

UNIT 3

Ancient India

Geography Challenge

Lesson 13: Geography and the Early Settlement of India

How did geography affect early settlement in India?

Lesson 14: Unlocking the Secrets of Mohenjodaro

What can artifacts tell us about daily life in Mohenjodaro?

Lesson 15: Learning About World Religions: Hinduism

What are the origins and beliefs of Hinduism?

Lesson 16: Learning About World Religions: Buddhism

What are the main beliefs and teachings of Buddhism?

Lesson 17: The First Unification of India

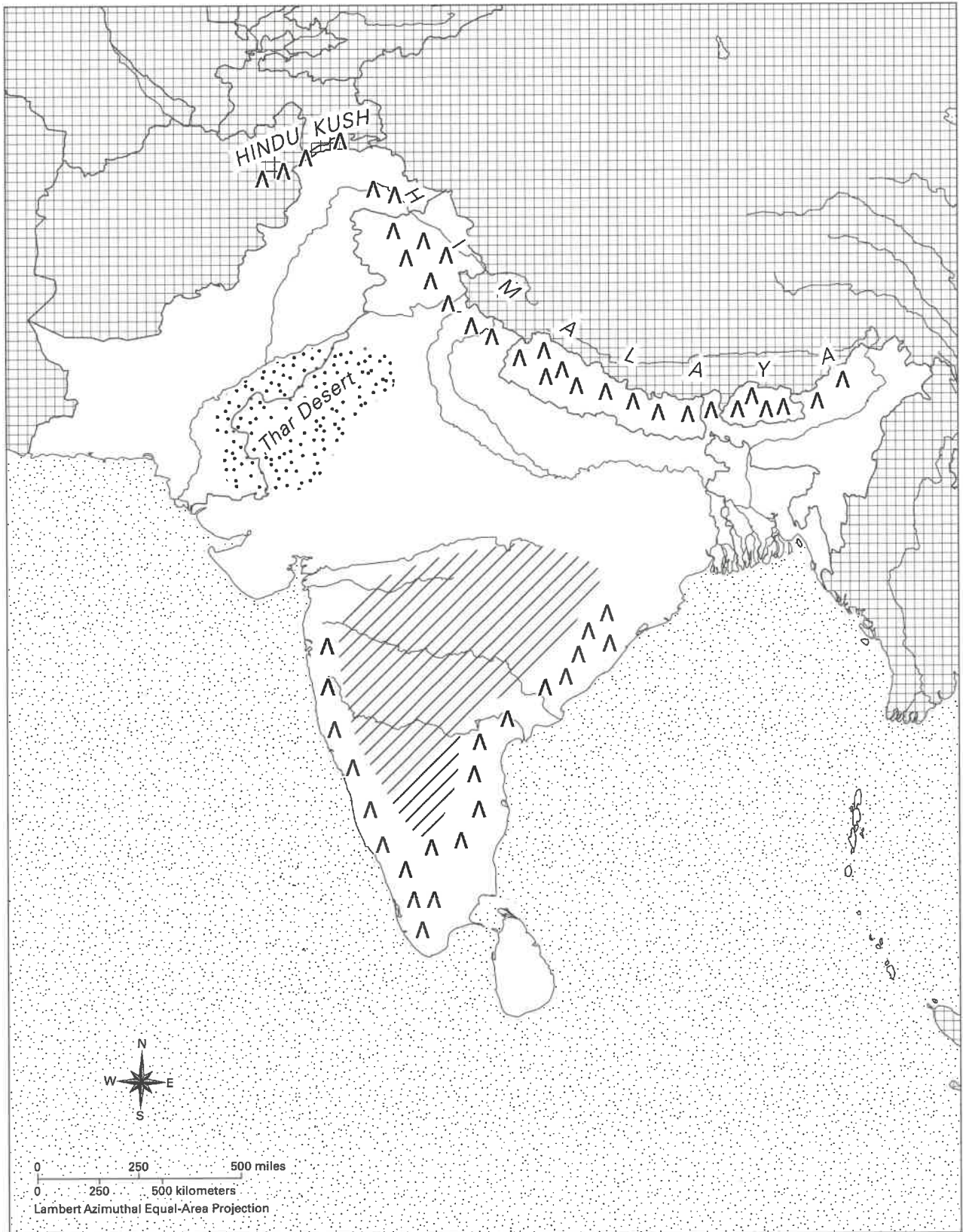
How did Ashoka unify the Mauryan Empire and spread Buddhist values?

Lesson 18: The Achievements of the Gupta Empire

Why is the period during the Gupta Empire known as a "golden age"?

Timeline Challenge

Ancient India



Geography Skills

Analyze the maps in “Setting the Stage” for Unit 3 in the Student Text. Then answer the following questions and fill out the map as directed.

1. Which bodies of water surround the southern part of ancient India? Label them on your map.
2. India is part of which continent?
3. Locate the Indus, Ganges, and Brahmaputra rivers on your map and label them.
4. Between what two mountain ranges is the Deccan Plateau located? Label these mountains and the plateau.
5. Locate the Himalayas on your map and circle the label. What makes this mountain range unique?
6. Look at the large map of ancient India in the Unit 3 “Setting the Stage” in the Student Text. Also look at the small map that shows the Mauryan Empire, an empire in ancient India. Describe the geographical boundaries of the Mauryan Empire.
7. Now look in the Student Text at the small map of the Gupta Empire. Which empire was larger, the Mauryan or the Gupta?
8. Into what body of water does the Indus River empty? The Ganges River?

Geography and the Early Settlement of India

How did geography affect early settlement in India?

PREVIEW

You are part of a group of people living in ancient times. Your group needs to move, and you have been chosen to find a new location for resettlement. You travel until you find the perfect spot. No one lives there, and it has everything your group needs. What a location! Now you have to convince the others that this is the right place for your group's new home.

In the space below, draw and label a picture of the place you have chosen. Show the types of features and characteristics that make this an ideal place to settle.

READING NOTES

Social Studies Vocabulary

As you complete the Reading Notes, use these terms in your answers.

subcontinent

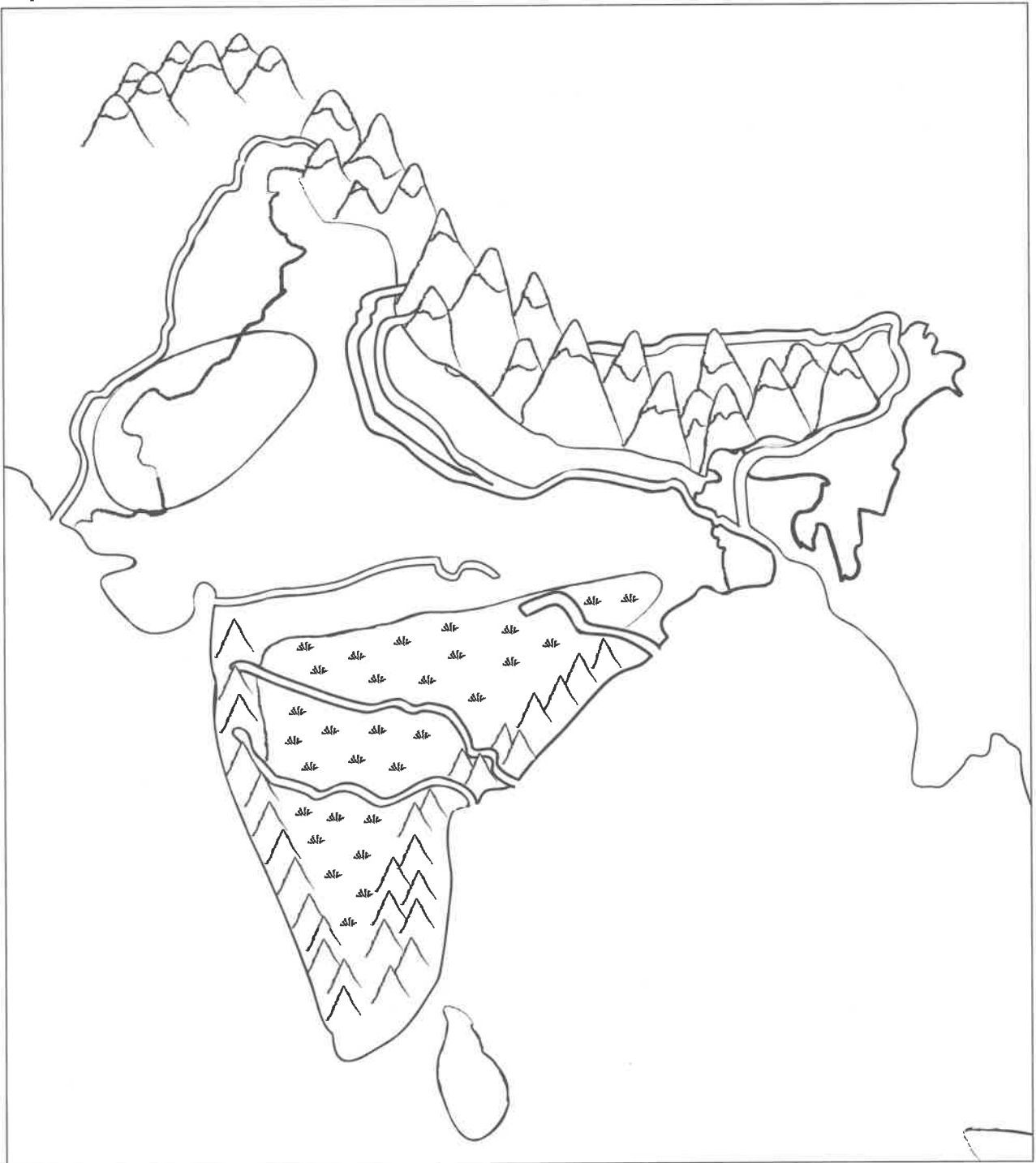
monsoon

plateau

Sections 1 to 8

1. Read Sections 1 to 8. Each section describes a different physical feature in India. As you read about each physical feature, label the feature on the appropriate place on the map.

Physical Features of India



2. Work with your group to complete the table. Write a brief description of each physical feature. Then, in each box, rate the feature on a scale of 1 to 5. (1 = unsuitable for settlement, 5 = very suitable for settlement)

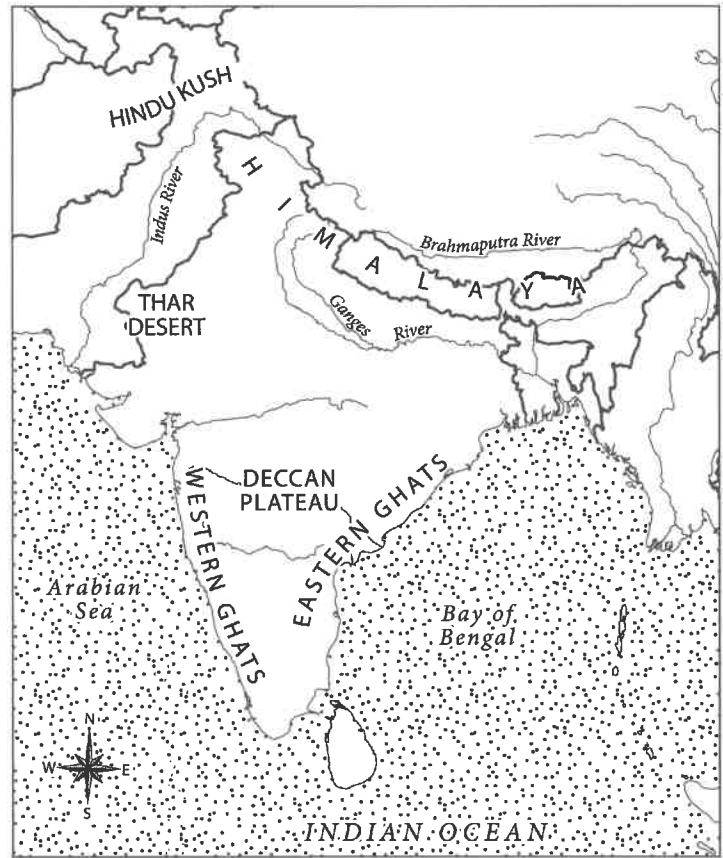
Physical Feature	Description	Rating
Brahmaputra River		<input type="text"/>
Deccan Plateau		<input type="text"/>
Eastern and Western Ghats		<input type="text"/>
Ganges River		<input type="text"/>
Himalaya Mountains		<input type="text"/>
Hindu Kush Mountains		<input type="text"/>
Indus River		<input type="text"/>
Thar Desert		<input type="text"/>

Section 9

1. On the map, shade in the areas where early settlements in India were located. You may use the map in this section of the Student Text as a guide.

2. Why did the first people in India most likely choose to settle near rivers?

Early Settlements in India



PROCESSING

Answer the following question in a well-written paragraph:

Why were the Indus and Ganges river valleys ideal locations for early settlement?

Support your answer by providing details on these two points:

- how the Indus and Ganges rivers affected the land nearby
- why two or more other physical features of India were unsuitable for settlement

READING FURTHER

Preparing to Write: Finding Accurate Information

The article "Saving the Ganges" contains both facts and opinions. Facts are statements that can be proved or verified to be true. Opinions are statements of belief or judgment that cannot be proved and that differ among people.

List five *facts* the article tells you about the Ganges (not the *opinions* of the author or of the people mentioned in the article). For each fact, suggest some possible sources where the information might be found and verified.

Example: The Ganges begins where a number of small streams form from melting glaciers in the Himalaya Mountains. (maps, photographs)

1.

2.

3.

4.

5.

Planning a Research Report

Suppose that you wanted to write an environmental report on the water used by your community. Think about the article you have just read about the Ganges River. What important questions would you ask? What would be your sources of information? How could you evaluate the accuracy of the different sources?

Add three questions to the left column of the chart. In the right column, list source(s) that could most accurately help you find the answers. Two examples are provided.

What do you want to know?	What sources could you use for information?
How clean is the water in your community for drinking, cooking, and bathing?	Longtime residents of your community City water department City, county, or state health department Water-system engineers Web sites Maps
Where does our water supply come from?	City or town water department, maps

Use this rubric to evaluate your questions. Make changes to your work if you need to.

Score	Description
3	Each question is very relevant to the research topic. The source or sources will provide a reliable, factual answer to each question. There are no spelling or grammar errors.
2	The questions are somewhat relevant to the topic. Sources may be helpful in answering the question. There are some spelling or grammar errors.
1	Few or none of the questions are relevant to the topic. Sources are randomly chosen and may not reliably answer the questions. There are many spelling or grammar errors.

Unlocking the Secrets of Mohenjodaro

What can artifacts tell us about daily life in Mohenjodaro?

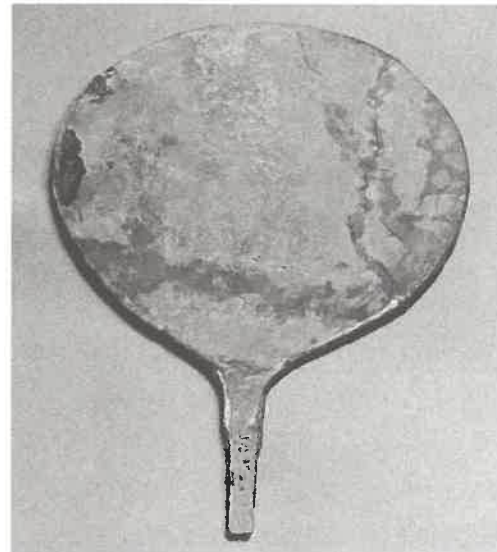
PREVIEW

Examine this image of an ancient Indian artifact. Which of the three options below do you think is the accurate description of the object? Circle your choice and explain your answer.

I think this object is

- a table tennis paddle
- a mirror
- a serving plate

I think this because . . .



READING NOTES

Social Studies Vocabulary

As you complete the Reading Notes, use these terms in your answers.

Mohenjodaro
citadel

Indus valley civilization
granary

Section 1

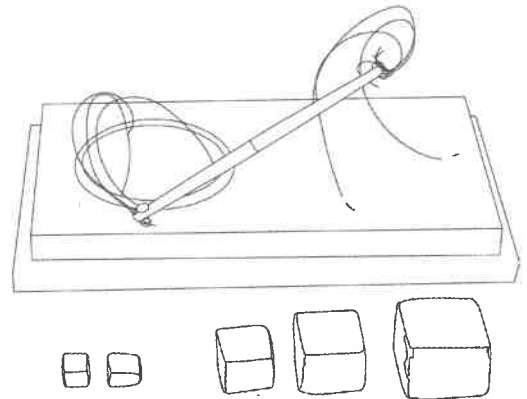
1. How do we know that Mohenjodaro was a carefully planned city?
2. What do scientists believe happened to the Indus valley civilization?

Sections 2 to 9

If your class is doing the activity for this lesson, follow the instructions in your Reading Notes. If your class is not doing the activity, use the images in the related sections of the Student Text to complete the drawings in the Reading Notes.

Section 2: Station A

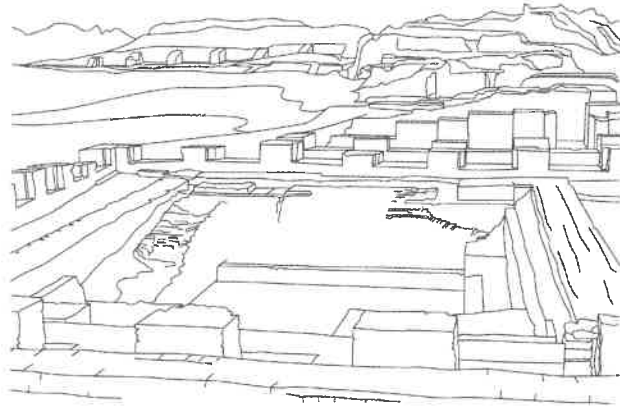
1. Use the image of the artifact to complete the drawing.
2. Record your ideas about what these objects may have been used for.



3. Read Section 2. Record the archaeologists' ideas about these objects.

Section 3: Station B

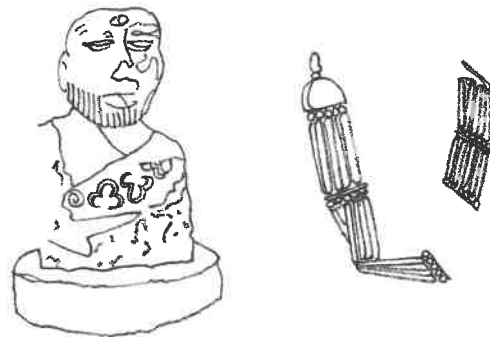
1. Use the image of the artifact to complete the drawing.
2. Record your ideas about what this structure may have been used for.



3. Read Section 3. Record the archaeologists' ideas about this structure.

Section 4: Station C

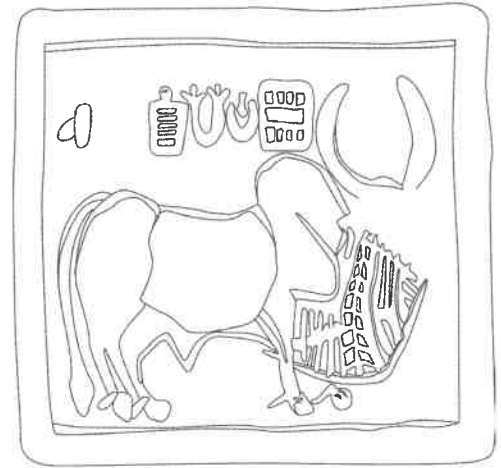
1. Use the images of the artifacts to complete the drawings.
2. Record your ideas about what these objects may have been used for.



3. Read Section 4. Record the archaeologists' ideas about these objects.

Section 5: Station D

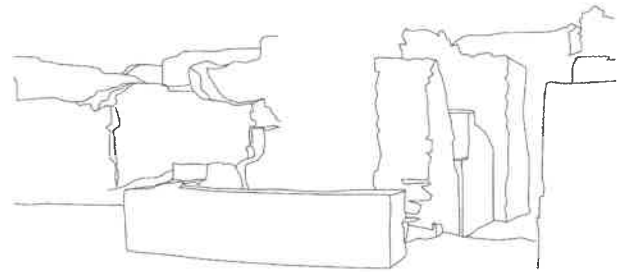
1. Use the image of the artifact to complete the drawing.
2. Record your ideas about what this object may have been used for.



3. Read Section 5. Record the archaeologists' ideas about this object.

Section 6: Station E

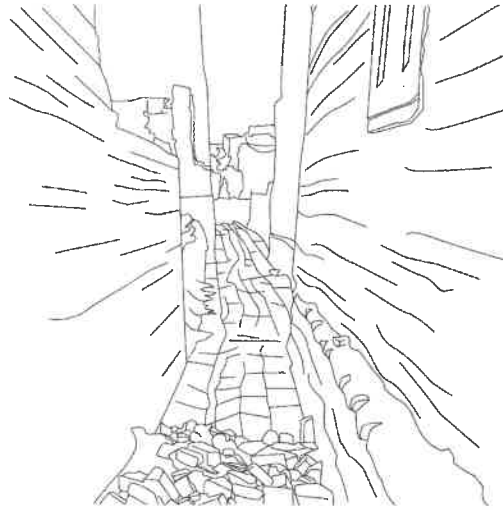
1. Use the image of the artifact to complete the drawing.
2. Record your ideas about what this structure may have been used for.



3. Read Section 6. Record the archaeologists' ideas about this structure.

Section 7: Station F

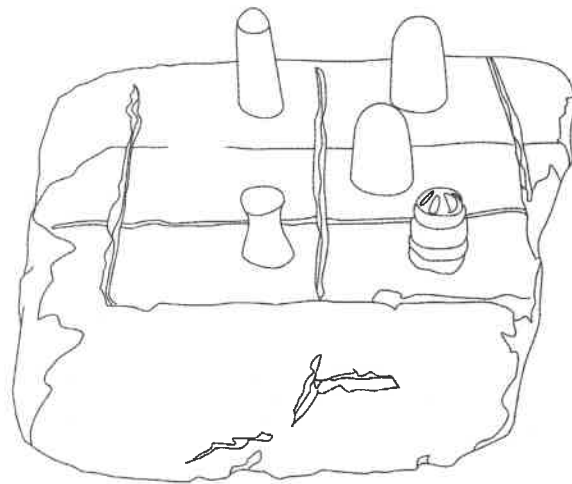
1. Use the image of the artifact to complete the drawing.
2. Record your ideas about what these structures may have been used for.



3. Read Section 7. Record the archaeologists' ideas about these structures.

Section 8: Station G

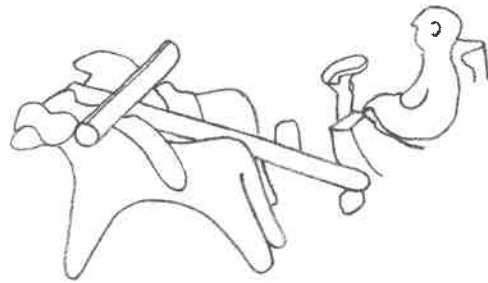
1. Use the image of the artifact to complete the drawing.
2. Record your ideas about what these objects may have been used for.



3. Read Section 8. Record the archaeologists' ideas about these objects.

Section 9: Station H

1. Use the image of the artifact to complete the drawing.
2. Record your ideas about what this object may have been used for.



3. Read Section 9. Record the archaeologists' ideas about this object.

PROCESSING

On a separate piece of paper, create a cover for an issue of Dig It! magazine, highlighting the archaeological discoveries made at Mohenjodaro. Your cover must include these elements:

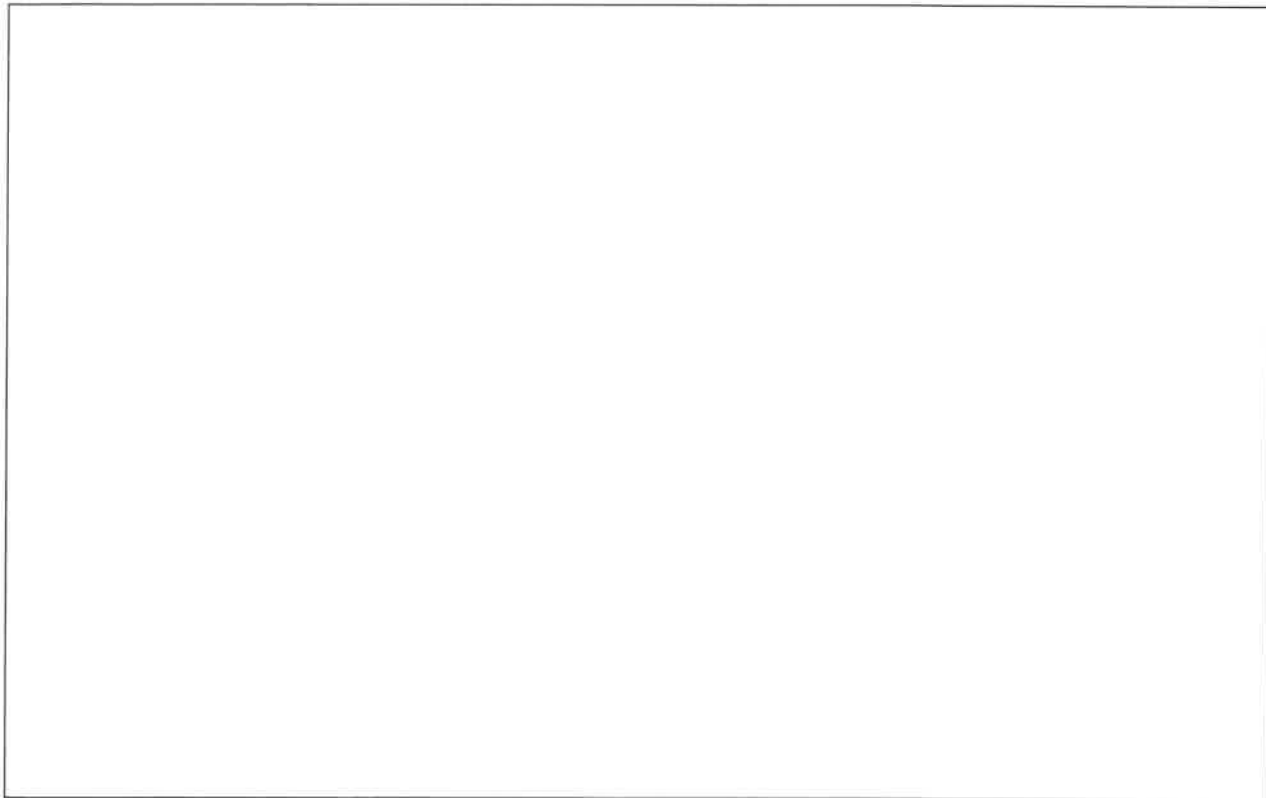
- the title of the magazine (*Dig It!*) and an imaginative subtitle
- attractive visuals of three artifacts
- brief captions that explain what each artifact reveals about daily life in Mohenjodaro
- any other colorful and creative touches that make the cover more realistic

Learning About World Religions: Hinduism

What are the origins and beliefs of Hinduism?

PREVIEW

Think about how religion affects life in the United States today. In the box below draw a picture that represents one way that religion influences the way of life of Americans in the 21st century.



Write a sentence explaining what you drew.

PREVIEW

Social Studies Vocabulary

As you complete the Reading Notes, use these terms in your answers.

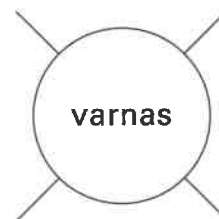
Hinduism	monism
Vedas	dharma
Sanskrit	karma
varnas	reincarnation
jati	pilgrimage
caste	

Section 1

1. Who founded the religion of Hinduism?
2. What are the Vedas?
3. How have the Vedas influenced Hinduism?

Section 2

1. Use the spoke diagram below to identify and describe each of the four social classes, or varnas, described in the Vedas.

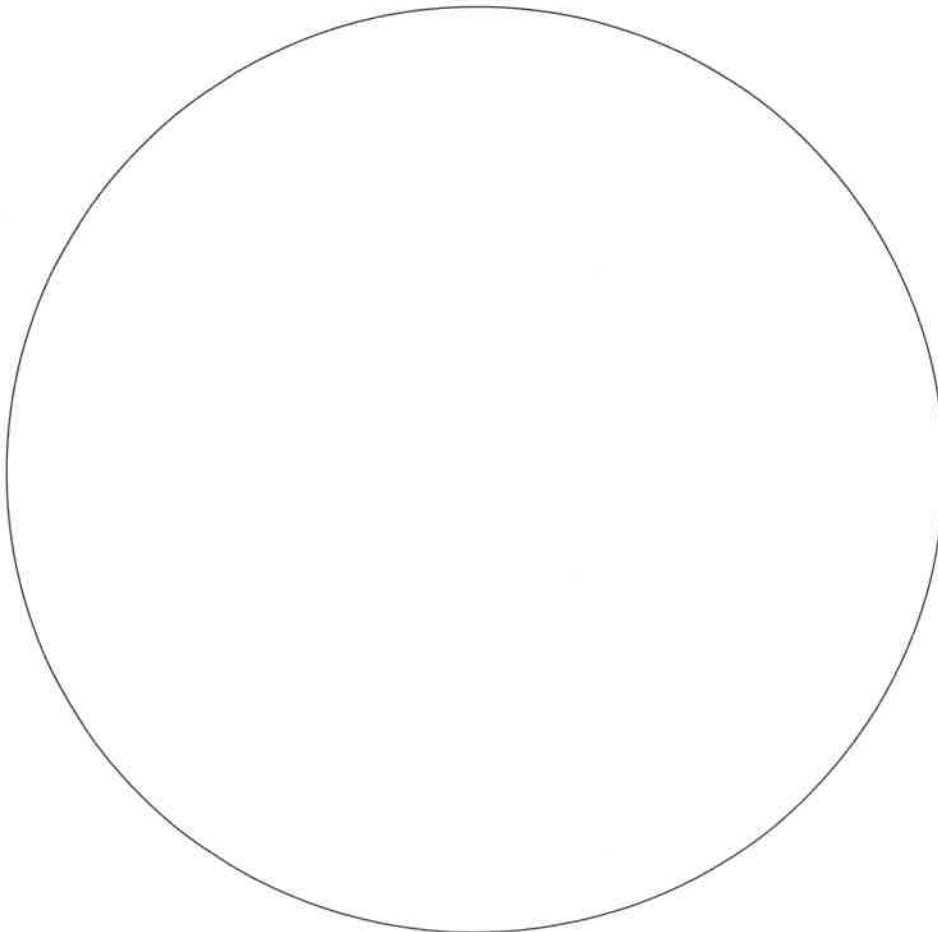


2. What was the role of jatis in Indian society?
3. In what ways did the caste system affect life in ancient India?

Section 3

1. Record three key points that describe some Hindus' beliefs about Brahman.
 -
 -
 -
2. What are some ways these beliefs have affected life in India?

3. In the circle, draw a simple visual or symbol that illustrates these beliefs about Brahman.



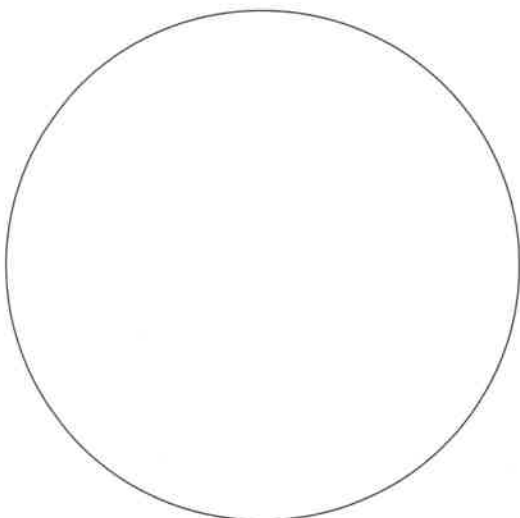
Section 4

1. Record three key points that describe Hindu beliefs about deities.

-
-
-

2. What are some ways these beliefs have affected life in India?

3. In the circle, draw a simple visual or symbol that illustrates these beliefs about deities.



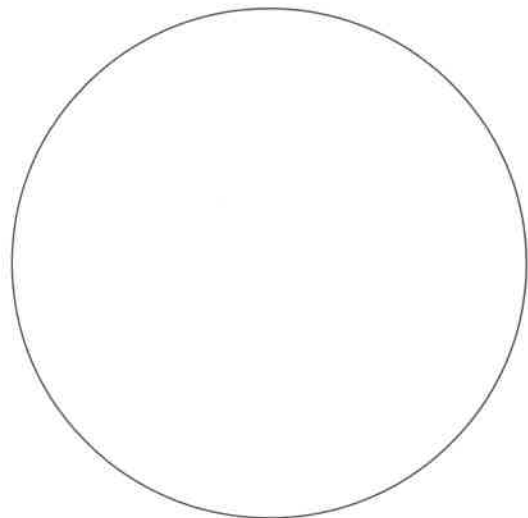
Section 5

1. Record three key points that describe Hindu beliefs about dharma.

-
-
-

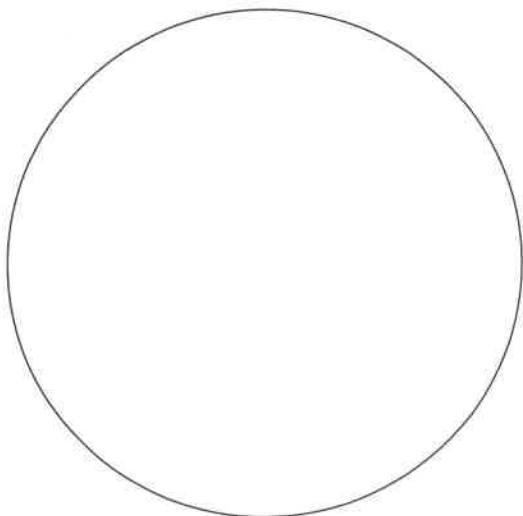
2. What are some ways these beliefs have affected life in India?

3. In the circle, draw a simple visual or symbol that illustrates these beliefs about dharma.

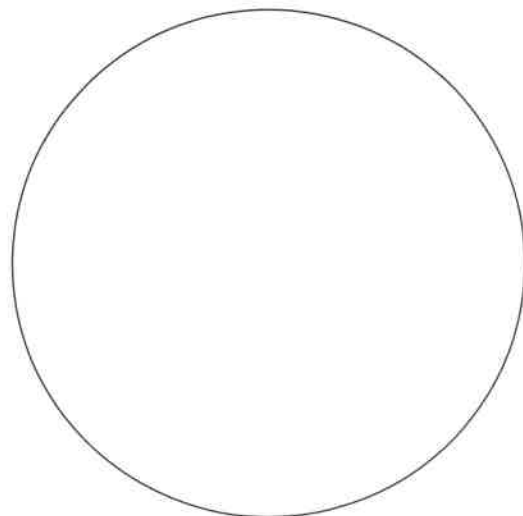


Section 6

1. Record three key points that describe Hindu beliefs about karma.
 -
 -
 -
2. What are some ways these beliefs have affected life in India?
3. In the circle, draw a simple visual or symbol that illustrates these beliefs about karma.

**Section 7**

1. Record three key points that describe Hindu beliefs about samsara.
 -
 -
 -
2. What are some ways these beliefs have affected life in India?
3. In the circle, draw a simple visual or symbol that illustrates these beliefs about samsara.



PROCESSING

Compose an acrostic poem for the word *Hinduism*. Follow these guidelines as you compose your poem, using the letters and space below.

- Include a sentence for each letter in the word *Hinduism*. A sample sentence is provided below.
- Use all of the Social Studies Vocabulary at least once and underline them in your completed poem.
- Summarize three ways Hindu beliefs have influenced life in India.

Hindus are expected to follow a common dharma, or set of values, such as sharing food with others and practicing nonviolence.

I

N

D

U

I

S

M

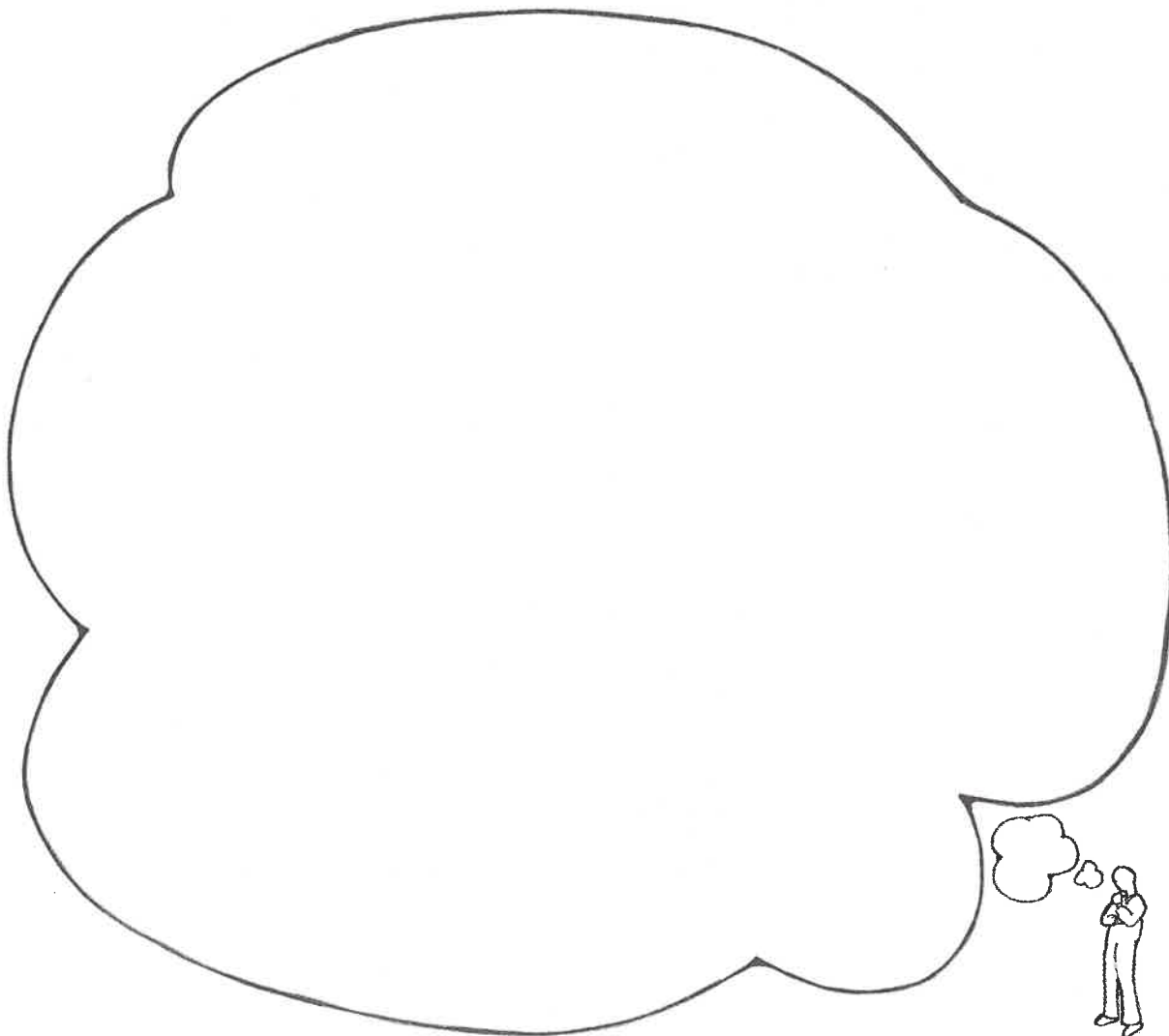
Learning About World Religions: Buddhism

What are the main beliefs and teachings of Buddhism?

PREVIEW

What is happiness? How do you achieve happiness?

Answer these questions by filling in the thought bubble below with words and simple illustrations.



READING NOTES

Social Studies Vocabulary

As you complete the Reading Notes, use these terms in your answers.

- | | | |
|---------------|----------|-------------------|
| Buddha | alms | Four Noble Truths |
| ascetic | nirvana | Eightfold Path |
| enlightenment | Buddhism | |

Sections 1 to 5

Follow these steps to complete the Reading Notes for Sections 1–5. You may refer to the images in the Student Text as you work on each section.

Step 1: Above the image, create a short headline that captures why the scene is important. For example, a headline for Section 1 might be, “A Prince Is Born!”

Step 2: On or around the image, label three or more key details in the scene.

Step 3: Below the image, write a two- to three-sentence caption that describes what is happening in the scene.

Section 1

Headline: _____



Caption: _____

Section 2

Headline: _____



Caption: _____

Section 3

Headline: _____



Caption: _____

Section 4

Headline: _____



Caption:

Section 5

Headline: _____



Caption:

Section 6

1. Draw a simple illustration that represents the idea behind the Four Noble Truths. Write a brief caption to explain what the drawing shows.
2. Draw a simple illustration that represents the way that the Buddha thought people should take in order to end suffering. Write a brief caption to explain what the drawing shows.
3. Which of the Buddha's teachings do you find the most interesting, and why?

PROCESSING

In the space below, write a paragraph that answers the Essential Question:

What are the main beliefs and teachings of Buddhism?

Be sure to include each Social Studies Vocabulary word at least once in your paragraph.

INVESTIGATING PRIMARY SOURCES

Identifying Evidence

Consider this question: *What are different ways Buddhist principles were passed down?*

Examine the four primary sources in the reading, and write down evidence from each source that helps answer this question.

Primary Source 1	Primary Source 2
Primary Source 3	Primary Source 4

Use the evidence you gathered to make a claim to the question.

Claim:

Constructing an Argument

Create an argument to answer the question: *What are different ways Buddhist principles were passed down?* Your argument should:

- clearly state your claim.
- include evidence from multiple sources.
- provide explanations for how the sources support the claim.

Use this rubric to evaluate your argument. Make changes as needed.

Score	Description
3	The claim clearly answers the question. The argument uses evidence from two or more primary sources that strongly support the claim. The explanations accurately connect to the evidence and claim.
2	The claim answers the question. The argument uses evidence from one or more primary sources that support the claim. Some of the explanations connect to the evidence and claim.
1	The claim fails to answer the question. The argument lacks evidence from primary sources. Explanations are missing or are unrelated to the evidence and claim.

The First Unification of India

How did Ashoka unify the Mauryan Empire and spread Buddhist values?

PREVIEW

1. Examine this drawing of a billboard. Underline or highlight the important words and phrases. Circle and label the visuals. Then answer the questions below.



2. What organization is being represented by the billboard? How do you know?
3. What is the main message of the billboard? What behavior does it encourage?
4. In what ways is this billboard effective in communicating its message? Do you think that it will make people change their behavior?
5. Where do we commonly find billboards? Why would the government and others place billboards there?

READING NOTES

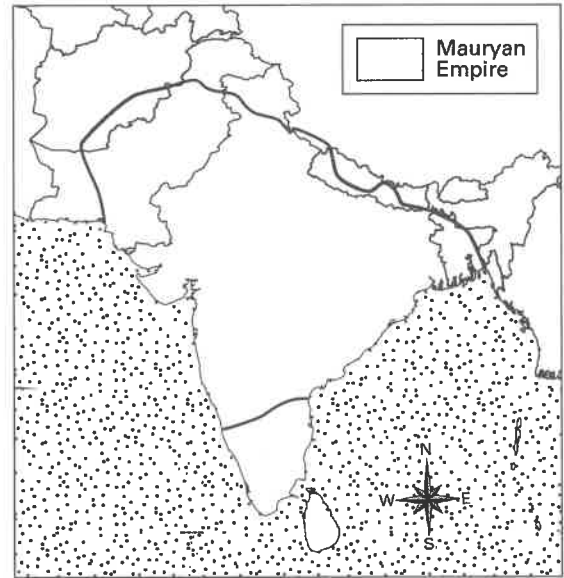
Social Studies Vocabulary

As you complete the Reading Notes, use these terms in your answers.

Mauryan Empire Ashoka edict

Section 1

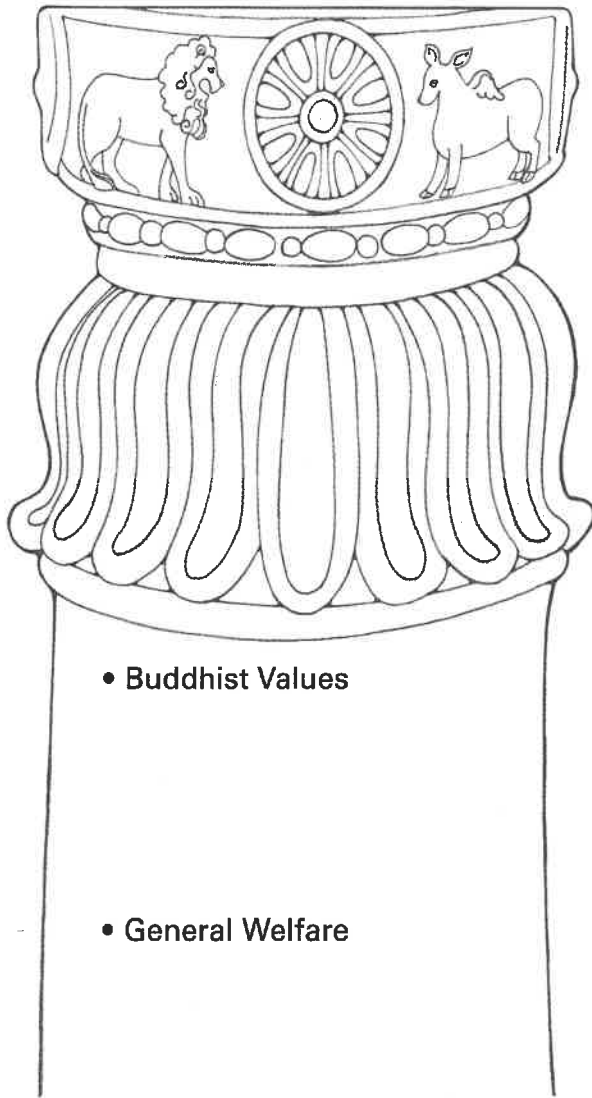
1. Shade in the Mauryan Empire and label its capital on the map.
2. Write a paragraph summarizing how Chandragupta Maurya built and ruled the Mauryan Empire. Use and underline these words or phrases in your summary: *kingdoms, conquer, unite, force, central government.*

Mauryan Empire**Section 2**

Write a paragraph summarizing how Ashoka expanded and ruled the Mauryan Empire. Use and underline these words in your summary: *wars, reject, Buddhist, spread, practical.*

Section 3

1. Describe the four main goals of Ashoka's edicts on the pillars below.



2. How did these edicts help unify India?

3. How did Ashoka help spread Buddhism?

P R O C E S S I N G

Today's leaders communicate information by using a variety of methods. These include newspapers, radio, television, and the Internet. Suppose that Ashoka was also able to use the Internet to post his edicts and share his goals. Write a blog post for Ashoka's Web site. Follow these guidelines:

- Include a Web site address and name.
- Explain who Ashoka is and why he is important.
- Identify his four main goals.
- Include an excerpt from one of his edicts.
- Use clever and creative touches to make the blog more realistic.

The Achievements of the Gupta Empire

Why is the period during the Gupta Empire known as a “golden age”?

PREVIEW

Historians sometimes use the term “golden age” to describe a specific time period in history. Consider this term by answering the following questions. You may write or draw your responses.

What do you think a “golden age” is?

What might a “golden age” look like in an ancient civilization? Think about each of the following areas and describe it in a “golden age.”:

Government	
Arts	
Writing	
Technology	
Education	

READING NOTES

Social Studies Vocabulary

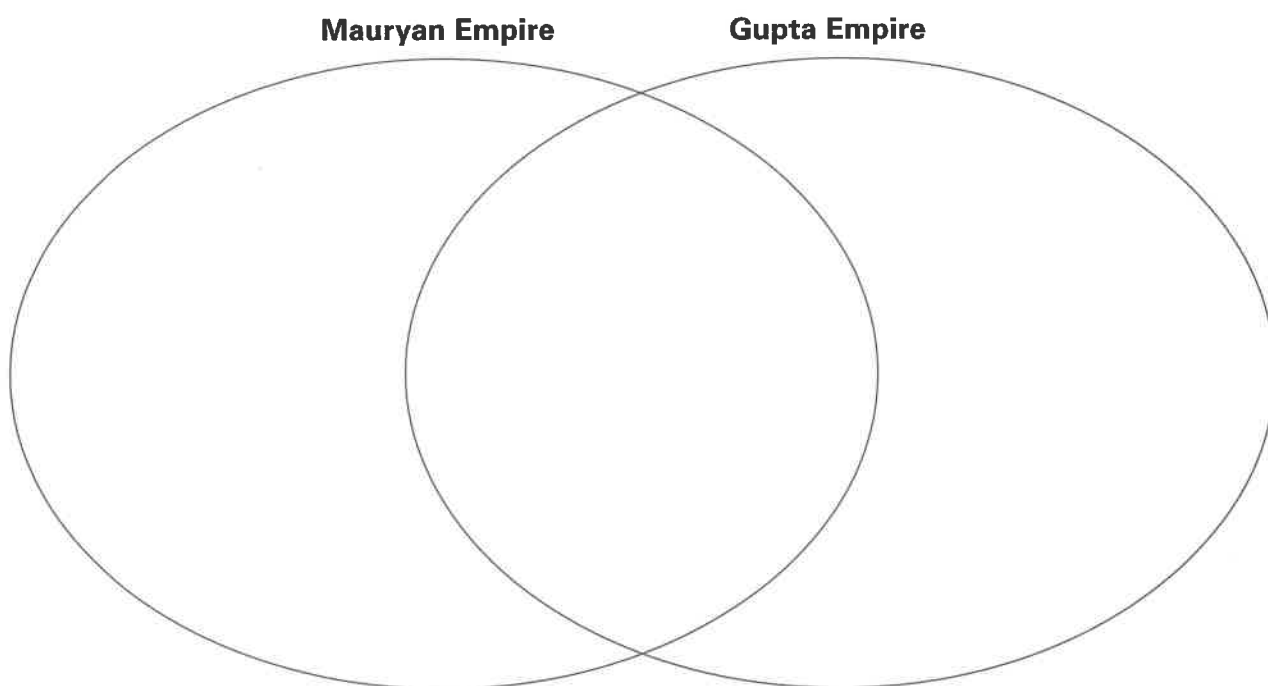
As you complete the Reading Notes, use these terms in your answers.

Gupta Empire province philosophy
alliance golden age

Section 1

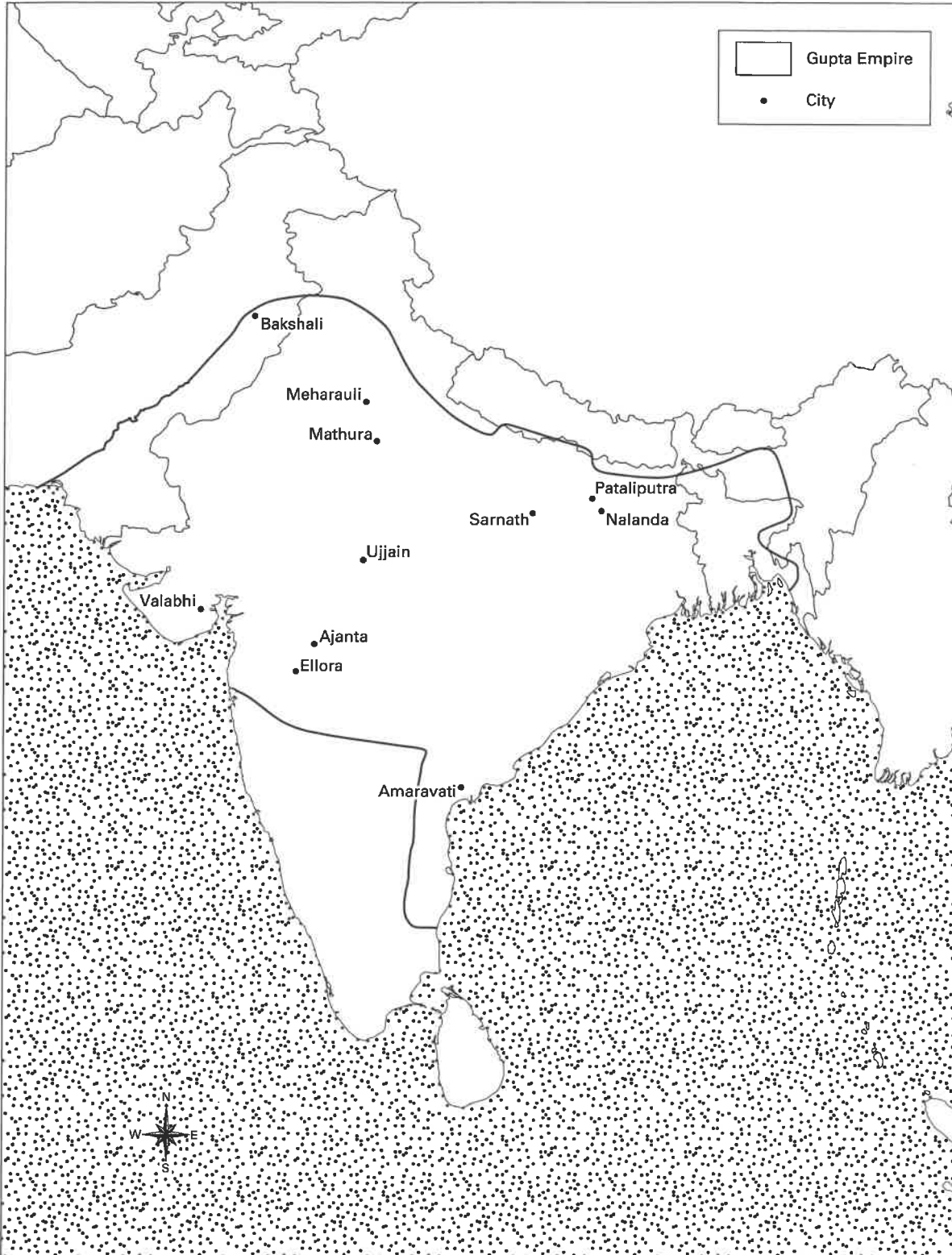
1. How did the Guptas build and expand their empire?

2. Compare and contrast the governments of the Mauryan Empire and the Gupta Empire by completing the Venn diagram below. List the similarities between the empires in the overlapping area of the diagram. List the differences between the empires on the appropriate sides of the diagram.



3. Shade in the Gupta Empire on the map. Fill in the box in the key to match the color of the area you shade on the map.

Achievements of the Gupta Empire, 320–550 C.E.



Sections 2 to 8

As you read each section, complete the matrix for that section.

- List the achievement and draw a simple symbol that represents the achievement.
- Describe three or more important details about the achievement.
- Explain how this achievement shows that the Gupta Empire was a “golden age.”

Section	Achievement and Symbol	Details About the Achievement	How does this achievement show that the Gupta Empire was a “golden age”?
2			
3			
4			

Section	Achievement and Symbol	Details About the Achievement	How does this achievement show that the Gupta Empire was a "golden age"?
5			
6			
7			
8			

PROCESSING

Write a paragraph that answers the Essential Question: *Why is the period during the Gupta Empire known as a “golden age”?*

In your paragraph, introduce the Gupta Empire and define in your own words the term “golden age.” To support your answer, use at least three examples of achievements you learned about on your tour of ancient India.

Timeline Skills

Analyze the Unit 3 timeline in the Student Text. Also think about what you have learned in this unit. Then answer the following questions.

1. According to the timeline, about when did people first settle India? Where did they settle?
2. About how many years after the decline of the Harappan civilization was India first united?
3. Use the timeline to identify one characteristic of the Harappan civilization.
4. What is the connection between the Vedas and the development of Hinduism?
5. How old was Siddhartha when he became the Buddha and established Buddhism?
6. Which empire united India first—Gupta or Mauryan?
7. About when did India's golden age begin, and during which empire?
8. About how many years existed between the Mauryan and the Gupta empires? What was India like during this time?
9. Why would it have been impossible for Ashoka to spread Buddhist values before about 528 B.C.E.?
10. How does the timeline help explain why the *Aryabhatiya* was published in about 499 C.E.?

Critical Thinking

Use the timeline and the lessons in the unit to answer the following questions.

11. Why did it take about 35 years for Siddhartha to become the Buddha? Support your answer by describing at least two examples from Siddhartha's life.

12. The Mauryan Empire reached its height during the reign of King Ashoka. What are two of Ashoka's actions that might explain why?

13. India's golden age occurred during the Gupta Empire.
 - a. How did the Guptas' ruling strategy help promote a golden age?

 - b. Describe one significant achievement that happened during this period.

14. If you could add two more events to this timeline, which ones would you choose? List each event and explain why you think it is important enough to add to the timeline.
 - a.

 - b.