

## Chapter 5: Ancient India

Lesson	TE pages	ST pages	AM pages	Content and skill objectives	Vocabulary
50	133–37	117–21	69–70, 241–51	<ul style="list-style-type: none"> <li>Locate ancient and modern places in India and the surrounding countries on a map</li> <li>Use a web organizer</li> <li>Infer facts about the excavation process from a photo</li> <li>Explain the significance of the discovery of Harappa and Mohenjo-Daro</li> <li>Identify key features of ancient Indian homes</li> <li>Identify evidences that the Harappan civilization was highly advanced</li> <li>Differentiate the way secular and Christian historians view ancient civilizations</li> <li>Identify and describe India's landforms</li> </ul>	Indian subcontinent
51	138	122	71–72	<ul style="list-style-type: none"> <li>Catalog an artifact, recording details about its appearance and location</li> </ul>	
52	139–41	123–25	69, 73–74, 241–51	<ul style="list-style-type: none"> <li>Use a web organizer</li> <li>Recognize the importance of language translation in understanding a civilization</li> <li>Identify possible reasons for the disappearance of the Harappan civilization</li> <li>Identify characteristics of the Aryan civilization</li> <li>Discuss ways racism displays itself</li> <li>Contrast Hitler's racist views with God's view of people</li> </ul>	linguist Sanskrit monsoon
53	142–46	126–30	73, 75	<ul style="list-style-type: none"> <li>Complete a social pyramid</li> <li>Contrast Hinduism with biblical truth</li> <li>Detect false ideas promoted in the Rig-Veda</li> <li>Recognize the importance of the group over the individual in ancient Indian culture</li> <li>Contrast the ancient Indian family with the modern traditional American family</li> <li>Explain how a person's caste affected his relationships and choices in life</li> </ul>	pantheism dharma reincarnation karma Vedas caste untouchable
54	147–51	131–34, 415	73, 76–77	<ul style="list-style-type: none"> <li>Analyze the benefits or disadvantages of the caste system for members of different castes</li> <li>Analyze an ancient primary source about the caste system</li> <li>Trace Siddhartha Gautama's development of Buddhism</li> <li>Contrast Buddhist beliefs with biblical truth</li> <li>Explain why Buddhism appealed to the members of lower castes and untouchables</li> <li>Compare characteristics of three religions</li> </ul>	enlighten nirvana
55	152	135	78	<ul style="list-style-type: none"> <li>Recognize Sanskrit's influence on English</li> <li>Recognize that languages influence each other as people in those language groups have contact</li> <li>Identify the etymologies of several words English borrowed from Sanskrit</li> <li>Write a paragraph comparing Sanskrit and English meanings</li> </ul>	
56	153	136	79	<ul style="list-style-type: none"> <li>Identify cause and effect</li> <li>Recognize words writers use to signal a cause or an effect</li> <li>Identify cause and effect relationships in the history of India</li> </ul>	
57	154–57	137–40	80–83, 241–51	<ul style="list-style-type: none"> <li>Use a web organizer</li> <li>Explain how the Mauryan Empire began</li> <li>Distinguish between positive and negative aspects of Chandragupta Maurya's rule</li> <li>Identify reasons that Asoka is often considered the greatest Mauryan ruler</li> <li>Explain Asoka's role in the growth of Buddhism in India's neighboring countries</li> <li>Describe John Marshall's accomplishments in uncovering ancient Indian civilizations</li> </ul>	stupa
58	158		84	<ul style="list-style-type: none"> <li>Recall concepts and terms from Chapter 5</li> </ul>	
59	158			<ul style="list-style-type: none"> <li>Demonstrate knowledge of concepts from Chapter 5 by taking the test</li> </ul>	

**A complete materials list for the chapter is provided on the Teacher's Toolkit CD.**

# Chapter 5



## Ancient India

### Chapter Overview

This chapter introduces the earliest known civilizations of ancient India, the Harappan and the Aryan civilizations. It also explains the development of two major world religions, Hinduism and Buddhism. The latter part of the chapter discusses the Mauryan Empire, the accomplishments of its rulers, and the spread of Buddhism. Special activities include cataloging an artifact, recognizing Sanskrit's influence on English, and identifying cause and effect while studying ancient history.



**Web links**—Check [www.bjupress.com/resources](http://www.bjupress.com/resources) for Web links that will enhance your lessons. Links have been carefully selected from reputable sites. However, be sure to carefully evaluate all material before you present it. Also be aware that links to some sites may become outdated, though efforts are made to keep them current.



**Learning names of modern countries**—Challenge the student to learn and memorize the names and locations of the modern countries in the region covered in this chapter. Blank outline maps are provided on the CD.

The dotted lines on the *Region Today: India* map identify disputed boundaries between India, Pakistan, and China.

### ◆ Lesson 50 ◆

#### Objectives

- Infer facts about the excavation process from a photo
- Explain the significance of the discovery of Harappa and Mohenjo-Daro
- Identify key features of ancient Indian homes
- Identify evidences that the Harappan civilization was highly advanced
- Differentiate the way secular and Christian historians view ancient civilizations

#### Vocabulary

Indian subcontinent

#### Materials

- Harappan Civilization Organizer, AM p. 69
- India Then & Now, M 5.1
- world map

#### Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

#### Introduction

Direct attention to the picture on page 117.

- **What are the people doing in the photograph on this page?** *excavating an ancient site*
- **Why are they using brushes instead of shovels or heavy digging equipment?** *They are being careful not to damage the artifacts they are uncovering.*
- **What does the photo suggest about the process of excavation?** *possible answer: It is slow work that requires great care and patience.*

## Teach for Understanding

## Discussion

page 118

- What is the time span of the events included in this chapter? *ca. 2300 BC to 184 BC*
- Which civilization on the timeline occurred earliest? *the Harappan civilization*
- Which answer accurately describes how long the Mauryan Empire lasted: a) 500 years, b) more than 100 years, or c) less than 100 years? *b) more than 100 years*

Guide the student in completing the appropriate sections of the *Harappan Civilization Organizer*.

- What “mystery” is the opening heading of the chapter referring to? *the location of the ancient city of Mohenjo-Daro*
- 💡 What details in the story reveal that this discovery was exciting? *The men are talking excitedly. The supervisor tries to remain calm. He examines the artifact and then whispers dramatically that they have found the Indus civilization.*
- When was this site discovered and by whom? *in the 1920s by Sir John Marshall and his team of archaeologists*
- 💡 What was the significance of this discovery? *It was the key to learning about the ancient civilization of India.*
- When did the ancient Harappan civilization exist? *ca. 2300 BC*
- 💡 Look at the History Timeline on Activity Manual pages 241–51. What other civilizations existed at the same time as the Harappan civilization? *the Akkadian Empire, Mesopotamia, and the Old Kingdom in Egypt*

## FOCUS Answers

1. Harappa and Mohenjo-Daro
2. They had well-organized cities, two-story houses with indoor plumbing, skillfully crafted artifacts, and a pictograph language.

- FOCUS**
1. What two ancient cities were unearthed in India in the 1920s?
  2. How do historians know that the people of the Harappan civilization were intelligent and advanced?

## A Mystery Unfolds

The sun is starting to rise over a distant sandy hill. Dark-skinned men in flowing robes murmur in the hush of the early morning as they swing shovels rhythmically into the earth. Suddenly, like a rush of wind, the murmur rises to an excited buzz. The men have found something!



The supervisor walks slowly to the spot where the helpers have dug. He cannot get too excited—it could be a false alarm. He kneels beside the hard

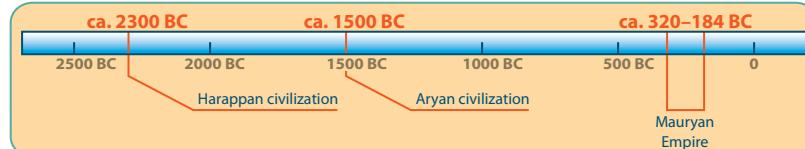
brick that one of the men has uncovered. The supervisor removes a small, delicate brush from the satchel slung over his shoulder. He gently sweeps the brick. Terra cotta! He leans closer, using his magnifying glass to examine the terra-cotta piece.

Slowly, the supervisor’s eyes look upward. He stares at the distant hill, the air now blurring with the sun’s bright heat. “It is Mohenjo-Daro,” he whispers. “We have found the Indus civilization.”

## Uncovering the Harappan Civilization

Throughout history, many great civilizations have come and gone. Some of them have left behind a wealth of information. Other civilizations, however, remain a mystery. For a long time, historians did not know much about the ancient civilizations of India. But that all changed after a major discovery.

During the 1920s Sir John Marshall and his team of archaeologists discovered the ancient city of **Harappa** (huh RAP uh) and its sister city, **Mohenjo-Daro** (mo-HEN-joh DAR-oh). These cities were located in the Indus Valley in what is now Pakistan. They have been dated at approximately **2300 BC**, and they existed at the same time as Mesopotamia and ancient Egypt.



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## Background

**Pakistan**—Harappa and Mohenjo-Daro were part of ancient India’s territory in what is now Pakistan, one of India’s neighboring countries. When the British granted India independence in 1949, they formed Pakistan from the Indian territory to provide a homeland for the Muslims. Research at these excavation sites is still going on today.



## Harappa and Mohenjo-Daro

Archaeological digs do not always uncover secrets from the past. Archaeologists may spend years studying and searching for ancient civilizations. They may excavate site after site, only to end up empty-handed. However, John Marshall and his archaeologists were not disappointed. The discovery of Harappa and Mohenjo-Daro opened the door to a long-forgotten world. Archaeologists and historians could finally begin unraveling the mystery of India's past.

Locate Harappa and Mohenjo-Daro on the map on page 120. Although these cities were far apart, historians believe that both were part of the same civilization. Excavations have uncovered similar artifacts, street plans, and architecture in both cities.

The people from these cities are called the **Harappan civilization**. For about eight hundred years, these ancient

In this view of Mohenjo-Daro, the large area at the center is called the Great Bath. *What do some historians believe the Great Bath was used for?*

Indians flourished in the fertile Indus Valley. Because of the valley's closeness to the river, the land was good for farming and raising animals.

Around 2300 BC some of the first communities in ancient India formed in the Indus Valley. The people of the Harappan civilization were highly sophisticated. Archaeologists have found their cities well-organized. Each city had two-story houses, indoor bathrooms, and a drainage system that ran throughout the entire city. Mohenjo-Daro had a large public pool made of tightly fitted bricks layered with a kind of tar called bitumen. Archaeologists call this structure the Great Bath. Many historians believe that it was used for religious ceremonies.

More artifacts, such as gold ornaments, bronze utensils, and bronze pots, showed archaeologists that the Indus people were artistic and skilled craftsmen. Many of these artifacts contain pictographs, or pictures that represent words or ideas. These ancient writings remain an unsolved mystery even today.



Harappan jar

- How do we know that they had a written language? *Many Harappan artifacts contain pictographs.*



**Exploring books**—Many books are available on the Harappa and the Mohenjo-Daro discoveries. The books include illustrations, site maps, and photos of artifacts. Provide some of these and other resources to help the student further explore the ancient region in this chapter.

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## Discussion

page 119

- Why is the study of archaeology sometimes disappointing? *Archaeologists might spend years excavating many different sites but still end up empty-handed.*

Direct the student to locate Harappa and Mohenjo-Daro on the map on Student Text page 120. Guide him in estimating the distance between the cities.

- ❖ About how many miles apart are Harappa and Mohenjo-Daro? *about 400 miles apart*

- Why do historians believe that these two cities were part of the same civilization? *Similar artifacts, street plans, and architecture have been found in both cities.*

- Both cities are referred to as the Harappan civilization because Harappa was discovered first.
- What evidences did archaeologists find in the Harappan cities that the people were highly sophisticated? *a well-organized layout, two-story houses with indoor bathrooms, and a drainage system*
- What unusual structure was found in Mohenjo-Daro? *a large public pool archaeologists call the Great Bath*
- 💡 Caption answer: *religious ceremonies*
- 💡 What kept water in the Great Bath? *The bricks were tightly fitted together, and it was sealed with bitumen.*
- How was the artistic skill of the Harappan people demonstrated? *in the gold and bronze artifacts*

**Discussion**

page 120

Display the *India Then & Now* map. Discuss The Region Today article.

- ❖ Caption answer: *the Indus River*
- ❖ In what country is this river today? *Pakistan*
- ❖ Why is India called a subcontinent? *It is separated from the rest of the continent.*
- ❖ What separates India from Asia? *the Himalaya Mountains*
- ❖ In addition to the Himalaya Mountain region, what are the other two major regions in India? *the northern plain and the Deccan Plateau*
- ❖ Display a world map. Challenge the student to locate the area of India that the Deccan Plateau covers.
- ❖ Trace the Harappan civilization on the map with your finger. What are the two natural boundaries that border it? *Hindu Kush and Thar Desert*
- Which region has the coolest climate? *the Himalaya Mountains*
- 💡 Why do you think there is so much fertile land in India? *There are many rivers to water the land.*
- ❖ What is the capital of modern India? *New Delhi*



**Hindu Kush**—This mountain range stretches 500 miles (800 km) between central Afghanistan and northern Pakistan. It is a subrange of the Himalaya Mountains.



**Himalayan adventure story**—Challenge the student to research, write, and illustrate a story about a mountain or an adventurer in the Himalaya Mountains. Compile the pages into a book with a title such as *Himalayan Adventures*.

## The Region Today

### India

**Location**—India is a large peninsula in southern Asia, jutting out into the Indian Ocean above the equator. India is bordered by Pakistan to the northwest. China, Nepal, Bhutan, Myanmar, and Bangladesh are on the northeastern and eastern borders. The ancient Harappans lived in what is now Pakistan.

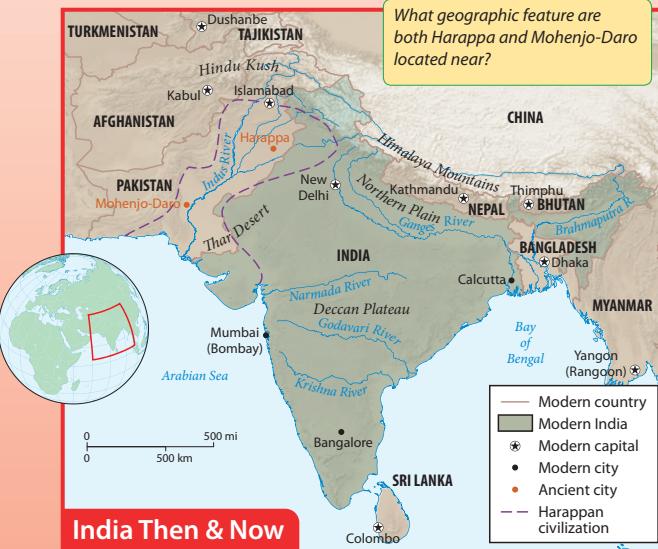
**Climate**—India's climate varies and can range from dry to tropical. The country is affected by yearly monsoons. Temperatures are above 70°F (21°C) most of

the year, except in the north. Annual precipitation ranges from 0 to over 400 inches (1016 cm), depending on the region and the season.

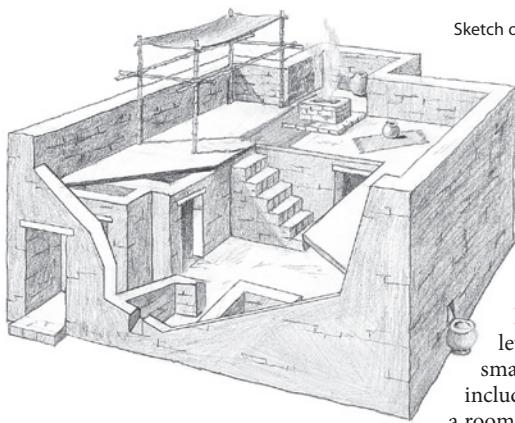
**Topography**—India contains three major regions. The Himalaya Mountains stretch across northeastern India, forming a natural barrier that separates India and some neighboring countries from the rest of the continent. For this reason, India is often called the **Indian subcontinent**. To the south of the mountains is the northern plain, watered by three rivers: the Indus, the Ganges, and the Brahmaputra. Southern India is a large plateau called the Deccan.

#### Natural Resources

Natural resources include large deposits of iron ore and some coal. India also has small amounts of other minerals, such as gold, silver, uranium, diamonds, and emeralds. There is also much fertile land.



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Sketch of a middle-class Harappan house

A typical middle-class house had a floor made of red brick. Archaeologists believe the second story may have been made of wood. They found charred bits of wood along the top of some brick walls. Each house had an open courtyard to let in light. Evidence shows that small rooms around the courtyard included a bathroom, a kitchen, and a room for the water well. The house also had rooms that may have been used for hosting guests. The family's sleeping quarters were located in the back area and on the second floor of the house.

The archaeologists found some interesting artifacts in the houses. Weights, jewelry, seals, pottery, utensils made of shells, small clay balls and toys, and statues were common finds. Historians are not certain whether the statues were used as idols or as pieces of art.



Harappan artifact

Secular historians were surprised to learn how advanced the Harappans were. The Harappan civilization is proof that ancient minds were not inferior to the modern minds of today.

### INDOOR PLUMBING

People today tend to think of ancient peoples as primitive. But in reality, some of them were quite advanced. The Harappans developed technology that allowed them to have running water and indoor plumbing. In the United States, people did not have indoor plumbing until the 1800s. The Harappans also had an advanced sewage system. Homes were equipped with indoor bathrooms and drains that carried the waste to pools. Eventually waste was conveyed to a river or out to the surrounding fields where it could fertilize the crops.

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### Discussion

page 121

- What occupations were probably considered middle class in the Harappan civilization? *merchants and craftsmen*
- What materials were typical middle-class houses built from? *red brick and wood*
- 💡 Compare your house to a typical house in Mohenjo-Daro. What are some similarities and differences? *Answers will vary.*
- What types of artifacts were found in the houses? *weights, jewelry, seals, pottery, utensils made of shells, clay balls and toys, and statues*
- The weights mentioned here were small objects that varied in size and weight and were used for measuring.

Direct attention to the *Indoor Plumbing* box.

- How many years earlier than the United States did the Harappans have indoor plumbing? *approximately 4,100 years earlier (2300 BC + AD 1800 = 4,100 years)*
- 💡 Why do you think secular historians were surprised to learn how advanced the Harappans were? *Secular historians who believe in evolution would assume that ancient peoples' minds were not as highly developed as modern minds.*
- 💡 Why do you think Christian historians would not be surprised? *possible answer: Their belief in the Bible would lead them to conclude that God created man with the ability to reason from the beginning. Man's mind did not need long periods to evolve.*

In whose image does the Bible say man was created? *God's*

What can we learn from the accomplishments of the Harappan civilization about what it means to be created in God's image? *All humans in any historical era are capable of high-level thinking and creative discovery.*

### Activity Manual

Study Skill—page 69

This web organizes the features of the Harappan civilization.

Reinforcement &amp; Map Skill—page 70

This page explores India's landforms.



**Map skill**—If the student is having difficulty with number 7 on Activity Manual page 70, suggest that he outline the Harappan civilization on the map in pencil.

Then he can see what natural boundaries border the civilization.



**Making artifacts**—Provide air-dry clay, paints, and other materials for the student to make "artifacts" similar to those found from the Harappan civilization. You may choose to save the completed items for use as the artifacts in Lesson 51.

**◆ Lesson 51 ◆****Objective**

- Catalog an artifact, recording details about its appearance and location

**Vocabulary**

*There are no vocabulary words to introduce.*

**Materials**

The following materials are needed for each group. See instructions in Teacher Helps.

- dishpan
- soil
- artifacts
- tape
- string
- permanent marker
- spoon
- toothpick
- watercolor paintbrush
- scale
- resealable plastic bags
- self-adhesive labels

**Introduction**

- **Accurate record keeping is extremely important in archaeology. In this activity you will learn some of the steps an archaeologist takes when recording data about an artifact.**

**Teach for Understanding****Discussion**

page 122

- **Gather the materials you need to complete the Discovering How page.**
- **Read and follow the Discovering How steps in the Student Text.**

Guide the groups of students in taping string to the pan to form a grid and in labeling the grid.

Direct the students to work carefully to remove small amounts of soil until an artifact is found. In the Activity Manual, they then sketch the artifact in the corresponding section on the *Site Map* before completing *Catalog for Artifacts*.

- **Organize your ideas in a brief outline before writing your artifact descriptions in the Activity Manual.**

**Activity Manual**

Activity—pages 71–72

**Assessment**

- **Rubric—pages R 2–5**

Select one of the prepared rubrics or design a rubric to include your chosen criteria. You may choose to grade Activity Manual pages 71–72 in place of using a rubric.

**Discovering How****Cataloging an Artifact**

When archaeologists work on an excavation site, they must be very careful to keep accurate records of the artifacts they find. Each artifact must first be photographed where it was found and then labeled and removed.

Once the artifact is removed, it is cataloged. When an archaeologist catalogs an artifact, he records certain details about the object and the location where he found it.

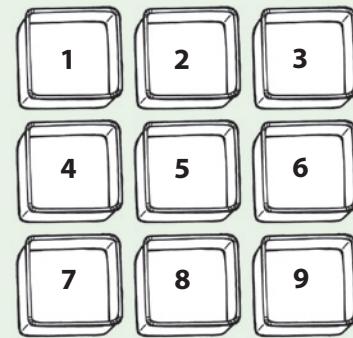
1. Work with a partner or a group. Get the following supplies: your Activity Manual, a dig site pan, tape, string, a permanent marker, a spoon, a toothpick, a watercolor paintbrush, a scale, resealable plastic bags, and self-adhesive labels.
2. Use string and tape to divide the pan into four sections. Label each section to match the site map page.
3. Use the spoon, the toothpick, and the paintbrush to carefully
- work your dig site. Slowly uncover an artifact. Observe its physical appearance. Before removing it, sketch it on the site map page.
4. Carefully lift the artifact and brush away any soil.
5. Examine the artifact and complete the catalog page.
6. Label and package each artifact separately for safe storage.



**Dig site pan**—Prepare a pan for each group of students by filling it with soil and burying the artifacts at different depths.

**Larger dig site**—You may choose to arrange the pans to form a larger dig site. Place the pans in a grid. Assign each pan a number so that the students can place them back in order. Place pieces of related items in pans located in the same area of the larger dig site. Guide the students in discussing possible relationships between the locations of the excavated items.

**Artifact ideas**—Artifacts or parts of artifacts may include rocks, shells, coins, broken pottery, sticks, pencils, small toys, hair clips, combs, and paper clips.



1. Why is the Harappan language difficult to decipher?  
2. What group of people took control of the Indus Valley after the Harappans disappeared?

**FOCUS**

can make guesses about the Harappans' religious beliefs and customs by looking at the pictographs, but they cannot conclude anything definite.

### The Disappearance of the Harappan Civilization

The mystery that surrounded the ancient Harappan people deepened as archaeologists uncovered more and more artifacts. One interesting discovery was a group of fourteen skeletons found in one room. Although the room may have been a burial place, it was more likely the scene of a tragedy. The Harappans may have been invaded by another people. Evidence suggests that the civilization came to a sudden halt between 1700 and 1500 BC.



Monkey statue

There could be a variety of reasons for its disappearance. If not an invasion, a flood or a famine could have driven the inhabitants of Harappa and Mohenjo-Daro from their homes.



Indus seals were made from clay or stone. *What are the markings along the top of these seals called?*

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## ◆ Lesson 52 ◆

### Objectives

- Recognize the importance of language translation in understanding a civilization
- Identify possible reasons for the disappearance of the Harappan civilization
- Identify characteristics of the Aryan civilization
- Discuss ways racism displays itself
- Contrast Hitler's racist views with God's view of people

### Vocabulary

linguist  
Sanskrit

monsoon

### Materials

- Harappan Civilization Organizer from Lesson 50
- Aryan Civilization Organizer, AM p. 73

### Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

### Introduction

Display the coded message and key.

Message:

# ! \$ + @ - ^ ! \$ # ! \$ \$ + @ - ^

Key:

# = H     \$ = S     @ = O     ^ = Y

! = I     + = T     - = R

Direct the students to crack the coded message.  
**HISTORY IS HIS STORY.**

💡 How is translating a language like cracking a code?  
*possible answers: Both require careful observation to notice patterns. Both a language and a code can be translated by comparing them with a key.*

### Teach for Understanding

### Discussion

page 123

Guide the student in completing the appropriate sections of the *Harappan Civilization Organizer*.

Briefly review what the Rosetta stone is and its role in deciphering Egyptian hieroglyphics (from Chapter 3).

- In what familiar language was the message on the Rosetta stone written? *Greek*
- Who used his knowledge of Greek to translate the Egyptian writing on the stone? *Jean-François Champollion*
- What are scholars like Champollion who study languages called? *linguists*
- Why have linguists been unable to decipher the Harappan language? *No artifact with a translation of Harappan pictographs in a known language has been found.*

📷 Caption answer: *pictographs*

- What elements of Harappan civilization might we understand better if we could read its writing? *possible answers: religious beliefs, social customs*
- What are possible reasons the fourteen skeletons were in one room? *It may have been a burial place or the scene of a tragedy.*
- What happened to the Harappans between 1700 and 1500 BC? *Their civilization came to a sudden halt.*
- What are some possible reasons for their disappearance? *an invasion by another people, a flood, or a famine*

### FOCUS Answers

- No translations of the language have been found.
- the Aryans

**Discussion**

page 124

Guide the student in completing the appropriate sections of the *Aryan Civilization Organizer*.

- 💡 **What are nomads?** *people who move from place to place to find food, water, or grazing land*
- ▶ **What nomadic people group moved into the Indus Valley after the Harappans disappeared?** *the Aryans*
- ▶ **What did their name mean?** *noble*
- ▶ **Why do some scholars believe they invaded the Harappan civilization?** *possible answers: They were known for being warlike. The Harappans' disappearance occurred suddenly. The Aryans eventually took control of the same area where the Harappans had lived.*
- ▶ **Why do we know more about the Aryans than we do about the Harappans?** *The Aryans had a written language that linguists have been able to translate.*
- ☒ **Look at the History TimeLine on Activity Manual pages 241–51. What kingdom in Egypt and what dynasty in China developed about the same time as the Aryan civilization?** *the New Kingdom and the Shang dynasty*
- ▶ **What is the Aryan language called?** *Sanskrit*
- ▶ **Did the Aryans have a strong centralized government?** *no*
- ▶ **What was Aryan government like?** *Independent villages were governed by a headman and his council.*
- ▶ **What were the two main occupations in a village?** *farmer and craftsman*
- ▶ **What kinds of goods did craftsmen produce?** *tools, household items, and artwork such as religious sculptures*
- ▶ **What weather factor did farmers depend on to provide water for growing their crops?** *monsoons that would bring rain from off the Indian Ocean*
- ▶ **What is a monsoon?** *a wind that reverses direction with the change of season*

☒ **Caption answer:** *annual rains of the wet, monsoon season*



Modern Indian farmers grow much of the world's rice.  
What provides much of the water for growing rice?

The Aryans also took control over the non-Aryan people of northwestern India. The Aryan way of life became the characteristic culture of ancient and modern India.

Because the Aryans had a written language, much more is known about them than about the Harappans. The written language of the Aryans is called **Sanskrit**. Unlike the Harappan pictographs, Sanskrit has been translated.

The Aryans in India did not form a strong central government but allowed each village to function independently. Each village was governed by a council of leading men and a headman. The headman was the most important man in the village.

Every village had farmers and craftsmen. The craftsmen made tools and household items for the villagers. They also produced artwork. Much of their art reflected their religious beliefs. Sculptures of gods and goddesses were very common and were probably used in worship.

Other villagers farmed for a living. Their success depended upon the annual rains of the wet season. In India the rains come during the summer monsoon season. A **monsoon** is a wind that reverses direction with the change of season. India's summer winds blow from the southwest and bring moisture off the Indian Ocean. Once over land, the water vapor in the air condenses and falls as rain. If the rains are light or late, drought and famine may occur.

## The Aryan Civilization

One possible cause for the disappearance of the Harappans may have been an invasion by another people from the north. A group of nomads moved into the Indus Valley after 1500 BC. These nomads called themselves *Arya*, meaning "noble." The **Aryans** began a new period of civilization in the history of India.

The Aryans were warlike people. They came into India with horses, chariots, and weapons. They spread across northern India and settled into villages.

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# Echoes from the Past

## Aryans Throughout History

The term *Aryan* has echoed throughout history with different meanings. The original Aryans were the nomadic warriors who invaded India from the north. Some of the Aryans migrated to the area that is now Iran. The name Iran means "land of the Aryans." Thousands of years later, in the twentieth century, *Aryan* was used to describe the people of Hitler's Germany.

The German dictator Adolf Hitler borrowed a false idea from a French philosopher. This idea was that one "master race" was superior to all other races. Hitler believed that the northern European people were the most important race. He called them Aryans. He believed that other races, particularly the Jews, did not deserve to live, so he started executing them. His monstrous crimes against the Jews finally ended with his defeat in World War II. Today the term *Aryan* is often associated with Hitler and the racist ideas he represented.

The Aryan name was not all that Hitler borrowed from the Aryans. He also borrowed one of their symbols, the swastika. This symbol has been found on ancient buildings and artifacts from India, Turkey, and Egypt. The term *swastika* in the Sanskrit language means "a sign of good luck." In modern times the swastika and the term *Aryan* have gained a negative tone because of their association with Hitler.



The swastika prominently displayed at one of Hitler's Nazi rallies



This seal (right) and its imprint (left) have a swastika design.

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## Discussion

page 125

Direct attention to the Echoes from the Past article.

- What group of people did the word *Aryan* describe in the twentieth century? *people of Germany under Hitler*
- What false idea did Hitler borrow from a French philosopher? *One "master race" was superior to all other races.*
- Which people group did Hitler believe to be the superior race, and what did he call them? *the northern European people; Aryans*
- How did his beliefs affect his view of other races and his actions toward them? *He believed other races did not deserve to live, and he executed them.*
- Which particular group of people did he target for showing his hatred? *Jews*

 Racism does not always result in killing or physically hurting people. What are some more subtle ways that people can display racism? *possible answers: refusing to be friends with someone because of his race, ignoring or speaking negatively of people of other races*

 Read Romans 10:12. How does God view people of different races? *God does not view their differences. He is Lord of all and invites all to call upon Him.*

➤ What symbol did Hitler borrow from ancient India? *the swastika*

➤ How have his actions affected the way many people feel about the swastika and the term *Aryan*? *People view them with negative feelings because of their association with Hitler and the destruction he caused to Europe and the Jews.*

## Activity Manual

Study Skill—page 69

This web organizes the features of the Harappan civilization.

Study Skill—page 73

This web organizes the features of the Aryan civilization.

Review—page 74

This *Study Guide* reviews Lessons 50 and 52.

## Assessment

 Quiz 5A

The quiz may be given anytime after this lesson.



**Morphing meaning**—Challenge the student to think of another word or symbol that has taken on a positive or negative meaning because of an event in history associated with it (e.g., *axis, evolution, liberal, prohibition, tea party, 9/11*). Encourage him to research the event further and write a paragraph describing the different meanings and what happened to give the word or symbol its newer association.

**◆ Lesson 53 ◆****Objectives**

- Contrast Hinduism with biblical truth
- Detect false ideas promoted in the Rig-Veda
- Recognize the importance of the group over the individual in ancient Indian culture
- Contrast the ancient Indian family with the modern traditional American family
- Explain how a person's caste affected his relationships and choices in life

**Vocabulary**

pantheism	Vedas
dharma	caste
reincarnation	untouchable
karma	

**Materials**

- Hindu Castes—Brahmans, V 5.1; Kshatriyas, V 5.2; Vaishyas, V 5.3; Sudras, V 5.4
- Outcastes or Untouchables, V 5.5
- Aryan Civilization Organizer from Lesson 52

**Preview**

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

**Introduction**

- What is the gospel? *Answers will vary but should include God's plan of salvation and good news.*
- Where do we find Christ's teachings about the gospel? *in the Bible*
- Whose idea was the gospel? *God's*

- In today's lesson we will learn about a major world religion invented by the mind of man. As you compare its teachings with the teachings of the Bible, you will be able to see how God's plan of salvation is truly "good news."

**Teach for Understanding****Discussion**

page 126

Guide the student in completing the appropriate sections of the *Aryan Civilization Organizer*.

- Who developed the religion of Hinduism? *the Aryans*
- What sentence lets us know that Hinduism did not develop all at once? *"This religion was not fully formed until after the time of Christ."*
- How is Hinduism like the religions of Mesopotamia and Egypt? *It is polytheistic.*

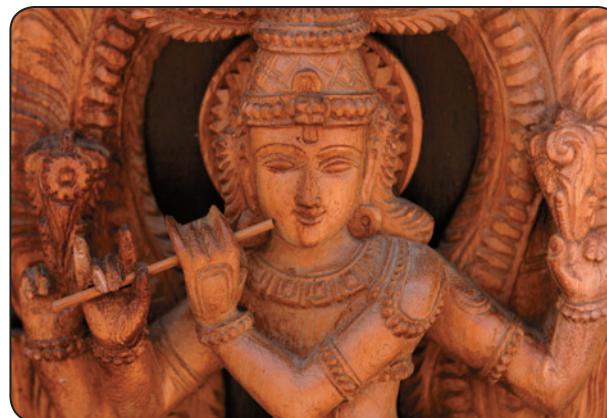
1. What religion did the Aryans develop?  
2. How does Hinduism influence family and social life in India?

**FOCUS****Beliefs and Practices**

Like many other ancient religions, Hinduism is polytheistic. Hindus worship thousands of gods, but they consider three gods to be the most important. These three gods are *Brahma*, the Creator; *Shiva* (SHEE uh), the Destroyer; and *Vishnu* (VISH noo), the Preserver.

Thou shalt have no other gods before me. Thou shalt not make unto thee any graven image, or any likeness of any thing that is in heaven above, or that is in the earth beneath, or that is in the water under the earth: Thou shalt not bow down thyself to them, nor serve them.  
**Exodus 20:3–5**

Hindus believe that these three gods, as well as thousands of other gods, are different forms of the great god **Brahman**. He is not a personal being, so he is often called the great soul, or world soul. Hindus believe that everything in the world, including plants, animals, and gods, is part of Brahman. This belief is **pantheism**, the idea that everything in the universe is part of a supreme being.



Vishnu  
What is unusual about Vishnu's arms?

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- Which civilization have we studied that had a monotheistic religion? *ancient Israel*
- Which three Hindu gods were considered the most important? *Brahma, Shiva, and Vishnu*
- Caption answer: *He has four arms.*
- Explain that Hindus depict Vishnu with four arms and often each hand holds an object that symbolizes an element of his character.
- What do Hindus believe everything in the world is part of? *Brahman, or the world soul*
- What is this belief called? *pantheism*
- Read Exodus 20:3–5. Why does God command us not to worship other gods besides Him or to make images for wor-

ship? *He is the only true God, the only One deserving of our worship.*

**FOCUS Answers**

1. Hinduism
2. Since Hindus believe everything is part of Brahman, the group is emphasized over the individual in both the family and the caste.

**HINDUISM**

Hinduism teaches that there are many gods. It also teaches that the universe is part of the great god or world soul. The Bible clearly tells us that the one true God is the Creator and Lord over all things.

Hinduism teaches that, to have a better state in the next life, people should obey the Hindu rules and do good works. The Bible teaches that Jesus Christ is the Savior of the world and that salvation does not depend on good works.

Hindus believe that a person might live many different lives through reincarnation. The Bible teaches that it is appointed to each person to die once, and after this, he must face judgment (Heb. 9:27).

Hindus believe that each person eventually becomes part of a world soul called Brahman. The Bible teaches that a person will spend eternity with Jesus Christ if he has confessed his sinfulness and asked the crucified and risen Son of God to save him.

Hindus are very concerned about doing their duty. Their duty, or **dharma**, requires them to always behave in a certain way to be part of Brahman. Most Hindus follow their religious practices diligently. They pray, perform rituals, worship at Hindu temples and shrines, and bring sacrifices and money to the priests. Some Hindus try to become holier by disciplining their bodies. They seclude, starve, and inflict pain on themselves in an attempt to make their souls purer for Brahman. By following these practices, the Hindus hope to be good enough to eventually become a part of him.

Another part of Hinduism is **reincarnation**, the belief that

a person lives more than once in different bodies—even in animals. A person's state in reincarnation depends on the karma he has built up in his present state. **Karma** is the result of one's good or bad deeds. A person who does good deeds will build good karma. Someone who has done evil or failed to do his duty builds bad karma. Because of their belief in reincarnation, many Hindus seek to increase their good karma through good works.

This tower, called a gopura, marks the entrance to the Hindu temple in Mysore, India.



**What does the Bible teach happens to a person's soul after death?** *If he has confessed his sinfulness and asked Christ to save him, his soul goes to spend eternity with Jesus. If not, the person will spend eternity in the lake of fire.*

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**Discussion**

page 127

- What is a Hindu's dharma? *his duty, the requirements for his behavior in order to be part of Brahman*
- How do some Hindus attempt to become holier? *by secluding, starving, and inflicting pain on themselves*
- What is the goal of Hindus disciplining their bodies? *to make their souls purer for Brahman*
- What is reincarnation? *the belief that a person lives more than once in different bodies*
- What is karma and how does it affect reincarnation? *Karma is the result of the good or bad deeds one has done in life. Good or bad karma will determine a person's reincarnated state in the next life.*

Direct attention to the *Hinduism* box.

- What does Hinduism teach that a person must do to have a better state in the next life?** *Obey the Hindu rules and do good works.*
- How does this differ from the Bible's teaching?** *The Bible teaches that Jesus Christ is the only Savior; salvation does not depend on our works.* [BAT: 1b Repentance and faith]
- How does the Bible contradict the Hindu belief in reincarnation?** *The Bible teaches that it is appointed for each person to die once and afterward face judgment.*
- After a person lives through his reincarnated states, what do Hindus believe eventually happens to him?** *He becomes part of a world soul called Brahman.*

**Discussion**

page 128

- How do we know so much about early Hinduism? *Ancient Hindus left sacred writings about the religion called the Vedas.*
- What does the Sanskrit word *veda* mean? *knowledge*
- Around what time has the Rig-Veda been dated? *around 1500 BC*
- What does the Rig-Veda contain? *hymns, prayers, and poems*
- What can we learn about the ancient Indians from reading the Rig-Veda? *the rituals and the philosophy of their religion and their love for beauty and artistry*
- What later book describes the teachings of Hinduism in more detail? *the Upanishads*

Caption answer: *Sanskrit*

Choose a student to read aloud the *Passage from the Rig-Veda* box.

- To whom is this hymn addressed? *Ushas, the Hindu goddess of dawn*

What false ideas are promoted in this excerpt from the hymn? *possible answers: Dawn is a divine being to whom one can pray. She has power to give prosperity and riches. She controls every creature's breath and life.*

Choose a student to read Job 12:9–10.

Who controls breath and life according to the Bible? *the Lord, the one true God*

In this Indian illustration, Brahma (lower left) is holding the Vedas.  
*What language is written along the top of the picture?*

### The Written Legacy

How do we know so much about early Hinduism? The ancient Hindus left a written legacy called the **Vedas**, the sacred books of Hinduism. These books were written in Sanskrit. The Sanskrit word *veda* means “knowledge.”

The Rig-Veda is the oldest Veda. It has been dated at around 1500 BC and is one of the earliest known books in the world.



### PASSAGE FROM THE RIG-VEDA

Here is the English translation of a passage from the Rig-Veda. It is taken from a hymn addressed to Ushas, the Hindu goddess of dawn. When you first read it, it might seem similar to a psalm in the Bible. But when you take a closer look, you will see important differences. *What false ideas are promoted in this Hindu hymn?*

Dawn on us with prosperity, O [Ushas], Daughter of the Sky,  
Dawn with great glory, Goddess,  
Lady of the Light, dawn thou with riches, Bounteous One. . . .  
For in thee is each living creature's breath and life.

(tr. by Ralph T. H. Griffith, "Dawn," Hymn XLVIII)

The Rig-Veda is a collection of hymns, prayers, and poems. It tells of the rituals and the philosophy of ancient Hinduism and shows that the ancient Indians enjoyed beauty and artistry.

A later book, the Upanishads, describes the Hindu teachings in more detail.

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### Background

**Brahma**—The Hindu god Brahma is often depicted holding the four Vedas, one in each of his four hands. He is also depicted with four heads, and it is believed that he is constantly reading a Veda with each head.



These Indians and their livestock have gathered for the Pushkar Fair, a religious occasion.

The second important social group that every Indian belonged to was the caste. Castes were the classes of Indian society. Every person was born into a caste, which he would stay in for the rest of his life. Hindus believe that the higher a person is in the caste system, the

closer he is to reuniting with Brahman. Every Hindu hopes that when he is reincarnated, he will be reborn into a higher caste.



A Hindu wedding  
*How does this bride and groom differ from ones you have seen?*

### Families and Castes

In Hinduism man's relationship to the gods is very important, but his relationship to other people is important as well. Because Hinduism teaches that everything is a part of Brahman, it emphasizes the group above the individual. Social relationships in Hinduism center on the group. The two basic groups in India since the rise of Hinduism have been the family and the **caste** (KAST), or social class.

The core of ancient Indian life was the family. When the Aryans settled in India, they encouraged large families. Families included more than just parents and their children. Grandparents, parents, sons, daughters-in-law, unmarried daughters, and grandchildren lived together in compounds made up of several huts or houses.

The oldest man in the family had complete authority over the other members. Everyone had to follow his orders. Hinduism teaches that obedience in the family is an important duty for becoming part of Brahman.

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### Discussion

page 129

- What does Hinduism emphasize above the individual? *the group*
- What two groups are most important in Hinduism? *family and caste*
- 💡 How were ancient Indian families different from modern traditional American families? *possible answers: Typically more generations of a family in ancient India stayed together in one household. They lived in a compound of small huts or houses rather than in separate houses.*
- Who had authority over the other family members? *the oldest man in the family*
- 💡 Caption answer: *possible answers: different styles and colors of dress, unusual jewelry, Hindu markings on foreheads*

➤ What was a person's caste? *the social class into which he was born*

➤ How permanent was one's caste? *A person stayed in his caste all his life. Hindus believed that when a person died, he might be reincarnated in a higher caste.*

### Background

**Forehead markings**—The mark on an Indian woman's forehead, called a bindi, was traditionally a sign that she was married. However, in modern India, it has become more of an ornament worn for fashion.

## Discussion

page 130

- Who was in the highest caste in Indian society? *the priests*

Display the *Hindu Castes—Brahmans* visual.

- What did Indians believe would happen to a member of the priestly caste when he died? *He would immediately be united with the Brahman world spirit.*
- Who made up the caste just below the Brahman caste? *warriors and rulers*

Display the *Hindu Castes—Kshatriyas* visual.

- Who made up the third caste? *farmers, traders, and artisans*

Display the *Hindu Castes—Vaisyas* visual.

- What was the lowest caste called and who was in it? *laborers and servants*

Display the *Hindu Castes—Sudras* visual.

- What group of people were outside the caste system? *untouchables or outcastes*
- Display the *Outcastes or Untouchables* visual.
- Who was considered an untouchable? *non-Hindus, people who worked with meat, anyone who had been expelled from his own caste*

- 💡 How do you think it would feel to be known as an “untouchable”? *Accept reasonable answers.***
- What word in our English language comes from the caste system? *outcast*
  - What kinds of activities were governed by the caste rules? *marriage, occupation, clothing, social relationships (even whom one could eat with)*
  - How did keeping the caste rules relate to an Indian’s karma? *Keeping the rules and being content to stay in one’s caste allowed an Indian to gain good karma and increased his chances of being reborn into a higher caste.*

- 💡 How do you think the caste system affected people’s sense of purpose in life? *possible answer: Because they were already born into their castes, people probably did not have a strong sense of purpose or motivation to set goals, develop new skills, or improve their lives.***

- 💡 Why do you think the caste system is not as rigid in India as it once was? *possible answer: People wanted more freedom, more hope, and more opportunities.***

## Activity Manual

Study Skill—page 73

This web organizes the Aryan civilization.

Reinforcement—page 75

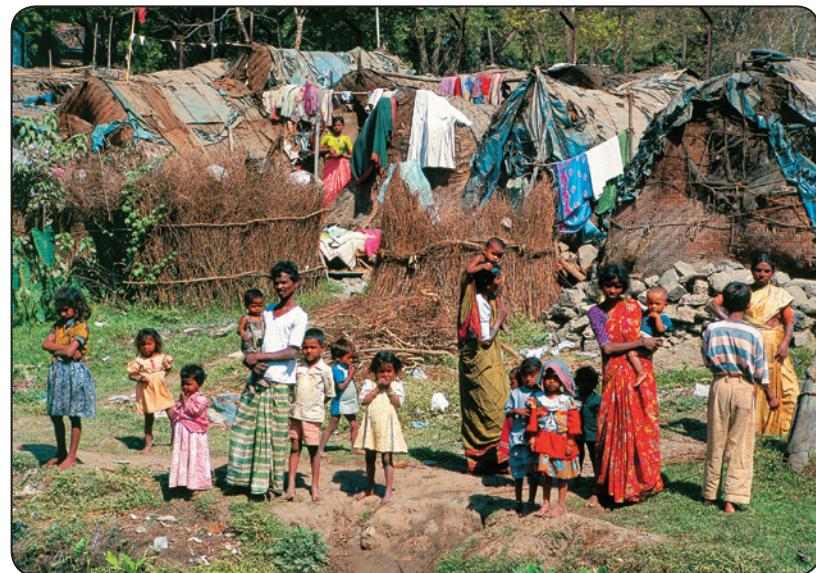
There were four main caste divisions in Indian society. The highest was the priestly caste. The priests held a great deal of power over the people. Hindus believed that when a member of the priestly caste died, he reunited immediately with the Brahman world spirit.

The next caste was made up of warriors and rulers. The caste below that was made up of farmers, traders, and artisans. Finally laborers and servants belonged to the lowest caste. Within the four main castes, there were hundreds of subcastes.

Some Indians were outside the caste system. They were called **untouchables** or outcastes. Untouchables included any non-Hindu, anyone who worked with meat, and anyone who had been expelled

from his own caste. The English word **outcast** and its meaning come from the Hindu caste system.

Each caste had rules for its members. The caste rules dictated whom one married, one’s occupation, and one’s clothing. Caste rules even determined whom a caste member could eat with. Part of dharma was keeping the rules of one’s caste and being content to stay in it. In this way, an Indian would gain good karma and have an opportunity to be reborn into a higher caste. A Hindu who did more or less than what his caste demanded was unlikely to be reborn on a higher level. The caste system made Indian society very rigid. Today the caste system still exists in India although it is not as rigid as it once was.



Modern Indian people whose lives are similar to the untouchables of the past

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- FOCUS**
- Who developed the religion of Buddhism?
  - Why did Buddhism appeal to Indians who were not satisfied with Hinduism?

### **Life Under the Caste System**

If you had lived in ancient India, how do you think you would have felt about the caste system? It would probably depend on which caste you had been born into.

People who were part of the higher castes were proud of their status in life. People in the highest caste had all their needs met by people in the lower castes. The lower castes grew food for them to eat, made clothes for them to wear, made furnishings for their homes, and defended them against their enemies.



A modern Hindu priest

Some people in the lower castes enjoyed their work. They were content with their place in society and did not want to change. However, others may have wished for better or different jobs. Some people may have wished to marry someone in a higher or lower caste. These people either had to accept their place in life and keep the rules or be expelled from their caste.

Many people were satisfied with the Hindu caste system. They believed that it kept order and peace in Indian society. Others suffered because of the strict caste rules. The untouchables were rejected by others and excluded from normal life. Their only hope was to do their duty, die, and have a better life in a reincarnated state.

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<b>The Caste System</b>	
Caste	Occupations
Brahmans	priests
Kshatriyas	warriors rulers
Vaisyas	farmers traders artisans/craftspeople
Sudras	laborers servants
Outcastes (untouchables)	non-Hindus unclean laborers expelled caste members

### **Materials**

- ⌚ Aryan Civilization Organizer from Lesson 52
- ⌚ The Laws of Manu (Resource Treasury)
- ⌚ India Then & Now from Lesson 50

### **Preview**

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

### **Introduction**

- Was the United States founded on the belief that people of different classes in society deserve different treatment? *No, it was founded on the belief that all people are created equal and are entitled by God to certain rights.*

Have the people of the United States always acted consistently with this belief? *No, sometimes people in the United States have been mistreated or certain groups have been treated unequally.*

Why is it hard for any society to consistently treat all its people equally? *possible answer: People are sinners and are naturally selfish.*

### **Teach for Understanding**

#### **Discussion**

page 131

Guide the student in completing the appropriate section of the *Aryan Civilization Organizer*.

⌚ Look at *The Caste System* table.

- Why do you think there is a break in the table between Sudras and Outcastes? *It indicates that the outcastes are not a part of the caste system.*
- How were the needs of those in the higher castes met? *by those in the lower castes*
- Although many in the lower castes were content, what were changes some people might have wished for? *possible answers: better or different jobs, marriage to someone in a different caste*
- What happened to a person who broke the rules of his caste? *He was expelled from his caste.*
- In what way was the caste system a positive thing in many Indian people's minds? *It kept order and peace in their society.*
- In what way was it viewed as a negative thing? *Some people, particularly lower caste members and untouchables, suffered because of the strict rules.*
- What was the only hope of the lowest people in Indian society? *to do their duty, die, and have a better life after reincarnation*
- ⌚ To what caste would the man in the photo have belonged in ancient India? *Brahmans*

### **FOCUS Answers**

- Siddhartha Gautama
- It was not based on a caste system and gave everyone an equal opportunity to be enlightened.

### **Objectives**

- Analyze the benefits or disadvantages of the caste system for members of different castes
- Analyze an ancient primary source about the caste system
- Trace Siddhartha Gautama's development of Buddhism
- Contrast Buddhist beliefs with biblical truth
- Explain why Buddhism appealed to the members of lower castes and untouchables

### **Vocabulary**

enlighten  
nirvana

**Discussion**

page 415

Display and discuss *The Laws of Manu*.

- Who was Manu? *a mythical king believed to have been the first man*
- In general, what is this group of laws about? *Indian social structure*
- According to the selection from the Laws of Manu, who determined the Hindu castes and the duties each group would perform? *Brahma, the Creator*
- 💡 How do you think this belief discouraged the people from complaining or reacting against the caste system? *possible answer: People did not want to argue or complain about something determined by their creator.*
- 💡 What word is used to mean "way of having daily needs met?" *subsistence*
- What three acts are a Brahman's means of subsistence? *sacrificing for others, teaching, and accepting gifts from pure men*
- What was a Kshatriya's duty? *to protect the world*
- Which caste was created to be the servants or slaves of the other castes? *Sudras*
- Which caste instructs its members to be attentive to business and to tend cattle? *Vaisyas*



**Alternative spelling**—*Brahmin* is another spelling for *Brahman*, a member of the priestly caste.

**The Laws of Manu**

*Manu was a mythical character. Because of his ability to protect the people, the god Brahma transformed him into a king. The ancient Indians credited the beginnings of kings and social classes to Manu, who they believed was the first man. These ancient laws discuss the Indian social structure.*

I.3.... The brahmin is the lord of all castes.

I.31. But for the sake of the prosperity of the worlds, [the Creator] caused the brahmin, the kshatriya, the vaisya, and the sudra to proceed from his mouth, his arms, his thighs, and his feet.

I.87. But in order to protect this universe He, the most resplendent one, assigned separate duties and occupations to those who sprang from his mouth, arms, thighs, and feet.

**Duties of a Brahmin**

X.75. Teaching, studying, sacrificing for himself, sacrificing for others, making gifts and receiving them are the six acts prescribed for a brahmin.

X.76 But among the six acts ordained for him three are his means of subsistence, sacrificing for others, teaching, and accepting gifts from pure men.

**Duties of a Kshatriya**

VII.2. A kshatriya . . . must duly protect this whole world.

VII.3. . . . The Lord created a king for the protection of this whole creation.

VII.20. If the king did not, without tiring, inflict punishment on those worthy to be punished, the stronger would roast the weaker, like fish on a spit.

VII.35. The king has been created to be the protector of the castes and orders,

who, all according to their rank, discharge their several duties.

**Duties of a Vaisya**

IX.326. After a vaisya has received the sacraments and has taken a wife he shall be always attentive to the business whereby he may subsist and to that of tending cattle.

IX.327. For when the Lord of creatures created cattle, he made them over to the vaisya; to the brahmins and the king he entrusted all created beings.

IX.332. He must be acquainted with the proper wages of servants, with the various languages of men, with the manner of keeping goods, and the rule of purchase and sale.

**Duties of a Sudra**

IX.334. [T]o serve brahmins who are learned in the Vedas, householders, and famous for virtue, is the highest duty of a sudra, which leads to beatitude.

IX.335. A sudra who is pure, the servant of his betters, gentle in his speech, and free from pride, and always seeks a refuge with brahmins, attains a higher caste.

IX.413. But a sudra . . . may [be compelled] to do servile work; for he was created by the Self-existent [Lord] to be the slave of a brahmin.

*A Sourcebook in Indian Philosophy*, ed. Sarvepalli Radhakrishnan and Charles A. Moore (Princeton: Princeton University Press, 1957).

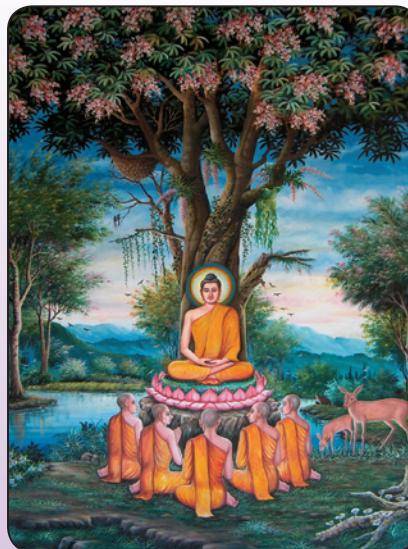
# Famous People

## Siddhartha Gautama

Siddhartha Gautama was born into a ruling family as a member of the warrior caste. His family was wealthy and his early life was comfortable. He grew up and married, and he and his wife had a son. Although Gautama had many of the luxuries this world could offer, he was not happy. The poverty and pain he saw in the world bothered him. At age twenty-nine, he left his home to find a remedy for his own unhappiness and that of the world.

Sadly, Gautama did not search for truth from the right source. For six years he lived in seclusion and nearly starved himself to death by fasting. But he found no answers that satisfied him. Then, according to legend, one day while meditating beneath a tree, Gautama became **enlightened**, or gained understanding, about the meaning of life. After this he changed his name to Buddha.

Buddha thought that he had discovered the truth. He believed that he had found the solution to the problem of suffering in the world. He devoted the rest of his life to telling people what he believed to be the truth. He traveled around India teaching and gaining many followers for his new religion.



Gautama teaching followers  
What kind of feeling does the picture portray?

## Buddhism

Around 500 BC, one man began to question the teachings of Hinduism. His questions eventually led him to develop a new religion. His name was **Siddhartha Gautama** (si-DAHR-tuh GOU-tuh-muh). Siddhartha Gautama became dissatisfied

with Hindu beliefs. He disliked the caste system and the priests who ruled the people. The Hindus believed that only members of the priestly caste were ready to reunite with the Brahman. But Gautama could not accept that. He decided that he was going to change his beliefs.

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## Discussion

page 132

- Whose questioning of Hinduism led to the development of a new religion in India? *Siddhartha Gautama*
- Why did Gautama dislike the caste system? *It taught that only members of the priestly class were ready to reunite with the Brahman.*

Discuss the Famous People article.

- Into which caste was Siddhartha Gautama born? *the warrior caste*
- What concerned Gautama, even though he had a comfortable life? *the poverty and pain he saw in the world*
- In what activities did Gautama try to find a cure for his unhappiness? *living alone and fasting*

- What happened that made Gautama think he had discovered the truth? *While meditating under a tree, he became "enlightened."*
- What did Gautama mean by **enlightened**? *that he gained understanding about the meaning of life*
- What did he devote the rest of his life to doing? *traveling around India teaching people his new religion*

➲ Caption answer: *possible answers: peace, tranquility*

**Discussion**

page 133

- To what did Gautama change his name? *Buddha*
- 💡 Why do you think he changed his name? *possible answers: to make his religion seem more authentic, as an act of humility, to help others think of him as a spiritual leader*
- What does *Buddha* mean? *Enlightened One*
- What is the name of his religion? *Buddhism*
- What did Buddha teach about suffering in his Four Noble Truths? *It can be overcome by doing good works and ignoring desires.*

Read and discuss *The Four Noble Truths* box. Compare each with biblical truth.

- 📖 Is it true that some of our desires are sinful and should be gotten rid of? *yes*
- 💡 Are all desires evil? *no*
- 📖 Where do our desires for good things come from? *God*
- 💡 What might be some negative results of getting rid of all desires? *possible answers: no motivation to change or to pursue better things, no happiness or thankfulness when desires are granted*
- What is the Eightfold Path? *Buddha's list of good works to help a person achieve happiness and peace*

Read and discuss *The Eightfold Path* box. Compare each point with biblical truth.

- 📖 Does the Bible teach some of the same things taught in the Eightfold Path? *yes*
- 📖 What is the difference between the Eightfold Path and the Bible's teaching? *The Eightfold Path leaves out Christ; it is only through Him that we can be righteous and find peace with God.* [Bible Promise: D. Identified in Christ]
- What is a person's ultimate goal in Buddhism? *to reach nirvana*
- What is nirvana? *a state of complete enlightenment, peace, and freedom from desires*
- 📸 What is unusual about Buddha's ears in the photo? *long earlobes*
- Buddhism has various kinds of Buddha statues. Read Proverbs 15:3. How does the description of God in this verse compare to the sleeping Buddha? *possible answer: God sees all things, which means He never sleeps.*

Siddhartha Gautama changed his name to **Buddha**, meaning "Enlightened One." He introduced what he called the Four Noble Truths. In these writings he proposed that suffering can be overcome if a person does good works and ignores his desires. His religion became known as **Buddhism**.

The Eightfold Path was Buddha's list of good works. According to Buddhism, doing the things on the list is supposed to help a person achieve happiness and peace.

In Buddhism a person's ultimate goal or salvation is to reach **nirvana** (nir VAH nuh), a state of complete enlightenment, with peace and freedom from desires and wants. Only in this way will a person stop

suffering. Like Hindus, Buddha believed in reincarnation. He believed that people would have another chance to reach nirvana if they did not achieve it in the present life.

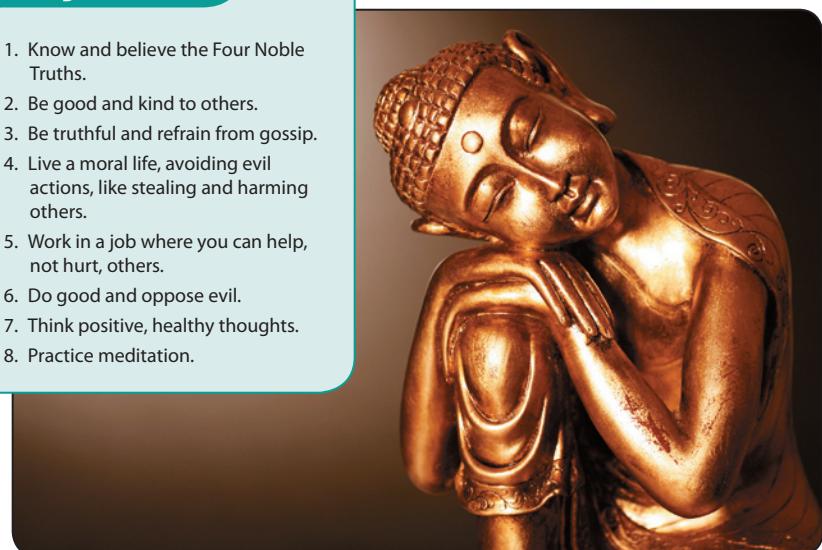
**THE FOUR NOBLE TRUTHS**

1. All people experience suffering.
2. Suffering is caused by desires for pleasures or things that a person cannot have.
3. A person can end suffering only by getting rid of all his desires.
4. A person can free himself from desires and end suffering by following the Eightfold Path.

The sleeping Buddha

**THE EIGHTFOLD PATH**

1. Know and believe the Four Noble Truths.
2. Be good and kind to others.
3. Be truthful and refrain from gossip.
4. Live a moral life, avoiding evil actions, like stealing and harming others.
5. Work in a job where you can help, not hurt, others.
6. Do good and oppose evil.
7. Think positive, healthy thoughts.
8. Practice meditation.



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**Background**

**Buddha's ears**—Buddha is almost always depicted with unusually long earlobes. Several explanations for this have been suggested. Possibly his earlobes were stretched from wearing heavy ornaments during his wealthy younger years. Another possibility is the large ears are a symbol of his wisdom or of his ability to listen compassionately to the cries of sufferers around him.

**BUDDHISM**

Buddhism teaches that a person's salvation, or enlightenment, depends on his good works and right thinking. The Bible teaches that salvation from sin comes only through Jesus Christ and His payment of sin's penalty on the cross.

Buddhism teaches that suffering can be overcome by getting rid of desires and wants. The Bible teaches that suffering is the result of man's sin. Christ suffered in man's place on the cross to take away sin. Christians can view suffering as an opportunity to see God's faithfulness. Someday God will end suffering for believers forever when He makes a new heaven and a new earth.

Buddhism requires its followers to meditate on riddles or pleasant thoughts to find peace. The Bible instructs Christians to meditate on God's Word to experience God's blessings.

Buddhism gained popularity in India. Which classes of Indian society do you think Buddhism appealed to the most? It was especially attractive to the untouchables and to the members of the lower castes. Buddhism was not based on a caste system. Buddhism gave everyone an equal opportunity to be enlightened. It gave the lower classes hope that they could change their circumstances. Some people in the higher classes also appreciated Buddha's ideas.

Buddhism spread to other parts of the world besides India. It gained many followers in other parts of Asia. Later in this chapter you will learn how it became so widespread.



**Key Gompa**, built in the early eleventh century, is still an active Buddhist monastery in the Himalaya Mountains of India.  
Locate the Himalaya Mountains on the map on page 120.

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**Discussion**

page 134

◻ What is the difference between Buddhism and Christianity in the matter of obtaining salvation? *Buddhism teaches that salvation depends on good works and right thinking; the Bible teaches that it comes only through Jesus Christ and His payment for sin on the cross.*

◻ How does a Christian view suffering differently from a Buddhist? *A Buddhist believes he must get rid of suffering by ignoring desires; a Christian believes suffering is the result of sin, that it is an opportunity to see God's faithfulness, and that one day God will end a believer's suffering forever.*

◻ On what different things are a Buddhist and a Christian instructed to meditate? *Buddhist—riddles or pleasant thoughts; Christian—God's Word*

❑ When you compare Buddha's teachings with the Bible's teaching, would you say he was enlightened or deceived about what is true? *deceived*

➢ Which classes in Indian society did Buddhism appeal to the most? *the untouchables and the lower castes*

➢ Why was this true? *It was not based on a caste system, and it gave people hope that they could change their circumstances.*

➢ Was Buddhism popular only in India? *No, it spread to other parts of the world.*

⊕ Display the *India Then & Now* map.

⊕ Compare the photo of Key Gompa in the Himalaya Mountains with the map on page 120. In what part of India is this monastery located? *northern India*

**Activity Manual****Study Skill**—73**Review**—page 76This *Study Guide* reviews Lessons 53–54.**Bible Connection**—page 77

The page compares the religions of Hinduism and Buddhism with biblical truth.

**Assessment****Quiz 5B**

This quiz may be given anytime after this lesson.

**Background**

**Key Gompa**—Key Gompa is in northern India, but it is often referred to as a Tibetan Buddhist monastery. Tibetan Buddhism is a further division of Mahayana Buddhism, which is discussed on Student Text page 167.



**Riddles**—Buddhists are often encouraged to meditate on riddles, or koans, which have no logical answer. The goal is for the person to free his mind from logic and think intuitively so that his mind can be "enlightened."

**◆ Lesson 55 ◆****Objectives**

- Recognize that languages influence each other as people in those language groups have contact
- Identify the etymologies of several words English borrowed from Sanskrit
- Write a paragraph comparing Sanskrit and English meanings

**Vocabulary**

There are no vocabulary words to introduce.

**Materials**

- dictionary for each student

**Introduction**

- Languages influence one another, and throughout history people have borrowed words from other languages. English includes many borrowed words, but they are so commonly used that we think of them as English words. Today we will learn about words that English has borrowed from Sanskrit.

**Teach for Understanding****Discussion**

page 135

- Look at the cartoon on the page. Compare it with the list of words under step 1 in the directions. These words were taken from Sanskrit. Which of them are illustrated in the picture?
- Use a dictionary to complete the Activity Manual page.
- What is a word's etymology? *the origin or history of a word*
- Where in a dictionary entry do you find the word's etymology? *in brackets at the beginning or end of the entry*

Guide the student in locating the etymology portion of a dictionary entry. Provide practice with several words of your choice.

- Read and follow the steps. Organize your ideas in a brief outline before writing your paragraph.

**Activity Manual**

Activity—page 78

**Assessment**

- Rubric—pages R 2–5

Select one of the prepared rubrics or design a rubric to include your chosen criteria. You may choose to grade Activity Manual page 78 in place of using a rubric.

**Discovering How****Recognizing Sanskrit's Influence on English**

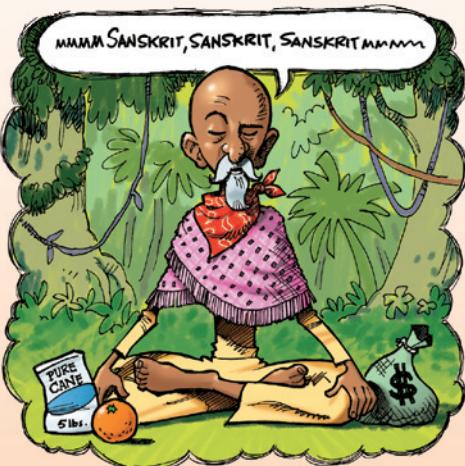
Linguists are interested in how languages influence each other. When two different language groups frequently have contact with each other, both languages change. Each people group tends to adopt words and phrases from the other. The spellings or meanings of borrowed words can change slightly in the new language. Over time the borrowed words may become so common that no one thinks about their being from another language.

English has been influenced by many other languages. One of those languages is Sanskrit, the ancient language of the Aryans. English is a much newer language than Sanskrit, so you might be surprised to discover how many commonly used English words have been borrowed from Sanskrit.

1. Look up the following words in a dictionary.

bandanna	loot	shawl
guru	mantra	sugar
jungle	orange	yoga

2. Examine the etymology of each word. The etymology is the word's origin or history, including what language the word came from. It is usually found in brackets at the beginning or the end of the dictionary entry. You will find that some Sanskrit words are related to Indian religions. Others are taken from daily Indian life and culture.



3. Write out the Sanskrit word that each English word on the list comes from. If the meaning of the original Sanskrit word is given, write down that meaning as well. Compare the Sanskrit meaning with the English meaning.

4. Write a paragraph about your findings. Which Sanskrit words are related to Indian religions? How have the meanings of these words changed in English? What can you learn about daily life and culture in ancient India from the meanings of these words?

# Exploring Together

## Identifying Cause and Effect

As we study history, we can learn from the accomplishments and the mistakes of people in the past. Often we can see how one event affected another. Looking for causes and effects in history can help us avoid repeating the mistakes of the past.

A **cause** is an event or circumstance that makes something else happen. An **effect** is the result of a cause. Recognizing these relationships can help you gain a better understanding of historical events.

1. Get your Student Text and Activity Manual page.
2. With your partner, read a section in this chapter to find an important event or circumstance.
3. Decide whether the event represents a cause or an effect. Record this event in the correct column on your chart. If this event is a cause, go to step 4. If it is an effect, skip to step 5.
4. If the event is a cause, identify one of its effects. As you look for the effect, think through the following questions: *What did this event lead to? What was the result?* Record the effect in the appropriate space on the chart.
5. If the event is an effect, identify the event or circumstance that caused it. As you look for the cause, think through the following questions: *Why did this happen? What led to this?* Record the cause in the appropriate space on the chart.
6. Continue reading other sections in the chapter. Record six cause-and-effect relationships.



### Teach for Understanding

#### Discussion

page 136

Pair each student with a partner for this activity.

- How can looking for causes and effects in history help us? *Sometimes they can help us avoid repeating the mistakes of the past.*
- What is a cause? *an event or circumstance that makes something else happen*
- What is an effect? *the result of a cause*
- What are some signal words for a cause? *as, because, reason, basis, motivated*
- What are some signal words for an effect? *so, therefore, led to, as a result, brought about, for that reason*
- Read and follow the Discovering How steps. Work with a partner to complete the activity.

#### Activity Manual

Social Studies Skill—page 79

#### Assessment

##### Rubric—pages R 2–5

Select one of the prepared rubrics or design a rubric to include your chosen criteria. You may choose to grade Activity Manual page 79 in place of using a rubric.

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## ◆ Lesson 56 ◆

### Introduction

#### Objectives

- Recognize words writers use to signal a cause or an effect
- Identify cause and effect relationships in the history of India

#### Vocabulary

There are no vocabulary words to introduce.

#### Materials

There are no materials needed.

- Identify the cause and the effect in this sentence: “The Nile overflowed its banks each year; therefore, the land around it was fertile for growing crops.” *Cause: The Nile overflowed its banks each year. Effect: The land around it was fertile for growing crops.*

- Historians are interested in causes and effects because they show relationships between events that happened in the past. Causes and effects can help us understand an ancient people’s culture and can also teach us useful lessons for our present day.

**◆ Lesson 57 ◆****Objectives**

- Explain how the Mauryan Empire began
- Distinguish between positive and negative aspects of Chandragupta Maurya's rule
- Identify reasons that Asoka is often considered the greatest Mauryan ruler
- Explain Asoka's role in the growth of Buddhism in India's neighboring countries
- Describe John Marshall's accomplishments in uncovering ancient Indian civilizations

**Vocabulary**

stupa

**Materials**

- Mauryan Empire Organizer, AM p. 80
- Mauryan Empire, M 5.2
- India Then & Now from Lesson 50

**Preview**

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

**Introduction**

- In Lesson 56 you learned to notice causes and effects in history. Sometimes causes and effects occur within the same civilization and time. At other times, a choice in one civilization can affect another civilization in a distant place or time.
- In this lesson you will learn how the accomplishments of a leader from ancient Greece affected the country of India.

**Teach for Understanding****Discussion**

page 137

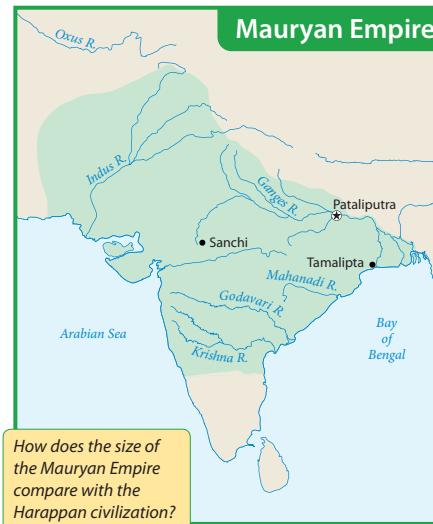
Guide the student in completing the *Mauryan Civilization Organizer*.

- What world leader conquered parts of northwestern India in 326 BC? *Alexander the Great*
- Look at the History TimeLine on Activity Manual pages 241–51. What other civilization did Alexander conquer shortly before he conquered northwestern India? *Persia*
- According to legend, whom did Alexander meet in India? *Chandragupta Maurya*
- How did Chandragupta follow Alexander's example? *He trained a large army and set out to build an empire.*
- Which part of India did he conquer? *almost all northern India*

- FOCUS**
- What did Asoka do to encourage the spread of Buddhism in Asia?
  - What are some of John Marshall's contributions to our knowledge of ancient India?

**The Mauryan Empire****Chandragupta**

In 326 BC the army of the Greek leader Alexander the Great conquered portions of northwestern India. According to legend, while Alexander was in India, he met a young Indian warrior named **Chandragupta Maurya** (CHUHN-druh-GOOP-tuh MAH-ur-yuh). Like Alexander, Chandragupta decided to train a large army of his own.



Chandragupta conquered most of the Ganges River Valley. After Alexander died, Chandragupta and his army conquered the portion of India that Alexander had taken. Chandragupta added these small kingdoms to his empire and became the first ruler in the Mauryan dynasty. Almost all northern India was under his rule.

Chandragupta made many decisions that strengthened India as an empire. He chose **Pataliputra** (POH uh lih POO truh) as his capital city and established a centralized government there. He maintained a strong army of six hundred thousand soldiers. His military also included elephants and chariots. However, Chandragupta did not trust his subjects. He set up a network of spies throughout the empire to inform him of any rebellion.

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Display the *Mauryan Empire* map.

- Caption answer: *The Mauryan Empire is several times larger than the Harappan civilization.*
- What decisions did Chandragupta make that strengthened his empire? *He established a central government and maintained a large, strong army that included elephants and chariots.*
- Locate Pataliputra on the map. What large river is it near? *the Ganges River*
- What was a negative factor in the way Chandragupta ruled? *He did not trust his subjects. He spied on them to learn of any rebellion.*

**FOCUS Answers**

- sent missionaries into other areas to teach Buddhism
- excavated sections of Harappa and Mohenjo-Daro, helped uncover ruins of the Mauryan Empire, restored the Great Stupa, and established museums

**Asoka**

Asoka (uh SOH kuh), a grandson of Chandragupta, came to the throne in 273 BC. Asoka was one of the greatest rulers of the Mauryan Empire. He united most of the Indian subcontinent under his leadership.

However, after years of great military successes, Asoka began to hate warfare. He saw the bloodshed that resulted when he subdued other cities, and he lost his desire to conquer. Instead, he devoted himself to Buddhism and its teachings.

**TWO TYPES OF BUDDHISM**

As Buddhism spread to other countries, it developed into two different branches: Theravada Buddhism and Mahayana Buddhism. Theravada Buddhism is practiced mainly in southern Asia. It is the stricter of the two branches and sticks very closely to Siddhartha Gautama's teachings. Mahayana Buddhism interprets Buddha's teachings more freely. Mahayana Buddhists do not believe it is as difficult to reach enlightenment as Theravada Buddhists do. Mahayana Buddhism is the larger of the two branches.



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Asoka worked diligently to promote Buddhism in his empire. He built thousands of dome-shaped shrines called **stupas** (STOO puz). His most well-known structure is the Great Stupa.

Since Buddhism emphasizes doing good works and relieving suffering, Asoka also made many improvements to give his people better lives. He dug wells, planted trees, and constructed hospitals throughout his realm. Asoka did much good, but in his spiritual blindness, he led his people away from the true God.

Asoka had a major part in spreading Buddhism to other countries. His zeal led him to send Buddhist missionaries into areas outside his own borders. Many other Asian countries adopted Buddhism. Even today it is a popular religion in countries such as Myanmar, Thailand, Cambodia, Sri Lanka, China, Korea, Japan, and Tibet.

The Great Stupa in Sanchi, India

- What wrong did he do to his people in his spiritual blindness? *led them away from the true God*
- How did he promote Buddhism in other countries? *sent Buddhist missionaries to teach Buddhism outside his own borders*
- ⊕ Display the *India Then & Now* map.
- ⊕ Compare the list of countries where Buddhism is popular to the map. Which countries are on the map? *Myanmar, China, and Sri Lanka*
- What two branches of Buddhism developed as it spread? *Theravada Buddhism and Mahayana Buddhism*
- Which branch sticks more closely to Buddha's teachings? *Theravada Buddhism*
- Which branch is larger? *Mahayana Buddhism*

**Additional pronunciations**

Theravada (THER uh VAH duh)

Mahayana (MAH huh YAH nuh)



**Subdivisions of Buddhism**—Under Mahayana Buddhism there are additional subdivisions, such as Tibetan Buddhism, Zen Buddhism, and Pure Land Buddhism.

**Discussion**

page 138

💡 Chandragupta Maurya eventually gave up ruling to become a monk. He fasted until he eventually starved himself to death. Based on his life and his manner of death, what do you think were some of his strongest character traits? *possible answers: determination, dedication*

💡 Why do you think Maurya fasted so much? *possible answer: He thought that his "good work" of fasting would help him achieve peace, happiness, or salvation.*

📖 What does the Bible say about good works and how they relate to salvation? *Salvation is not through good works but only through faith in the payment of Jesus Christ for sins by His shed blood. After salvation, the Holy Spirit indwells a believer and*

*helps him do the things that please God.*  
[BAT: 6c Spirit-filled]

- What was Asoka's relationship to Chandragupta? *grandson*
- What did Asoka accomplish in his military conquests? *He united most of the Indian subcontinent under his leadership.*
- Why did Asoka begin to hate warfare? *He saw the bloodshed that resulted from it.*
- To what did Asoka devote himself? *Buddhism*
- What were some of the ways he showed his devotion to his religion? *built thousands of stupas, dug wells, planted trees, built hospitals, and tried to give his people better lives and relieve their suffering*
- What is a stupa? *a dome-shaped Buddhist shrine*

**Discussion**

page 139

- When and where was John Marshall born? *1876 in Chester, England*
- ☒ Elicit that England is part of the European continent. Instruct the student to add the birth of John Marshall to the History TimeLine in the Activity Manual.
- ☒ What missionary's birth in Europe did Marshall's birth come before? *Robert Morrison*
- Where did he receive his college training? *King's College, Cambridge*
- Besides India, where else did Marshall take part in excavations? *Crete*
- What was Marshall's title during his work in India? *Director General of Archaeology*
- Which Indian civilizations did he help uncover? *the Harappan civilization and the Mauryan Empire*
- What structure did he help restore? *the Great Stupa*
- ☒ Look at the picture of the Great Stupa on page 138. What addition of Marshall's is still visible today? *the railing around the walkway and the reconstructed portion of the dome*
- Besides excavation and restoration, what other types of work is John Marshall remembered for? *recording data, establishing museums, and training national workers*
- How was he recognized for his work? *He was knighted in 1914.*



**CULTURE** **Buddhist symbols**—The wheels, footprints, and trees engraved on the Great Stupa all have a symbolic significance in Buddhism. The wheel is a symbol of Buddha's teachings; it has eight spokes which represent the Eightfold Path. The footprint symbolizes Buddha's presence. It is believed that after being enlightened, his steps made footprints in stone. The tree is also a symbol of Buddha himself, representing the tree under which he sat when he became enlightened.

**Sir John Hubert Marshall**

John Marshall was a British archaeologist who became famous for his work in India in the early 1900s. He was born in 1876 in Chester, England. Marshall received his college education at King's College, Cambridge. While still in his early twenties, he took part in excavations on the Greek island of Crete.

In 1902 Marshall was named Director General of Archaeology in India. He excavated sections of the cities of Harappa and Mohenjo-Daro. He also helped uncover the ruins of the Mauryan Empire.

John Marshall helped restore the Great Stupa. The structure is shaped like the top half of an egg. It was originally surrounded by four gateways that were decorated with ornately carved reliefs. The reliefs included various Buddhist symbols, such as wheels, footprints, and trees. The Great Stupa was damaged after the fall of the Mauryan Empire. Marshall rebuilt the damaged section and added a railing around the walkway that encircled the stupa. He also helped restore several of the smaller stupas in the same location. Students of art and architecture still study the Great Stupa today for its fascinating design.

John Marshall was a careful and tireless leader of the archaeological work in India. He organized excavations, recorded data, and established museums. He also recruited and trained Indian nationals to help him. Marshall was knighted in 1914 and received numerous other awards for his work.



Most people living in modern India, however, claim Hinduism as their religion. Ancient Hindu priests saw Buddhism as a threat to India's caste system, but during his reign, Asoka tolerated those who opposed Buddhism and allowed them to practice other religions. Perhaps this is one reason that Buddhism is not a major force in India today.

Asoka is believed by many to have been the greatest of the Mauryan kings. He died in 233 BC, and his sons struggled for power. As the empire weakened, invaders were able to overcome the last Mauryan king in 184 BC.

Nearly six hundred years later, around AD 400, a great empire called the Gupta was established in India. This empire began a period called the Golden Age of India.



## BIOGRAPHY

**Who:** Asoka

**What:** king of the Mauryan Empire

**When:** ruled ca. 273–233 BC

**Where:** ancient India

Asoka was one of the greatest Indian rulers. He made many improvements to the Indian way of life. However, he misled the Indian people spiritually by encouraging the spread of Buddhism in his own empire and in other countries.

Only in the last century has the mystery surrounding the ancient civilizations of India begun to unravel. As time goes on, more facts may be discovered. Perhaps one day we will even be able to read the Harappan language.

Sadly, much of India's history is shadowed by the false religions that its people created. Yet God has not forgotten India. One day people of every language and nation will worship Christ as the Lamb. Jesus Christ shed His blood to redeem them to God (Rev. 5:9–10). Many of India's people will be among them.

The gospel being preached in modern Mumbai, India

**What hope exists for India?** *One day many of its people will worship Christ among the redeemed in eternity.*

## Activity Manual

**Study Skill—page 80**

This web organizes the features of the Mauryan Empire.

**Expansion—pages 81–82**

These pages summarize achievements made during the golden age of India during the rule of the Gupta dynasty (AD 320–550).

**Review—page 83**

The *Study Guide* reviews Lesson 57.

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## Discussion

page 140

► Although Asoka promoted Buddhism in his empire, what is the main religion of modern India? *Hinduism*

► What is one possible reason for this? *Asoka was willing to tolerate those who wanted to practice religions other than Buddhism.*

💡 Is it wise for a ruler to demand that his people accept and practice a certain religion? *possible answer: No, people would accept the religion with wrong motives. Dictating a certain religion often leads to persecution in a country.*

💡 Was Asoka successful in the world's eyes? *yes*

**What is the true measure of success?** *The true measure of success is obedience to God and His Word.*

► What happened to the Mauryan Empire after Asoka died? *His sons struggled for power and the kingdom weakened. Invaders eventually seized control.*

⌚ How long had the empire lasted? (Refer to the timeline on Student Text page 118 or the History TimeLine in the Activity Manual.) *about 136 years (320 – 184 BC)*

► What empire later rose to power in India after the time of Christ? *the Gupta Empire*

► What was that period of India's history called? *the Golden Age of India*

► What has shadowed the history of India? *the false religions its people created*

**◆ Lesson 58 ◆****Objective**

- Recall concepts and terms from Chapter 5

**Introduction**

Materials for the Chapter 5 Test will be taken from Activity Manual pages 74, 76, and 83–84. You may review any or all of the material during this lesson. The chapter organizers from Activity Manual pages 69, 73, and 80 may help with review and study. You may choose to review Chapter 5 by playing “Artifact Dig” or a game from the Game Bank (pp. G 1–2 ☺).

**Activity** **Artifact Dig**

**Materials:** bucket of sand, tokens, toy shovel, two empty buckets

Bury the tokens throughout the bucket of sand to represent artifacts. Divide the class into two teams of archaeologists. For each correct answer to a review question, the team gets an opportunity to turn over one shovel full of sand into his team’s bucket. He then searches the sand for an “artifact.” The team with the most artifacts at the end of the game wins.

**Activity Manual**

Chapter Review—page 84

**◆ Lesson 59 ◆****Objective**

- Demonstrate knowledge of concepts from Chapter 5 by taking the test

**Assessment**

Tests—Chapter 5

**Chapter 5 Summary**

Name \_\_\_\_\_

**Define these terms**

caste	pantheism
dharma	reincarnation
enlightened	Sanskrit
karma	stupa
linguist	untouchable
monsoon	Vedas
nirvana	

**Locate these places**

Ganges River
Harappa
Himalaya Mountains
India
Indus River
Mohenjo-Daro
Pataliputra

**Tell about these people**

Asoka
Buddha
Chandragupta Maurya
Siddhartha Gautama
Sir John Marshall

**Explain what happened**

2300 BC—Harappan civilization
1500 BC—Aryan civilization

**Be able to . . .**

- Write an essay contrasting Hinduism with biblical truth
- Explain why archaeologists believe the Harappan civilization was an advanced society
- Explain why India is often called the Indian subcontinent
- Identify the reason archaeologists have been unable to unravel the mysteries of the Harappan civilization
- Identify possible explanations as to why the Harappan civilization disappeared
- Describe the Aryan civilization
- Explain how the term *Aryan* has echoed through history
- Describe the great god Brahman of Hinduism
- Identify the two basic social groups in India since the rise of Hinduism
- Describe the Indian caste system
- Contrast Buddhism with biblical truth
- Describe the beginning of the Mauryan Empire and its first emperor
- Explain how Buddhism spread to other countries
- Describe the reign of Asoka



Key Gompa, a Tibetan Buddhist monastery in India

84 | Chapter 5; Lesson 58; pp. 118–40  
Chapter Review

*Teacher Notes*