of Sanskrit. While it is no longer widely spoken, Sanskrit remains an important ancient language.



Aryan poems and hymns were composed in a language called **Sanskrit**, the most important language of ancient India. At first, Sanskrit was only a spoken language. Eventually, however, people figured out how to write it down so they could keep records and write down scriptures, which are the basis for Hinduism. These Sanskrit records and scriptures are a major source of information about Vedic society. Sanskrit is not widely spoken today, but it is used in Hindu rituals. It is also the root of many modern South Asian languages.

### Vedic Religion and Early Hinduism

Religion was important during the Vedic age. Originally, people’s practice of religion was limited to rituals. Over time, religion took on even more meaning and became a part of daily life in ancient India. Many scholars call the early Hinduism of this period Vedic religion or Brahmanism because of the religion’s emphasis on the Vedas and the belief in a divine reality known as Brahman.

**The Vedas** Early Hinduism was based on the Vedas. There are four Vedas, each containing sacred hymns and poems. The oldest of the Vedas, the *Rigveda*, was probably compiled in the second millennium BC. It includes guidance on seeking truth and hymns of praise to many gods. This passage, for example, is the opening of a hymn praising Indra, a god of the sky and war.

“He who just born chief god of lofty spirit by power and might became the gods’ protector, Before whose strength in majesty of valour the two worlds trembled, He, O men, is Indra.”

—from *The Hymns of the Rigveda* translated by Ralph T. H. Griffith

The Vedas eventually became the basis of Hinduism. These writings continue to be important to Hindus and Hinduism today, over 3,000 years later.

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### LINK TO LITERATURE

#### The *Rigveda*

- Organize the class into groups. In advance, locate and duplicate examples from the *Rigveda*. Provide each member of a group the same sample, but give each group a different sample.
- Have each group discuss the meaning of its sample. Provide dictionaries to help students in the task. Ask students also to find examples of descriptive language in the text.
- Call on volunteers from each group to report their findings.

- Extend the activity by asking interested students to locate and listen to a modern composition, *Choral Hymns from the Rig Veda*, by Gustav Holst. Ask them to play selections for the class.

\*Alternative Assessment Handbook, Rubric 14: Group Activity

For additional instruction, go to end of lesson.

**Later Vedic Texts** Over the centuries, the Aryans wrote down poems and hymns in Sanskrit. In time, these were compiled into collections called Vedic texts.

One collection of Vedic texts describes religious rituals. For example, it describes how to perform sacrifices. Priests prepared animals, food, or drinks to be sacrificed in a fire. The Aryans believed that the fire would carry these offerings to the gods.

A second collection of Vedic texts describes secret rituals that only certain people could perform. In fact, the rituals were so secret that they had to be done in the forest, far from other people.

The final group of Vedic texts are the Upanishads (oo-PAHN-ee-shads), most of which were written by about 600 BC. These writings are religious students' and teachers' reflections on the Vedas. The Upanishads had a great impact on later religious expression. Religious texts modeled after the Upanishads were written until about AD 1400. The Upanishads teach that Brahman, which is the force behind everything, is found in the *atman*, the soul or self of an individual. Understanding this connection is still a goal in modern Hinduism.

**Later Vedic Society** Over the course of the later Vedic period, rulers began to rule over areas instead of families. Some rulers became much more powerful. Powerful chiefs surrounded themselves with advisers and began to collect taxes.

Elaborate religious ceremonies provided more power and status to the chiefs, or kings. Vedic society had a hierarchy of priests. During rituals, sacrifices of wealth would be made from the chief to the priest. During this period, the priests and upper class grew in importance and wealth, leading to greater divisions in ancient Indian society.

### Indian Society Divides

As Aryan society became more complex, it became divided into groups. These groups were largely organized by people's occupations. Rules developed about how people of different groups could interact. As time passed, these rules became stricter and became central to Indian society.

**The Varnas** According to the Vedas, there were four main *varnas*, or social divisions. These were based on temperaments that vary from person to person. In ancient Indian society, these *varnas* were

- Brahmins (BRAH-muhns), or priests
- Kshatriyas (KSHA-tree-uhs), or rulers and warriors
- Vaishyas (VYSH-yuhs), or farmers, craftspeople, and traders
- Sudras (SOO-drahs), or laborers and servants

The Vedas saw the four roles as equals, but social divisions and rankings grew over time. Later on, as Indian society developed, Brahmins came to be regarded as the highest group.

**The Caste System** As Indian social order became more complex, another set of groups called *jatis* emerged. Membership in *jatis* was determined by birth. *Jatis* were associated with specific occupations, and they had different rules about how they could interact with each other. Over many centuries, each

**Reading Check**  
Find Main Ideas  
What are the Vedic texts?

Indian Early Civilizations, Empires, and World Religions 843

### ENGLISH LANGUAGE LEARNERS

#### Compare and Contrast

1. Organize the class into small groups. Have half the members of each group review and take notes about the achievements of the ancient Harappans. The other half should do the same for the Aryans.
2. Have students share notes and discuss the similarities and differences between the two groups.
3. Review with students the purpose and structure of a Venn diagram. Have each student use the information from his or

her notes and group discussion to create a Venn diagram comparing and contrasting the Harappans and the Aryans.

4. Invite volunteers share their diagrams and discuss the similarities and differences of the two civilizations.
5. Work together to create a class diagram for all to see. Have students add to and correct their work as needed.

\*Alternative Assessment Handbook, Rubrics 9: Comparing and Contrasting; 11: Discussions; and 13: Graphic Organizers

### Teach the Main Idea

Indian society divided into distinct groups.

**Recall** What were the four varnas? *Brahmins, Kshatriyas, Vaishyas, and Sudras*

**Describe** What were some rules described in the *sutras*? *People couldn't marry anyone or eat with anyone from a different class.*

**Explain** How did the role of women change in Indian society? *In ancient times, women had most of the same rights as men. Later, laws limited those rights.*

### ONLINE DOCUMENT-BASED INVESTIGATION

#### The Upanishads

This passage from the Upanishads describes reincarnation and karma. Invite students to read the excerpt and answer the associated question.

**Analyze Sources** What do the Upanishads say will happen to the person who does good deeds, and what happens when that person is no longer attached to his or her desires? *Possible answer: The person who does good deeds will be reborn in the next life as a good person. When that person no longer has desires, he or she no longer needs to be reincarnated and becomes immortal.*

DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

#### The Upanishads

The Upanishads are a collection of religious texts that are the foundation of Hindu thought. This section describes reincarnation, or rebirth, and karma, the effect of actions on a person's soul. These are central ideas in the Hindu religion.

"And when the body grows weak through old age, or becomes weak through illness, at that time that person, after separating himself from his members . . . hastens back again as he came, to the place from which he started, to new life . . .

Then both his knowledge and his work take hold of him and his acquaintance with former things . . .

Now as a man is like this or like that, according as he acts and according as he behaves, so will he be:—a man of good acts will become good, a man of bad acts, bad. He becomes pure by pure deeds, bad by bad deeds.

And here they say that a person consists of desires. And as is his desire, so is his will; and as is his will, so is his deed; and whatever deed he does, that he will reap.

And here there is this verse: To whatever object a man's own mind is attached, to that he goes strenuously together with his deed; and having obtained the consequences of whatever deed he does here on earth, he returns again from that world . . . to this world of action . . .

On this there is this verse: When all desires which once entered his heart are undone, then does the mortal become immortal, then he obtains Brahman."

—from *Hindu Search for Divine Reality: The Upanishads*

#### READING CHECK

**Find Main Ideas** What are the Vedic texts? *sacred hymns and poems, collections of writings by Aryans*

For additional instruction, go to end of lesson.

## ► ONLINE INTERACTIVE VISUALS

### Carousel: The Varnas

Have students navigate through the carousel and note the different *varnas*. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** To which *varna* would a chief belong? *Kshatriyas*

In print edition, see Quick Facts of same title.

The Varnas



Brahmins were India's priests.



## ► ONLINE INTERACTIVE VISUALS

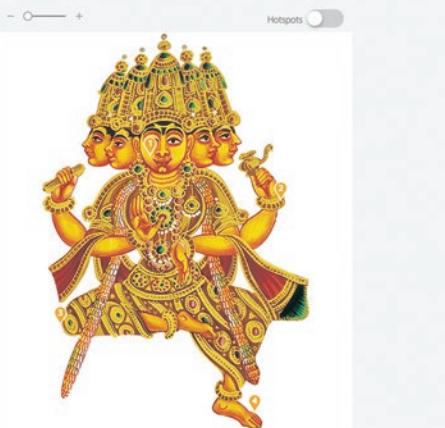
### Image with Hotspots: The Aryan Caste System

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** Why might the Brahmins caste (priests) have been associated with Purusha's mouth? *Possible answer: The priests of a religion often express and interpret the sacred words and texts of their tradition.*

#### The Aryan Caste System

The four major castes emerged from Purusha (the first human being) shown below. Purusha is identified with the creator god Brahma. The Brahmins (priests) were his mouth, the warriors were his arms, the landowners and traders were his legs, and the laborers and peasants were his feet.



## Quick Facts

### The Varnas



Brahmins  
Brahmins were India's priests.



Kshatriyas  
Kshatriyas were rulers and warriors.

**Analyze Visuals**  
To which *varna* would a chief belong?

of the four *varnas* in Indian society merged with hundreds of *jatis*. These social divisions are now known as castes, which is what Portuguese travelers called them in the 1400s.

Over many centuries, the **caste system** divided Indian society into groups based on a person's birth, wealth, or occupation. Though *varnas* were not based on birth, eventually they merged with birth-based *jatis*. At one time, some 3,000 separate castes existed in India. By about AD 500, a group called the Untouchables emerged. They didn't belong to any caste. Members of this group were later known as Dalits. They were allowed to hold only certain jobs, which were often unpleasant, such as tanning animal hides and disposing dead animals.

**Caste Norms** In general, the caste to which a person belonged determined his or her place in society. In ancient Indian society, caste roles were by no means permanent. However, social mobility among castes became more limited over the centuries.

As time went by, each caste developed its own norms. Norms are unwritten rules that people in a community know they are required to follow. Caste norms were passed down from generation to generation through social and cultural practices. Caste norms could be exclusive. For example, people would not marry someone from a different caste. People from one caste may also not have eaten meals with people from another. Caste interactions also depended on the villages in which a person lived.

Most Indians identified with the system, so caste also shaped the daily lives of other religious groups in India. The system became formal in the late 1800s when the British began gathering information on caste in the census. This social order continued for over a century. In India, discrimination by caste was officially banned when the independent Indian government was established in 1949, but caste still plays a role in many people's lives.



#### Reading Check

**Make Inferences** How did a person become a member of a caste?

**The Role of Women** In ancient India, women had most of the same rights as men. They could, for example, own property and receive an education. They could also perform in religious ceremonies. Over time, however, laws were passed to limit these rights.

**Summary and Preview** The earliest civilizations in India were centered in the Indus valley. In the next section, you will learn about a religion that developed in the Indus valley after the Aryans settled there—Hinduism.

#### Lesson 1 Assessment

##### Review Ideas, Terms, and Places

- Analyze** Why are the archaeological site at Harappa and the artifacts found there important?
- Compare** How was Harappan civilization similar to Sumerian civilization?
- Explain** Why did the Harappans make contact with people far from India?
- Identify** What was Mohenjo-Daro?
- Analyze** What is one reason that scholars do not completely understand some important parts of Harappan society?
- Identify** Who were the Aryans?
- Contrast** How was civilization during the Vedic period different from the Harappan civilization?
- Identify** What texts have remained important to Hinduism for thousands of years?
- Analyze** What role did sacrifice play during the Vedic period?

- Identify** What is the caste system?
  - Explain** How has the caste system changed over time? How has it stayed the same?
- Critical Thinking**
- Summarize** List the major achievements of India's first two civilizations. Record your conclusions in a diagram like this one.

Early Indian Achievements	
Harappan society	Vedic society

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#### READING CHECK

**Make Inferences** How did a person become a member of a caste? *born into it*

## Print Assessment

### Review Ideas, Terms, and Places

- Analyze** Why are the archaeological site at Harappa and the artifacts found there important? *They allow scholars to learn about Harappan society, the first civilization in India.*
- Compare** How was Harappan civilization similar to Sumerian civilization? *They both developed along rivers.*
- Explain** Why did the Harappans make contact with people far from India? *to trade with them*
- Identify** What was Mohenjo-Daro? *one of two major Harappan cities*
- Analyze** What is one reason that scholars do not completely understand some important parts of Harappan society? *Possible answer: Scholars are unable to read their written language.*
- Identify** Who were the Aryans? *people who migrated to India from Central Asia*
- Contrast** How was civilization during the Vedic period different from the Harappan civilization? *During the Vedic period, people didn't farm at first and didn't build large, planned cities; they had no single ruling authority; their villages were led by rajas.*
- Identify** What texts have remained important to Hinduism for thousands of years? *the Vedic texts*
- Analyze** What role did sacrifice play during the Vedic period? *very important to religious ceremonies*
- Identify** What is the caste system? *a social system in which people are divided into groups based on a person's birth, wealth, or occupation*
- Explain** How has the caste system changed over time? How has it stayed the same? *Possible answer: At first, it was more fluid and there was more social mobility. Caste rules became more rigid over time. Later, discrimination based on caste became illegal.*

### Critical Thinking

- Summarize** Create a two-column chart. Label one column *Harappan society* and the other *Vedic society*. List the major achievements of India's first two civilizations underneath each column. *Possible answers: Harappan society—writing system, city planning, art; Vedic society—religious writings, Sanskrit language*

## ► Online Assessment

- Why do archaeologists believe that the people who lived at Harappa were part of a much larger civilization?
  - Their people raised animals and hunted wild game.
  - Their farmers used irrigation channels to water their crops.
  - Their people shared writing, art, and architecture with Mohenjo-Daro.
  - Their farmers grew a variety of foods like wheat, barley, and dates in the Indus Valley.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

India's first civilization is named after the modern-day city of **Harappa** in Pakistan.

- From what source do archaeologists know the most about the Harappans?
  - the artifacts that they left behind
  - the political system that they created
  - their language that has been decoded
  - their religious texts that have been studied

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Archaeologists have received most of their knowledge about the Harappans from studying their **artifacts**.

- How were Harappans different than early Aryans?

- Harappans built large cities, while early Aryans lived in small communities.
- Harappans relied on an oral history, while early Aryans had a written language.
- Harappans were led by a strong warrior called a raja, while early Aryans were led by kings.
- Harappans created a society based on family ties, while early Aryan society was based on wealth.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Early Aryans settled in small communities, created a society based on family ties, and were led by strong warriors called **rajas**.

- Why did Aryan priests burn food and drinks during religious ceremonies?

- They wanted to keep their rituals secret.
- They wanted to show the importance of animals.
- They believed that rituals should be performed in forests.
- They believed that fire would bring these offerings to the gods.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Religious rituals are central to the worship of Hindu gods. For example, Aryan priests believed that some **animals** needed to be burnt as a sacrifice to the gods.

- How was Indian society divided during the late Vedic period?

- by race
- by family ties
- according to a person's education
- according to a person's occupation

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Indian society became divided into classes according to **occupation** during the late Vedic period.

- Make Inferences** Why do archaeologists believe that the Harappans were part of a trading network that included Mesopotamia and southern India?

*While excavating the ancient city of Harappa, archaeologists found evidence that their inhabitants traded with cultures as far away as Mesopotamia and southern India. By trading with other cultures, the Harappans obtained raw materials that they used to make pottery, seals, and statues.*

- Make Inferences** How could archaeologists determine that the Harappan had an advanced civilization by studying their cities?

*By studying the layout of Harappan cities, like Harappa and Mohenjo-Daro, archaeologists have concluded that their leaders carefully planned their cities. Many of their houses had indoor plumbing, and their engineers created sewer systems to keep their streets from flooding. Their streets were constructed from baked bricks and were laid out to intersect at right angles. This type of planning requires a strong central authority with skilled planners and laborers.*

- Draw Conclusions** Since early Aryans did not have a written language, how do scholars know much about their history and religion?

*Early Aryans memorized poems and hymns that were important to them and retold them through the generations. Some of these stories were collected and later written down in Sanskrit. Some of these collected stories made up the Vedic texts that form the basis for many of their religious rituals.*

- Summarize** How did Indian society become more divided during the Vedic period?

*During the Vedic period, leaders came to rule over larger areas instead of over just families. They collected taxes and became wealthier as a result. Many rulers used their wealth to pay for elaborate religious ceremonies performed by priests. Therefore, rulers and priests became distinctive classes separate from the majority of the people.*

- Analyze Information** How did the Vedas divide Indian society? Explain at least one class and its significance.

*The Vedas divided society into four main divisions, or varnas. These classes were based on a person's temperament that varied from person to person. The first class was the Brahmins, or priests, who later came to be regarded as the highest class in Vedic society. The other classes were the Kshatriyas, the rulers and warriors; the Vaishyas, the farmers, craftspeople, and traders; and the Sudras, the laborers and servants.*

## ADDITIONAL INSTRUCTIONAL MATERIALS

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**The Great Bath** In Mohenjo-Daro, archaeologists discovered what is known as the “Great Bath,” a pool surrounded by bricks. This structure may have been used both for bathing and as a gathering place. Virtually every house also had an area set aside for bathing. This appears to signify that cleanliness was important to Harappan civilization.

**Marking Property** Stone seals have been one of the most commonly found items from the Harappan civilization. People stamped goods with these seals to mark them as their property, just as we might mark our property today. Bundles of trade goods were also stamped, probably to mark their place of origin.

### SPECIAL NEEDS STUDENTS

#### Location of the Harappan Civilization

1. Show students a map of India and ask for volunteers to identify major physical features, including the Himalayas, the Indus and Sarasvati Rivers, and the Thar Desert.
2. Give each student a blank map of India, and have students label the following on their maps: major rivers, the entire Indus River valley, mountain ranges, and plateaus.
3. Have students color the area where the Harappan civilization settled and label the two largest settlements.
4. Guide students in a discussion about the importance of the Indus River to the Harappan civilization.

\*Alternative Assessment Handbook, Rubric 20: Map Creation

continued from page 839

### LINK TO SCIENCE

#### Understanding Drainage Systems

1. Instruct students to conduct research to learn more about how drainage systems work. Students should use at least two independent, credible sources.
2. Have students prepare presentations on their findings. The presentations should incorporate detailed graphics illustrating sewer systems, drainage of streets, and indoor plumbing.
3. Students should give their presentations to the class.

\*Alternative Assessment Handbook, Rubrics 29: Presentations; and 30: Research

continued from page 840

More About . . .

**Connect to Language Arts: Indo-European Languages** Sanskrit belongs to a language group called the Indo-European languages. Similarities among the Indo-European languages show that they are related. For example, look at these words for the English word *mother*: Sanskrit, *matar*; Greek, *meter*; Latin, *mater*; and Old Irish, *mathair*. The languages listed—and many others—developed from a lost language called Proto-Indo-European. People who lived from Europe to India may have spoken this ancient language between 10,000 and 6,000 years ago.

continued from page 842

### STRUGGLING READERS

#### Hymn to Indra

1. Read aloud the excerpt from the hymn to Indra.
2. Remind students that an adjective is a word that describes someone or something. Ask students to use adjectives while describing objects in the classroom.
3. Have students write down adjectives that the Aryans might have used to describe this god had they spoken English. Encourage students to use a thesaurus or dictionary to find appropriate adjectives.
4. Call on volunteers to share their lists.

\*Alternative Assessment Handbook, Rubric 18: Listening

continued from page 843

More About . . .

**The Harijans** Mohandas Gandhi called the untouchables Harijans, which means “children of God,” and worked to raise their status. The Indian constitution of 1949 gave these people legal recognition and rights. Although some members of the group have become powerful political leaders, some discrimination against them still exists.

**The Brahmins** The Brahmins included not only priests, but also teachers and scholars—those who dealt in knowledge and spirituality.



# Hinduism

- Hindu Gods



## ► Online Lesson 2 Enrichment Activities

### The Karma Effect

**Article** Students read how karma affects the Hindu belief in reincarnation. They then create a diagram explaining the Hindu cycle of birth, death, and rebirth and how karma is related to the process.

### Ganesha's Symbolism

**Article** Students learn about the Hindu god Ganesha and what his different body parts symbolize. They then create a slideshow illustrating the symbols found on Ganesha.

### Nonviolence

**Video** Students view the video to learn how Gandhi used nonviolent protest to bring about change. They then imagine they are journalists who are allowed to conduct an interview with Gandhi. They create a list of interview questions that focus on his choice to use nonviolent protest.



## Teach the Big Idea

### 1. Whole Class Open/Introduction

If YOU lived there ...

**Do you look forward to becoming an adult or are you nervous?**

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

#### Consider ADVANTAGES of becoming an adult:

- can participate more fully in my religion
- allowed to light oil lamps
- will receive gifts during ceremony

#### Consider DISADVANTAGES of becoming an adult:

- will have more responsibilities
- may have to act more like an adult
- may have to give up some freedom

**2. Direct Teach** Introduce the Big Idea: *Hinduism, the largest religion in India, developed out of ancient Indian beliefs and practices.* Ask students to think of ways that beliefs and values can change as they are passed down from generation to generation. Make the connection that while the Vedic texts are the basis for Hinduism there is no single book or set of practices that all Hindus agree on, and Hinduism has changed since its beginning. Since there are over a billion followers of the religion today, there are many ways it is practiced.

**3. Practice/Assess/Inquire** Ask students what they know about *karma*, *dharma*, and *reincarnation*, terms associated with Hinduism. Call on volunteers to describe how the terms relate to each other.

**4. Explore (Collaborative Exploration)** Review the major beliefs of Hinduism and ask for volunteers to explain each one.

**5. Whole Group Close/Reflect** Have students pick one of the major beliefs of Hinduism and, using the information provided in this lesson, draw a picture or diagram to illustrate the belief.

\*Alternative Assessment Handbook, Rubric 3: Artwork

## Hinduism

If YOU lived there ...

You are a Hindu girl who is about to have a rite of passage, or *samskara*. This rite of passage will celebrate that you are becoming an adult. After this, you will be allowed to light oil lamps and participate more fully in your religion. You will also receive gifts such as jewelry.

**Do you look forward to becoming an adult or are you nervous?**

### Hinduism Develops

The Vedas, the Upanishads, and the other Vedic texts became the basis for Hinduism, the largest religion in India today. Over time, the ideas of these sacred texts began to blend with ideas from other cultures. People from Persia and other kingdoms in Central Asia, for example, brought their ideas to India. Hinduism was also influenced by religious texts written in Tamil and other South Asian languages. Since Hinduism is a blending of ideas, it does not have a single founder. It also does not have one set of teachings that all Hindus agree on. Hinduism is the third-largest religion in the world today, with over a billion followers. Most of the followers are in India. Many consider it to be the world's oldest major religion.

**Hindu Beliefs** Most Hindus believe in a single universal spirit called Brahman, which can come in many forms. While there are many gods and goddesses in Hinduism, there are three major gods who are commonly part of Hindu texts: Brahma the Creator, Siva the Destroyer, and Vishnu the Preserver. There are other gods and goddesses in both human and animal form, including the goddess Lakshmi, the elephant god Ganesha, and the monkey god Hanuman. They are popularly worshiped by Hindus across the world. However, Hindus believe that each god and goddess is part of Brahman. They believe that Brahman created the world and preserves it. Gods such as Brahma, Siva, and Vishnu represent different aspects of Brahman. In fact, Hindus believe that everything in the world is part of Brahman.

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### ONLINE GRAPHIC ORGANIZER

#### Hinduism

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

**Identify** Who is responsible for the spread of Jainism? *Mahavira*

### ONLINE LESSON FLIP CARDS

#### Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: *reincarnation*, *karma*, *nonviolence*.

### ONLINE DOCUMENT-BASED INVESTIGATION

#### Indian Early Civilizations, Empires, and World Religions

Major Beliefs of Hinduism is the second of five document-based investigations students will analyze in Indian Early Civilizations, Empires, and World Religions. Students will explore the chart to discover foundational beliefs of Hindus.

## Hindu Gods

Hindus believe in many gods, but they believe that all the gods are aspects of a single universal spirit called Brahman. Three aspects of Brahman are particularly important in Hinduism—Brahma, Siva, and Vishnu.



The god Brahma represents the creator aspect of Brahman. His four faces symbolize the four Vedas.



Siva, the destroyer aspect of Brahman, is usually shown with four arms and three eyes. Here he is shown dancing on the back of a demon he has defeated.



Vishnu is the preserver aspect of Brahman. In his four arms, he carries a conch shell, a mace, and a discus, symbols of his power and greatness.

**Analyze Visuals**  
What symbols are used in these statues?

**Life and Rebirth** According to Hindu teachings, everyone has a soul, or *atman*. This soul holds the person's personality, those qualities that make a person who he or she is. Many Hindus believe that a person's ultimate goal should be to reunite that soul with Brahman, the universal spirit.

Many Hindus believe that their souls will eventually join Brahman because the world we live in is an illusion. Brahman is the only reality. The Upanishads teach that people must try to see through the illusion of the world. Because it is hard to see through illusions, this can take several lifetimes. That is why Hindus believe that souls are born and reborn many times, each time in a new body. This process of rebirth is called **reincarnation**.

### Major Beliefs of Hinduism

- A universal spirit called Brahman created the universe and everything in it. Everything in the world is just a part of Brahman.
- Every person has a soul, or *atman*, that will eventually join with Brahman.
- People's souls are reincarnated many times before they can join with Brahman.
- A person's karma will affect a person's next life after reincarnation.

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## ENGLISH LANGUAGE LEARNERS

### Using Art as Symbols

1. To help students demonstrate their understanding of the Hindu gods, direct their attention to the images in the feature *Hindu Gods*.
2. Discuss how the statues symbolize various aspects of the Hindu gods.
3. Have students work in pairs or small groups to build sculptures or draw pictures of one of the Hindu gods, using these images as models. They can choose one of the gods in the image or another Hindu god, but their work should be original and include symbolic

representations of some aspect or aspects of the god they chose.

4. Students may need to use outside resources to learn about other Hindu gods, and they should be given time to plan their projects.
5. Have students present their artwork to the class and explain how the symbols they included represent aspects of the god they chose.

\*Alternative Assessment Handbook, Rubrics 3: Artwork; and 29: Presentations

## Teach the Main Idea

Hinduism developed out of Brahmanism and influences from other cultures.

**Identify** According to Hindu belief, what are the three major forms of Brahman? *Brahma the creator, Siva the destroyer, Vishnu the preserver*

**Analyze** What led to the development of Hinduism? *the blending of the Vedic texts with ideas from other cultures*

**Draw Conclusions** How may believing that this world is merely an illusion affect one's behavior? *Answers will vary but should reflect logical thinking.*

**Draw Inferences** Do you think a wealthy Brahmin would want his or her servants to believe in *dharma*? Why or why not? *Possible answer: Servants would be more likely to accept their fate in life if they believed in dharma.*

## More About ...

**Connect to Art: Lord of the Dance** The bronze statue shown portrays Siva as Nataraja, or Lord of the Dance. Stylized flames surround him. Underfoot is the Demon of Ignorance. According to Hindu belief, during his dance Siva destroys the universe, but it is continually reborn. This statue was made in the 1200s.

### ONLINE INTERACTIVE VISUALS

#### Carousel: Hindu Gods

Have students navigate through the carousel and note the characteristics of the three major Hindu gods. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** What symbols are used in these statues? *Possible answers: Conch shell, mace, and discus are symbols of power; four faces represent the four Vedas.*

In print edition, see visual feature of same title.

### ONLINE DOCUMENT-BASED INVESTIGATION

#### Major Beliefs of Hinduism

This chart explains some of the central beliefs of Hinduism. Have students explore the chart and answer the associated question.

**Analyze Sources** Why is Brahman important to the Hindu belief system? *Hindus believe Brahman is the creator of all things. They also believe their souls will eventually join with Brahman.*

For additional instruction, go to end of lesson.

## GEOGRAPHIC FEATURE

### The Sacred Ganges

Have students read the Geography and Culture feature that discusses the importance of the Ganges River in the Hindu religion.

In print edition, see visual feature of same title.

**Summarize** Why is the Ganges a pilgrimage site? *It is believed that the river's water is made holy because it makes contact with the gods as it flows across the land.*

#### GEOGRAPHY AND CULTURE

##### The Sacred Ganges

Hindus believe that there are many sacred places in India. Making a pilgrimage to one of these places, they believe, will help improve their karma and increase their chance for salvation. The most sacred of all the pilgrimage sites in India is the Ganges River in the northeast.

Known to Hindus as Mother Ganga, the Ganges flows out of the Himalayas. In traditional Hindu teachings, however, the river flows from the feet of Vishnu and over the head of Siva before it makes its way across the land. Through this contact with the gods, the river's water is made holy. Hindus believe that bathing in the Ganges will purify them and remove some of their bad karma.

Although the entire Ganges is considered sacred, a few cities along its path are seen as especially holy. At these sites, pilgrims gather to bathe and celebrate Hindu festivals. Steps lead down from the cities right to the edge of the water so people can more easily reach the river.



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## ADVANCED/GIFTED

### Hindu Beliefs and Mohandas Gandhi

1. Have students research the life of Mohandas Gandhi—especially how his beliefs helped Hindu women gain rights. Point out that some of Gandhi's beliefs contrasted with traditional Hindu beliefs. Direct students to use library and reliable Internet sources for their research.
2. Students should then write brief reports that explain and describe how Gandhi's religious beliefs affected his actions.
3. To extend the activity, have interested students locate descriptions of Gandhi

written by British writers during the 1940s and report on how these writers portrayed him.

4. Have students use these reports to create an interview with Gandhi about his beliefs as a Hindu. Ask students to perform the interview for the class.

\*Alternative Assessment Handbook, Rubrics 33: Skits and Reader's Theater; and 42: Writing to Inform

Weddings are also a time for customs and traditions. Wedding ceremonies have special rituals, though they can vary depending on the cultural group and sect of Hinduism. For example, offerings of roasted grain are thrown into a sacrificial fire. The bride and groom must also take seven steps together to symbolize their unity.

Because Hindu beliefs vary so widely, religious practices vary as well. At home, individual worshipers might say special prayers or meditate, or silently reflect upon the world and its nature. To help them meditate, some Hindus also practice a series of integrated physical and mental exercises called *yoga*. The purpose of *yoga* is to teach people how to focus their bodies and minds. They believe this will aid their meditation and help them attain *moksha*.

Pilgrimages are important to many Hindus. Pilgrims travel to different shrines and temples, to the Ganges River, and to festivals. These pilgrims can spend significant amounts of money and impact the economy of the areas they visit.

**Hinduism and Women** Early Hinduism taught that both men and women could gain salvation. However, like in other ancient religions, women were considered inferior to men. Women were generally not allowed to study the Vedas.

**The Spread of Hinduism** Hinduism spread throughout Southeast Asia during the first few centuries AD. This happened largely through trade and the influence of Hindu kingdoms. As traders exchanged goods, they also learned about different cultures and religions. Later, Hinduism spread through colonization. Hindus were often taken to British and Dutch colonies to work as indentured servants. They brought their religion with them to the West Indies, Fiji, and parts of Africa. Hinduism spread again in the 20th century as Indians migrated to other parts of the world, such as Great Britain, Canada, and the United States. Today, there are more than 2 million Hindus in the United States.

### Jainism

Although Hinduism was widely followed across the Indian subcontinent, it was not the only religion to influence how Indians lived. Other religious groups emerged in the region over many centuries. One such group was Jains (JYNZ), believers in a religion called Jainism (JY-niz-uhm).

Jainism is an ancient religion that is believed to have existed in India for thousands of years. Some people think that Jainism is older than Hinduism. Others think that it grew out of Hinduism. Jainism spread because of the teachings of a man named Mahavira, who is believed to have been born around 599 BC. Mahavira was an Indian prince who gave up his luxuries to become a monk.

Jains try to live by four principles: injure no life, tell the truth, do not steal, and own no property. In order to not injure anyone or anything, Jains practice **nonviolence**, or the avoidance of violent actions. The Sanskrit word for this nonviolence is *ahimsa* (uh-HIM-sah), which is also an important part of Hindu philosophy.

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**Reading Check**  
**Summarize**  
What factors determined how a person would be reborn?

### COLLABORATIVE LEARNING

#### Jainism Skit

1. Discuss with students that Mahavira's lifestyle and teachings led to a major expansion in Jainism. Organize the class into small groups. Tell them that one of them will play the role of Mahavira and the rest will be his followers.
2. Instruct students to create a skit in which Mahavira explains his spiritual beliefs to his followers and they then ask him questions. Each "follower" should come up with at least one question to ask.

Encourage students to conduct research

to learn more about Jainism to help them develop appropriate questions.

3. Have students present their skits to the class.

\*Alternative Assessment Handbook, Rubrics 14: Group Activity; and 33: Skits and Reader's Theater

### Teach the Main Idea

Jainism is another religion that arose in ancient India.

**Identify** Whose teachings spread Jainism? *Mahavira*

**Draw Conclusions** Why do you think one of the principles of Jainism is owning no property?

*Possible answer: Material things are not important in this world and can distract people from their spirituality.*

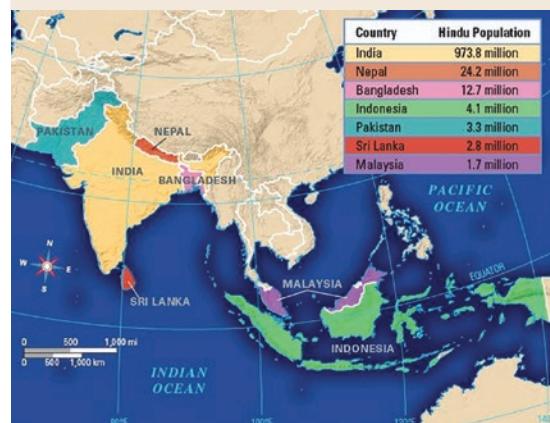
**Predict** How do you think converting to Jainism would affect your daily life? *Answers should include becoming a vegetarian, respecting all life, and practicing nonviolence.*

### ONLINE INTERACTIVE MAPS

#### Hinduism Today

Have students explore the map and answer the associated question.

**Location** Which countries bordering India have the highest populations of Hindus? *Nepal and Bangladesh*



#### READING CHECK

**Summarize** What factors determined how a person would be reborn? *a person's actions during his or her lifetime*

For additional instruction, go to end of lesson.

## NOW & THEN

**Nonviolence** Have students read the Now & Then feature that discusses the use of nonviolence protest, including Gandhi's nonviolent struggle against British rule.

## READING CHECK

**Identify Points of View** Why do Jains avoid eating meat? *because they believe in the sanctity of all life and in not injuring any creature*

These Jain women are wearing masks to make sure they don't accidentally inhale and kill insects.



**Reading Check**  
**Identify Points of View** Why do Jains avoid eating meat?

The Jains' emphasis on nonviolence comes from their belief that everything is alive and part of the cycle of rebirth. Jains are very serious about not injuring or killing any creature—humans, animals, insects, or plants. They do not believe in animal sacrifice, unlike many ancient religions. Because they do not want to hurt any living creatures, Jains are vegetarians. They do not eat any food that comes from animals.

**Summary and Preview** You have learned about two religions that grew in ancient India—Hinduism and Jainism. In the next lesson you will learn about a third religion that began there—Buddhism.

## Print Assessment

### Review Ideas, Terms, and Places

1. a. **Define** What is karma? *the effects that good or bad actions have on a person's soul*
- b. **Sequence** How did Vedic religion develop into Hinduism? *Vedic texts and ideas from other cultures blended to form Hinduism.*
- c. **Elaborate** How does Hinduism reinforce good behavior and social order? *Hinduism teaches that good behavior leads to good karma, which leads to a better next life.*
2. a. **Recall** What are the four main teachings of Jainism? *injure no life, tell the truth, do not steal, and own no property*
- b. **Predict** How do you think the idea of nonviolence affected the daily lives of Jains in ancient India? *Possible answer: could not be soldiers or kill animals for food*

### Critical Thinking

3. **Summarize** Use a graphic organizer to summarize the main beliefs of Hinduism. *Students should create a three-column table containing the following: Gods: Many gods are all aspects of one universal spirit; Life and Rebirth: Through reincarnation, a person's soul is reborn until it achieves liberation; Karma and Dharma: By behaving well, one achieves good karma which leads to benefits in the next life. Dharma is the guidelines for living a good life.*

### Lesson 2 Assessment

#### Review Ideas, Terms, and Places

1. a. **Define** What is karma?
- b. **Sequence** How did Vedic religion develop into Hinduism?
- c. **Elaborate** How does Hinduism reinforce good behavior and social order?
2. a. **Recall** What are the four main teachings of Jainism?
- b. **Predict** How do you think the idea of nonviolence affected the daily lives of Jains in ancient India?

#### Critical Thinking

3. **Summarize** Use a graphic organizer like the one below to summarize the main beliefs of Hinduism.

Gods	Life and Rebirth	Karma and Dharma

## ► Online Assessment

1. Which of the following is a central belief of Hinduism?
  - Everything in the world is a part of a universal spirit called Vishnu.
  - A soul may be reincarnated many times before it can join with Brahman.
  - Once a person passes away, the person's soul, or atman, goes to heaven.
  - A person's actions or thoughts, or karma, determines whether that person will be reborn.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Hindus believe that everything in the world is part of a universal spirit called **Brahman**.

2. How are Jainism and Hinduism similar?

- Both belief systems promote nonviolence.
- Both Hindus and Jains do not own property.
- Both belief systems began in the Middle East.
- Both Hindus and Jains have the same founder named Mahavira.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Hinduism and Jainism share many religious beliefs, such as the promotion of **nonviolence**.

3. **Cause and Effect** How does the Hindu belief in karma affect a person's behavior?

*Hindus believe that actions and thoughts affect a person's karma. If a person hurts others then his or her evil deeds are believed to result in bad karma and, alternatively, good karma is a result of good deeds. A person's karma affects his or her existence in the next life after the person is reincarnated and affects his or her ability to join with Brahman and gain release, or moksha, from the cycle of rebirth. A person who believes that his or her karma can affect his or her next life is more likely to do good deeds toward others.*

4. **Cause and Effect** How does Jainism's promotion of nonviolence affect the diet of its followers?

*Jains practice nonviolence and, because they do not want to hurt any living being, they do not eat animals. Jains are vegetarians and do not eat anything that comes from animals.*

## ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 847

### STRUGGLING READERS

#### Hindu Gods and Goddesses

- When students have finished reading the section *Hindu Beliefs*, have them reread it and identify each of the gods and goddesses named.
- Instruct students to list each god or goddess and note the aspect of Brahman that they represent.
- Have students use the information to create a graphic organizer with the word *Brahman* in the middle and each of the gods and goddesses in the surrounding circles. Students should include the name, an illustration, and a caption describing each deity.

\*Alternative Assessment Handbook, Rubrics 3: Artwork; and 13: Graphic Organizers

### More About . . .

**Hindu Weddings** Wedding traditions in Hinduism vary greatly by region and local custom. An important part of the ceremony is the Saptapadi where the couple takes seven symbolic steps, making a vow for each one. The vows include the promise to honor and respect one another; to be loyal; to carry out their duties not only to one another, but to their families; to follow *dharma*; and to work toward eternal friendship and love.

continued from page 849

### SPECIAL NEEDS STUDENTS

#### The Four Principles of Jainism

- Discuss with students some of the major differences between Hinduism and Jainism.
- List on the board the four principles of Jainism: *injure no life, tell the truth, do not steal, and own no property*.
- Have students work in groups of four to illustrate each of the four principles. When students have finished, have them share their drawings with the class. Students should explain how each drawing represents one of the principles.

\*Alternative Assessment Handbook, Rubric 3: Artwork

### More About . . .

**Mahavira** Around 599 BC, a son, named Prince Vardhamana, was born to a king and queen who were members of the Kshatriya, or warrior, varna. When he was about 30, Prince Vardhamana gave up his luxurious lifestyle and became a monk. For over 12 years, he meditated and fasted. Eventually he reached enlightenment and became known as Mahavira, or "great hero." He went on to share his way to enlightenment with other believers. As a result, Jainism spread widely. Tradition states that by the time of his death, he left behind a community of 14,000 monks. While Jainism existed long before Mahavira's time, many believe he is responsible for the religion's present-day form.



# Buddhism

- The Great Departure
- Siddhartha's Life
- The Eightfold Path

- **Biography:** Siddhartha Gautama
- The Middle Path
- The Dalai Lama
- A Story About the Beginnings of Buddhism



## ► Online Lesson 3 Enrichment Activities

### The Middle Path

**Article** Students read about how Siddhartha Gautama worked to pursue the middle path of a life between luxury and a life with no pleasure. Students then write a persuasive essay in which they argue that to have a fulfilled life, people need a balance between a life of luxury and a life of self-denial.

### A Story About the Beginnings of Buddhism

**Activity** Students use what they have learned about Buddhism to write a narrative about how it developed and attracted followers. They begin by taking notes and conducting research to obtain additional information as needed. They then create a flowchart and use it as a model while writing their narrative.

### The Dalai Lama

**Video** Students view a video to learn about the Buddhist leader the Dalai Lama. They then write a biography about the Dalai Lama for a news magazine.



# Buddhism

## The Big Idea

Buddhism began in India and became a major religion.

## Main Ideas

- Siddhartha Gautama searched for wisdom in many ways.
- The teachings of Buddhism deal with finding peace.
- Buddhism spread far from where it began in India.

## Key Terms and Places

fasting  
meditation  
nirvana  
missionaries

## If YOU lived there ...

You are a trader traveling in northern India in about 520 BC. As you pass through a town, you see a crowd of people sitting silently in the shade of a huge tree. A man sitting at the foot of the tree is speaking about how one ought to live. His words are like nothing you have heard from the Hindu priests.

**Will you stay to listen?  
Why or why not?**

## Siddhartha's Search for Wisdom

In the late 500s BC a restless young man, dissatisfied with the teachings of Hinduism, began to ask his own questions about life and religious matters. In time, he found answers. These answers attracted many followers, and the young man's ideas became the foundation of a major new religion in India.

**The Quest for Answers** The restless young man was Siddhartha Gautama (si-DAH-tuh GAU-tuh-muh). Born around 563 BC in northern India near the Himalayas, Siddhartha was a prince who grew up in luxury. Born a Kshatriya, a member of the warrior class, Siddhartha never had to struggle with the problems that many people of his time faced. However, Siddhartha was not satisfied. He felt something was missing in his life.

Siddhartha looked around him and saw how hard most people had to work and how much they suffered. He saw people grieving for lost loved ones and wondered why there was so much pain in the world. As a result, Siddhartha began to ask questions about the meaning of human life.

Before Siddhartha reached age 30, he left his home and family to look for answers. His journey took him to many regions in India. Wherever he traveled, he had discussions with priests and people known for their wisdom. Yet no one could give convincing answers to Siddhartha's questions.

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## Teach the Big Idea

### 1. Whole Class Open/Introduction

If **YOU** lived there ...

**Will you stay to listen? Why or why not?**

Review the scenario with students and lead a class discussion around responses to the question. You may wish to review the following points to frame your discussion.

#### Consider reasons to STAY:

- a longing for a new message
- a moving reaction to what you hear
- a sense that you are witnessing something amazing

#### Consider reasons to GO:

- a need to maintain your schedule
- an urge to stick with what you know
- a suspicion the man is speaking of things he does not know about

**2. Direct Teach** Introduce the Big Idea: *Buddhism began in India and became a major religion*. Tell students Buddhism teaches that one reason for suffering is people want what they do not have. Encourage students to give specific examples of this. For example, some people might be unhappy because they are not successful at basketball. One reason Buddhism became a major religion is that it provides a specific path for dealing with suffering.

**3. Practice/Assess/Inquire** Organize the class into pairs. Have each pair create a flowchart or another graphic organizer of the students' choosing to show the development of Buddhism from the ideas of Siddhartha Gautama to its influence throughout Asia. Students should add details such as the Four Noble Truths and the steps in the Eightfold Path.

**4. Explore (Collaborative Exploration)** Call on volunteers to present their flowcharts to the class.

**5. Whole Group Close/Reflect** Have students use what they have learned to fill in any missing information on their graphic organizers. Then have them write a paragraph that summarizes the information in their flowcharts.

\*Alternative Assessment Handbook, Rubric 13: Graphic Organizers

### ONLINE DOCUMENT-BASED INVESTIGATION

#### Indian Early Civilizations, Empires, and World Religions

The Middle Path is the third of five document-based investigations students will analyze in Indian Early Civilizations, Empires, and World Religions. Students may use the Close Read feature as an aid in understanding the text.

## Teach the Main Idea

Siddhartha Gautama searched for wisdom in many ways.

**Identify** Who was Siddhartha Gautama? a prince who became known as the Buddha

**Describe** What did Siddhartha endure before reaching enlightenment? wandered for several years, didn't wash, fasted, meditated

**Evaluate** Of the three things that Siddhartha said caused human suffering, which one do you think causes the most suffering today? Why? Answers will vary but should display logic and reflection.

## More About ...

**The Great Departure** Stories and pictures about events in Siddhartha's life were created by his followers years after his death. According

to stories about the Great Departure, Siddhartha had to sneak out of the palace because his father wanted him to be a soldier and ruler, rather than a searcher for religious truths.

**Connect to Today: The Buddha's Tree of Wisdom at Bodh Gaya** The Tree of Wisdom, or Bodhi tree, marks the spot where the Buddha is said to have reached enlightenment. The original tree died long ago, but has been replaced with others. Authorities have placed signs asking visitors not to take leaves from the tree or soil from the ground surrounding it. Near the tree is a golden platform that, according to tradition, marks the exact spot where Siddhartha Gautama sat while waiting for enlightenment.

## BIOGRAPHY

### Siddhartha Gautama

Have students read the biography of Siddhartha Gautama that talks about the signs indicating he was destined for a special purpose.

## ► ONLINE INTERACTIVE VISUALS

### Image with Hotspots: The Great Departure

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** Why were the *ganas* supporting Siddhartha's horse? *The ganas hold the horse's hooves so that no one in the palace is awakened.*

#### The Great Departure

In this painting, Prince Siddhartha leaves his palace to search for the true meaning of life, an event known as the Great Departure.



## ► ONLINE INTERACTIVE VISUALS

### Image with Text Slider: Siddhartha's Life

Have students examine the image and use the interactive slider to reveal details about Siddhartha's life.

#### Siddhartha's Life

Drag the slider to reveal details about Siddhartha's Life.



Siddhartha was born into luxury. By the time of his death 80 years later, he had taught many people how to find enlightenment and happiness.

## READING CHECK

**Summarize** What did the Buddha conclude about the cause of human suffering? *He concluded that human suffering is caused by wanting what we like but do not have, wanting to keep what we like and already have, and not wanting what we dislike but have.*

In this painting, Prince Siddhartha leaves his palace to search for the true meaning of life, an event known as the Great Departure. Special helpers called *ganas* hold his horse's hooves so he won't awaken anyone.



**The Buddha Finds Enlightenment** Siddhartha did not give up. Instead, he became even more determined to find the answers he was seeking. For several years, he wandered in search of answers.

Siddhartha wanted to free his mind from daily concerns. For a while, he did not even wash himself. He also started **fasting**, or going without food. He devoted much of his time to **meditation**, the focusing of the mind on spiritual ideas.

According to legend, Siddhartha spent six years wandering throughout India. He eventually came to a place near the town of Gaya, close to the Ganges River. There, he sat down under a tree and meditated. After seven weeks of deep meditation, he suddenly had the answers that he had been looking for. He had realized that human suffering comes from three things:

- wanting what we like but do not have,
- wanting to keep what we like and already have, and
- not wanting what we dislike but have.

Siddhartha spent seven more weeks meditating under the tree, which his followers later named the Tree of Wisdom. He then described his new ideas to five of his former companions. His followers later called this talk the First Sermon.

Siddhartha Gautama was about 35 years old when he found enlightenment under the tree near the town that became known as Bodh Gaya. From that point on, he would be called the Buddha (BOO-duh), or the "Enlightened One." The Buddha spent the rest of his life traveling across northern India and teaching people his ideas.

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#### Reading Check

##### Summarize

What did the Buddha conclude about the cause of suffering?

## ► ONLINE GRAPHIC ORGANIZER

### Buddhism

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

**Contrast** How are the Theravada and

Mahayana branches of Buddhism different?

*Theravada—follow the Buddha's teachings exactly; Mahayana—can interpret the Buddha's teachings in one's own way*

## ► ONLINE LESSON FLIP CARDS

### Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **fasting**, **meditation**, **nirvana**, **missionaries**.

## Teachings of Buddhism

As he traveled, the Buddha gained many followers. Many of these followers were merchants and artisans, but he even taught a few kings. These followers were the first believers in Buddhism, the religion based on the teachings of the Buddha.

The Buddha was raised Hindu, and many of his teachings reflected Hindu ideas. Like Hindus, he believed that people should act morally and treat others well. In one of his sermons, he said

“Let a man overcome anger by love. Let him overcome the greedy by liberality [giving], the liar by truth.”

—The Buddha, quoted in *The History of Nations: India*

The teachings of the Buddha were passed down orally for centuries. The Tipitaka, also known as the Pali canon, Tripitaka, or Triple Basket, records many teachings that Buddhists see as scripture. Some Buddhists also revere other writings.

**Four Noble Truths** At the heart of the Buddha's teachings were four guiding principles.

These became known as the Four Noble Truths:

1. Suffering and unhappiness are a part of human life. No one can escape sorrow.
2. Suffering comes from our desires for pleasure and material goods. People cause their own misery because they want things they cannot have.
3. People can overcome their desires and ignorance and reach **nirvana**, a state of perfect peace. Reaching nirvana frees a person's soul from suffering and from the need for further reincarnation.
4. People can overcome ignorance and desire by following an Eightfold Path that leads to wisdom, enlightenment, and salvation.

The Buddha believed that the Eightfold Path was a middle way between human desires and denying oneself any pleasure. He said:

“A life given to pleasures, devoted to pleasures and lusts: this is degrading, sensual, vulgar, ignoble, and profitless; and a life given to mortifications: this is painful, ignoble, and profitless. . . [It is] the Middle Path which leads to insight, which leads to wisdom, which conduces to calm, to knowledge, to the Sambodhi, to Nirvana.”

—The Buddha, quoted in the Mahavagga

The Buddha believed that people should overcome their desire for material goods. They should, however, be reasonable, and not starve their bodies or cause themselves unnecessary pain.

**Challenging Traditional Ideas** Some of the Buddha's teachings challenged traditional Hindu ideas. For example, the Buddha told people that they did not have to follow the Vedas to achieve enlightenment. The Buddha also challenged the authority of the Hindu priests, the Brahmins. He did not believe that the priests or their rituals were necessary for enlightenment.

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## ENGLISH LANGUAGE LEARNERS

### Summary of Buddhist Beliefs

1. To help students demonstrate their understanding of Buddhist teachings, have them work in pairs to write summaries of these teachings. Remind them to use their own words in the summaries, and not simply copy the text.
2. Organize students into pairs, and allow time for them to talk about the main tenets of Buddhism. Tell them to use their partners, context clues, or dictionaries to understand the meaning of any new vocabulary words.

3. Have each pair work together to write a brief summary (one or two paragraphs) describing Buddhist teachings.
4. Ask for volunteers to read their summaries to the class.

\*Alternative Assessment Handbook, Rubrics 11: Discussions; and 37: Writing Assignments

## Teach the Main Idea

The teachings of Buddhism deal with finding peace.

**Understand Cause and Effect** Why do many of the Buddha's teachings reflect the ideas of Hinduism? *The Buddha was raised Hindu.*

**Analyze** What do you think this quote from the Buddha means: “Let a man overcome anger by love. Let him overcome the greedy by liberality [giving], the liar by truth.”? *Possible answer: People can progress toward enlightenment by responding to bad behavior with good behavior.*

**Evaluate** What advantage do you think the Buddha saw in following the “middle way”? *Possible answer: Extreme behavior of any kind is not helpful or healthy.*

**Contrast** How is “right thought” different from “right action”? *Right thought refers to beliefs, whereas “right action” has to do with how we put beliefs and thoughts into action.*

## Close Read

**The Middle Path** Have students explore the Close Read feature to aid in comprehension and understanding.

### ONLINE DOCUMENT-BASED INVESTIGATION

#### The Middle Path

This excerpt explains the Buddhist belief that the Middle Path leads to wisdom. Invite students to read the excerpt and answer the associated question. Students may use the Close Read feature to aid in comprehension.

**Analyze Sources** Why did the Buddha emphasize finding a middle way between extremes?

*Possible answer: Avoiding the extremes leads to calm, to insight or perception, and to wisdom.*

DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

#### The Middle Path

The Buddha believed that the Eightfold Path was a middle way between human desires and denying oneself any pleasure. He said:

“A life given to pleasures, devoted to pleasures and lusts: this is degrading, sensual, vulgar, ignoble, and profitless; and a life given to mortifications: this is painful, ignoble, and profitless. . . [It is] the Middle Path which leads to insight, which leads to wisdom, which conduces to calm, to knowledge, to the Sambodhi, to Nirvana.”

—The Buddha, quoted in the Mahavagga

For additional instruction, go to end of lesson.



## ONLINE INTERACTIVE VISUALS

### Image with Hotspots: The Eightfold Path

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** How does the Eightfold Path define "Right Speech"? *One should avoid lies and gossip.*

In print edition, see Quick Facts of same title.

#### The Eightfold Path

The Buddha wanted to help people overcome their desire for material goods but still enjoy life. The eightfold path was his recommendation for achieving this goal. Drag the slider to reveal details about the Eightfold Path.

- Right Thought Believe in the nature of existence as suffering and in the Four Noble Truths.
- Right Intent Incline toward goodness and kindness.
- Right Speech Avoid lies and gossip.
- Right Action Don't steal from or harm others.
- Right Livelihood Reject work that hurts others.



#### Quick Facts

### The Eightfold Path

**1. Right Thought**  
Believe in the nature of existence as suffering and in the Four Noble Truths.

**2. Right Intent**  
Incline toward goodness and kindness.

**3. Right Speech**  
Avoid lies and gossip.

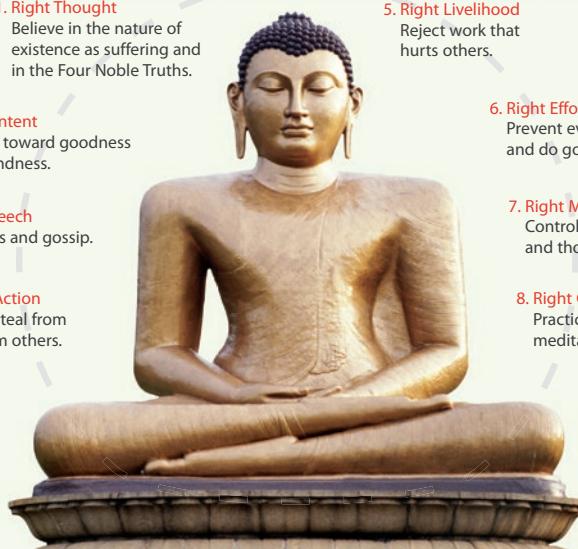
**4. Right Action**  
Don't steal from or harm others.

**5. Right Livelihood**  
Reject work that hurts others.

**6. Right Effort**  
Prevent evil and do good.

**7. Right Mindfulness**  
Control your feelings and thoughts.

**8. Right Concentration**  
Practice proper meditation.



Instead, he taught that it was the responsibility of each person to work for his or her own liberation. Priests could not help them. However, the Buddha did not reject the Hindu teaching of reincarnation. He taught that people who failed to reach nirvana would have to be reborn until they achieved it.

The Buddha was opposed to people needing to follow social roles to achieve liberation or good karma. He didn't think that people should be confined to a particular place in society. He taught that those who followed the Eightfold Path properly would reach nirvana. It didn't matter what varna they had belonged to in life as long as they lived the way they should.

The Buddha's teachings won over many people. Many herders, farmers, and artisans liked hearing that their lack of knowledge of sacred texts would not be a barrier to their enlightenment. Buddhism made them feel that they had the power to change their lives without rituals or priests.

The Buddha also gained followers among Brahmins and princes, who welcomed his ideas about avoiding extreme behavior while seeking salvation. By the time of his death around 483 BC, the Buddha's influence was spreading rapidly throughout India.

#### READING CHECK

**Compare** How did Buddha's teachings agree with Hinduism? *Buddha's teachings included reincarnation.*

#### Reading Check

Compare  
How did the Buddha's  
teachings agree with  
Hinduism?

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#### EVALUATE

### Following the Eightfold Path

1. Read aloud each of the steps on the Eightfold Path. Ask for volunteers to give examples of each step.
2. Have students choose the step that they think is the most difficult to follow. Instruct students to work individually to write a persuasive essay explaining why they think this step is the most difficult.
3. Ask for volunteers to read their essays. Encourage students to discuss whether they agree or disagree with the ideas presented in each essay.

\*Alternative Assessment Handbook, Rubrics 11: Discussions; 12: Drawing Conclusions; and 43: Writing to Persuade

#### SPECIAL NEEDS STUDENTS

### Eightfold Path Discussion

1. On the board, draw a path or road, explaining to students that this road represents the Eightfold Path.
2. Read aloud each of the points in the Eightfold Path. As you read each one, write it on the path you have drawn. Have students repeat each of the points.
3. Provide examples of each point and ask direct yes-no questions to ensure student comprehension.
4. You may wish to have students copy the graphic and retain it with their class notes.

\*Alternative Assessment Handbook, Rubrics 7: Charts; and 18: Listening

## Buddhism Spreads

Buddhism continued to attract followers after the Buddha's death. After spreading through India, the religion began to spread to other areas as well.

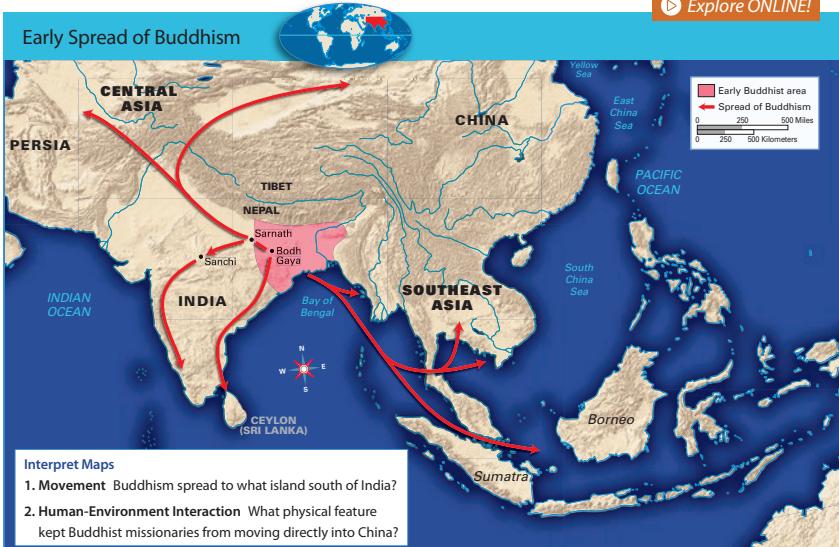
**Buddhism Spreads in India** According to Buddhist tradition, 500 of the Buddha's followers gathered together shortly after he died. They wanted to make sure that the Buddha's teachings were remembered correctly.

In the years after this council, the Buddha's followers spread his teachings throughout India. The ideas spread very quickly, because Buddhist teachings were popular and easy to understand. Within 200 years of the Buddha's death, Buddhism had spread through most of India.

**Buddhism Spreads beyond India** The spread of Buddhism increased after one of the most powerful kings in India, Asoka, became Buddhist in the 200s BC. Once he converted, he built Buddhist temples and schools throughout India. More importantly, though, he worked to spread Buddhism into areas outside of India. You will learn more about Asoka and his accomplishments in the next lesson.

Asoka sent Buddhist **missionaries**, or people who work to spread their religious beliefs, to other kingdoms in Asia. One group of these missionaries sailed to the island of Sri Lanka around 251 BC. Others followed trade routes east to what is now Myanmar and to other parts of Southeast Asia. Missionaries also went north to areas near the Himalayas.

Explore ONLINE!



Indian Early Civilizations, Empires, and World Religions 855

## ADVANCED/GIFTED

### Sri Lanka Journals

1. Ask students to imagine that they are among the Buddhist missionaries whom Asoka sent to Sri Lanka around 240 BC.
2. Tell students that they are going to work individually to create a journal entry describing a day in their lives. In their journal entry, they should explain why they have chosen to become a missionary. It also should contain specific information about their day, such as where they are, what they are teaching the local people, and how they get their food. Encourage students to conduct

additional research to learn more about the lives of both the missionaries and the local people in Sri Lanka at this time.

3. Instruct students to include a map in their entries. The map should show the route they took to Sri Lanka, their current location, and where they plan to travel in the future.
4. If time allows, encourage volunteers to share all or part of their journal entries.

\*Alternative Assessment Handbook, Rubrics 15: Journals; and 42: Writing to Inform

## Teach the Main Idea

Buddhism spread far from where it began in India.

**Identify** What are some places to which Buddhism spread? *throughout India, Sri Lanka, Myanmar and other parts of Southeast Asia, near the Himalayas, Central Asia, Persia, Syria, Egypt, China, Korea, Japan*

**Explain** What is one reason why Buddhism spread quickly? *The Buddha's teachings were popular and easy to understand.*

**Contrast** What characteristic of the Theravada branch of Buddhism makes it different from the Mahayana branch? *Theravada—follow the Buddha's teachings exactly; Mahayana—can interpret the Buddha's teachings to help one reach nirvana*

## ONLINE INTERACTIVE MAPS

### Early Spread of Buddhism

Have students explore the map using the interactive features and answer the associated questions.

**Movement** Buddhism spread to what island south of India? *Ceylon (Sri Lanka)*

In print edition, see map of same title.

1. **Movement** Buddhism spread to what island south of India? *Ceylon (Sri Lanka)*
2. **Human-Environment Interaction** What physical feature kept Buddhist missionaries from moving directly into China? *the Himalayas*



For additional instruction, go to end of lesson.

## ► ONLINE ANALYZE VIDEOS

### Next Big Thing: Meditation Gyms

Have students watch the video on meditation individually or as a class. You may wish to use the associated question as a discussion prompt.

**Analyze Videos** What are some health benefits of practicing meditation? *stress relief, increased productivity*

### Watch Channel One News



PLAY VIDEO 2:35  
Next Big Thing:  
Meditation Gyms

Channel One News

Young Buddhist students carry gifts in Sri Lanka, one of the many places outside of India where Buddhism spread.



Missionaries also introduced Buddhism to lands west of India. They founded Buddhist communities in Central Asia and Persia. They even taught about Buddhism as far away as Syria and Egypt. Buddhism continued to grow over the centuries. Eventually, it spread via the Silk Road into China, then Korea and Japan. Through their work, missionaries taught Buddhism to millions of people.

**A Split within Buddhism** Even as Buddhism spread through Asia, however, it began to change. Not all Buddhists could agree on their beliefs and practices. Eventually, disagreements between Buddhists led to a split within the religion. Two major branches of Buddhism were created—Theravada and Mahayana.

Members of the Theravada branch tried to follow the Buddha's teachings exactly as he had stated them. Mahayana Buddhists, though, believed that other people could interpret the Buddha's teachings to help people reach nirvana. Both branches have millions of believers today, but Mahayana is by far the larger branch.

As immigrants have moved from Asia around the world, Buddhism has spread globally, including to the United States. As Buddhism has spread, it has continued to influence the arts in India and around the world. Modern cultural products around the world show Buddhism's influence. For example, a television show called *Buddha* was created in India in 2013 and has been broadcast in countries around the world. It depicts the life of Siddhartha Gautama and how he became the Buddha.

**Customs and Traditions** Both branches of Buddhism have some traditions and customs in common. For example, gifts play an important role in the customs of Buddhism. People can worship the Buddha by showing respect or giving gifts. Buddhists can present their gifts at shrines dedicated to the Buddha. Worshipers can also give gifts to monks. Monks are people who devote themselves to religious study and discipline.

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## ANALYZE INFORMATION

### Buddhist Monks and Nuns

1. Explain to students that some Buddhists become monks and nuns. Read dictionary definitions for both terms.
2. Ask students to role-play reporters assigned to spend one day with a Buddhist monk or nun and report on their subject's daily life.
3. Have students conduct research to learn more about Buddhist monks or nuns—either in the present or the past. For example, they might learn about the person's chores or the kinds of ceremonies in which he or she participates.

4. Then have students prepare for and stage a roundtable discussion for a television special on the lives of monks and nuns.
5. Encourage students to listen actively, take notes, analyze what they learn, and then ask questions of the panel members. Panel members should also ask questions of one another, compare and contrast their observations, make strong inferences, and draw valid conclusions about the lives of Buddhist monks and nuns and their beliefs.

\*Alternative Assessment Handbook, Rubrics 14: Group Activity; 18: Listening; and 24: Oral Presentations

**Reading Check**  
Sequence  
How did the Buddha's teachings spread out of India?

Buddhists observe many holidays. The three main events of the Buddha's life—his birth, enlightenment, and death—are all holidays. The end of *vassa*, the rainy season, is celebrated. All Souls Day, New Year's, and Harvest Festivals are also celebrated. For some holidays, people may wear all white or new clothes to symbolize rebirth and renewal. Or they may visit temples for special sutras, or services. One of the most important rituals in Buddhism is making a pilgrimage. These travels to holy sites are meant to aid in a person's spiritual development.

**Summary and Preview** Buddhism, one of India's major religions, grew more popular once it was adopted by rulers of India's great empires. In the next lesson, you will read about another religion that started in India, Sikhism.

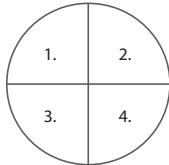
**Lesson 3 Assessment**

**Review Ideas, Terms, and Places**

1. a. **Identify** Who was the Buddha, and what does the term *Buddha* mean?  
b. **Summarize** How did Siddhartha Gautama free his mind and clarify his thinking as he searched for wisdom?
2. a. **Identify** What is nirvana?  
b. **Contrast** How are Buddhist teachings different from Hindu teachings?  
c. **Elaborate** Why do Buddhists believe that following the Eightfold Path leads to a better life?
3. a. **Describe** Into what lands did Buddhism spread?  
b. **Summarize** What role did missionaries play in spreading Buddhism?

**Critical Thinking**

4. **Find Main Ideas** Draw a diagram like this one. Use it to identify and describe Buddhism's Four Noble Truths. Write a sentence explaining how the truths are central to Buddhism.



**READING CHECK**

**Sequence** How did the Buddha's teachings spread out of India? *Missionaries traveled to Sri Lanka, Myanmar, other parts of Southeast Asia; Central Asia, Persia, Syria, Egypt; eventually to China, then Korea and Japan. Later, as people immigrated from Asia to other parts of the world, Buddhism spread further.*

## Print Assessment

**Review Ideas, Terms, and Places**

1. a. **Identify** Who was the Buddha, and what does the term *Buddha* mean? *Siddhartha Gautama, a prince who found enlightenment; Enlightened One*  
b. **Summarize** How did Siddhartha Gautama free his mind and clarify his thinking as he searched for wisdom? *fasted, meditated*
2. a. **Identify** What is nirvana? *a state of perfect peace*  
b. **Contrast** How are Buddhist teachings different from Hindu teachings? *Buddhists don't believe in sacrifices or that they needed the help of the Brahmins.*  
c. **Elaborate** Why do Buddhists believe that following the Eightfold Path leads to a better life? *It leads them down a path of fulfillment without excess or denial, which then leads to nirvana.*
3. a. **Describe** Into what lands did Buddhism spread? *Sri Lanka, Myanmar, other parts of Southeast Asia, Central Asia, Persia, Syria, Egypt, and eventually to China and then Korea and Japan*  
b. **Summarize** What role did missionaries play in spreading Buddhism? *important role, because they traveled to distant lands to spread Buddhist teachings*

**Critical Thinking**

4. **Find Main Ideas** Draw a circle and divide it into four equal sections. Use it to identify and describe Buddhism's Four Noble Truths. Write a sentence explaining how the truths are central to Buddhism.  
*Answer should include a circle divided into four components, each containing one of the Four Noble Truths. Possible answer for the sentence: The Four Noble Truths describe how to reach the goal of a state of perfect peace which is central to the teachings of Buddhism.*

## ► Online Assessment

1. Which question was Siddhartha Guatama attempting to answer on his travels throughout India?

- What is the meaning of human life?
- Why do some people work harder than others?
- Why are some people more wealthy than others?
- How long should people pray to find enlightenment?

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Siddhartha Guatama was born into a wealthy family in northern India  but gave up a life of luxury to find answers to the meaning of human life.

2. Which of the following accurately describes one of the Four Noble Truths?

- Suffering and unhappiness are a choice and can be overcome.
- People can attain enlightenment only by praying to the gods daily.
- People can reach nirvana only by giving up all material possessions.
- Suffering comes from wanting unattainable desires and material possessions.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Buddha taught that people could reach *nirvana* , a state of perfect peace, by overcoming their desires and ignorance.

3. How did King Asoka help make Buddhism an international religion?

- He forced his subjects to become Buddhists.
- He built Buddhist temples throughout his kingdom.
- He founded Buddhist schools throughout his kingdom.
- He sent Buddhist missionaries to spread the faith in Sri Lanka.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

King Asoka built Buddhist schools and temples in India and sent missionaries throughout *Asia*  to spread the religion.

4. **Draw Conclusions** According to Buddha, what causes human suffering in the world?

Buddha traveled throughout India searching for answers to the fundamental questions of the meaning of life. He prayed and meditated for many years until he understood that human suffering was caused by people wanting what they like but do not have, wanting to keep what they like and already have, and not wanting what they dislike but have.

5. **Elaborate** How did Buddha's teachings challenge the authority of Hindu priests?

Buddha taught that Hindu rituals and priests were not necessary to achieve enlightenment. Instead, he taught that each person is responsible for his or her own path in reaching nirvana.

6. **Analyze Information** How do the beliefs of Mahayana Buddhists and Theravada Buddhists differ?

Mahayana Buddhists believe that people can interpret Buddha's teachings to help them reach enlightenment, while Theravada Buddhists follow Buddha's teachings more closely. Mahayana Buddhists far outnumber Theravada Buddhists.

## ADDITIONAL INSTRUCTIONAL MATERIALS

*continued from page 852*

### STRUGGLING READERS

#### Siddhartha Gautama Timeline

1. Review the text about the life of Siddhartha Gautama and the Four Noble Truths with students. Then assign students to work with a partner to create a timeline showing details about Siddhartha's life from birth through the time of enlightenment. Instruct students to make a timeline entry for each detail listed in the text. Encourage students to create a rough draft of their timelines first to ensure that they have included all the major events in the proper order.
2. Under the next to last entry, have students include the three causes of human suffering. The last entry should include the First Sermon with a list of the Four Noble Truths.
3. Have each partner copy the timeline so that each student has a copy. Then direct students to illustrate their timelines, with an illustration for each entry.
4. Invite volunteers to share and discuss their timelines with the class.

\*Alternative Assessment Handbook, Rubrics 3: Artwork, and 36: Timelines

*continued from page 853*

### COLLABORATIVE LEARNING

1. Remind students that some of the Buddha's teachings conflicted with Hinduism, while others agreed with Hindu beliefs.
2. Organize students into pairs. Have each pair write a conversation that a traditional Hindu might have had with a Buddhist. For traditional Hindus, students may choose a Brahmin or a person from a different *varna*. Remind students to write clearly and use correct grammar and spelling.
3. Call on volunteers to perform a skit in which they act out their conversation.
4. Finally, lead a class discussion about why Buddhism gained followers among all classes.

\*Alternative Assessment Handbook, Rubrics 11: Discussions; 33: Skits and Reader's Theater; and 37: Writing Assignments

*continued from page 853*

### More About . . .

**The Lotus Position** The Padmasana, or lotus position, has been used in India since ancient times. In this position, each leg is placed on the opposite thigh. When the Buddha is shown meditating, he is in the Padmasana. Meditators say the position helps them breathe properly. Because the body is positioned in the shape of a triangle, the Padmasana also encourages physical stability.

*continued from page 855*

### More About . . .

**Connect to Today: Zen Buddhism** The types of Buddhism practiced today vary around the world. One type of Buddhism commonly practiced in Japan is Zen Buddhism. It teaches that enlightenment can be achieved by breaking through the boundaries of everyday logical thought. This process is best achieved by following the guidance of a master. Zen Buddhism has helped shape not just Japan's religious life, but also its culture. Today almost 10 million Japanese follow Zen Buddhism.

**Novice Monks** In Myanmar (Burma), many Buddhist boys become monks. About 90 percent of the people in Myanmar are Theravada Buddhists, the strictest branch. Most of these boys are monks for only a short time, but some go on to commit to a lifetime. The boys live in monasteries and study religious writings. Since they must live in poverty, they go out each day to collect alms, which are primarily food. Being a temporary Buddhist monk also occurs in other societies. For example, in Thai and Cambodian communities in the United States, some boys may be monks for a summer as a means to learn more about their Buddhist faith and traditions.

**Theravada and Mahayana** Theravada and related versions of Buddhism are called Hinayana, or "lesser vehicle" in Sanskrit. Theravada is the older of the two major divisions. Followers trace Theravada traditions all the way back to monks of the first Buddhist community. Theravadins believe that one must become a monk to reach enlightenment. Today, Theravada Buddhism dominates Sri Lanka and Southeast Asia. Mahayana means "greater vehicle." Mahayanists believe that people who attain enlightenment should stay in the world and help others gain salvation. It is the main form of Buddhism in China, Korea, Japan, and Tibet.



# Sikhism

- Sikh Articles of Faith



## ► Online Lesson 4 Enrichment Activities

### Ranjit Singh

**Article** Students learn about Ranjit Singh who established the Sikh Empire in the Punjab in the early 1800s. Students then imagine they are reporters assigned to interview Singh and write several questions they would like to ask him.

### Compare and Contrast World Religions

**Activity** Students conduct research to learn more about Hinduism, Sikhism, and Buddhism, particularly in the areas of gender roles and social order. They then write a report that compares and contrasts their findings on these religions in these areas.

### Sikh Holidays and Festivals

**Article** Students study a list of major Sikh holidays along with their meanings. They then create a slideshow that explains the holidays in more detail.

# Teach the Big Idea

## 1. Whole Class Open/Introduction

If YOU lived there ...

### Are you curious to learn more about Sikhism?

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

#### Consider reasons you MIGHT be curious to learn more:

- You want to learn about new ideas.
- You want to be a part of a community.
- You like the idea of a religion that would treat all people equally.

#### Consider reasons you MIGHT NOT be curious to learn more:

- You are happy with your current faith.
- You do not want to be seen as questioning your family's beliefs.

## 2. Direct Teach

Introduce the Big Idea: *Sikhism originated in the Punjab region of India and has grown to include nearly 25 million followers around the world.* Ask students: Do you think Hinduism influenced the development of Sikhism? Why or why not? Do you think people might have seen Sikhism as a positive response to the caste system? Why or why not?

## 3. Practice/Assess/Inquire

Have students work with a partner to create an outline of this lesson. As they work on the outline, they also should list any words they do not understand. When done, students should determine the meaning of each unknown word, either by examining its context in the lesson, consulting a dictionary, or using another appropriate source.

## 4. Explore (Collaborative Exploration)

Have each pair trade its outline with another pair. Based on their sharing, students should modify their outlines as needed.

## 5. Whole Group Close/Reflect

Instruct each student to choose one part of the outline and write a paragraph that summarizes the information it contains.

\*Alternative Assessment Handbook, Rubric 42: Writing to Inform

# Sikhism

If YOU lived there ...

You hear a guru, or teacher, speaking in public. He is a Sikh, and he believes that all people should be treated equally. He talks about a community of Sikhs near you who embrace this principle.

### Are you curious to learn more about Sikhism?

#### Sikh Religion

Sikhism (SIK-iz-uhm), the world's fifth-largest religion, began in the Punjab in the late 15th century, and people who follow the religion are known as Sikhs (SIKS). Sikhism was started by Guru Nanak. The title *guru* is Sanskrit for "teacher."

**The Origin of Sikhism** In the Punjabi language, the word *sikh* means "learner." People who joined the Sikh community looked for spiritual guidance. In Punjabi, Sikhism is called Gurmat, which means "the way of the Guru."

Guru Nanak, who lived from 1469 to 1539, was the first guru. Nanak was raised a Hindu. However, he disagreed with some of the Hindu teachings. While traveling, Nanak came into contact with many other religions, including Islam. In reaction to the teachings of Hinduism and Islam, he preached a path that was independent from both. He thought people from different social classes should be treated equally. Many people were attracted to Nanak's ideas about equality. After he died, nine other gurus followed Nanak. The essential beliefs of Sikhism are found in the teachings of all ten of these gurus.

**Sikh Beliefs** Sikhs believe that each of these gurus was inhabited by a single spirit. Each time a guru died, this spirit, or eternal Guru, transferred itself to the next human guru. The tenth guru, Guru Gobind Singh, died in 1708. Sikhs believe that at that time, the spirit transferred itself to the sacred scripture of the Sikhs. This scripture is called Guru Granth Sahib. It contains the actual words spoken by the Sikh gurus, which Sikhs believe to be the word of Waheguru, or God. It also contains passages from Hindu and Muslim teachers.

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#### ONLINE GRAPHIC ORGANIZER

##### Sikhism

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

**Draw Conclusions** How does the Sikhs' history show their commitment to self-rule? *Possible answer: The Sikhs resisted control by the Mughals and finally were able to rule their own empire. They controlled most of the Punjab.*

#### ONLINE LESSON FLIP CARDS

##### Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: *langar, gurdwaras*.

#### ONLINE DOCUMENT-BASED INVESTIGATION

##### Indian Early Civilizations, Empires, and World Religions

Guru Granth Sahib is the fourth of five document-based investigations that students will analyze in Indian Early Civilizations, Empires, and World Religions. Students will examine an excerpt from Sikh scripture.



In a langar, Sikhs and visitors share a meal sitting on the floor together. This signifies a strong belief in social equality.

Sikhs believe there is only one God and that God does not have a form or gender. They also believe that everyone has equal access to God and that everyone is equal before God, including men and women and people of different classes. Living honestly and caring for others is important to Sikhs. Like Hindus, Sikhs believe that humans cycle through life, death, and reincarnation. They also believe in karma.

**Sikh Religious Practices** Sikhs do not agree with many aspects of the caste system. They believe in equality between social classes. You can see this equality in the kitchens at their places of worship. In the **langar**, or kitchen, food is served without charge. Everyone sits on the floor together. This practice came about as a protest against the caste system, which forbade eating with other castes. Sitting on the floor together is a symbol of social equality.

However, some aspects of the caste system are still observed in two areas of Sikh society—marriage and some **gurdwaras**, or places of worship. Sikhs are expected to marry someone of their own caste. Some castes have also created gurdwaras for their caste only.

Sikhism is based on a need to understand and experience God. It is a goal to eventually become one with God. To achieve this, Sikh philosophy refers to three duties: to pray, to work, and to give. This means keeping God in mind at all times through prayer and meditation, earning an honest living, and giving to others. One way to keep God in mind is to wear certain articles that signify faith. These articles include uncut hair, a sword, a metal bracelet, and a wooden comb.

Sikhs also believe there are five vices that make people self-centered, which they try to avoid. The five vices are lust, greed, attachment to worldly things, anger, and pride. Sikhs believe that avoiding these vices will help in attaining spiritual liberation.

#### Sikh Articles of Faith

Kesh	Uncut hair often covered by a distinctive turban, which represents spirituality
Kirpan	A religious sword, which represents readiness to protect the weak and fight against injustice
Kara	A metal bracelet, which represents an eternal connection to Waheguru
Kanga	A wooden comb, which represents cleanliness
Kachera	Cotton undergarments, which represent self-discipline

#### Interpret Charts

Why do you think many Sikhs wear these articles on a daily basis?

Indian Early Civilizations, Empires, and World Religions 859

## BIOGRAPHY

### Guru Nanak (1469–1539)

Have students read the biography of Guru Nanak, who founded the Sikh religion and fought against the caste system. He also taught that devotion and good conduct were more important than following religious rules.

### ONLINE DOCUMENT-BASED INVESTIGATION

#### Guru Granth Sahib

This excerpt from Sikh scripture discusses God's care of the world. Invite students to read the text excerpt and answer the associated question.

**Analyze Sources** What is the message of this passage? *Possible answer: We shouldn't worry about our lives because God watches over us.*

## Teach the Main Idea

Sikhs believe in equality and generally reject the caste system.

**Recall** Where did Sikhism begin? *in the Punjab*

**Explain** In what major way did Guru Nanak reject the teachings of Hinduism? *He believed in only one God that has no form or gender.*

**Analyze** Why do Sikhs believe that Guru Granth Sahib is sacred? *They believe that when the tenth guru, Guru Gobind Singh died, the spirit that had inhabited all ten gurus transferred itself to this sacred scripture, which is called Guru Granth Sahib.*

**Make Inferences** Why do Sikhs believe that attachment to worldly things is a vice? *Possible answer: Being attached to worldly things and wanting to attain them can distract people from their spiritual goal of understanding and experiencing God.*

## More About . . .

**Guru Granth Sahib** This sacred scripture of Sikhism is written in Punjabi and is believed to be the word of God as received by Sikh gurus. All Sikh worship uses the identical Punjabi text without translation or interpretation. During Sikh worship services, passages from the Guru Granth Sahib are read from a platform known as a takht. As Sikhism's sacred text, the book is treated with great reverence. Most Sikhs do not own a copy of the Guru Granth Sahib. If they do, they must set aside a separate room in their homes for it.

### ONLINE INTERACTIVE VISUALS

#### Image with Text Slider: Sikh Articles of Faith

Have students explore the image by revealing additional information using the interactive slider.

In print edition, see table of same title.

**Interpret Charts** Why do you think many Sikhs wear these articles on a daily basis? *as a reminder of God and their faith*

#### Sikh Articles of Faith

These articles of faith are sometimes called "the five Ks" because in Punjabi, each word starts with a K. The five Ks are the physical symbols of a Sikh's faith. They show that the Sikh who wears them is dedicated to a life of devotion.



Sikh man performing a form of martial arts called Gatka

For additional instruction, go to end of lesson.

## Teach the Main Idea

Sikhs have responded to historical and modern-day challenges.

**Identify** What is the Golden Temple? *a gurdwara built of marble and gold that became a symbol of Sikh power*

**Explain** Why did the Sikhs rebel against the Mughal Empire in the 1600s and 1700s? *They felt they were being discriminated against, for example, by being unfairly taxed.*

**Predict** What do you think might have happened to the Sikh Empire if a strong leader had succeeded Maharaja Ranjit Singh? *Possible answer: The Sikh Empire might have continued to thrive and might have eventually become a separate country.*

**Analyze** In what ways has globalization provided opportunities for Sikhs? In what ways has it presented challenges? *Opportunities include the chance for better educational and employment opportunities. Challenges include that they are visible minorities in much of the world because of their distinctive dress.*

### More About . . .

**Mai Bhago** During the early 1700s, when the Sikhs were often revolting against harsh treatment by the Mughals, a story about a warrior named Mai Bhago emerged. No one is sure how much of the story is based on fact and how much on legend. As a young person, Mai's father saw that she was trained in the martial arts. When she was older, the men in her village decided to give up the ongoing fight against the Mughals. However, Mai Bhago put on her husband's armor and pushed the villagers to join her in an attack. Under her leadership, they were able to force the Mughals to retreat.

**The Golden Temple** To Sikhs, the Golden Temple is not only an important religious place but also symbolizes the equality and brotherhood of all people. It is located in the city of Amritsar in northwestern India. Building began on the temple in 1577 and was completed in 1601. A copper dome covered with gold leaf was added in the early 1800s. The temple has entrances on all four sides, signifying that everyone is equally welcome. Every year large numbers of Sikhs make pilgrimages to the city of Amritsar and to the Golden Temple.

**Reading Check**  
**Draw Conclusions** What effects has Sikhism's rejection of the caste system had on its society? *In the langar, people all eat together side by side.*

Like other religions, Sikhs celebrate special times in individuals' lives and important holidays for the community. New babies are celebrated with a special naming ceremony at the gurdwara. Formally joining the Sikh community, or Khalsa, as a mature adult is also marked with a sacred ceremony. After this ceremony, Sikhs are expected to wear the five articles of faith and live by the religion's rules. Anniversaries of events in the lives of the ten gurus, called gurpurabs, are celebrated. One of the most important holidays is Vaisakhi, the anniversary of the creation of the Khalsa.

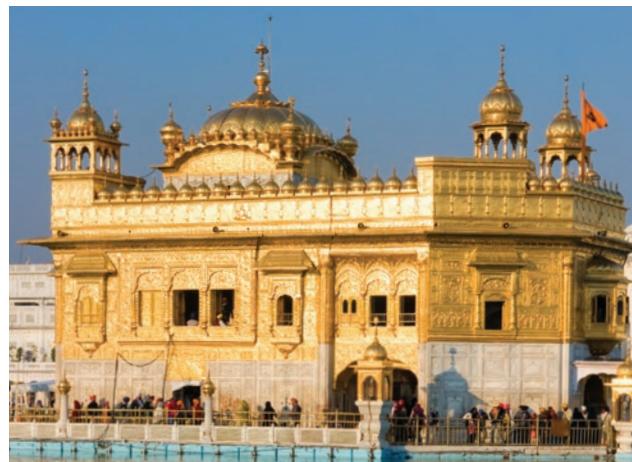
### Sikh History

Many Sikhs lived in the Punjab region of India. In the 1600s Sikhs occasionally came into conflict with the ruling Mughal Empire. The Mughals controlled much of what is now India. There were uprisings over unfair taxes and other mistreatment. When Sikhs gathered to protest, the Mughals often sent war elephants to stop them. As a result of these harsh policies, violent revolts occurred throughout the region in the 1600s and 1700s.

**Sikh Power in the Punjab Region** Over time, however, the Mughal Empire began to weaken, and Sikh resistance to Mughal rule intensified. After conflict with the Mughals to the east and the Afghans to the west, Sikhs controlled much of the Punjab in the late 1700s. In 1799 a man named Ranjit Singh declared himself maharaja, or ruler, of the Punjab. This was the beginning of the Sikh Empire.

For the next 50 years, the Sikhs ruled much of what is now northwestern India and eastern Pakistan. It was during this time that a gurdwara in northwestern India was rebuilt using marble and gold. This was a symbol of Sikh power. It became known as the Golden Temple. Ranjit Singh was

The Golden Temple is an important religious and cultural site for Sikhs. Anyone is welcome, regardless of the person's caste, religion, or race.



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### ► ONLINE INTERACTIVE MAPS

#### The Punjab

Have students explore the map and answer the associated question.

**Region** In what part of India is the Punjab located today? *in the northwest*

### READING CHECK

**Draw Conclusions** What effects has Sikhism's rejection of the caste system had on its society? *In the langar, people all eat together side by side.*

For additional instruction, go to end of lesson.

a strong ruler, and the Sikh Empire thrived for many years. However, the Sikh Empire began to weaken when he died in 1839. After conflict with the British, the Punjab became a part of British India in 1849.

**Sikhism Spreads** There are nearly 25 million Sikhs worldwide today. Most live in India. For many years, most migrant Sikhs were traders. They often settled close to the Punjab region, though others went to other parts of the Indian subcontinent. When the British took control of India in 1858, they recruited Sikhs to serve as soldiers. Sikh soldiers were posted in the British colonies of Malaya and Hong Kong. This encouraged Sikh migration to other parts of the world.

Sikh migration expanded in the 20th century to different regions in Asia, Australia, and North America. The west coast of North America provided opportunities for jobs, and the first Sikhs began arriving there in 1903.

Globalization presents both struggles and opportunities to Sikhs living outside India. Because of their distinctive dress, Sikhs remain a visible minority in their adopted homelands. In response to economic challenges, many Sikhs migrated to the United Kingdom and North America after World War II. They arrived in search of educational and employment opportunities. In the United States and Canada, there are now large Sikh communities consisting of thousands of people.

**Summary and Preview** In this lesson you learned about the beliefs of Sikhism and how the religion began. You also learned about the Sikh Empire and why many Sikhs have migrated from India to other parts of the world. In the next lesson, you will learn about some of India's greatest empires.

**Reading Check**  
Analyze Motives  
Why have many Sikhs left India?

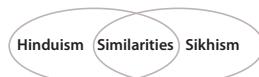
**Lesson 4 Assessment**

**Review Ideas, Terms, and Places**

1. a. **Summarize** How did Sikhism begin, and how has it been passed down through generations?  
b. **Recall** What are the three duties referred to in Sikh philosophy?  
c. **Summarize** What do the Sikhs believe will happen if they avoid the five vices?
2. a. **Analyze** Why did Sikhs first leave India?  
b. **Summarize** What drew Sikhs to other countries after World War II?

**Critical Thinking**

3. **Compare and Contrast** In this lesson, you learned about how Sikhism is similar to and different from Hinduism. Create a graphic organizer similar to the one below to note these differences and similarities.



**GAME**

**Welcome, Time Traveler!**

Have students play the game to test their knowledge of Indian world religions by answering the questions.



**READING CHECK**

**Analyze Motives** Why have many Sikhs left India? *for jobs and educational opportunities*

**Print Assessment**

**Review Ideas, Terms, and Places**

1. a. **Summarize** How did Sikhism begin, and how has it been passed down through generations?  
*Possible answer: It was started by the first guru. The role of the guru then passed down through ten human gurus in all. When the tenth one died, the eternal guru spirit became part of the sacred scriptures of Sikhism.*  
b. **Recall** What are the three duties referred to in Sikh philosophy? *to pray, to work, and to give*  
c. **Summarize** What do the Sikhs believe will happen if they avoid the five vices? *They will be on the path to spiritual liberation.*
2. a. **Analyze** Why did Sikhs first leave India? *Sikhs were moved from India to other places by the British army.*  
b. **Summarize** What drew Sikhs to other countries after World War II? *job opportunities*

(continued)

## Print Assessment (*continued*)

### Critical Thinking

3. **Compare and Contrast** In this lesson, you learned about how Sikhism is similar to and different from Hinduism. Create a Venn diagram to note these differences and similarities. *Students should create a Venn diagram that indicates similarities and differences between Sikhism and Hinduism.*  
*Possible contents of diagram: Both—believe in karma, believe that humans cycle through life, death, and rebirth; Hinduism—the Vedas are sacred texts, polytheistic; Sikhism—monotheistic, Guru Granth Sahib is sacred text*

### Online Assessment

1. How is Sikhism similar to Hinduism?

- Sikhs and Hindus believe in many gods.
- Sikhs and Hindus believe in reincarnation.
- Sikhism and Hinduism have the same founder.
- Sikhism and Hinduism began in the same location.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Sikhism and Hinduism share many common beliefs, such as reincarnation  and karma; however, there are some significant differences.

2. Why did many Sikhs migrate to the United Kingdom and North America following World War II?

- They wanted to expand their empire.
- They were fleeing religious persecution.
- They wanted better educational opportunities.
- They were hoping to become soldiers in national armies.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Sikhs migrated to  , the United States, and Canada following World War II in the hope of finding better educational and employment opportunities.

3. **Analyze Information** How do Sikhs demonstrate their belief in social equality when they eat?

*Sikhs believe that everyone is equal in society. As a result, when joining together as a group at prayer or at a temple, everyone sits on the floor together and is served food free of charge.*

4. **Summarize** Why did Sikhs revolt against the Mughal Empire?

*The Mughal Empire controlled much of India and this included the Punjab region where the majority of Sikhs lived. The Mughals imposed unfair taxes on them. In protest to their mistreatment, periodically Sikhs would protest against the Mughals. Often, these protests were violent and brutally suppressed.*

## ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 859

### SPECIAL NEEDS STUDENTS

#### Sikh Clothing and Traditions

1. Bring in pictures of kirpans, metal bracelets, wooden combs, turbans, and, if desired, cotton T-shirts. Distribute the pictures so that each student has one picture of each item. Tell students the significance of each object and remind them that wearing these items signifies the faith of Sikhism.
2. Ask students simple questions to ensure understanding of the significance of each item.
3. Have students keep their pictures with them and ask them to sit down in a straight line.
4. Tell students that the straight line signifies that all are socially equal, that people can sit and eat together, and that the straight line also represents a protest against the caste system.

\*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; and 14: Group Activity

### COLLABORATIVE LEARNING

#### Sikh PSA

1. Have students imagine that they are Sikhs who live in the United States and are concerned that many Americans do not understand their religion.
2. Instruct students to work in groups of three or four to create a public service announcement explaining their faith. Remind students that they should assume the viewer knows nothing about Sikhism and its beliefs.
3. Have students begin by writing a script for their announcement. They then should select one person to read the script, modifying it as necessary.
4. Ask students to create an attractive backdrop that tells the viewer about Sikhism.
5. Have students make a video of their public service announcement and present it to the class.

\*Alternative Assessment Handbook, Rubrics 14: Group Activity; 22: Multimedia Presentations; and 24: Oral Presentations

### STRUGGLING READERS

#### Sikh Duties

1. With students, review the information on the duties and the five vices of Sikhism.
2. Assign students to create a poster illustrating the duties of Sikhism.
3. Have students label each of the three duties, *pray, work, and give*, and illustrate them with drawings or symbols.

\*Alternative Assessment Handbook, Rubric 3: Artwork

### More About ...

**Sikhism and Punjab** Today, Punjab is a state in the northwestern part of the Indian subcontinent. The state is part of India and came into being in 1966. However, the Punjab region is ancient and traditionally covered not only northwestern India but part of present-day Pakistan. *Punjab* comes from the Persian words for “five waters,” referring to the five rivers in the region. Sikhism is the largest religion in the state, with Hinduism being second.

continued from page 860

### ENGLISH LANGUAGE LEARNERS

#### Use Infinitives

1. To help students demonstrate their understanding of Sikh teachings, organize the students into pairs. Have each pair write the following infinitive verbs on slips of paper: *to follow, to learn, to join, to teach, to inhabit, to transfer, to eat, to sit, to experience, to achieve, to work, to give, to pray, to meditate, to earn, to wear, to avoid, and to celebrate*.
2. Ask students to take turns drawing one of the slips of paper from a pile. Have them use the verb in a sentence describing some aspect of the Sikh religion. Allow them to refer to their textbooks if needed.
3. Have partners help their peers use correct conjugations and sentence structure.

\*Alternative Assessment Handbook, Rubric 14: Group Activity

### ADVANCED/GIFTED

#### The Spread of Sikhism

1. Have students review the text about the spread of Sikhism and ask them to create maps showing the places where Sikhs live today. You may wish to provide blank outline world maps or have students create their own. Have students add connector lines to their maps, leading outward from the Punjab region of India to each other region where Sikhs live.
2. You may wish to ask students to conduct outside research and include the approximate number of Sikhs in each region they have identified on their maps.
3. Have volunteers share their maps and discuss their findings with the class.

\*Alternative Assessment Handbook, Rubric 20: Map Creation

## Lesson 5 Planner



# Indian Empires

- Asoka's Life
- Indian Science



## ► Online Lesson 5 Enrichment Activities

### Mumtaz Mahal (c. 1593–1631)

**Biography** Students learn about the life of Mumtaz Mahal, who was married to Shah Jahan of the Mughal empire. Mumtaz accompanied her husband everywhere, and after her death Shah Jahan had the Taj Mahal built as a mausoleum in her honor. Students then create a list of what they would have liked and what they would have disliked about Mumtaz Mahal's life.

### Epic Poetry

**Article** Students learn about epic poetry and specifically about the Indian epic the *Ramayana*. They then create an outline for an original epic poem, which should be based on someone they know.

### The Iron Pillar

**Article** Students read about the science of oxidation and the Iron Pillar's resistance to rust. Students then create a brochure for tourists visiting the pillar.

## Teach the Big Idea

### 1. Whole Class Open/Introduction

If **YOU** lived there . . .

#### How do you feel about your king?

Review the scenario with students and lead a class discussion around responses to the question. You may wish to review the following points to frame your discussion.

#### Consider POSITIVE feelings:

- grateful for his efforts to improve people's lives
- pleased by his kindness
- encouraged by his example

#### Consider NEGATIVE feelings:

- resentful of his power
- suspicious of his intentions

### 2. Direct Teach

Introduce the Big Idea: *The Mauryas, the Guptas, and the Mughals built great empires in India and made important contributions to the arts and sciences.* Ask students for examples of advances in the arts and sciences that were made in ancient India. Remind them of the religious art they have learned about in previous lessons, including the elaborate buildings. Tell them that in this lesson they will learn about three major empires and their accomplishments.

### 3. Practice/Assess/Inquire

Have each student place the headings *Mauryan Empire*, *Gupta Empire*, and *Mughal Empire* at the top of a sheet of paper. Ask half of the class to fill in the paper with major events of each empire, along with the dates or approximate dates of those events. The other half of the class should write down details about the empires' societies, cultures, and achievements.

### 4. Explore (Collaborative Exploration)

Call on volunteers from the events group to write the main events for all students to see. Then volunteers from the details group can fill in the details that they identified, and everyone can complete their individual paper chart.

### 5. Whole Group Close/Reflect

Ask each student to write a verse for a national anthem for the Mauryan Empire or the Gupta Empire, using a popular song as the melody.

\*Alternative Assessment Handbook, Rubrics 7: Charts; and 26: Poems and Songs

### ONLINE DOCUMENT-BASED INVESTIGATION

#### Indian Early Civilizations, Empires, and World Religions

The Ramayana is the last of five document-based investigations that students will analyze in Indian Early Civilizations, Empires, and World Religions. Students will explore an excerpt from Indian literature.

## Indian Empires

If **YOU** lived there . . .

You are a merchant in India in about 240 BC. You travel from town to town on your donkey, carrying bolts of colorful cloth. In the heat of summer, you are grateful for the banyan trees along the road. They shelter you from the blazing sun. You stop at wells for cool drinks of water and rest houses for a break in your journey. You know these are all the work of your king, Asoka.

#### How do you feel about your king?

#### Mauryan Empire Unifies India

In the 320s BC a military leader named Chandragupta Maurya (kuhn-drug-OOH-moor-yuh) rose to power in northern India. Using an army of **mercenaries**, or hired soldiers, he seized control of the entire northern part of India. By doing so, he founded the Mauryan Empire. Mauryan rule lasted for about 150 years.

**The Mauryan Empire** Chandragupta Maurya ruled his empire with the help of a complex, bureaucratic government. It included a network of spies and a huge army of some 600,000 soldiers. The army also had thousands of war elephants and thousands of chariots. In return for the army's protection, farmers paid a heavy tax to the government.



#### BIOGRAPHY

##### Asoka ?–238 BC

Asoka is one of the most respected rulers in Indian history and one of the most important figures in the history of Buddhism. After he became a devout Buddhist, Asoka stopped waging war and worked for years to spread the Buddha's teachings. In addition to sending missionaries around Asia, he had huge columns carved with Buddhist teachings raised all over India. Largely through his efforts, Buddhism became one of Asia's main religions.

#### Form Generalizations

How did Asoka's life change after he became a Buddhist?

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### ONLINE GRAPHIC ORGANIZER

#### Indian Empires

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

**Identify** What ended the Gupta rule? *the Hun invasion*

### BIOGRAPHY

#### Asoka

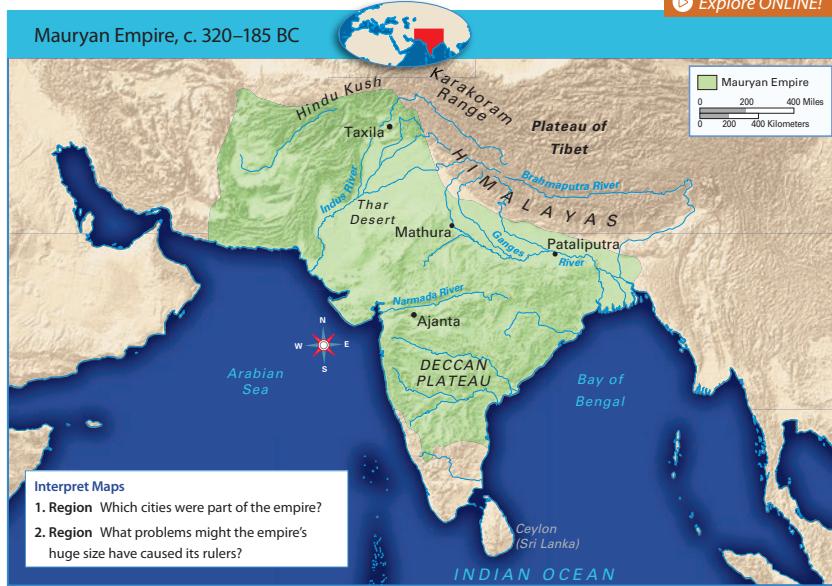
Have students read the biography of Asoka, who is one of the most respected leaders in Indian history.

**Form Generalizations** How did Asoka's life change after he became a Buddhist? *He stopped waging war and worked to spread Buddhism.*

### ONLINE LESSON FLIP CARDS

#### Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **mercenaries**, **edicts**, **metallurgy**, **alloys**, **inoculation**, **Hindu-Arabic numerals**.



In 301 BC Chandragupta decided to become a Jainist monk. To do so, he had to give up his throne. He passed the throne to his son, who continued to expand the empire. Before long, the Mauryas ruled all of northern India and much of central India as well.

**Asoka** Around 270 BC Chandragupta's grandson Asoka (uh-SOH-kuh) became king. Asoka was a strong ruler, the strongest of all the Mauryan emperors. He extended Mauryan rule over most of India. In conquering other kingdoms, Asoka made his own empire both stronger and richer.

For many years, Asoka watched his armies fight bloody battles against other peoples. A few years into his rule, however, Asoka converted to Buddhism. When he did, he swore that he would not launch any more wars of conquest.

After converting to Buddhism, Asoka had the time and resources to improve the lives of his people. He had wells dug and roads built throughout the empire. Along these roads, workers planted shade trees, built rest houses for travelers, and raised large stone pillars carved with Buddhist **edicts**, or laws. Asoka also encouraged the spread of Buddhism in India and the rest of Asia. He sent missionaries to lands all over Asia.

Asoka died in 238 BC, and the empire began to fall apart soon afterward. His sons fought for power, and invaders threatened the empire. In 184 BC the last Mauryan king was killed by one of his generals. India divided into smaller states once again.

**Reading Check**  
Find Main Ideas  
How did the Mauryans gain control of most of India?

Indian Early Civilizations, Empires, and World Religions 863

## SEQUENCE

### Mauryan Timeline

- Draw a blank timeline for students to see. Write 320s BC and 184 BC on the timeline. Call on volunteers to tell why those were important years for the Mauryan Empire.
- Instruct students to create their own timelines titled *History of the Mauryan Empire*. They should start by incorporating information in this section.
- Then have students conduct additional research on the Mauryan Empire so that they can include at least two facts not covered in the section in their timelines.

- Display the timelines for other students to see. Lead a discussion about which events seem to be more significant than others.

\*Alternative Assessment Handbook, Rubrics 30: Research; and 36: Timelines

## Teach the Main Idea

The Mauryan Empire unified most of India.

**Identify** Who was Chandragupta Maurya? *a military leader who seized control of northern India in the 320s BC, founding the Mauryan Empire*

**Describe** What was Chandragupta Maurya's government like? *network of spies, army of 600,000 soldiers along with many elephants and chariots, heavy taxes*

**Explain** How did becoming a Buddhist change Asoka's behavior? *He worked to improve his people's lives and spread Buddhism.*

### ONLINE INTERACTIVE MAPS

#### Mauryan Empire, c. 320–185 BC

Have students explore the map showing the Mauryan Empire and answer the associated questions.

**Place** Which city was located on the Indus River?  
*Taxila*

In print edition, see map of same title.

- Region** Which cities were part of the empire?  
*Taxila, Mathura, Pataliputra, Ajanta*
- Region** What problems might the empire's huge size have caused its rulers? *Possible answers: Power struggles between rulers may have threatened to break apart the empire; invaders could enter from many directions.*

### ONLINE INTERACTIVE VISUALS

#### Image with Text Slider: Asoka's Life

Have students explore the image by revealing additional information using the interactive slider.

#### READING CHECK

**Find Main Ideas** How did the Mauryans gain control of most of India? *by conquering neighboring kingdoms*

For additional instruction, go to end of lesson.

## Teach the Main Idea

Gupta rulers promoted Hinduism in their empire.

**Describe** What was India like after the fall of the Mauryan Empire? *divided for about 500 years*

**Analyze** Why did the Gupta rulers support the caste system? *They believed it would make the empire more stable.*

**Predict** How do you think India would be different today if the Gupta rulers had not taken over?

*Possible answer: might be primarily Buddhist*

**Summarize** What responsibilities and rights did Gupta women have? *responsibilities: to care for husband and family; few rights*

## More About . . .

**Trade with Rome** For many years, India and the Roman Empire enjoyed a lively trade relationship. In fact, at one point the Romans had built special warehouses just for pepper imported from India. Although trade between Rome and India was sometimes disrupted, by the 300s and 400s it was again strong. Roman coins found in Sri Lanka are evidence of this trade.

**Connect to Today** Today, governments around the world mark important events with commemorative coins and stamps. Rulers in ancient times also practiced this custom. When Chandra Gupta II won a major war campaign against an adversary, his government issued an entire series of silver coins.

## BIOGRAPHY

### Chandra Gupta II

Have students read the biography of Chandra Gupta II, the greatest of the Gupta rulers. He controlled all of northern India and under his rule, the arts, literature, and science flourished.



## ONLINE HISTORICAL SOURCE

### A Gupta Drama

Invite students to read the excerpt and answer the associated question.

**Analyze Sources** How does King Dushyanta know that Sakuntala is the same cast? *Possible answer: She is the daughter of a king, and he is a king.*

**Academic Vocabulary**  
establish to set up or create

### Gupta Rulers Promote Hinduism

After the collapse of the Mauryan Empire, India remained divided for about 500 years. During that period, Buddhism continued to prosper and spread in India, and so the popularity of Hinduism declined.

**A New Hindu Empire** Eventually, however, a new dynasty was established in India. It was the Gupta (GOOP-tuh) dynasty, which took over India around AD 320. Under the Guptas, India was once again united, and it once again became prosperous.

The first Gupta emperor was Chandra Gupta I. Although their names are similar, he was not related to Chandragupta Maurya. From his base in northern India, Chandra Gupta's armies invaded and conquered neighboring lands. Eventually, he brought much of the northern part of India under his control. The Gupta government was bureaucratic, like the Mauryan government, but gave more power to local entities.

Indian civilization flourished under the Gupta rulers. These rulers were Hindu, so Hinduism became India's dominant religion. Gupta kings built many Hindu temples, some of which became models for later Indian architecture. They also promoted a revival of Hindu writings and worship practices.

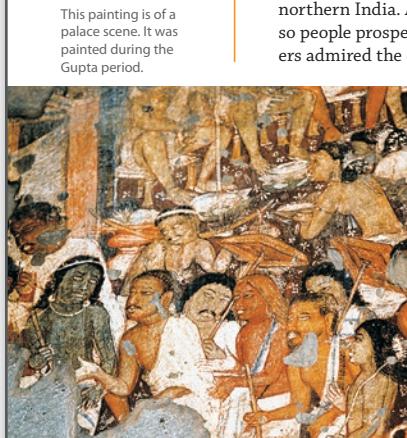
Although they were Hindus, the Gupta rulers also supported the religious beliefs of Buddhism and Jainism. They promoted Buddhist art and built Buddhist temples. They also established a university at Nalanda that became one of Asia's greatest centers for Buddhist studies.

**Gupta Society** In 375 emperor Chandra Gupta II took the throne in India. Gupta society reached its high point during his rule. Under Chandra Gupta II, the empire continued to grow, eventually stretching all the way across northern India. At the same time, the empire's economy strengthened, and so people prospered. They created fine works of art and literature. Outsiders admired the empire's wealth and beauty.

Gupta kings believed the strict social order of the caste system would strengthen their rule. They also thought it would keep the empire stable. As a result, the Guptas considered the caste system an important part of Indian society. *Jatis*, the occupation-based groupings, became more complex during this period.

During this time, women's roles were very limited. A woman's role was to marry and have children. Women couldn't even choose their own husbands. Parents arranged all marriages. Once married, wives had few rights. They were expected to serve their husbands. Widows had an even lower social status than other women.

Gupta rule remained strong in India until the late 400s. At that time the Huns, a group from Central Asia, invaded India from the northwest. Their fierce



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## SPECIAL NEEDS STUDENTS

### Mauryan and Gupta Empires

- Organize the class into small groups. Provide each student or group with an outline map of the Indian Subcontinent.
- Direct students to work together to draw the area included in the Mauryan Empire on the map. Then have students do the same for the Gupta Empire. Work with students to identify and label the major cities of each empire on the map.

- Discuss with students the differences in size between the two empires and how the boundaries differed.
- Work with students as needed to calculate the size differences.

\*Alternative Assessment Handbook, Rubrics 20: Map Reading; and 21: Map Creation



**Reading Check**  
Summarize  
What was the Gupta dynasty's position on religion?

attacks drained the Gupta Empire of its power and wealth. As the Hun armies marched farther into India, the Guptas lost hope. By the middle of the 500s, Gupta rule had ended, and India had divided into small kingdoms yet again.

### The Mughal Empire

About 1,000 years later, the Mughal (MOO-guhl) Empire reunited much of India. The Mughals were Turkish Muslims from Central Asia. Their empire was established by a leader named Babur (BAH-boohr), or “tiger.” He tried for years to build an empire in Central Asia. When he did not succeed there, he decided to create an empire in northern India instead. The result was the Mughal Empire, created in 1526.

In the mid-1500s an emperor named Akbar conquered many new lands and worked to strengthen the government of the empire. Like the Mauryas and the Guptas, the Mughal government was complex and bureaucratic.

In addition to reforming government, Akbar also instituted a tolerant religious policy. While the Mughals spread Islam through the land they conquered, Akbar believed members of all religions could live and work together.

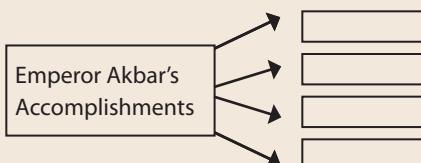
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### SUMMARIZE

#### Mughal Emperor Akbar

- To help students understand the Mughal Empire under the leadership of Akbar, draw on the board a graphic organizer similar to the one shown here.
- Have students copy the graphic organizer. Instruct them to work individually to fill it in with Emperor Akbar’s accomplishments.

- Have students share their graphic organizers with a partner and discuss any similarities and differences.



\*Alternative Assessment Handbook, Rubric 13: Graphic Organizers

### Teach the Main Idea

The Mughal Empire reunited much of India during the 16th century.

**Identify** Where did the Mughals come from?

Central Asia

**Explain** How did Akbar’s policies help to unify the Mughal Empire? *His policy of tolerance helped unite the empire and make it peaceful.*

**Make Generalizations** Based on what happened in the Mughal Empire as a result of Akbar’s religious tolerance, how do you think such tolerance affects societies in general? *Possible answer: Religious tolerance encourages people to live together peacefully and to cooperate to create a vibrant blended culture.*

**Find Main Ideas** How did peace and unity in the Mughal Empire lead to a rich culture? *Various groups, such as Muslims and Hindus, lived together and over time elements of Persian, Islamic, and Hindu cultures blended.*

### More About . . .

**Building the Taj Mahal** Shah Jahan brought workers and materials from all over India and Central Asia to build the Taj Mahal. Construction required more than 20,000 workers and over 20 years to complete.

**Misconception Alert: The Taj Mahal** Many people think the Taj Mahal is a palace. Point out that the amazing structure was built as a tomb for Shah Jahan’s wife, Mumtaz Mahal.

### ONLINE INTERACTIVE MAPS

#### Gupta Empire, c. AD 400

Have students explore the map showing the Gupta Empire and answer the associated questions.

**Region** What regions of India were not part of the empire? *southern and southwestern*

In print edition, see map of same title.

**1. Region** What regions of India were not part of the empire? *southern and southwestern*

**2. Region** How did the Gupta Empire compare to the Mauryan Empire? *The Gupta Empire covered only northern India, while the Mauryan Empire covered more of India.*

### READING CHECK

**Summarize** What was the Gupta dynasty’s position on religion? *Even though Gupta rulers were Hindus, they supported the beliefs of Buddhism and Jainism.*

## Teach the Main Idea

The people of ancient India made great contributions to the arts and sciences.

**Sequence** How did Hindu temples change over time? *At first they were small stone structures with flat roofs, but they became complex temples with huge towers.*

**Contrast** How is the theme of the *Mahabharata* different from the theme of the *Ramayana*? *The Mahabharata is about the struggle between two families, while the Ramayana is about the ideal love and devotion of a married couple.*

**Describe** What were some operations that Indian surgeons could perform? *fixing broken bones, treating wounds, removing infected tonsils, reconstructing broken noses, reattaching torn earlobes*

**Evaluate** Why do you think the concept of zero was so important? *Zero acts as a placeholder when using numbers of a specific base such as base 10, allowing mathematicians to make calculations easily.*

### ONLINE HISTORICAL SOURCE

#### The Taj Mahal

Invite students to view the image, read the excerpt, and answer the associated question.

**Analyze Sources** Which features of the Taj Mahal impressed the writer? *Its location on high ground, dazzling white appearance, and ornamentation impressed the writer.*

#### HISTORICAL SOURCE

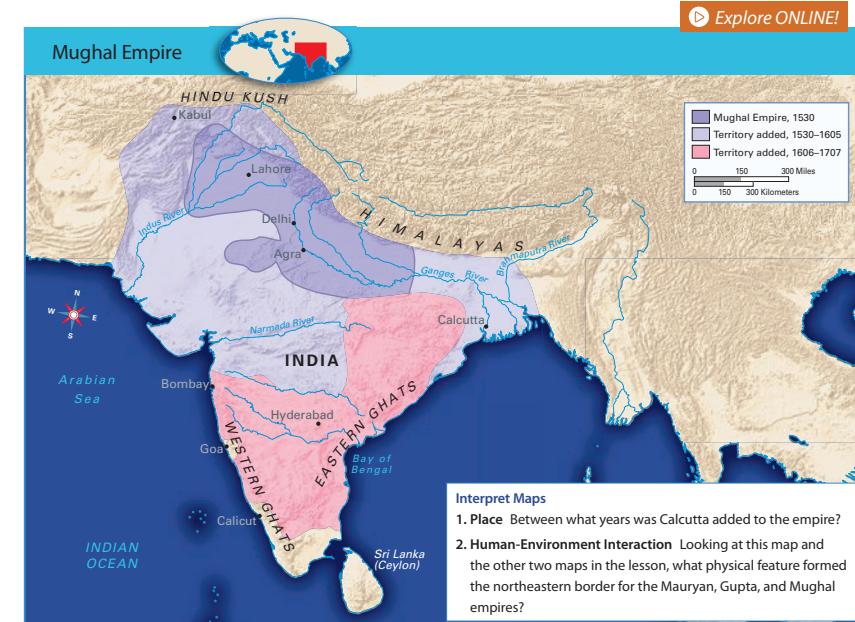
##### The Taj Mahal

The Taj Mahal is considered one of the finest examples of Mughal architecture. Located in the city of Agra, India, the Taj Mahal has long fascinated architects. Here is a British architect's impression on seeing the Taj Mahal for the first time.



#### READING CHECK

**Find Main Ideas** How was Akbar able to build a strong empire and government? *He built a strong bureaucratic government and had a policy of religious tolerance.*



#### Interpret Maps

1. Place Between what years was Calcutta added to the empire?
2. Human-Environment Interaction Looking at this map and the other two maps in the lesson, what physical feature formed the northeastern border for the Mauryan, Gupta, and Mughal empires?

Akbar's tolerance allowed Muslims and Hindus in the empire to live in peace. In time, cooperation between the two groups helped create a unique Mughal culture. It blended Persian, Islamic, and Hindu elements. The Mughals became known for their monumental works of architecture. One famous example of this architecture is the Taj Mahal, a tomb built in the 1600s by emperor Shah Jahan for his wife. Its graceful domes and towers are a symbol of India today.

In the late 1600s an emperor named Aurangzeb reversed Akbar's tolerant policies. He destroyed many Hindu temples, and violent revolts broke out. The Mughal Empire fell apart.

#### Indian Achievements

The Indians of the Mauryan and Gupta periods created great works of architecture, art, and literature, many of them religious. Indian achievements were not limited to the arts. Indian scholars also made important advances in metalworking, math, and science.

**Religious Art** During the Gupta and Mauryan periods, religion influenced the arts. Many paintings and sculptures illustrated either Hindu or Buddhist teachings. Some of the most elaborate architecture of those periods were Buddhist and Hindu temples.

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#### ANALYZE VISUALS

##### Visiting a Hindu Temple

1. Locate a large photograph of a well-known, elaborate Hindu temple.
2. Show the photograph to the students and ask them to imagine that they are Indian farmers who are seeing the temple for the first time. Point out that the temple is probably the most spectacular sight the farmer has ever seen.

3. Have each student write down a completion for either of these prompts: "As I approached the temple, I felt \_\_\_\_." or "As I approached the temple, I was surprised that \_\_\_\_."

Encourage students to use the photograph and the information in this lesson to help them write clear, informative sentences using standard English.

4. Call on volunteers to read their sentences.

\*Alternative Assessment Handbook, Rubric 41: Writing to Express

For additional instruction, go to end of lesson.

Early Hindu temples were small, stone structures. They had flat roofs and contained only one or two rooms. In the Gupta period, though, temple architecture became more complex. Gupta temples were topped by huge towers and covered with carvings of the god worshiped there.

Buddhist temples of the Gupta period are also impressive. Some Buddhists carved entire temples out of mountainsides. The most famous such temples are at Ajanta and Ellora. Builders filled the caves there with beautiful paintings and sculpture.

Another type of Buddhist temple was the stupa. Stupas had domed roofs and were built to house sacred items from the life of the Buddha. Many of them were covered with detailed carvings.

The Gupta period also saw the creation of many paintings and statues. Hindu and Buddhist artists found inspiration from their beliefs to create their works. As a result, many of the finest paintings of ancient India are found in temples. Hindu painters drew hundreds of gods on temple walls and entrances. Buddhists covered the walls and ceilings of temples with scenes from the life of the Buddha.

Sculptors made many statues for Buddhist cave temples. In addition to the temples' intricately carved columns, sculptors carved statues of kings and the Buddha. Some of these statues tower over the cave entrances. Hindu temples also featured impressive statues of their gods. In fact, the walls of some temples, especially in southern India, were completely covered with carvings and images.



This Hindu temple is covered with finely detailed carvings and decorations. Many individual sculptures are images of major Hindu gods, like the statue of Vishnu at the right.

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## ONLINE INTERACTIVE MAPS

### Mughal Empire

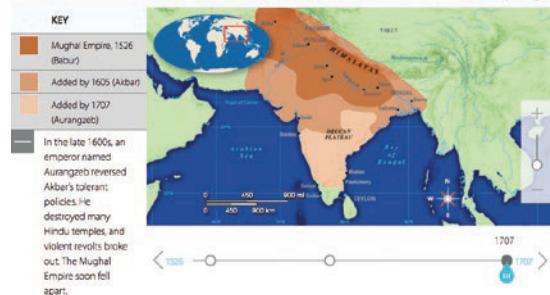
Have students explore the map using the interactive features and answer the associated questions.

**Place** Which city is located in the oldest part of the Mughal Empire? *Lahore*

In print edition, see map of same title.

**1. Place** Between what years was Calcutta added to the empire? *between 1530 and 1605*

**2. Human-Environment Interaction** Looking at this map and the other two maps in the lesson, what physical feature formed the northeastern border for the Mauryan, Gupta, and Mughal Empires? *the Himalayas*



## ADVANCED/GIFTED

### The Ajanta and Ellora Caves

- Review with students that in some locations Buddhists carved elaborate temples from solid rock. The caves at Ajanta and Ellora are well-known examples.
- Instruct students to conduct research on either the Ajanta or the Ellora caves.

- Have students prepare a multimedia presentation on one of these sites: what they look like, how they were built, and how they became UNESCO World Heritage sites. Instruct students to include maps and images in the presentations.
- Have students give their presentations to the class and encourage their classmates to ask questions.

\*Alternative Assessment Handbook, Rubrics 22: Multimedia Presentations; and 30: Research



## ONLINE DOCUMENT-BASED INVESTIGATION

### The Ramayana

Have students read an excerpt from the *Ramayana* in which the monkey god Hanuman comforts Sita. Then have students answer the associated question.

**Analyze Sources** What values are suggested in Hanuman's description of Rama and in his own behavior toward Sita? *Possible answer: Hanuman's description of Rama and his actions express the values of patience, loyalty, and courage.*

DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

#### The Ramayana

In the *Ramayana*, a demon king captures Sita, Rama's wife, and hides her away. She is found by Hanuman, a monkey god. In this excerpt, Hanuman comforts Sita by talking about her husband.

"Recall as I his [Rama's] features Solace it would thy sad heart. Whether it's godly frame of his Or kindly heart therein None can ever know which scores more. While frame his is mid-sun like Hath he patience of mother earth. Gives he shelter who might seek Blemish he hath none in conduct. Lays he store on noble thoughts Goads his folk to think likewise. Leads he life of celibate now Fate as thee thus weaned from him. None he slight as come to seek Given not Ram to spare who dare. Hath he Vedas all by heart Excels he ever in warfare. Second to none he in valor None there equals him in grace....

With the change of her mind thus Rolled on her cheeks tears of joy. With that bright look on her face Shone she like a full moon then Freshly out of grand eclipse. Knowing that he won her trust Spoke then Hanuman to her thus: It's time that I now start moving Pray tell whatever in thy mind Treat I would as Rama's word. Being none but Wind God's son Strength I have to fly all worlds." —from the *Ramayana*

**Indian Literature** Sanskrit was the main language in north India. During the Mauryan and Gupta periods, many works of Sanskrit literature were written down. These works were later translated into many other languages. In southern India, major works were composed in languages such as Tamil.

The greatest of these Sanskrit writings are two religious epics, the *Mahabharata* (muh-HAH-bah-ruh-tuh) and the *Ramayana* (rah-MAH-yuh-nuh). Both of these works are popular across the world. The *Mahabharata* is one of the world's longest literary works. It is a story about a struggle between two families for control of a kingdom. Included within the story are long passages about Hindu beliefs. The most famous is called the *Bhagavad Gita* (BUG-uh-vuhd GEE-tah), which has influenced thinkers such as Henry David Thoreau and leaders including Mohandas Gandhi and Nelson Mandela.

The *Ramayana*, another great epic, tells about a prince named Rama. In truth, the prince was the god Vishnu in human form. He had become human so he could rid the world of demons. He also had to rescue his wife, a princess named Sita. For centuries, characters from the *Ramayana* have been seen as models for how to lead good lives. For example, Rama is seen as the ideal ruler and his relationship with Sita as the ideal marriage. The *Ramayana* is also an important text in Buddhism and Jainism. Many different versions of it have been written over time, including modern versions in print and film. The *Ramayana* is also the national epic of Indonesia, the world's most populous Muslim country.

Writers in the Gupta period also created plays, poetry, and other types of literature. Sometime before 500, Indian writers produced a book of stories called the *Panchatantra* (PUHN-chuh-TAHN-truh). The stories in this collection were intended to teach lessons. They praise people for cleverness and quick thinking. Each story ends with a message about winning friends, losing property, waging war, or some other idea.

Eventually, translations of this popular collection spread throughout the world. It became popular in countries even as far away as Europe.

In this illustration of the *Ramayana*, the monkey king orders the monkey general Hanuman to find Sita. Hanuman helped Rama defeat the demons and win back Sita. Many Indians view him as a model of devotion and loyalty.



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## TIERED ACTIVITY

### Below Level

- In advance, locate tales from the *Panchatantra*. Many are available online.
- Organize the class into groups. Duplicate the tales so that each group has a different one, and each student has a copy of his or her group's tale.
- Ask each group to study its tale and then present it to the class. Groups may present the tale in the form of a skit. Alternatively, they may elect a student to retell the tale as if he or she were a village elder speaking to the local children.

**At Level**—Going beyond the Below Level activity:

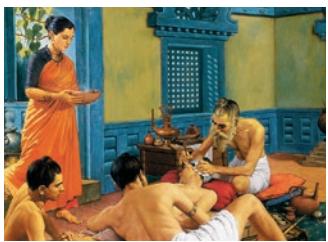
- Have students work individually to write a paragraph summarizing the lesson the tale provides. Lead a class discussion in which students share their summaries.

**Above Level**—Going beyond the Below Level and At Level activities:

- Have students follow the style of *Panchatantra* stories to write their own tale. Remind them that the tale should teach a lesson.
- If time allows, ask volunteers to present their tales to the class. The class should then discuss each tale's lesson.

\*Alternative Assessment Handbook, Rubrics 11: Discussions; and 33: Skits and Reader's Theater

## Indian Science



### Medicine

In this modern painting, the Indian surgeon Susruta performs surgery on a patient. The ancient Indians had an advanced knowledge of medicine.



### Mathematics

The Hindu scholar Aryabhata was a mathematician and astronomer. He wrote one of the first books on algebra about AD 500.

### Analyze Visuals

What are some areas of science that people studied in ancient India?



### Metalworking

The Indians were expert metalworkers. This gold coin shows the emperor Chandra Gupta II.



### Astronomy

The Guptas made great advances in astronomy, despite their lack of modern devices such as telescopes. They used devices like this one from the 1700s to observe and map the stars.



## ONLINE INTERACTIVE VISUALS

### Carousel: Indian Science

Have students navigate through the carousel and note Indian advances in science. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** What are some areas of science that people studied in ancient India? *metallurgy, mathematics, medicine, and astronomy*

Indian Science

Medicine In this modern painting, the Indian surgeon Susruta performs surgery on a patient. The ancient Indians had an advanced knowledge of medicine.

**Academic Vocabulary**  
process a series of steps by which a task is accomplished

**Scientific Advances** The ancient Indians were pioneers of **metallurgy** (MET-uhl-uhr-jee), the science of working with metals. Their knowledge allowed them to create high-quality tools and weapons. Indians also knew **processes** for mixing metals to create **alloys**, mixtures of two or more metals. Alloys are sometimes stronger or easier to work with than pure metals.

Metalworkers made their strongest products out of iron. Indian iron was very hard and pure. These features made the iron a valuable trade item. Indian steel has been a valued export for centuries. Even today, India is one of the top steel producers in the world.

The ancient Indians were also very skilled in the medical sciences. As early as the AD 100s, doctors were writing their knowledge down in textbooks. Among the skills these books describe is how to make medicines from plants and minerals.

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## ENGLISH LANGUAGE LEARNERS

### Presentations on Indian Achievements

- To help students demonstrate their understanding of Indian achievements, organize them into groups of three to five.
- Assign each group one of the following three topics: *Religious Art, Indian Literature, Scientific Advances*.
- Have each group create a multimedia presentation (or a poster) that describes the major Indian achievements in the assigned area. Students can use information from the text or outside resources to share with the class.

- Have one student from each group present the group's findings, or group members can take turns presenting a portion of their group's project.

\*Alternative Assessment Handbook, Rubrics 14: Group Activity; and 22: Multimedia Presentations

For additional instruction, go to end of lesson.

## READING CHECK

**Summarize** How did religion influence ancient Indian art? *Much of the art that was created during the Gupta and Maurya periods was created for temples or was inspired by Buddhist or Hindu ideas.*

# Print Assessment

## Review Ideas, Terms, and Places

1. a. **Identify** Who created the Mauryan Empire?  
*Chandragupta Maurya*
- b. **Elaborate** Why do you think many people consider Asoka the greatest of all Mauryan rulers? *He gave up making war and concentrated instead on improving people's lives.*
2. a. **Recall** What religion did most of the Gupta rulers belong to? *Hinduism*
- b. **Compare and Contrast** How were the rulers Chandragupta Maurya and Chandra Gupta I alike, and how were they different? *alike—India flourished under their rule; different—Chandragupta Maurya became a Jainist monk, and Chandra Gupta I was a Hindu.*
3. a. **Summarize** What role did Akbar play in the blended culture in the Mughal Empire? *He promoted religious tolerance which led to a blending of cultures.*
- b. **Analyze** Why was the Taj Mahal built? *as a tomb for Shah Jahan's wife*
- c. **Compare** How did Mauryan, Gupta, and Mughal leaders' views on religion impact how their societies developed? *The tolerance of many religions led to a rich culture in each empire.*
4. a. **Describe** What did Hindu temples of the Gupta period look like? *stone structures topped by huge towers, exteriors covered with carvings of the god worshiped inside*
- b. **Evaluate** Why do you think both Hindu and Buddhist temples contained great works of art? *Possible answer: Religion was important in Indian society, and most art honored the gods. Also, many Indians were illiterate, so art helped explain religious concepts.*
- c. **Identify** What is the Bhagavad Gita? *long passage about Hindu beliefs within the Mahabharata*
- d. **Elaborate** Why do you think people are still interested in ancient Sanskrit epics today? *Possible answer: They reflect the history of India and are lively stories.*
- e. **Explain** Why do we call the numbers we use today Hindu-Arabic numerals? *They were created by Indian scholars and brought to Europe by Arabs.*

## Reading Check

Summarize  
How did religion influence ancient Indian art?

Besides curing people with medicines, Indian doctors knew how to protect them against diseases. They used **inoculation** (i-nah-kyuh-LAY-shuhn), the practice of injecting a person with a small dose of a virus to help him or her build a defense to a disease. By fighting off this small dose, the body learns to protect itself. People still get inoculations against many diseases.

For people who were injured, Indian doctors could perform surgery. Surgeons repaired broken bones, treated wounds, removed infected tonsils, reconstructed broken noses, and even reattached torn earlobes!

Gupta scholars also made advances in math. They developed many of the elements of our modern math system. The very numbers we use today are called **Hindu-Arabic numerals** because they were created by Indian scholars and brought to Europe by Arabs. The Indians were also the first people to create the zero. Although it may seem like a small thing, modern math and technology wouldn't be possible without the zero.

Indian interest in astronomy, the study of stars and planets, dates back to early times as well. Indian astronomers knew of seven of the planets in our solar system. They knew that the sun was a star and that the planets revolved around it. They also knew that Earth was a sphere and that it rotated on its axis. In addition, they could predict eclipses of the sun and the moon.

**Summary** The Mauryans, Guptas, and Mughals united much of India in their empires. They also made many achievements in the arts and sciences.

## Lesson 5 Assessment

### Review Ideas, Terms, and Places

1. a. **Identify** Who created the Mauryan Empire?  
b. **Elaborate** Why do you think many people consider Asoka the greatest of all Mauryan rulers?
2. a. **Recall** What religion did most of the Gupta rulers belong to?  
b. **Compare and Contrast** How were the rulers Chandragupta Maurya and Chandra Gupta I alike, and how were they different?
3. a. **Summarize** What role did Akbar play in the blended culture in the Mughal Empire?  
b. **Analyze** Why was the Taj Mahal built?  
c. **Compare** How did Mauryan, Gupta, and Mughal leaders' views on religion impact how their societies developed?
4. a. **Describe** What did Hindu temples of the Gupta period look like?  
b. **Evaluate** Why do you think both Hindu and Buddhist temples contained great works of art?

- c. **Identify** What is the *Bhagavad Gita*?

- d. **Elaborate** Why do you think people are still interested in ancient Sanskrit epics today?  
e. **Explain** Why do we call the numbers we use today Hindu-Arabic numerals?

### Critical Thinking

5. **Sequence** Create a timeline of the empires and rulers mentioned in this lesson.
6. **Categorize** Draw a chart like this one. Fill it with facts about India's rulers.

Ruler	Dynasty	Accomplishments

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### Critical Thinking

5. **Sequence** Create a timeline of the empires and rulers mentioned in this lesson.  
*Timeline should include Mauryan, Gupta, and Mughal empires, Asoka, Akbar, Babur, Chandra Gupta I, Shah Jahan.*
6. **Categorize** Draw a table with three columns and four rows. Label the column headers *Ruler*, *Dynasty*, and *Accomplishments*. Fill it with facts about India's rulers. *Students should create a three-column table containing the following information.* Chandragupta Maurya—

*Mauryan; founded the Mauryan Empire, gave up his throne to become a Jainist monk; Asoka—Mauryan; extended Mauryan rule, converted to Buddhism, improved people's lives, spread Buddhism; Chandra Gupta I—Gupta; first Gupta emperor, brought much of the northern part of India under control; Chandra Gupta II—Gupta; expanded empire, Gupta society at its height*

## ► Online Assessment

1. Why did the Maurya emperor Asoka decide not to engage in any more wars of conquest?

- He adopted Buddhism.
- He became a Jainist monk.
- He had conquered all of India.
- He failed to defeat the Mughals.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

After adopting **Buddhism**, the Maurya emperor Asoka swore that he would not engage in any more wars of conquest.

2. How did the Gupta Empire affect religion in India?

- Buddhism ceased to be a major religion.
- Islam spread throughout the north of India.
- Jainism was outlawed and its temples destroyed.
- Hinduism enjoyed a revival under the Gupta kings.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

During the Gupta Empire, **Hinduism** enjoyed a revival and became the dominant religion in India.

3. What caused the Mughal Empire to decline?

- Babur expanded the empire too quickly.
- Emperor Akbar failed to create a good government.
- Emperor Aurangzeb persecuted Hindus and they rebelled against his rule.
- Shah Jahan spent too much money on buildings and bankrupted the treasury.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

In the late 1600s, Emperor **Aurangzeb** reversed the Mughal tradition of religious tolerance and destroyed many Hindu temples, causing a Hindu revolt that weakened the Mughal Empire and began its decline.

4. How did Indians advance the study of mathematics?

- They invented calculus.
- They invented geometry.
- They introduced the concept of zero.
- They introduced the concept of imaginary numbers.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

The modern math system uses Hindu-Arabic numerals that include the number **zero**, first introduced by Indian mathematicians.

5. **Draw Conclusions** How did Asoka try to improve the lives of his subjects?

*After Asoka became Buddhist, he decided his empire would no longer launch any more wars of conquest and instead focus on improving the lives of his subjects. In order to spread his religion, he founded Buddhist schools and sent missionaries throughout the empire and to lands throughout Asia. He built wells and roads throughout the empire. Along these roads, he instructed that shade trees be planted and rest houses constructed to make traveling more comfortable.*

6. **Evaluate** Why was the caste system strengthened during the Gupta Empire?

*The Gupta kings considered the caste system to be an important part of their Hindu faith. They believed that the caste system made Indian society stable and the rigid social order would strengthen their rule. As a result, the Jatis, the occupation-based groupings, became more defined during the Gupta period.*

7. **Draw Conclusions** How did the Mughals create a unique culture in India?

*Mughal Emperor Akbar instituted religious tolerance throughout his empire and this allowed Hindus and Muslims to live in peace. The Mughals brought Persian and Islamic traditions to India and these blended with Hindu elements to create a unique culture. The Mughals built beautiful buildings that used many of these cultural elements, the most famous being the Taj Mahal, a domed tomb constructed by Shah Jahan for his wife.*

8. **Analyze Information** How did early Indian doctors help prevent diseases?

*Early Indian doctors discovered that by injecting a small amount of a virus into the human body a person could build up a defense against the virus and prevent a person from developing disease. This process of inoculating the body against diseases protected a person against becoming sick.*

## ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 863

### More About . . .

**War Elephants** The details of how elephants were used in warfare by the Mauryans are somewhat unclear but fascinating. Legend says that Chandragupta Maurya obtained his own war elephant by simply calling to it. The elephant knelt down and allowed Chandragupta to mount it. Feeding the elephants was a major challenge as 500 elephants ate about 110 tons (99.8 metric tons) of grain a day. Elephants began their training for war in their teens and were considered to be the most useful in their thirties and forties.

**Sanchi** Originally, Asoka built eight stupas at Sanchi, but only three remain today. Sanchi is one of the oldest Buddhist complexes that exists today. In 1989 the entire area was added to UNESCO's World Heritage List.

### COLLABORATIVE LEARNING

#### Asoka's Plan for Helping His People

1. Organize the class into small groups. Ask students to imagine that they are Asoka's advisers.
2. Tell students that Asoka has called the advisers together to announce his conversion to Buddhism. Asoka has asked them to suggest plans for helping his people.
3. Each group should use what members know about Asoka and India to create a list of ideas. They also should state specific reasons they have chosen each idea. Students should not limit themselves to those items mentioned in this lesson.
4. Then have groups add to their lists by suggesting problems or hurdles that may slow the progress of Asoka's plans. They should include issues related to physical geography, opposition by local rulers, and resources, as well as any other problems that could be anticipated.
5. Challenge students to suggest ways these problems could be overcome.

\*Alternative Assessment Handbook, Rubrics 14: Group Activity; and 35: Solving Problems

continued from page 866

### More About . . .

**Connect to Art: Teaching with Art** Much of the art of India's great temples tells stories about gods. People who could not read the written language could "read" the stories in the sculpture and paintings and learn more about their religion. The carvings on the temple exteriors were especially important because not everyone was allowed inside the temples.

**Misconception Alert: Bindis** Some portrayals of women in Indian religious art show them with small colored dots, called *bindis*, on their foreheads. Contrary to popular belief, these marks do not designate a woman's caste. Depending on where the woman lives, the bindi may indicate that she is married. Bindis are primarily for decorative purposes, though. Indian women used to apply their bindis using powder. Now, however, they can buy peel-and-stick bindis.

**Hanuman** One character in the *Ramayana*, the divine monkey chief, Hanuman, serves as a model for Indians on how to practice devotion to a god. Hanuman showed his devotion to Rama in many ways—by acting as Rama's spy in a demon's kingdom, burning down the demon's city, and traveling to the Himalayas to bring healing herbs to Rama's wounded soldiers. The hanuman monkey bears the mythical creature's name. As a result, many Indians view these animals as sacred.

continued from page 869

### STRUGGLING READERS

#### Indian Scientists' Job Ads

1. Discuss with students the wide variety of scientific advances made by the people of ancient India.
2. Ask students to imagine that they are metalworkers, doctors, mathematicians, or scientists of ancient India. Have each student design an online advertisement that he or she might have placed, had the Internet existed at the time. Each ad should explain how experienced the worker is, list the services the worker can offer, and include a couple of complimentary quotes from fictional, highly satisfied customers.
3. Allow class time for students to discuss and show their ads. When the presentations are complete, review and discuss the accomplishments of ancient Indians.

\*Alternative Assessment Handbook, Rubric 2: Advertisements

# Social Studies Skills

## Compare Maps

### Define the Skill

Maps are a necessary tool in the study of both history and geography. Sometimes, however, a map does not contain all the information you need. In those cases, you may have to compare two or more maps and combine what is shown on each.

For example, if you look at a physical map of India, you can see what landforms are in a region. You can then look at a population map to see how many people live in that region. From this comparison, you can conclude how the region's landforms affect its population distribution.

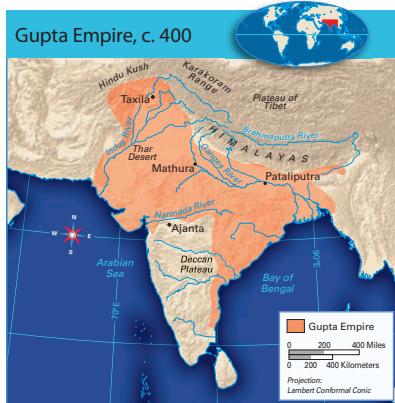
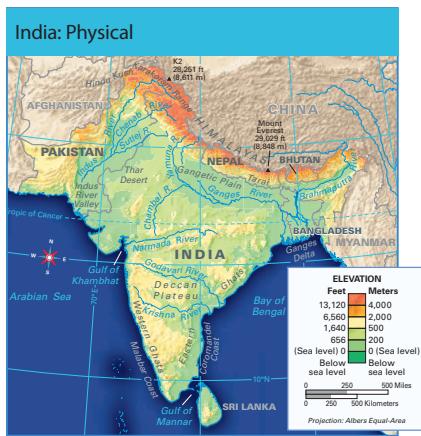
### Learn the Skill

Compare the two maps on this page to answer the following questions.

- What was the northeastern boundary of the Gupta Empire? What is the physical landscape like there?
- What region of India was never part of the Gupta Empire? Based on the physical map, what might have been one reason for this?

### Practice the Skill

Choose two maps from this module or two maps from an atlas or reliable Internet source. Study the two maps and then write three questions that someone could answer by comparing them. Remember that the questions should require people to look at both maps to determine the correct answers.



Indian Early Civilizations, Empires, and World Religions 871

## Social Studies Skills

### Compare Maps

Discuss ways that geography can affect civilization. Include examples such as climate, rainfall, natural physical barriers, features such as rivers, and location. Then, discuss ways that these factors might appear on maps. *climate map, physical map, population map*

Ask students to create two fictional maps of the same area. They will create a fictional region, country, or continent and give it a name. They can then choose the two types of maps they will draw (population, climate, rainfall, physical, political, etc.). Remind students that the two maps should be related and they will be asked to explain how comparing the two maps provides more information than looking at one at a time. For example, population along a river might be very heavy or population in a mountainous region might be very low.

When complete, ask volunteers to display their maps and answer questions about how they are related.

### Answers

### Learn the Skill

Compare the two maps on this page to answer the following questions.

- What was the northeastern boundary of the Gupta Empire? What is the physical landscape like there? *the Himalayas; rugged foothills and high peaks*
- What region of India was never part of the Gupta Empire? Based on the physical map, what might have been one reason for this? *southwestern India, including Deccan Plateau; the high plain may have formed a natural barrier or division from other areas*

### Practice the Skill

Choose two maps from this module or two maps from an atlas or reliable Internet source. Study the two maps and then write three questions that someone could answer by comparing them. Remember that the questions should require people to look at both maps to determine the correct answers. *Answers will vary, but questions should require comparison of maps to identify answers.*

## Module 26 Assessment

### Print Assessment

#### Review Vocabulary, Terms, and Places

Fill in the blanks with the correct term or name from this module.

1. \_\_\_\_\_ are hired soldiers. *mercenaries*
2. A \_\_\_\_\_ is a division of people into groups based on birth, wealth, or occupation. *caste system*
3. Hindus believe in \_\_\_\_\_, the belief that they will be reborn many times after death. *reincarnation*
4. Harappa and \_\_\_\_\_ were the largest cities of the Harappan civilization. *Mohenjo-Daro*
5. The focusing of the mind on spiritual things is called \_\_\_\_\_. *meditation*
6. People who work to spread their religious beliefs are called \_\_\_\_\_. *missionaries*
7. People who practice \_\_\_\_\_ use only peaceful ways to achieve change. *nonviolence*
8. Indian civilization first developed in the valley of the \_\_\_\_\_. *Indus River*
9. A mixture of metals is called an \_\_\_\_\_. *alloy*

#### Comprehension and Critical Thinking

##### LESSON 1

10. a. **Describe** What caused floods on the Indus River, and what was the result of those floods? *melting of heavy snows in the Himalayas; left behind layer of silt, making the land ideal for farming*
- b. **Contrast** How was Aryan culture different from Harappan culture? *Aryan—nomadic warriors from Central Asia, small settlements based on family ties, kept livestock and later farmed, each village ruled by a raja, no writing system; Harappan—in the Indus River valley, created fortified and well-planned cities, may have had a strong central government, created India's first writing system*
- c. **Elaborate** In what ways was Harappan society an advanced civilization? *had well-planned cities with technical advances, writing system, division of labor as shown by wide range of objects created*
- d. **Identify** Who were the Brahmins, and what role did they play in Vedic society? *priests; they performed sacrifices*

##### LESSON 2

11. a. **Analyze** How do Hindus believe karma affects reincarnation? *Hindus believe that karma determines how your next life will go.*
- b. **Elaborate** Hinduism has been called both a polytheistic religion—one that worships many gods—and a monotheistic religion—one that worships only one god. Why do you think this is so? *Many Hindus believe in many gods, including Brahma, Siva, and Vishnu. However, they also believe these gods are parts of a universal spirit called Brahman.*

#### Review Vocabulary, Terms, and Places

Fill in the blanks with the correct term or name from this module.

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#### Comprehension and Critical Thinking

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12. a. **Describe** What did the Buddha say caused human suffering?
- b. **Analyze** How did Buddhism grow and change after the Buddha died?
- c. **Elaborate** Why did the Buddha's teachings about nirvana appeal to so many people?

##### Lesson 4

13. a. **Identify** Who was Guru Nanak?
- b. **Explain** Why does Sikhism generally not follow the caste system?
- c. **Analyze** How did the British influence Sikh migration from India?

##### Lesson 5

14. a. **Compare and Contrast** What was one similarity among the Mauryans, the Guptas, and the Mughals? What was one difference among them?
- b. **Analyze** How did the issue of religious tolerance both help the Mughal Empire to grow and lead to its demise?
- c. **Compare and Contrast** How did Akbar and Asoka affect the social and cultural development of their communities?
- d. **Describe** What kinds of religious art did the ancient Indians create?
- e. **Make Inferences** Why do you think religious discussions are included in the *Mahabharata*?
- f. **Evaluate** Which of the ancient Indians' achievements do you think has had the most lasting impact? Why?

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#### ONLINE DOCUMENT-BASED INVESTIGATION

##### Indian Early Civilizations, Empires, and World Religions

Have students complete and review all the DBI activities in Part 1.

Use this Compare-and-Contrast Essay rubric to score students' work in Part 2.

##### RUBRIC

- identify similarities and differences appropriate to the topic
- attempt comparisons from parallel categories of items
- cite at least four sources of appropriate text evidence from Part 1 in support of their comparisons
- be organized into a distinct introduction, a main body consisting of several paragraphs, and a conclusion that sums up the main points

**Write a Compare-and-Contrast Essay** Ancient India was home to a remarkable variety of religions. India's religious groups often had similar spiritual beliefs and practices. Yet there are important differences between them. Write a compare and contrast essay on the following topic. What similarities and differences can be found across world religions that arose in ancient India? As you write your essay, establish and maintain an objective tone. Be sure to cite specific evidence from at least four sources in your response.

## Module 26 Assessment, continued

### Reading Skills 21<sup>st</sup> CENTURY

**Understand Fact and Opinion** Use the Reading Skills taught in this module to decide whether each statement below is a fact or opinion.

15. The Ganges River is an important place in Hinduism.
16. Taking a trip to the Ganges River is the best thing to do when in India.

### Social Studies Skills

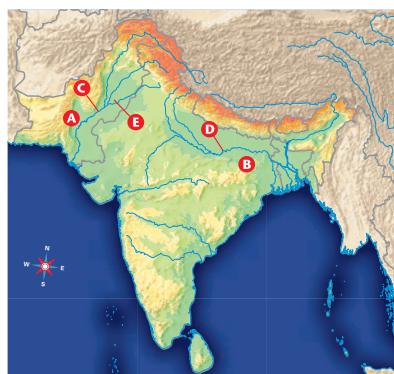
**Compare Maps** Use the Social Studies Skills taught in this module and the physical and population maps of South and East Asia in the atlas to answer the following questions.

17. Along what river in northeastern India is the population density very high?
18. Why do you think fewer people live in far northwestern India than in the northeast?

### Map Activity

19. **Ancient India** On a separate sheet of paper, match the letters on the map with their correct labels.

Mohenjo-Daro      Indus River  
Harappa      Ganges River  
                 Bodh Gaya



### Focus on Writing

20. **Make an Illustrated Poster** Ancient India was a fascinating place with amazing cities and empires. It was also the birthplace of several major religions. Decide how you could illustrate one aspect of ancient Indian culture in a poster. On a large sheet of paper or posterboard, write a title that identifies your subject. Then draw pictures, maps, or diagrams that illustrate it. Next to each picture, write a short caption. Each caption should be two sentences long. The first sentence should identify what the picture, map, or diagram shows. The second sentence should explain why the picture is important to the study of Indian history, geography, or culture.

### LESSON 3

12. a. **Describe** What did the Buddha say caused human suffering? *wanting what we like but do not have, wanting to keep what we like and already have, not wanting what we dislike but have*
- b. **Analyze** How did Buddhism grow and change after the Buddha died? *Missionaries spread Buddhism across Asia; it split into two major branches.*
- c. **Elaborate** Why did the Buddha's teachings about nirvana appeal to so many people? *Possible answers: They were assured that their low social rank was not a barrier to enlightenment and that they had the power to change their lives.*

### LESSON 4

13. a. **Identify** Who was Guru Nanak? *the founder of Sikhism*
- b. **Explain** Why does Sikhism generally not follow the caste system? *Sikhs believe in the equality of all people.*
- c. **Analyze** How did the British influence Sikh migration from India? *The British recruited Sikhs as soldiers and then sent them to other colonies.*

### LESSON 5

14. a. **Compare and Contrast** What was one similarity among the Mauryans, the Guptas, and the Mughals? What was one difference among them? *All unified much of India; Mauryan rulers promoted Buddhism, while Gupta rulers promoted Hinduism, and Mughal leaders were Muslim.*
- b. **Analyze** How did the issue of religious tolerance both help the Mughal Empire to grow and lead to its demise? *When Akbar promoted peace between religions, the empire thrived and grew. When his successor oppressed Hindus, revolts broke out and the empire fell.*
- c. **Compare and Contrast** How did Akbar and Asoka affect the social and cultural development of their communities? *Both promoted religious and cultural development and a diversity of religions.*
- d. **Describe** What kinds of religious art did the ancient Indians create? *Buddhist and Hindu temples, paintings, and sculptures*
- e. **Make Inferences** Why do you think religious discussions are included in the *Mahabharata*? *Possible answer: Their Hindu beliefs affect how the characters interact.*
- f. **Evaluate** Which of the ancient Indians' achievements do you think has had the most lasting impact? Why? *Answers will vary but should display familiarity with the achievements mentioned in this section.*

## Essential Question ESSAY

What role did religion play in the development of Indian civilizations and empires?

### RUBRIC

- Students' essays should
- respond to the Essential Question with a specific position
  - illustrate valid reasoning supporting their position
  - cite persuasive evidence supporting their position
  - identify key people, events, and/or turning points that demonstrate understanding of the module content
  - be organized into a distinct introduction, main body, and conclusion

Write an argument answering this question. Your essay should include specific details about the role that religion played in the development of Indian civilizations and empires. Be sure to cite evidence to support your point and organize your essay into an introduction, body, and conclusion.

**Alternative Activity** Instead of writing essays, address the Essential Question through activities such as holding debates, creating multimedia presentations, or writing journal entries. See the Alternative Assessment Handbook for a selection of project rubrics.

(continued)

## Print Assessment (continued)

### Reading Skills 21<sup>ST</sup> CENTURY

**Understand Fact and Opinion** Use the Reading Skills taught in this module to decide whether each statement below is a fact or opinion.

15. The Ganges River is an important place in Hinduism. **fact**
16. Taking a trip to the Ganges River is the best thing to do when in India. **opinion**

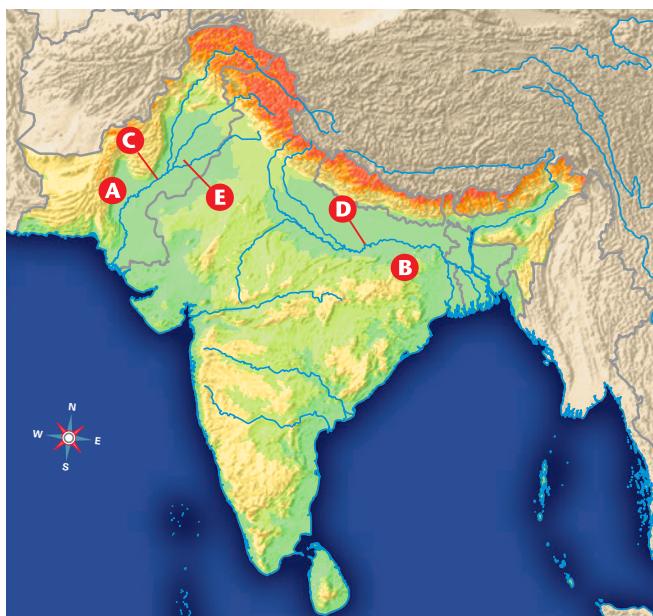
### Social Studies Skills

**Compare Maps** Use the Social Studies Skills taught in this module and the physical and population maps of South and East Asia in the atlas to answer the following questions.

17. Along what river in northeastern India is the population density very high?  
**Ganges River**
18. Why do you think fewer people live in far northwestern India than in the northeast? **Much of northwestern India is desert.**

### Map Activity

19. **Ancient India** On a separate sheet of paper, match the letters on the map with their correct labels.



Mohenjo-Daro A

Harappa E

Bodh Gaya B

Indus River C

Ganges River D

### Focus on Writing

20. **Make an Illustrated Poster** Ancient India was a fascinating place with amazing cities and empires. It was also the birthplace of several major religions. Decide how you could illustrate one aspect of ancient Indian culture in a poster. On a large sheet of paper or poster board, write a title that identifies your subject. Then draw pictures, maps, or diagrams that illustrate it. Next to each picture, write a short caption. Each caption should be two sentences long. The first sentence should identify what the picture, map, or diagram shows. The second sentence should explain why the picture is important to the study of Indian history, geography, or culture.

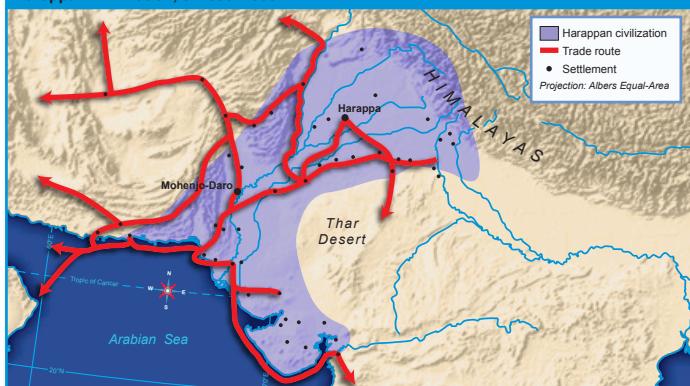
#### RUBRIC Students' illustrated posters should

- present ideas clearly
- contain appropriate, accurate, and vivid illustrations
- have proper labels and captions
- use correct grammar, punctuation, spelling, and capitalization

## Online Assessment

1. Use the map to answer the question.

Harappan Civilization, c. 2600–1900 BC



Which conclusion can be made from the information in the map?

- One of Harappa's major trading partners was Egypt.
- One of Harappa's major imported products was pottery from China.
- Harappan merchants used both overland and overseas trading routes.
- Harappan merchants traded gold and silver for the raw materials they needed.

2. Which of the following explains the importance of Sanskrit?

- It is widely spoken in India.
- It is used in Christian rituals.
- It is the root for many South Asian languages.
- It is used by South Asian merchants to communicate.

3. Drag the name of the text into the box next to its description.

a collection of magic spells	Atharvaveda
hymns addressed to deities	Rigveda
a collection of poems used in Hindu rituals	Yajurveda
a commentary on the teachings on the Vedic texts	Upanishads

4. Which of the following are true of Hinduism?

Select the **three** correct answers.

- Hinduism has no one founder.
- Most of its followers live in China.
- Hinduism is the largest religion in the world.
- There is one set of beliefs that Hindus follow.
- Hinduism is a blend of many religious traditions.
- It is considered by many to be the world's oldest religion.

5. Drag the name of the Hindu god or goddess into the box next to its description.

a Hindu god who is represented in the form of a monkey	Hanuman
a Hindu god who is represented in the form of an elephant	Ganesha
one of the three major Hindu gods, associated with creation	Brahma
one of the three major Hindu gods, associated with destruction	Shiva
one of the three major Hindu gods, associated with preservation	Vishnu

6. Which statement best characterizes the Hindu and Jain belief of ahimsa?

- the worship of many gods
- the avoidance of harmful acts
- the practice of animal sacrifice
- the prohibition against owning property

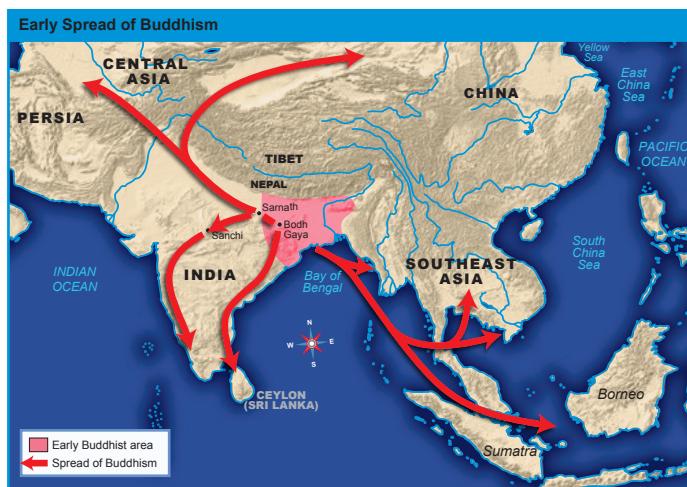
7. Drag the name of the term associated with the life of Siddhartha Guatama into the box next to its description.

"Enlightened One"	Buddha
going without food	fasting
focusing the mind on spiritual ideas	meditation
where he prayed under a tree and reached enlightenment	Bohd Gaya

8. Buddhism and Hinduism differ on some beliefs. Select the correct button to show whether the statement is a Buddhist or a Hindu belief.

	Buddhism	Hinduism
There is no supreme god.	<input checked="" type="radio"/>	<input type="radio"/>
There is a supreme force, called Brahman.	<input type="radio"/>	<input checked="" type="radio"/>
Its followers are guided by the teachings of four holy texts.	<input type="radio"/>	<input checked="" type="radio"/>
Right behavior leads to good karma, which affects reincarnation.	<input type="radio"/>	<input checked="" type="radio"/>
Following the Eightfold Path leads to wisdom, enlightenment, and nirvana.	<input checked="" type="radio"/>	<input type="radio"/>
The Four Noble Truths explain suffering in the world and how to overcome it.	<input checked="" type="radio"/>	<input type="radio"/>

9. Use the map to answer the question.



Which statement about the early spread of Buddhism is supported by the information in the map?

- Buddhism spread as far as Persia.
  - Buddhism spread as far as eastern China.
  - Buddhism spread to Southeast Asia by way of China.
  - Buddhism spread from its birthplace in southern India.
10. Which of the following statements expresses a Sikh belief regarding what makes a good life?
- A person should have many servants.
  - A person should try to become wealthy.
  - A person should live alone, away from social problems.
  - A person should have the freedom to practice his or her religion.

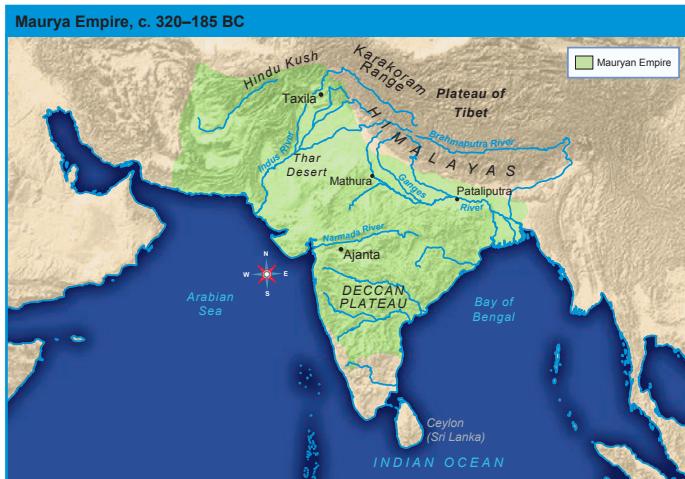
11. Drag the name of the article that Sikhs wear that signifies their faith into the box next to its significance.

a wooden comb, which represents cleanliness	Kanga
cotton undergarments, which represent self-discipline	Kachera
uncut hair often covered by a distinctive turban, which represents spirituality	Kesh
a religious sword, which represents readiness to protect the weak and fight against injustice	Kirpan

12. Why did the Sikh Empire end in 1849?

- Mughals took over the Punjab.
- Ranjit Singh declared himself ruler of the Punjab.
- The Golden Temple was constructed in the Punjab.
- The British made the Punjab part of its British colony in India.

13. Use the map to answer the question.



Which statement accurately describes the Maurya Empire?

- The empire spread throughout the entire Indian subcontinent.
- The Himalayas were a barrier to the westward expansion of the empire.
- The flooding of the Ganges River made settlement difficult for citizens of the empire.
- The empire spread from the Hindu Kush in the north to the Deccan Plateau to the south.

14. Which statement accurately describes women during the Gupta Empire?

- Widows were able to own property.
- Women could divorce their husbands easily.
- Wives were expected to serve their husbands.
- Women could choose the men they wanted to marry.

15. Drag the name of the work of Indian literature into the box next to its description.

It is a collection of stories that teaches lessons.	Panchatantra
It is a long passage that describes Hindu beliefs.	Bhagavad Gita
It is a long epic that illustrates how people should behave.	Ramayana
It describes the struggle between two families for control of a kingdom.	Mahabharata