

Note to teachers:

The following set of lesson plans as been prepared at the request of Hinduism Today magazine to assist with the teaching of it series on Hindu history.

Teachers are invited to improve upon the plans and offer suggestions to Arumugaswami, managing editor of Hinduism Today, at ar@hindu.org.

Not all web sites listed in the plans have been thoroughly vetted, so teachers should explore them first.

The plans are preceded by an explanation of the teaching method employed in their creation.

Dear Educators:

The following lesson plans are suggestions for how to implement the educational materials produced by Hinduism Today in response to the controversy over Hinduism's treatment in Californian public-school history textbooks. These materials only follow the California standards for sixth-grade social studies to the extent that these standards are historically accurate. Hence, Standards 6.5.2 ("Discuss the significance of the Aryan invasions") and 6.5.3 ("Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism") have been deliberately ignored, as most modern historians have rejected the theories on which they are based.

The structure of these lessons is based on a slightly reworked version of the workshop model promoted by Columbia University's Teachers College. It will be explained in detail below, but the overall idea of workshop model is that sixth grade teachers are more effective when they act as facilitators of knowledge who enable students to learn independently or in small groups. This promotes student independence, cooperation, and ultimately accountability. It frees the teacher to circulate through the class, assess student understanding, and provide for individual student needs. In the original version of workshop model, the majority of each class period (about seventy percent) was dedicated to independent work; our reworked model devotes more time for whole-group discussion and scaffolding (defined below), so it ends up that about half of the period is dedicated to independent work.

Each lesson is accompanied by a worksheet, which students complete during and after reading selections from the text. Reading for specific information is an important skill for students to acquire, and completing "guided notes" by filling in blanks and organizing information helps with comprehension and retention. If your students have three-ring binders, you should punch holes in these worksheets and, after you have graded them, they can serve as class notes. If not, the worksheets can go into a social studies folder, where students can refer to them at the end of the chapter, when it is time for a project on Hinduism.

These lessons are based on a 42-minute period; if you have more or less time in your social studies classroom, you can expand or delete sections accordingly. The time is roughly structured:

Do Now (2-5 mins)
Whole Group Instruction (10-15 mins)
Scaffolding (5 mins)
Independent Work (15-20 mins)
Summary (5-10 mins)

Each lesson begins with a **Learning Objective**. The purpose of the Learning Objective is to let students know what they are expected to do during the class period. The learning objective should be visible to the students at the beginning of each period; it is your decision if you want to read it aloud to the class, have a student read it aloud, or have

them copy the objective into their notebooks, onto looseleaf paper, or the handouts that accompany each lesson.

The students begin each lesson by answering a **Do Now** question in writing. Coupled with reading the learning objective, the Do Now provides an effective ritual for beginning the class period. Do Now questions are intended to only take a few minutes to answer and should be two or three sentence responses. They are composed to activate students' prior knowledge on the subject they are about to learn. If this knowledge was learned in a prior lesson, this is called **Spiraling**. Spiraling, or reviewing previously learnt material in preparation for new material that builds thereon, is an effective method to promote retention of information and ideas.

Whole Group Instruction typically begins with a review of student answers to the Do Now. The teacher can choose to chart student responses by writing them on the board or chart paper. By returning to this chart during the Summary period at the end of the lesson, students can add to or revise their answers to the Do Now. Whole Group Instruction techniques can vary, but this is not where the bulk of the lesson content is given. Rather, this is where the teacher begins to shape the ideas that are at the center of the lesson, which the student develops during the Independent Work Period. The Whole Group Instruction should take between ten and fifteen minutes, or between one-third and one-fourth of class time.

Scaffolding is only about five minutes long, but as it is the transition between instruction and work time, it can be one of the most crucial parts of any lesson. During scaffolding, the teacher works with the class to assist with the beginning of an assignment. This assistance is analogous to the scaffolding around a building under construction. One or two questions are solved as a class through effective questioning, and the teacher models how to answer them on the board or chart paper. Once students are confident that they understand the assignment, the "scaffolding" is no longer needed and they continue to work on their own or in small groups.

Teachers must decide whether students should work on their own, with a partner, or in small groups during **Independent Work Time**. Every class has students with diverse abilities; if the text is far above some students' reading levels, use of peer tutoring will be necessary during this period. It is important to ensure that every student participates, though. If one student has a difficult time reading and writing, give them another assignment within the group, like leading discussions and keeping other students on task. The more students are able to help one another, the more you will be freed up to make assessments and help those who are really struggling.

Just five to ten minutes long, **Summary** is another crucial part of the lesson. At this time, students review the work that they have done by sharing it with the class. Students should feel free to disagree with one another, but if their answer is incorrect, they should make revisions at this time. During Summary, it is good to look back at the Learning Objective and Do Now to see what students learned during the course of the period.

Assessment can be one of the trickiest parts of education. Any work that you look over, from the few sentences of a Do Now response to a carefully composed essay can be the subject of **Formal Assessment**. Formal Assessment is usually written in a grading book, whether as a number grade, a letter grade, or a simple scale like “0, √-, √, √+”.

A useful tool for Formal Assessment can be the **Rubric**, which is a matrix of the expectations for student achievement. The rubrics used in these lessons are based on a four-point scale, where a “4” indicates that the student surpasses the expectation for a grade-level response, a “3” satisfies those expectations, a “2” approaches those expectations, and a “1” does not meet those expectations. These numbers can be averaged to determine an overall grade for the assignment. Rubrics are most effective when students are familiar with them beforehand; if you choose to grade with a rubric, you may want to either review that rubric with students or even develop the rubric cooperatively so that your expectations are clearly communicated.

Informal Assessment is also important, and can be used to grade students on factors like participation and cooperation. You may want to have a column in your grade book regularly assigned for student participation.

Homework is an important tool for reinforcing the content of the day’s lessons and reinforcing good work habits and written communication. However, teachers must always use their discretion in the amount and length of assignments. Most of the questions assigned in these lesson plans are designed to be answered in one or two paragraphs. If your students are capable of more, feel free to supplement any of these homework assignments with questions from the text, or expand one into a full-length composition. If your students have difficulty with writing, you can simplify the question so that it requires a shorter answer, or modify it so students can respond with a drawing or oral argument.

With the educational technologies available today, teachers may choose to work with chalk on a blackboard, markers on chart paper, or project their notes with an overhead or digital projector. Each has its advantages, and the lesson plans mention some times when use of an overhead would be advantageous. Also, as more and more students have access to computers, many web-based **Resources** are listed as well, which could effectively be worked into either whole group instruction or the independent work period. The advent of search engines like Google Images and digital streaming video makes it even easier for a computer-enhanced classroom to meet the needs of visual learners. If you have limited or no access to the Internet or a digital projector in your classroom, you can also print images on overheads or show short video clips from DVDs to supplement the visual components of these materials. These can be shown during the Whole Group Instruction period, or incorporated into any of the other sections, such as the Do Now or the Summary.

We here at [Hinduism Today](#) hope that these educational materials help teachers provide engaging lessons that give sixth grade students accurate and appropriate understandings of Hinduism’s rich history, beliefs, and traditions.

Learning Objective: Students will describe the geography of the Indian subcontinent.

Hinduism Today’s Teaching Standards:

1. Describe the physical and linguistic geography of India, along with population figures.

California State Standards: Historical and Social Sciences Analysis Skills:
Chronological and Spatial Thinking

3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

Materials: Blackboard / Chart Paper
Chalk / Markers
Chapter Two Text (pp. I-2 to I-3)
Geography Worksheet (handout)

Do Now (2 mins): Geography literally means “writing about the Earth.” What sorts of things do you think geographers write about? What types of information do they collect? What are different ways that they can share this information with other people?

Whole Group Instruction (12 mins): Many students only associate geography with what is called “physical geography.” Many responses to the Do Now will have answers that focus on landforms (mountains, rivers, etc.) and the drawing of maps. While physical geography is an important part of geography, much of geography today is what is called “human geography.” Human geography describes how people interact with the Earth. It examines how population, languages, economics, politics, and cultures are distributed around the world. Along with history, human geography is a very important part of what we call social studies.

Ask the class what are some different ways that population can be represented. You should receive a number of answers, including tables, graphs, and maps. If you have Internet access, you can display the following examples of representations of world population through history. If not, you may want to print some examples or draw them on the board.

Table: <http://www.census.gov/ipc/www/worldhis.html>

Graph: <http://wilderdom.com/images/WorldPopulationGraph.jpg>

Map: <http://desip.igc.org/populationmaps.html>

Discuss the relative advantages of each. Tables can give the most accurate information, graphs make it easier to see patterns, and maps demonstrate how patterns change from region to region. The following pie chart combines some of the advantages of a graph and a map:

http://upload.wikimedia.org/wikipedia/commons/d/de/World_population_pie_chart.JPG

Hinduism Chapter Two
Lesson Plan #1 – Indian Geography 300 – 1100 C.E.

Point out that, as the students can see on the map and the pie chart, India has historically had a significant amount of the world's population. Geographers estimate that India had about 1 million people in 4000 B.C.E., 14% of the world total of 7 million. (which means that the entire world six thousand years ago had fewer people than New York City has today). Since then, India has had between 15% and 30% of the world's population, peaking (in proportion) around 1000 C.E., when it had twice the population of Europe (79 million [$\sim 30\%$ of world total of 265 million] compared to Europe's 39 million [$\sim 15\%$ of world]); today India has over a billion people, about 17% of the world's 6 billion. The historic trend can be easily seen on the population map, and the current situation can be easily seen on the pie chart.

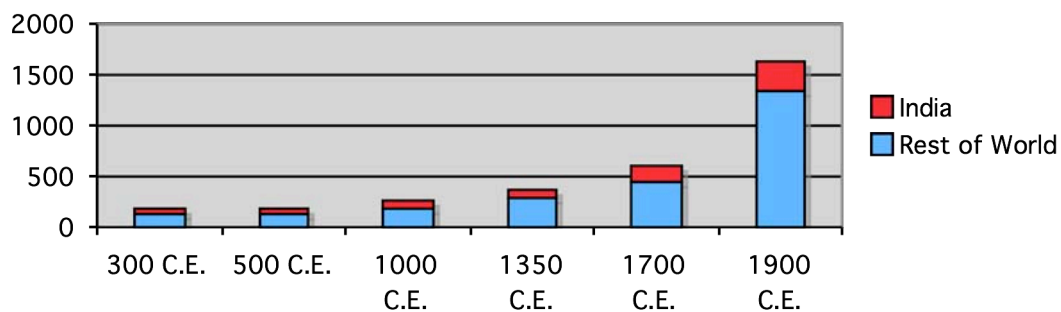
Of course, geographers express themselves in writing as well. Tell the class that today they will be using both text and maps to learn about the geography of the Indian subcontinent.

Scaffolding (5 mins.) – As a class, read the first paragraph in the section “Empires and Regional Kingdoms.” Ask students some of the following questions:

[**Note:** if your class has a difficult time with math skills, you may want to skip these first two questions and go straight to the question “Where did most people in India live?” Conversely, you may want to spend an entire class period reviewing graphical information and how to find percentages.]

- Did India have more people in 300 C.E. than they have today? (No – 42 million vs. 1 billion)
- Did India have a greater proportion of the world population than they do today? (Yes – 23% compared to 17%).

In discussing the significance of this, you may want to draw display the graph below or draw one on the board.



As they can see, by 1900, India had more people than the entire world had in 1000, but it was a smaller percent of the total world population (18% vs. 30%).

Hinduism Chapter Two

Lesson Plan #1 – Indian Geography 300 – 1100 C.E.

- Where did most of the people in India live in 300 C.E.? (Students might say “In the Gangetic Plain” or “in villages” – both correct. Try to elicit both responses and combine them – most Indians lived in villages in the Gangetic Plain.)

[**Note:** If you are spending an entire class period on math, or if your students have good math skills, you might ask them “Approximately how many people lived in the Gangetic Plain in 300 C.E.?” (60% of 42 million = 25.2 million) or “Approximately how many Indians lived in villages in 300 C.E.?” (90% of 42 million = 37.8 million)]

Ask the students to locate the Gangetic Plain on the map.

- Why do you think most people lived in the Gangetic Plain? (It’s the largest of the three major regions. It has long rivers leading out of the high mountains, which create excellent agricultural lands.)

Congratulations! You are geographers! You’re using text and visual sources to find information to answer questions about patterns of how people interact with the Earth.

Independent Work (12 mins): Distribute worksheet and tell students to use pages I-2 and I-3 to answer the questions. Circulate and assist as needed. If students finish early, question them to informally assess their comprehension.

Summary (10 mins): Review the correct answers for the worksheet.

1. What general shape is the Indian subcontinent? What features form its borders? (The text says the subcontinent is a triangle, bounded by the Himalaya, the Arabian Sea and the Bay of Bengal, but it could also look like a diamond, bounded by Afghanistan, the Himalaya, the Arabian Sea and the Bay of Bengal. Either answer is acceptable.)
2. Describe the three major geographical regions of the subcontinent.

Region	Location	Landforms	Natural Resources
Gangetic Plain	North India (between the Himalaya and the Vindhya mountains)	Plains with broad river valleys (Yamuna, Ganga, Brahmaputra)	Timber, fertile agricultural lands
Deccan Plateau	Central India (between Vindhya and Nilgiri Hills)	Plateau with mountains and rivers (Krishna, Godavari, Narmada)	Minerals
South India	Southern India (below Nilgiri Hills and along the southern coasts)	Peninsula, Kaveri River	Rich agricultural lands (that rely on monsoon rains)

Hinduism Chapter Two

Lesson Plan #1 – Indian Geography 300 – 1100 C.E.

3. Based on the caption on the map on p. I-3 and India's location on this simplified copy of a 2nd century Greek map, why was India so important to the world economy during this period? (As the caption says and this map shows, India was in the center of the land and sea trade routes between Europe, Arabia, and Persia in the west, and China and Southeast Asia to the East. Also, with more than 20% of the world's population, India was a major market for goods.)
4. What are the two major groups of Indian languages and where is each spoken? What language unified the subcontinent? How did it unite people from different regions? (The two major linguistic groups are Sanskritic, primarily spoken in North India, and Dravidian languages, primarily spoken in South India. Sanskrit unified the subcontinent because it was the language of religion, law, and government throughout India. As such, educated travelers could use Sanskrit to communicate wherever they went on the subcontinent.)

India today still has tremendous linguistic diversity. Their constitution recognizes twenty-two languages, fifteen of which appear on their currency. (Image: <http://en.wikipedia.org/wiki/Image:Languagepanel.jpg>) As a result, English is widely used today in business, politics, and travel. Along with Hindi, English is one of the two languages used by the national government for official purposes, and all laws passed by India's Parliament are in English.

Homework: Compare and contrast the ways that Sanskrit was used in classical India with the ways that English is used in modern India.

Formal Assessment: Spot-check the answers to the Do Now and answers to worksheet questions.

Informal Assessment: Participation in questioning, discussion and independent work.

Resources:

http://en.wikipedia.org/wiki/Geography_of_India

Basic information about the geography of the modern state of India, which makes up most of the subcontinent

Unfortunately, most geography sites for kids don't really go beyond map skills.

<http://www.factmonster.com/dk/encyclopedia/southern-asia.html>

Fact Monster is a site with lots of interesting geographic information, but also lots of ads. This page has some "fun-fact" short articles about geographic interests in South Asia.

http://www.metmuseum.org/TOAH/hd/trade/hd_trade.htm

Has some information and another decent map of India's geographic importance in the trade routes between East & West

http://en.wikipedia.org/wiki/Roman_trade_with_India

Hinduism Chapter Two
Lesson Plan #1 – Indian Geography 300 – 1100 C.E.

Interesting article about trade between India and the Roman Empire

<http://languages.iloveindia.com/sanskrit.html>

<http://www.bhashaindia.com/Patrons/LanguageTech/Sanskrit.aspx>

Two pages about Sanskrit, mostly focusing on literature, but with some information about its historic and present-day usages.

http://en.wikipedia.org/wiki/Official_languages_of_India

Information on the uses of English in modern India

Name: _____ Class: _____ Date: _____

Indian Geography 300 – 1100 C.E.

Use the text on p. I-2 and the map on p. I-3 to answer questions 1-2

1. What general shape is the Indian subcontinent? What features form its borders?

2. Describe the three major geographical regions of the subcontinent.

Region	Location	Landforms	Natural Resources
Gangetic Plain			
Deccan Plateau			
South India			

3. Based on the caption on the map on p. I-3 and India's location on this simplified copy of a 2nd century Greek map, why was India so important to the world economy during this period?



4. What are the two major groups of Indian languages? Where is each spoken? What language unified the subcontinent in this period? How did it unite people of different regions?

Hinduism Chapter Two
Lesson Plan #2 – Classical Empires and Kingdoms

Learning Objective: Students will research information about some of the major empires and kingdoms of India's classical period

Hinduism Today's Teaching Standards:

2. Describe the major empires and kingdoms, including the Guptas, Vatakatas, Chalukyas, Pallavas, Rastakutas, Pratiharas, Palas and Cholas.

California State Standards: English Language Arts: Reading Comprehension and Analysis

- 2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.
- 2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.

Materials: Blackboard / Chart Paper
Chalk / Markers
Text (pp. I-3 to I-5)
Empires & Kingdoms Worksheet (double-sided handout)
(optional) Photocopy of p. 1-5 (homework handout)

Vocabulary: autonomy (p. I-3)
pan-India (p. I-4)
sack (p. I-4)
empire (p. I-4)
imperial (p. I-4)

Do Now (3 mins): Use the text (pp. I-3 and I-4) to find the definitions for the vocabulary words on the worksheet.

Whole Group Instruction (7 mins): Distribute the worksheet at the start of class for the Do-Now. Briefly review the words, paying attention to word roots (*auto-* comes from the Greek word for "self," as in "automobile" or "autobiography," so *autonomy* means "self-rule." *pan-* is the Greek word for "all" and in English is used to mean an entire region, as in "pan-African" or "pan-American." "empire" and "imperial" both have the same Latin root *imperius*, meaning "to command." An emperor holds the power to command kings.)

Explain how to fill out the worksheet. The first section has facts that the students have to match to the kingdoms & empires in the box. Then, they have to incorporate all of the information to fill out the chart. Finally, questions 4 and 5 (on the back of the worksheet) can be answered based on the text on page I-5.

Scaffolding (3 mins.): Read the directions for part II of the worksheet with the students ("Use the text on pp. I-3, I-4, and I-12 the timeline on pp. I-3 to I-5, and "Rock-Cut Temple" on p. I-14. Fill in the blanks with the letter corresponding to the correct rulers.") Make sure they understand that the letter of the rulers goes next to the

Hinduism Chapter Two
Lesson Plan #2 – Classical Empires and Kingdoms

information that describes these rulers. Also, as there are ten questions, but only five rulers, each ruler may be used more than once.

Next, have a student read number one (“Carved the Kailash Temple out of a mountain”). Ask the class where they think they can turn to find the answer (“Rock-Cut Mountain” on p. I-14). When a student finds the answer, have him or her read that sentence aloud. (“The Kailash Temple to Lord Siva at Ellora, Maharastra, in central India was begun in the 8th century by the Rashtrakuta king, Krishna I and completed by his successor.”) So the answer to number one should be b).

Independent Work (22 mins): Have the students complete both sides of the worksheet. Depending on their reading levels, they may not be able to complete questions IV and V within the time provided. If you feel that may be the case, you can have page I-5 photocopied for them to take home, so that they can complete these questions for homework. While students are working, circulate and perform an informal assessment, but keep questioning to a minimum until students are working on questions IV and V.

Summary (8 mins): Review the correct answers for worksheet sections I, II, and III. Time permitting, discuss the answers to IV and V, though this may have to wait until the next lesson.

- I. *autonomy* – self-rule, independence
 - pan-India* – relating to the whole of India
 - sack* – to seize all valuables and destroy buildings
 - empire* – a group of kingdoms under one authority
 - imperial* – of, or relating to, an empire
- II.
 1. b) Rastrakutas
 2. e) Cholas
 3. d) Palas
 4. c) Pratiharas
 5. e) Cholas
 6. a) Guptas
 7. b) Rastrakutas
 8. d) Palas
 9. e) Cholas
 10. a) Guptas

III.

Empire or Kingdom	Years of Reign or Peak	Region(s)	What’s It Famous For?
Guptas	300-550 C.E.	From the Himalayas to South India	“Golden Age” that unified the subcontinent
Rastrakutas	8 th – 10 th century	The Deccan, parts of West Central and much of South	Kailash Temple carved out of a mountain
		At peak, much of	Fought off Arab

Hinduism Chapter Two
Lesson Plan #2 – Classical Empires and Kingdoms

Pratiharas	8 th – 10 th century	northern India	Muslim invasions in western India
Palas	8 th – 10 th century	Centered in northeast India	Buddhist dynasty that fought for pan-India dominance
Cholas	Peaked in 10 th – 11 th century	Unified all of South India; influenced Southeast Asia	Powerful army and navy and controlling inter-regional trade

IV. The *Dharma Shastras* were Hindu law books that told how a king should behave, run the government, and regulate his kingdom. They unified Indian culture by describing laws that were followed across the subcontinent, and by the ideal of the imperial tradition. Time permitting, this would also be a good time to review the homework from 1-1, as it is also about a common culture unifying the subcontinent. And, even though this isn't mentioned in the chapter, you may want to tell students that, in addition to law, the *Dharma Shastras* also described religious duties. This demonstrates how important religion was to Hindu culture of the time, which was not limited to the subcontinent. Hindu kingdoms in Southeast Asia also followed the *Dharma Shastras*.

V. In the 7th century, relations between Arabs and Indians were peaceful. By the 8th century Muslim armies began to attack and conquer parts of the subcontinent, but they were contained for almost three hundred years. In the 11th century, though, the armies of Mahmud of Ghazni created large-scale destruction of Hindu temples, cities, and palaces, beginning the Muslim domination of northwest India.

Homework: If many students were unable to complete questions IV and V, distribute photocopies of page I-5 and have them answer these questions for homework. If the worksheet was completed in class, you can assign the question: “What factors unified Indian culture during the classical period?”

Formal Assessment: If students complete the worksheet, you can collect them and grade them. If they do not, spot-check the answers to sections I, II, and III.

Informal Assessment: Participation in questioning, discussion and independent work.

Resources:

http://en.wikipedia.org/wiki/Gupta_Empire#Legacy_of_the_Gupta_Empire

Describes the cultural accomplishments of the Guptas in more depth. The medicine practiced at the free hospitals patronized by the Guptas included surgical procedures that were later adopted by the Arabs and Europeans. It was this period that gave us the ten numerals (zero to nine), the decimal system, the theory that the earth is a rotating sphere that revolves around the sun, theories of gravity, and the game of chess.

http://en.wikipedia.org/wiki/Image:Indian_Kanauj_triangle_map.svg

Detailed map of the struggle over northern India between the Rastrakutas, the Pratiharas, and the Palas, c. 750-900.

Hinduism Chapter Two
Lesson Plan #2 – Classical Empires and Kingdoms

http://en.wikipedia.org/wiki/Image:Rajendra_map_new.png

Map showing the territory of the Cholas, the extent of their vassals in Southeast Asia, and their trade routes to China.

http://en.wikipedia.org/wiki/Chola_Dynasty#Foreign_trade

Describes the Cholas' maritime trade with Baghdad, Southeast Asia, and China.

http://en.wikipedia.org/wiki/Hindu_law#Dharma_and_Law

This section explains more subtly the role of the *Dharma Shastras* and their religious significance, in addition to their legal and cultural significances.

SOURCE FOR MUSLIM INVASIONS?

Name: _____ Class: _____ Date: _____

Indian Empires (300 – 1100 C.E.)

I. autonomy _____
 pan-India _____
 sack _____
 empire _____
 imperial _____

II. Use the text on pp. I-3, I-4, and I-12 the timeline on pp. I-3 to I-5, and “Rock-Cut Temple” on p. I-14. Fill in the blanks with the letter corresponding to the correct rulers

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. ___ Carved the Kailash Temple out of a mountain 2. ___ Unified all of South India as part of its empire 3. ___ Ruled northeast India, displaced by Pratiharas 4. ___ Fought off Muslim invaders in western India 5. ___ Had a large army and a powerful navy 6. ___ Empire from the Himalayas into South India that allowed local autonomy 7. ___ Controlled the Deccan Plateau and much of South India 8. ___ A Buddhist kingdom that competed with its Hindu neighbors 9. ___ Highly influential in Southeast Asia and controlled inter-regional trade 10. ___ “Golden age” for art, science and religion that created political and cultural unity | <ol style="list-style-type: none"> a) Guptas b) Rastrakutas c) Pratiharas d) Palas e) Cholas |
|---|---|

III. Fill out the chart below with information about these empires and kingdoms

Empire or Kingdom	Years of Reign or Peak	Region(s)	What’s It Famous For?
Guptas			
Rastrakutas			
Pratiharas			
Palas			
Cholas			

Name: _____ Class: _____ Date: _____

Read p. I-5 and answer questions IV and V.

IV. What are the *Dharma Shastras*? How did they culturally unite the subcontinent?

V. Describe the in how Arabs and Muslims interacted with the people of the subcontinent changed between the 7th century and the 11th century.

Hinduism Chapter Two
Lesson Plan #3 – City Life

Learning Objective: Students will describe life in a city during India’s classical age based on informational and narrative texts.

Hinduism Today’s Teaching Standards:

5. Explain how India was the world’s richest region during this period.
6. Describe the main features of town and village life.

California State Standards: World History and Geography: Ancient Civilizations

6.5.7 Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the Bhagavad Gita; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero).

Materials: Blackboard / Chart Paper
Chalk / Markers
Text (pp. I-6 to I-8)
City life Worksheet (handout)
Photocopies of pp. I-10 to I-11 (handout for homework)

Vocabulary: Gross Domestic Product (p. I-6)
common use (p. I-7)
commerce (p. I-7)
guild (p. I-8)

Do Now (3 mins): Historians believe that India was the richest country in the world for a thousand years. By some measurements, the United States is the richest country in the world today. How do you think economists can measure how rich a country is?

Whole Group Instruction (7 mins): Distribute the worksheet at the start of class. Review student responses for the Do-Now, and introduce the concept of **Gross Domestic Product**. Briefly review each word (*gross* = “total,” *domestic* = “within a particular country,” *product* = “something that is made”) before giving the complete definition (*the total value of everything a country or region produces*). Have students open to page I-6 and read the paragraphs “The Abundance of India” and “The Richest Nation in the World for Over 1,000 Years” as a class. Review the concept of GDP.

Pair and Share (5 mins): Give students 2 minutes to turn to their partner [or the classmate(s) sitting next to them] to discuss: How do people produce wealth in cities? How do people produce wealth in the countryside? How do cities and villages rely on each other? (You can also introduce the terms *urban* and *rural areas* if you like, but they are not used in the text. You might want to have these questions already written on the board or on chart paper.)

Review some student answers. They should grasp that the countryside produces food that the can sell or trade to cities for other goods, whereas cities have a greater number of non-agricultural jobs, including merchants, craftspeople, artists, and entertainers. At this point, you can tell them that for the next two lessons, they will be learning about India’s

Hinduism Chapter Two
Lesson Plan #3 – City Life

cities and villages during its classical age, when India was the richest country in the world.

Independent Work (20 mins): Have students read the section “Cities: Centers of Wealth and Culture” and answer the questions on the worksheet. While they work, circulate, help as needed, and assess comprehension by questioning students on the material.

Summary (7 mins): Review the correct answers for the worksheet.

1. *common use* – available to everyone, not private
commerce – buying and selling of goods
guild – an association of craftsmen who cooperate in the production and sale of goods
2. Cities and towns rely on merchants, who trade goods. Thus, many cities and towns are on trade routes or by ports because this is where goods are readily available and where goods can be sent to other places. Cities and towns also develop by major temples and pilgrimage centers because the people who work and worship at these temples and centers need services like food and lodging.
3. Temples served as places of worship, scholarship, education, and performing arts.
4. Wealthy residents lived in two- or three-story houses built around a central courtyard. There was probably an attached garden.
5. People of the lowest castes could not live in the city. Before they entered, they had to announce their presence by clapping two pieces of wood.
6. The cities had entertainment districts where there was singing, dancing, and gambling. In both cities and villages, people were entertained by traveling troupes of musicians, acrobats, storytellers, and magicians.
7. City were largely ruled by councils of four people: one representative from the big business community, one from the smaller merchants, one from the artisan guilds, and one city clerk.
8. The king and wealthy citizens had the money to patronize artists, artisans, doctors, and scientists. Since the cities had more concentrated wealth than the villages, there was more support for the arts and sciences.

Homework: Read the Tamil Poem “The Ankle Bracelet” (p. I-10 to I-11) and answer the two questions at the bottom of p. I-11.

Formal Assessment: Spot check the Do Now and responses to the worksheet

Informal Assessment: Participation in questioning, discussion and independent work.

Resources:

[http://en.wikipedia.org/wiki/List_of_countries_by_GDP_\(nominal\)](http://en.wikipedia.org/wiki/List_of_countries_by_GDP_(nominal))

Lists the world’s nations ranked based on calculations of GDP in US dollars. India today is ranked #12, behind Canada, Russia, and Brazil, but ahead of South Korea, Mexico, and Australia.

Hinduism Chapter Two
Lesson Plan #3 – City Life

[http://en.wikipedia.org/wiki/List_of_countries_by_GDP_\(PPP\)](http://en.wikipedia.org/wiki/List_of_countries_by_GDP_(PPP))

Lists the world's nations based on calculations of the "purchasing power" of their GDP. By this calculation, India is ranked #4 in the world, behind only the US, China, and Japan.

<http://india.mrdonn.org/gupta.html>

At a reading level suitable for sixth graders, this site gives good concrete information about everyday life in the time of the Guptas. More information can be found at:

<http://www.geocities.com/lavlesh/life.html>

Name: _____ Class: _____ Date: _____

City Life 300 – 1100 C.E.

1. Use the text to define the vocabulary words.

Gross Domestic Product (p. I-6) _____

common use (p. I-7) _____

commerce (p. I-7) _____

guild (p. I-8) _____

2. Why do you think cities and towns grew around trade routes and ports, as well as by major temples and pilgrimage centers?

3. What were four functions of temples in both Indian cities and villages?

4. Describe the type of house that a wealthy resident of a city might have had.

5. How were people of the lowest castes treated differently? _____

6. Where did people in cities go for entertainment? How did entertainment reach the villages? _____

7. Who ruled the cities? _____

8. Why did the arts and sciences flourish in cities, not villages? _____

Hinduism Chapter Two
Lesson Plan #4 – Village Life

Learning Objective: Students will describe life in a village during India’s classical age.

Hinduism Today’s Teaching Standards:

5. Explain how India was the world’s richest region during this period.
6. Describe the main features of town and village life.

California State Standards: English Language Arts: Reading Comprehension
2.0 Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.

English Language Arts: Writing Strategies

- 1.3** Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.

Materials: Blackboard / Chart Paper
Chalk / Markers
Text (pp. I-8 to I-9)
Village Life worksheet (handout)

New Vocabulary: barter (p. I-8)
elope (p. I-9)

Review Vocabulary: guild (p. I-8)
jati (Chapter One)
varna (Chapter One)

Do Now (3 mins): How do you think life in a farming village would compare to life in a city? Do you think people in villages do the same jobs as people in cities? Give examples.

Whole Group Instruction (12 mins): First, review the homework from Lesson 2-3. Students should have read the Tamil poem “The Ankle Bracelet” (pp. I-10 to I-11) and answered the two questions at the bottom of the poem.

1. There are many similarities and differences between the city of Puhar described in this poem and modern cities today. Some similarities include:
 - a. shopping districts where merchants have shops,
 - b. expensive downtown areas where the rich have big buildings,
 - c. neighborhoods known for one specific service,
 - d. public musicians,
 - e. craftspeople who make jewelry,
 - f. open public squares,
 - g. prayers for health and prosperity,
 - h. crowds in the streets during holidays,

Hinduism Chapter Two
Lesson Plan #4 – Village Life

- i. ethnic and religious diversity (i.e., the Greeks and Jains).
Some differences include:
 - a. different types of transportation (motor vehicles and aircraft in addition to boats and carts),
 - b. indoor shopping malls,
 - c. prepackaged goods,
 - d. there are less craftspeople today (because more things are machine-made),
 - e. different materials (toys made from plastic instead of cork and rags),
 - f. new musical instruments
2. Some of the castes mentioned in the poem are: sailors, merchants, weavers, washermen, bakers, fisherman, vintners, carpenters, goldsmiths, coppersmiths, tailors, craftsmen, musicians, priests, doctors, astrologers, peasants, coachmen, bards, dancers, astronomers, clowns, actresses, florists, servants, and entertainers.

After reviewing the homework, it would be good to review some of the vocabulary about caste from Chapter One that appears again in this section. One's hereditary occupation is called a *jati*. As the homework suggests, there were literally hundreds of *jatis*. Today, *jatis* are called castes. These *jatis* were arranged loosely into four *varnas*, or classes: the priests, the warriors, the merchants, and the servants. In this chapter, we will learn more about how people in villages interacted with other people in their own *jati* and people from different *jatis*.

Scaffolding (5 mins.) – Ask students to read the first paragraph of “Understanding the Village” with a partner, and to work together on question 2, coming up with as many characteristics of a typical village as possible. Review some of their answers. They should be able to describe a village as: surrounded by farmland, possessing a common reservoir, wells, and grazing grounds, a temple, plentiful food, priests, doctors, barbers, craftsmen and markets.) Ask students what the difference might be between the things sold at the daily market and the weekly market (daily market would have foodstuffs and other staples – weekly market would have crafts, clothes, and goods from outside the village).

Independent Work (15 mins): Students should work on answer questions 3-6 and, if they have time, the Math Bonus at the bottom of the worksheet. If some students finish it all, you can ask them to draw a pie chart showing the approximate proportion of Indians who lived in cities and villages during this period. Circulate, check work, and question students to assess comprehension.

Summary (8 mins): Review answers. (question 2 is answered in Scaffolding)

1. *barter* – exchange of goods and services for other goods and services (usually without money)
elope – to run away and get married without parents' consent
3. People in the lowest classes made leather or performed cremations. They were thought of as unclean because they worked with dead animals or people.

Hinduism Chapter Two
Lesson Plan #4 – Village Life

4. People from different *jatis* interacted in the village through economic relationships. Each family had a doctor, a barber, a priest, a carpenter, etc., who would serve their needs. In this way, the village was an interlocked economic unit.
5. The family was, and still is, the most important unit in village life. Parents, sons and their families, and unmarried daughters all lived under one roof, sharing their land and wealth, working together for the family.
6. One way that information traveled from village to village was by women going to visit their relatives. Marriages were arranged between villages that were less than a day's journey apart, so it kept villages in touch with one another. Also, travelers, such as merchants, holy men, and pilgrims, carried news from one village to another.

Math Bonus: 90% of 50 million is the same thing as saying $50 \text{ (million)} \times .90$
 $50 \times .9 = 45$, so 45 million people lived in Indian villages at this time.
 $50 \times .1 = 5$, so 5 million people lived in cities.

You may want to review shortcuts for finding 10%, such as moving the decimal point one place to the left. Once you find 10%, you can subtract it from the whole to find 90%.

Homework: Compare and contrast life in an Indian city and an Indian village from the classical period.

Formal Assessment: Students should be able to take home their worksheets for Lessons 2-3 and 2-4 to complete their homework, so just complete a spot-check to make sure that they completed their work. You can give extra credit for the math question.

Informal Assessment: Participation in questioning, discussion and independent work.

Resources:

<http://www.cbmpphoto.co.uk/India/villagelife.html>

Photos of life in a South Indian village – good to give some visual component to students who may not have experience with drawing water, agriculture, weaving, etc.

<http://www.linkup.au.com/india/villagelife.html>

A one-paragraph description of a modern village that students should be able to read – good for comparing life in Indian villages today versus life over 1000 years ago.

<http://countrystudies.us/india/90.htm>

A much more difficult text about life in modern Indian villages for teachers that want more background information.

Name: _____ Class: _____ Date: _____

Village Life 300 – 1100 C.E.

1. Use the text to define the vocabulary words.

barter (p. I-8) _____

elope (p. I-9) _____

2. What did all Indian villages in this period have in common?

3. What types of work did the lowest castes do? Why were they considered unclean?

4. How did people from different *jatis* interact?

5. Explain the importance of the family in village life _____

6. How did information travel from village to village?

Math Bonus

There were 50 million people in India: 90% in villages, 10% in cities

1. How many people lived in Indian villages?

2. How many people lived in Indian cities and towns?

Hinduism Chapter Two
Lesson Plan #5 – Arts and Sciences

Learning Objective: Students will describe the how Indians made important advancements in art, science, mathematics, technology, and medicine during the classical age.

Hinduism Today's Teaching Standards:

7. Important advances in science, technology and art were made.

California State Standards: English Language Arts: Reading Comprehension and Analysis

2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.

2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.

World History and Geography: Ancient Civilizations

6.5.7 Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the Bhagavad Gita; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero).

Materials: Blackboard / Chart Paper
Chalk / Markers
Text (pp. I-8 to I-9, p. I-14)
Arts & Sciences Worksheet (handout)

Vocabulary: foundry (p. I-8)

Do Now (2mins): Based on what you have learned about India in the classical age, why does it make sense that great advances were made in the arts and sciences during this period?

Scaffolding (3 mins): India was the wealthiest nation in the world for over 1,000 years. Its empires and kingdoms had great cities for their capitals. As the villages produced wealth in the form of abundant harvests, emperors and kings also grew rich from taxes, regulated by the *Dharma Shastras*. The royalty and other wealthy citizens supported fine arts, including literature, music, dance, and drama. They gave money to build universities, promoting the sciences including medicine, mathematics, and astronomy. It's not surprising that great artists and scientists flourished in this environment.

Whole Group Instruction (7 mins): The achievements of the classical period of India achieved great advancements in the arts and sciences. Ask students to turn to the bottom of p. I-7 and look at the examples there of period artwork. Ask them what they see. Note the importance of religious themes in both art and everyday life; the fine Chola bronzes portray Lord Vishnu and two goddesses; Lakshmi, the goddess of prosperity, also appears on the Gupta currency. Sarasvati, portrayed on the right, is worshipped by scholars, musicians, and artists; she is goddess of knowledge, music, and the arts.

Hinduism Chapter Two
Lesson Plan #5 – Arts and Sciences

Independent Work (22 mins): Tell the students that for each category of advancement, they must find the appropriate information and write it on the chart. When the chart is complete, they will write up a short informational report on the achievements of India's classical age. If they don't finish it in class, they can finish it for homework.

Summary (8 mins): Review the chart with the students. The most important figure in Indian mathematics is Brahmagupta, who, in the seventh century, wrote a clear explanation of the decimal system that we still use. He was the first person to use zero by itself in math (instead of only as a place holder). You can tell your students that Brahmagupta was also an accomplished scientist who wrote about gravitational force one thousand years before Newton!

The father of Indian astronomy, Aryabhata, lived in the fifth and sixth centuries. He described the Earth as a sphere rotating on its axis, orbiting the sun. His calculation of the Earth's circumference was 99.8% accurate, and he understood and predicted lunar and solar eclipses. You can tell your students that he was also a famous mathematician, who first wrote the formula to find the area of the triangle ($\text{area} = \frac{1}{2} \times \text{base} \times \text{height}$).

The 6.5 ton Delhi Iron Pillar was forged in the 4th century. Its composition is of incredible quality, and it has barely rusted in the last 1700 years. Even with today's technology, there are very few places in the world that could produce iron of this quality. Iron of this purity was not achieved in Europe until the nineteenth century.

The stone temples of the period are as beautiful as they are astonishing feats of engineering. Stone blocks were precisely carved with iron hammers and chisels to fit together so tightly as to be nearly seamless. On p. I-14, it describes the rock-cut Kailash Temple at Ellora. The Rastrakutas spent 100 years in the eighth and ninth centuries carving this temple out of a mountain. The fact that there are Jain and Buddhist temples alongside the Hindu temples attests to the tolerance of the Hindu Rastrakutas.

The world's first universities were in India, and the schools of this period put forth amazing scholars in the various fields, including Brahmagupta, Aryabhata, and the powerful emperor Chandragupta II. The oldest and most famous university, Takshashila, required all of its students to study the Vedas in addition to a broad curriculum of medicine, science, mathematics, farming, and hunting.

The Indian medicine of Ayurveda was very advanced. The smallpox vaccination developed by Madhav in the eighth century would not be duplicated in Europe for a thousand years. In the seventeenth century, English surgeons learned techniques from Hindu doctors that had been developed during India's classical period. These thousand-year old surgical techniques, especially in plastic surgery, were brought to Europe, where they were revolutionary.

Remind students to write about the arts as well, and to think of the sculptures they looked at in the beginning of class.

Hinduism Chapter Two
Lesson Plan #5 – Arts and Sciences

Homework: Write a short summary of the advancements made in the arts and sciences during India’s classical age. Be sure to mention the major figures of the time and their accomplishments. Also, explain how India’s economy helped support all of these advancements.

Formal Assessment: Near the end of the Independent Work Period, conduct a spot check on whether or not students completed the chart on their worksheets. When you collect the summaries, you can grade them based on the following rubric:

	4	3	2	1
Answered Question	Many (5-6) examples of advancements from text and class	A few (3-4) examples of advancements from text or class	One or two examples of advancements from text or class	No clear examples of advancements
Writing Mechanics	Few, if any, errors in spelling, grammatical or punctuation. Errors do not interfere with comprehension of writing.	Some errors in spelling, grammatical or punctuation. Errors do not interfere with comprehension of writing.	Several errors in spelling, grammatical or punctuation. Errors may interfere with comprehension of writing.	Serious errors in spelling, grammatical or punctuation. Errors greatly interfere with comprehension of writing.
Focus and Organization	Consistent and organized with good use of transitions	Mostly consistent and organized with some use of transitions	Inconsistent and/or unorganized with awkward transitions.	Lacks consistency, organization, and transitions

Informal Assessment: Participation in questioning, discussion and independent work.

Resources:

<http://www.indianartcircle.com/arteducation/index.shtml>

A great resource for art from the various periods that we are studying, including the Guptas, the Rastrakutas, and the Cholas.

<http://en.wikipedia.org/wiki/Aryabhata>

<http://en.wikipedia.org/wiki/Brahmagupta>

Hinduism Chapter Two
Lesson Plan #5 – Arts and Sciences

If you are interested in more information on the scientific and mathematic contributions by these two figures, these two articles on Wikipedia provide a great deal.

http://en.wikipedia.org/wiki/Kailash_Temple

Has a number of photos of various parts of this temple, the epitome of Indian rock-cut architecture

<http://www.crystalinks.com/indiascience.html>

Contains a great deal of information on Indian scientific advancements throughout the ages.

Name: _____ Class: _____ Date: _____

Arts & Sciences of India (300 – 1100 C.E.)

Field	Century (if known)	Advancement(s) and Major Figures (if known)
Mathematics (p. I-8)		
Astronomy (p. I-8)		
Metallurgy (p. I-8)		
Stonework (p. I-9)		
Stonework (p. I-14)		
Education (p. I-9)		
Medicine (p. I-9)		

Write a short summary of the advancements made in the arts and sciences during India's classical age. Be sure to mention the major figures of the time and their accomplishments.

Hinduism Chapter Two
Lesson Plan #6 – Researching Hinduism

Learning Objective: Students will work in groups to research one element of Hinduism between 300 and 1100 C.E. and prepare a research presentation.

California State Standards: English Language Arts: Reading Comprehension and Analysis

2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.

2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.

Materials: Blackboard / chalk (optional)
6-10 pieces of Chart Paper
6-7 packs of Markers
Text (pp. I-12 to I-15)
Researching Hinduism Worksheet (handout)
Presentation Rubric (optional handout – from Lesson 2-7)
Computers with Internet access (optional)

Whole Group Instruction (7 mins): Explain that for the last section of the chapter, the students will be responsible for teaching each other. (Sometimes you can start off a lesson like this by joking: “I’m so tired of teaching. How about I take a vacation for a couple of days and just don’t teach anything?” Students typically love this.) In this lesson, students will research one aspect of Hinduism during the historic period of 300-1100 C.E. and in the following lesson they will present their research to the class.

Divide the class into six or seven groups. Each group will have one section of text for which they are responsible. For their section, the students must determine what is the main idea and choose the important facts that support this idea. Some sections deal with an important idea or text, while others deal with a historical process or change. As a result, the way students choose to structure their supporting details may be different.

Use some examples to demonstrate effective ways to structure information in a presentation. They should begin by presenting the main idea clearly and to explain the subject of the main idea. This helps listeners to understand the relevance of the supporting details. It’s like telling someone what a movie is about before describing one of the scenes. If someone told you that Nemo’s father asked some sea turtles to help him find his missing son, it would seem strange if they hadn’t explained that Nemo was a lost fish. If the main idea of a presentation is that Harry Potter has been influential on many children, the first thing you would need to do is explain that Harry Potter is a popular series of books and movies about a child wizard. If you didn’t do that, other information, like the sudden rise in popularity of wizard costumes for Halloween, would not make sense.

If the section is about a historical change or development, it makes sense to present the facts in historical order rather than jumping around in time. Just like in a biography, following the details in chronological order allows the audience to see a progression of

Hinduism Chapter Two
Lesson Plan #6 – Researching Hinduism

events that build off of each other. It makes more sense to talk about Barack Obama’s high school and college years before discussing his experiences at Harvard Law School. Otherwise it can be confusing.

Once the class is divided into six or seven groups (ideally with no more than five students per group), you should go over your criteria for a good presentation. Each group should clearly state their section’s main idea, supported by at least four facts. They should provide definitions for any vocabulary words in the section. If Internet access is available, you may want to encourage students supplementing the information from the text with information from one of the websites described in the Resources section below. After the group completes a good draft for their presentation, they should create a poster outlining that information. All group members are expected to participate in the preparation and delivery of the presentation. Each presentation should be between two and four minutes long. You may find it useful to copy and distribute the rubric from Lesson 2-7 so your expectations are clear.

Independent Work (30 mins): Below are seven possible groups, including the page numbers of their research assignments, and sample outlines for their presentations. Do not provide students with these outlines, but you can guide struggling groups to the main idea by challenge them to find four facts and then asking students to find what they have in common. Also, ask them to identify and define at least one vocabulary word. If there are only six groups, you can present the seventh assignment, which is partly a summary of the others.

1. Religious Tolerance (p. I-12 “Leading A Sacred Life” and “Truth is One, Paths are Many”)
 - a. **Main Idea:** *Most people in India were religious Hindus who were tolerant of other religions*
 - i. Religion played an important role in the everyday lives of Indians.
 - ii. Their attitude toward religion was tolerant, summarized by the phrase “Truth is One, paths are many.”
 - iii. Regardless of the religion of the royal family, all religions were tolerated in their kingdoms. One example is the Rastrakuta rulers, who promoted Saivism, Vaishnavism, Jainism, Buddhism and Islam.
 - iv. Not only did this help produce harmony, it also helped international trade.
2. The Rise of Devotion (I-13)
 - a. **Main Idea:** *During this period, devotional worship became very popular.*
 - i. While Vedic worship, or *yajna*, was still practiced, slowly devotional worship increased in popularity.
 - ii. At some point, worship that expresses one’s **adoration** of God, also called devotional worship or ***bhakti***, became prominent for several reasons.
 1. It answered a need for personal liberation and salvation.
 2. Temples were developed at this time for worship.

Hinduism Chapter Two
Lesson Plan #6 – Researching Hinduism

3. The *Puranas* and *Agama* scriptures were written.
 4. The *Ramayana* and *Mahabharata* were revised into their present forms.
 - iii. All of these factors contributed to the strength and popularity of the Bhakti movement towards the end of this period.
 3. Temple Worship (I-13 to I-14)
 - a. **Main Idea:** *During this period, temples were constructed and temple worship became more important.*
 - i. Hindus built and expanded many great temples in this period, many of which are still active and have become the center of large cities.
 - ii. At temples, people could worship their God or Goddess directly, with a priest there to conduct the ritual.
 - iii. Scriptures from this period describe temple design, construction and worship.
 1. The *Vastu Shastras* contain information about the art of designing and constructing temples.
 2. The rituals and chants described in the *Agamas* and *Puranas* helped to **codify** temple worship, which means to arrange it in a logical manner.
 - iv. Temples became important to their communities as centers of education, arts, pilgrimage, economic activity, social life, and intellectual exchange.
 4. Rock-Cut Temples (I-14)
 - a. **Main Idea:** *The rock-cult temples in Ellora are a major feat of engineering, built over the course of centuries that attest to the religious tolerance of the period.*
 - i. In Ellora, there is a complex of temples that were carved out of a solid mountain over six centuries.
 - ii. Started by the 8th century Rastrakuta king Krishna I, the Kailash Temple was carved over a 100 year period.
 - iii. Over 200,000 tons of rock was removed to create the 160 foot by 280 foot temple, designed to resemble Kailash, the mountain home of Siva.
 - iv. Although the rulers were Hindu, half of the temples and monasteries built at Ellora over the centuries were Hindus and Jains, which demonstrates the religious harmony and **liberality** of the period.
 5. The *Puranas* (I-14)
 - a. **Main Idea:** *The Puranas are a group of important Hindu scriptures that tell the stories of a particular form of God*
 - i. The *Puranas* are like an encyclopedia full of stories of creation, kings, and the Gods and Goddesses.
 - ii. Most of the *Puranas* were **compiled** during the Gupta period from earlier, oral sources.

Hinduism Chapter Two
Lesson Plan #6 – Researching Hinduism

- iii. One of the most popular parts of the *Puranas* is the section of the *Bhagavata Purana* that describes the early life of Lord Krishna.
 - iv. Some of the stories in the *Puranas* originally come from the cultures of people who had invaded India, like the Greeks, the Persians, and the Hunas, who had **assimilated** to Indian culture.
6. *Ramayana* and *Mahabharata* (I-15)
- a. **Main Idea:** *These two epics played an important role in the development of devotional Hinduism.*
 - i. The *Ramayana* and *Mahabharata* were told in local languages, unlike the *Veda*, which was only in Sanskrit.
 - ii. Through storytelling, dance, song, painting, and sculpture, these epics became how Hinduism was taught.
 - iii. In this period, Hinduism and Buddhism spread to Southeast Asia, largely through the epics.
 - iv. An example of the importance of the epics in transporting Hinduism is the enormous stone mural at Angkor Wat, Cambodia.
7. The Bhakti Movement (I-15)
- a. **Main Idea:** *The popularity of the saints, philosophy, worship, and texts of the Bhakti Movement became a dominant force within Hinduism, which continues to this day.*
 - i. The saints who preached *bhakti*, or loving devotion to God, came from all denominations and castes, and wrote songs in a South Indian language that remain sung today.
 - ii. The devotional songs of Indian saints, written in local languages, were an important factor in bringing people to the Bhakti Movement.
 - iii. The Bhakti movement's popularity caused a decline in the **ascetic** religions of Jainism and Buddhism.
 - iv. Temples served as centers for the practice of *bhakti*.
 - v. The stories in the *Puranas*, *Ramayana*, and *Mahabharata* contained Hindu knowledge that have been the center of the powerful devotional movement for nearly one thousand years.

Summary (5 mins): If groups have not completed their posters, they can finish writing while you summarize class for the next day. Everyone must participate, not only in their own presentation, but also in taking good notes on other presentations.

Homework: Practice reading your section of your presentation out loud to your family and friends or in front of a mirror.

Formal Assessment: Spot check student worksheets.

Informal Assessment: Group participation in reading, recording, and discussion in independent work.

Resources:

Hinduism Chapter Two
Lesson Plan #6 – Researching Hinduism

Unfortunately information on the message of religious tolerance in Hinduism tends to be far above a sixth-grade reading level.

<http://en.wikipedia.org/wiki/Rashtrakuta#Religion> gives an example of an exceptionally tolerant kingdom.

<http://www.vivekananda.btinternet.co.uk/bg6.htm>

This telling of the conclusion of the *Bhagavad Gita* is grade-appropriate and discusses the pluralism in Hinduism's conception of many paths to God.

<http://www.vivekananda.btinternet.co.uk/secondaryschoolspage3.htm>

Good description of *bhakti* at an appropriate reading level. Scroll down about one-quarter of the page until the caption "Bhakti Yoga."

<http://www.historyforkids.org/learn/india/architecture/guptan.htm>

<http://www.historyforkids.org/learn/india/architecture/middleages.htm>

Information on Hindu temple construction at the time.

<http://www.indiavine.org/articles/871/1/Hindu-Temple-Architecture-in-the-North/Page1.html>

<http://www.cyberfocusindia.com/>

Some beautiful examples of temples

<http://www.historyforkids.org/learn/india/architecture/ellora.htm>

Information on the rock-cut temples of Ellora.

<http://uwacadweb.uwyo.edu/Religionet/er/hinduism/HTEXTS.HTM>

Scroll all the way down for a very straightforward explanation of the *Puranas*.

http://www.reonline.org.uk/allre/tt_nframe.php?http://www.hindunet.org/puranas/index.htm

Another site on the *Puranas*

<http://www.historyforkids.org/learn/india/literature/ramayana.htm>

<http://www.historyforkids.org/learn/india/literature/mahabharata.htm>

A grade-appropriate telling of the *Ramayana* and *Mahabharata*.

Most sites on the Bhakti Movement are well above the sixth-grade reading level. The introductory paragraphs to the Wikipedia article

http://en.wikipedia.org/wiki/Bhakti_movements are readable and concise.

<http://www.ramanuja.org/sv/alvars/andal/>

A site on Andal, the only female and most beloved among the 12 Alvars, the Vaishnava saints of South India that were central to the Bhakti Movement.

Hinduism Chapter Two
Lesson Plan #7 – Hinduism Presentations

Learning Objective: Students will perform group presentations of their research on Hinduism between 300 and 1100 C.E.

California State Standards: English Language Arts: Listening and Speaking

1.5 Emphasize salient points to assist the listener in following the main ideas and concepts.

1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.

2.2 Students deliver well-organized formal informative presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description).

Materials: Blackboard / chalk (optional)
Student Posters
Hinduism Presentation Notes (handout)

Whole Group Instruction (7 mins): Tell students that most of the period will be spent on student presentations. Before any presentations begin, distribute the Presentation Notes worksheet for notetaking and explain that each student is responsible for taking notes on the presentation. Remind them that taking notes does not mean writing down every single word in the presentation, but writing down enough that students can read their notes at a later time and remember the information from the presentations.

If there are only six groups, you can model good presentation skills by presenting section 7. Make a poster beforehand based on the outline from Lesson 2-6 for “The Bhakti Movement.” Afterwards, review the following key points in giving a clear, concise presentation. If there is a student group presenting this section, you can simply go through the key points.

- Speak up, slow down, have fun. No one can hear you if you mumble or have papers in front of your face. There’s no need to rush – your group has four whole minutes. Face your classmates and speak as if you want your words to bounce off the back of the room. As long as you’re prepared, there’s no need to worry – you practiced reading this last night, so get up there and have fun with it.
- Clearly present your Title and Main Idea first. This allows listeners to know the subject of your presentation. Speak slowly and give students time to take notes.
- Present your supporting facts in a logical order. It’s good if each fact builds off of the last one with a transition (also, next, then, etc.). Allow time for note taking before beginning the next fact.
- Explain any vocabulary words that were in your section. Again, give time to take notes. You may want to point to the word on your poster as you read the definition.
- Be sure that all students in the group participate – full participation is part of the group’s grade.

Independent Work (30 mins): Each group presentation should take between two and four minutes. Make sure there is little dead time between groups or they will run out of

Hinduism Chapter Two
Lesson Plan #7 – Hinduism Presentations

time. If there is time you can ask students if they have questions or ask the group if they could repeat a section of their presentation.

Summary (5 mins): Ask students how section 7 provided a good summary of the other presentations. Briefly discuss the roles that religious tolerance, temple construction, and scriptures in local languages had in the rise of the Bhakti Movement.

Homework: Prepare for the chapter test.

Formal Assessment: Spot check or collect student notes worksheets. You can grade the presentations based on the following rubric:

	4	3	2	1
Title	Title is prominent on poster and was read clearly	Title is on poster and was read clearly	Title is not clear on poster or was not read clearly	Title is absent from presentation
Main Idea	Main idea is very clear, summarizes the section well, and was read clearly	Main idea is clear, mostly summarizes the section, and was read clearly	Main idea is not clear, does not summarize the section, or it was not read clearly.	Main idea is not clear, does not summarize the section, and it was not read clearly.
Supporting Facts	Four facts that are important to the topic and support the main idea	Four facts that are mostly important and support the main idea	Less than four facts that are somewhat important.	Facts are irrelevant or false.
Vocabulary	At least one well-chosen and clearly defined word.	One vocabulary word is clearly presented and defined	Vocabulary word is not clearly defined	Vocabulary word is absent
Presentation Skills	The entire group speaks clearly and slowly, allowing for good notetaking.	Most of the group speaks clearly and slowly, allowing for notetaking	At least one member of the group speaks clearly and slowly enough for some notetaking.	The group does not speak clearly or slowly, and notetaking is difficult.
Participation and Organization	Everyone participates in a well-organized presentation with good use of transitions	Everyone participates in an organized presentation with use of transitions	Everyone or nearly everyone participates in presentation with some use of transitions	Little participation or organization. No use of transitions.

Name: _____ Class: _____ Date: _____

Hinduism (300 – 1100 C.E.)
Presentation Notes

Topic: _____
Main Idea: _____

Vocabulary: _____
Detail 1: _____
Detail 2: _____
Detail 3: _____
Detail 4: _____

Topic: _____
Main Idea: _____

Vocabulary: _____
Detail 1: _____
Detail 2: _____
Detail 3: _____
Detail 4: _____

Topic: _____
Main Idea: _____

Vocabulary: _____
Detail 1: _____
Detail 2: _____
Detail 3: _____
Detail 4: _____

Name: _____ Class: _____ Date: _____

Topic: _____
Main Idea: _____

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