Ancient India

Table of Contents

| Introduction                                      | 1 |
| Ancient India Pacing Guide                      | 10 |
| Chapter 1    Mystery of the Indus            | 11 |
| Chapter 2    Hinduism                         | 19 |
| Chapter 3    Festival of Lights               | 29 |
| Chapter 4    The Story of the Buddha          | 34 |
| Chapter 5    A Jataka Tale                    | 41 |
| Chapter 6    King Asoka                       | 46 |
| Teacher Resources                               | 53 |
About This Unit

The Big Idea

Like other early civilizations, such as Mesopotamia and ancient Egypt, the Indus valley civilization developed along a river—the Indus River. The beliefs and practices of people who lived in this ancient civilization led to the development of Hinduism and Buddhism. Both religions continue to be practiced today by people throughout the world.

This Grade 2 Core Knowledge History and Geography™ (CKHG™) unit introduces students to the early Asian civilization of ancient India. Students using the CKHG series will also study the early Asian civilization of ancient China in a subsequent Grade 2 unit. These Grade 2 CKHG units extend the exploration of world history begun with the studies of ancient Mesopotamia and Egypt in Grade 1 CKHG.

Students will study the geography of India, the Ganges and Indus Rivers, and the development of the first civilization in the Indus valley, which in modern terms would be the areas of western India, Pakistan, and northeastern Afghanistan. For students in Core Knowledge schools who have studied ancient Mesopotamia and Egypt, the concept of settling near a river in order to farm should be familiar.

Students will study the culture and beliefs associated with ancient India. They will learn about Hinduism; three of its important deities, Brahma, Vishnu, and Shiva; and its most important holy books, the Vedas.

Students will learn about Buddhism, which began in this region as well. They will learn about the Buddha, what he taught, and how Buddhism spread to other lands. They will also learn about King Asoka, the ancient king who put the Buddha’s teachings into practice.

Learning about these religions and the ways of life associated with them will help students understand not only cultures in distant lands but also the backgrounds of many Americans. Today, in North America alone, there are well over a million Hindus and nearly three million Buddhists.
What Students Should Already Know

Geography
- maps and globes: what they represent, how we use them
- rivers, lakes, and mountains: what they are and how they are represented on maps and globes
- how to identify and locate the seven continents on a map and globe:
  - Asia
  - Europe
  - Africa
  - North America
  - South America
  - Antarctica
  - Australia
- how to name their continent, country, state, and community
- map keys and legends with symbols and their uses
- how to find directions on a map: east, west, north, south
- how to identify the major oceans: Pacific, Atlantic, Indian, Arctic
- how to locate Canada, United States, Mexico, and Central America
- how to locate the equator, Northern Hemisphere, Southern Hemisphere, and North and South Poles
- how to explain and give examples of the following geographical terms: peninsula, harbor, bay, island

History
- Mesopotamia, a very early civilization
- ancient Egypt

What Students Need to Learn

- Review all geography concepts and map skills
- new geographical terms: valley
- Indus River and Ganges River
- Hinduism
  - Brahma, Vishnu, Shiva
  - many holy books, including the Rig Veda
- Buddhism
  - Prince Siddhartha becomes the Buddha, “the Enlightened One.”
  - Buddhism grows in India and then spreads through many countries in Asia.
  - King Asoka (also spelled Ashoka)
The most important ideas in Unit 1 are:

- Asia is the largest and most populated of the seven continents.
- Students should be able to locate India on a map or globe.
- The first civilization on the Indian subcontinent started along the Indus River.
- The Ganges River has religious significance for Hindus.
- Hinduism has many holy writings collected as the Vedas, and three important gods: Brahma, Vishnu, and Shiva.
- Buddhism, which spread across Asia, is based on the teachings of the Buddha.
- King Asoka learned to use his power to help the people of his kingdom. He spread the teachings of Buddha throughout India.

Background: Setting the Stage

The following is a general description of how civilizations developed. Any specific region may have had variations.

The earliest cultures were based on hunting wild animals and gathering wild plants. At different times on different continents, humans learned to domesticate edible plants and animals; that is, they learned to plant, cultivate, and harvest wild plants and to breed wild animals for food and as beasts of burden. Some of these societies continued a seminomadic existence, but others settled in one place. They came together in large numbers for religious and social reasons. This created the need to supplement the traditional food supply. As a result, agricultural, or farming, methods were developed. With a predictable food base, populations in these settled communities grew. In time, these permanent communities gave rise to cities and, in turn, to what is known as civilization. Of course, all of this happened over a great deal of time and marked a drastic shift in human behavior.

The term civilization is not intended to be a value judgment, but rather the designation of a culture displaying certain characteristics. In anthropological terms, the components of a civilization are the rise of cities, often with monumental architecture (large buildings); division of labor; the establishment of political organization and of social class structure; and, most often, but not always, the development of some form of writing. For example, the highly organized Inca of South America did not develop writing, but developed the quipu, an ingenious record-keeping system based on knotted strings.

For some scholars, the presence of cities is the crucial element in the development of a civilization. A city needs a political structure by which it can be governed. The first cities were the seats of power and organization for outlying areas and, later, kingdoms and empires.

Many members of the city still engaged in farming, but some residents made their living in other ways. Crafts and commerce developed, and with them the division of labor. While some people made their living by becoming potters, bricklayers, and weavers, others became merchants.
Although each ancient society had its distinctive aspects, most were organized into broadly similar classes. The highest levels of the social pyramid typically included the king or ruler, priests, military leaders, and landowning elites. Then came merchants, artisans, and scribes. Farmers and commoners possessing small plots of land formed much of the population, and at the bottom of the social structure were slaves, who were often captives taken in battle.

The development of writing was an important element of many civilizations. Writing first developed as a means of recording the exchanges of goods and the taxes that were paid. With a large number of people in proximity to one another, there could be a rapid dissemination of ideas. This exchange fostered creative and intellectual development. Writing enabled people to document these ideas and create a record of their thoughts and beliefs (or interests). Writing and mathematics also enabled governments to organize more efficiently and to spread their authority more effectively and over larger areas. Laws could be written down and sent to distant parts of an empire with the expectation that they would be obeyed. Records such as tax payments, treaties, and business contracts could be written down for reference and enforcement.

**NOTE TO TEACHERS**

**Talking About Beliefs and Religion**

Core Knowledge instructional materials introduce students to various world religions in the context of their impact on events throughout history. The purpose is not to explore matters of theology but to provide a basic vocabulary for understanding many events and ideas in history. The goal is to familiarize, not proselytize; to be descriptive, not prescriptive. The tone should be one of respect and balance; no religion should be disparaged by implying that it is a thing of the past.

To avoid any misunderstanding as to what you are introducing to students in this unit and why, we strongly recommend that you communicate the content and goals of this unit with your students’ families in advance of this unit. You may choose to use Letter to Family (AP 1.1), which we have provided for your convenience on page 77, or you may want to write your own letter to parents.

**UNIT RESOURCES**

**Teacher Components**

*Ancient India* Teacher Guide—This Teacher Guide includes a general unit introduction, followed by specific instructional guidance. Primary focus objectives, geographical and/or historical background information for teachers, Core Vocabulary, a lesson introduction, and the Student Book text to be read aloud—in the form of actual replicated Student Book pages—are included for each chapter. The Read Aloud sections of the Student Book are divided into segments so that the teacher can pause and discuss each part of the text with students. It is important to discuss the images that accompany the text with students too.

The instructional guidance for each chapter also includes a Check for Understanding and, when appropriate, Additional Activities, such as virtual field trips, short film clips, and art activities, that may be used to reinforce students’ understanding of the content. These Additional Activities are intended to provide choices for teachers and should be used selectively.
A Culminating Activity, Unit Assessment, Performance Task Assessment, Student Activity Pages, and instructions for the Time Traveler Passport for each student are included at the end of this Teacher Guide in Teacher Resources, beginning on page 53. The Activity Pages are numbered to correspond with the chapter for recommended use and also indicate the recommended order. For example, AP 1.1 is a letter for parents designed to be used at the start of the unit.

» The Culminating Activity is a multistep activity that provides students an opportunity to review unit content knowledge prior to the Unit or Performance Task Assessments. Students will have a chance to play a unit-related game, learn and sing a song about the unit, or create a collaborative classroom mural and/or museum of craft projects they have made to represent artifacts from the time period and culture studied. At the end of the Culminating Activity, they will also assemble and discuss a mini-book version of the Student Book that they can take home to share with family members.

» The Unit Assessment tests knowledge of the entire unit, using a standard testing format. The teacher reads aloud multiple choice questions or fill-in-the-blank statements, and students are then asked to answer these questions by circling a picture representing the correct response on the Unit Assessment Student Answer Sheet.

» The Performance Task Assessment allows students to apply and demonstrate the knowledge learned during the unit by drawing and talking about images representing key content.

» My Passport is a tangible reminder and souvenir of the various events and places that students using the CKHG units at their grade level will have visited and learned about over the course of the school year. Note that prior to reading Chapter 1 of each unit aloud, you will be prompted to ask your students to pretend that they are boarding an airplane in real time to travel to a particular place in the world; this approach will be used in units that focus on modern-day cultures, including geography. For units that focus on historical events, you will be prompted to ask students to pretend they are boarding a “time machine” to travel “back in time” with you to visit each historical period and culture studied. Guidance will be provided at the end of every unit, directing teachers how to assist students in creating and updating their passport. The passport template can be downloaded from www.coreknowledge.org/ckhg-online-resources. Teachers will need to make sufficient copies for each student before conducting the passport activity.

» The Activity Pages are designed to reinforce and extend content taught in specific chapters. The Teacher Guide lessons provide clear direction as to when to use specific Activity Pages. Teachers will need to make sufficient copies of the Activity Pages they choose to use for all students in their class.

Optional: Core Knowledge Curriculum Series™ Art Resource Packet for Grade 2—art resources that may be used with the cross-curricular art activity described in the Additional Activities of Chapter 6 if classroom internet access is not available. You can purchase the Grade 2 Art Resource Packet, available at:

www.coreknowledge.org/store

Student Component

The Ancient India Student Book includes six chapters, intended to be read aloud by the teacher as the students look at images on each page.

As you will note when you examine the Student Book, minimal text is included on each page. Instead, colorful photos and engaging illustrations dominate the Student Book pages. The design of the Student Book in this way is intentional because students in Kindergarten–Grade 2 are still just learning to read. At
these grade levels, students are learning how to decode written words, so the complexity and amount of text that these young students can actually read is quite limited.

While some advanced students may be able to read words on a given page of the Student Book, as a general rule, students should not be expected or asked to read aloud the text on the Student Book pages. The text in the Student Book is there so that teachers and parents can read it when sharing the Student Book with students.

The intent of the Grades K–2 CKHG lessons is to build students’ understanding and knowledge of specific historical time periods, people, and events, as well as of associated geographical concepts and skills. It is for this very reason that in Grades K–2 CKHG, the historical and geographical knowledge of each lesson is delivered to students using a teacher Read Aloud accompanied by detailed images. Cognitive science research has clearly documented the fact that students’ listening comprehension far surpasses their reading comprehension well into the late elementary and early middle school grades. Said another way, students are able to understand and grasp far more complex ideas and text that they hear read aloud than they would ever be able to read or comprehend when they read to themselves. For a more thorough discussion of listening and reading comprehension and the underlying cognitive science research, teachers may want to refer to Appendix A of the Common Core State Standards for English Language Arts, noting in particular the Speaking and Listening section of the appendix.

Use this link to download the CKHG Online Resources for this unit, where the specific link to this appendix can be found:

www.coreknowledge.org/ckhg-online-resources

### USING THE TEACHER GUIDE

#### Pacing

The *Ancient India* unit is one of eleven history and geography units in the Grade 2 CKHG series that we encourage teachers to use over the course of the school year. We have intentionally left the pacing and timing needed to teach the content presented in the Teacher Guide and Student Book very flexible. Teachers can choose how much they read aloud and discuss in a single instructional period, as well as how often each week they use the CKHG materials.

In many instances, it is likely that the teacher will be able to read aloud and discuss a complete chapter from the Student Book in a single instructional period. At other times, teachers may choose to spread the Read Aloud and discussion of a longer chapter over two instructional periods.

At the end of this unit introduction, you will find a blank Pacing Guide on page 10 that you may use to plan how you might pace reading aloud and discussing each chapter, as well as when to use the various other resources in this unit. We strongly recommend that you preview this entire unit and create your pacing guide before teaching the first lesson. As a general rule of thumb, we recommend that you spend no more than ten to fifteen days teaching the *Ancient India* unit so that you have sufficient time to teach the other units in the Grade 2 CKHG series.
Reading Aloud

Within each Read Aloud, the text to be read aloud to students is in roman text in the Teacher Guide (like this); instructions intended only for the teacher are in boldface (like this). Core Vocabulary words appear in boldface color (like this). You may sometimes wish to preview one or two of these vocabulary words before a segment of the Read Aloud. In most instances, however, it may be more effective to pause and explain the meaning of the words as they are encountered when you read aloud.

It is important to note that students at this grade level are not expected to give definitions of the Core Vocabulary words. Rather, the intent is for the teacher to model the use of Core Vocabulary in the Read Aloud and in discussions about the Read Aloud to expose students to challenging, domain-specific vocabulary. If students hear these words used in context by the teacher over the entire unit, they will gain an increasingly nuanced understanding of these words. With support and encouragement by the teacher, students may even begin to use these same words in their own oral discussions of the unit.

Interspersed throughout the Read Aloud, you will note instances in which instructional guidance is included. This guidance may call the teacher’s attention to Core Vocabulary and idiomatic or figurative language that may be confusing and therefore require explanation. In other instances, Supports may direct the teacher to call attention to specific aspects of an image—as shown in the Student Book. And, in some instances, a Challenge, usually a more demanding task or question, may be included for teachers’ optional use.

You will also notice within the Read Aloud segments that the Teacher Guide directs you to pause occasionally to ask questions about what students have just heard. By using this carefully scaffolded approach to reading aloud and discussing a portion of the content a bit at a time, you will be able to observe and ensure that all students understand what they have heard before you proceed to the next section of the Read Aloud.

Turn and Talk

You will also notice specific instances in the Read Aloud portion of the lesson designated as Turn and Talk opportunities. During these times, teachers should direct students to turn and talk to a partner to discuss specific questions. These types of discussion opportunities will allow students to more fully engage with the content and will bring to life the topics and events being discussed.

Big Questions and Core Vocabulary

At the beginning of each Read Aloud segment in the Teacher Guide, you will find a Big Question. The answer to each Big Question is included as part of the text read aloud in each chapter of the Student Book. At the end of each Read Aloud segment, you will be prompted to formally re-ask the Big Question for students to discuss during the Check for Understanding. Key vocabulary, phrases, and idioms are also identified in each lesson of the Teacher Guide.
Read Aloud Chapters | Big Questions | Core Vocabulary
---|---|---
Chapter 1: Mystery of the Indus | What do we know about the ancient Indus valley civilization? | valley, symbols, artifacts
Chapter 2: Hinduism | What are the names of certain important Hindu gods, and what are the most important holy Hindu books called? | invaders, chariots, religion, holy books, god, castes
Chapter 3: Festival of Lights | How do people in India celebrate Diwali? | festival, goddess, wick, temples
Chapter 4: The Story of the Buddha | What did Prince Siddhartha discover when he left the royal palace, and how did he become the Buddha? | royal, suffering, wisdom, enlightened
Chapter 5: A Jataka Tale | What is the message in the story about the frightened rabbit? | cliff top, hooves
Chapter 6: King Asoka | How did King Asoka become a better ruler? | empire, conquered, victory, destruction, monk, deeds

Activity Pages
The following activity pages can be found in Teacher Resources, pages 77–80. They are to be used with the lesson specified for additional class work. In some instances they may be sent home to make parents aware of what students are studying. Be sure to make sufficient copies for your students prior to conducting the activities.

- Chapter 1—Letter to Family (AP 1.1)
- Chapters 1–2—World Map (AP 1.2)
- Chapters 1–2—Map of Ancient India (AP 1.3)
- Chapter 3—The Festival of Lights (AP 3.1)

Fiction Excerpts
The following fiction excerpts can be found and downloaded at:
www.coreknowledge.org/ckhg-online-resources

These excerpts may be used with the chapter specified, either for additional class work or at the end of the unit as review and/or a culminating activity.

- Chapter 2—“The Tiger, the Brahmin, and the Jackal” (FE 1)
- Chapter 2—“The Blind Men and the Elephant” (FE 2)
Additional Activities and Website Links

An Additional Activities section, related to material the students are studying, may be found at the end of many chapters in this Teacher Guide. While there are multiple suggested activities, you should choose only one or two activities per lesson to complete, based on your students’ interests and needs, as well as on the instructional time available. Many of the activities include website links, and you should check the links prior to using them in class.

Cross-Curricular Connections

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<th>Visual Arts</th>
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<tr>
<td><strong>Fiction</strong></td>
<td><strong>Architecture</strong></td>
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<tr>
<td>• “The Tiger, the Brahmin, and the Jackal” (folktale from India)</td>
<td>• Great Stupa</td>
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<td>• “The Blind Men and the Elephant” (fable from India)</td>
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Books


**ANCIENT INDIA PACING GUIDE**

**Note to Teacher:** *Ancient India* is intended to be taught as the first unit of Grade 2 CKHG.

### Week 1

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<th>Day 3</th>
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### Week 3

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CHAPTER 1

Mystery of the Indus

Primary Focus Objectives

✓ Locate ancient India on a map or globe.  
(SL.2.2, SL.2.3, RI.2.7)

✓ Understand that the Indus civilization was an ancient civilization in the Indian subcontinent.  
(SL.2.2, SL.2.3, RI.2.7)

✓ Understand the meaning of the following domain-specific vocabulary: valley, symbols, and artifacts.  
(L.2.4, L.2.5)

Materials Needed

• individual student copies of Ancient India Student Book

• globe

• teacher and individual student copies of World Map (AP 1.2)

• teacher and individual student copies of Map of Ancient India (AP 1.3)

• colored pencils or crayons

• individual student copies of Letter to Family (AP 1.1)

What Teachers Need to Know

The subject of this section is ancient India, the boundaries of which are different from what is now modern India. India was a British colony for many years prior to gaining its independence in 1947. In that same year, the northwestern and eastern sections were split off as West Pakistan and East Pakistan. In 1971, East Pakistan declared its independence and became Bangladesh. The Indian subcontinent, so named because it is cut off from the rest of Asia by high mountains, is a mix of mountains, plateaus, and plains. The Himalayas, the highest mountain range in the world, form most of the northern border of the subcontinent. The Hindu Kush Mountains in the north, along with several smaller ranges bordering India on both the west and east, form the rest of its northern border.

The major rivers of the subcontinent are the Indus, Brahmaputra, and Ganges. The Indus and Ganges were important in the early development of India. Like the Tigris and Euphrates Rivers in Asia, as well as the Nile River in Africa (which students in Core Knowledge schools studied in Grade 1), these rivers flooded, leaving fertile soil as the floodwaters receded.

The climate of the subcontinent can be divided into desert, tropical, and temperate. The area around the Indus River is very dry. The climate along the Indian west coast is tropical and supports rainforest vegetation. With minor exceptions, the rest of the subcontinent is temperate. The major weather system is the monsoon. The resulting rains can be devastating, causing flooding and deaths, but the monsoons also provide the moisture needed for agriculture.
Introduce *Ancient India* and Chapter 1: “Mystery of the Indus”

Introduce students to the word *ancient* (students using the CKHG curriculum materials were introduced to *ancient* in Grade 1). Explain that someone or something that is ancient is very, very old and existed long, long ago.

To quickly check understanding of the word *ancient*, tell students that you are going to name different things. If you name something that could be described as ancient, or something from long, long ago, the whole class should respond, “ancient.” If you name something that is not from long, long ago, the class should respond, “not ancient.”

- dinosaurs (*ancient*)
- the breakfast you ate this morning (*not ancient*)
- the clothes you are wearing (*not ancient*)
- mummies buried inside pyramids in Egypt (*ancient*)
- a drawing you made yesterday (*not ancient*)

Review the characteristics of a civilization. Students who used the CKHG Grade 1 curriculum materials have already studied these characteristics in their exploration of the ancient Mesopotamian and Egyptian civilizations. Remind them that people who lived near rivers long, long ago (the Tigris and Euphrates in ancient Mesopotamia and the Nile in ancient Egypt) produced enough food to feed more and more people, who began living closely together.

A civilization is what we call a group of people who speak the same language, have the same laws, believe the same things or have the same religion, and usually have some system of writing. People in a civilization have the same way of living. In ancient times, as more and more people moved to the same area, cities also developed as part of civilization. Some people in early civilizations lived in cities and had different kinds of jobs, such as making pots to store food or weaving material for clothing. Other people in early civilizations were farmers who grew crops and raised animals as food to feed people. The characteristics that were present in ancient civilizations are also present in modern, or current, civilizations. Tell students that in this unit they will learn about another early civilization, located on the continent of Asia, that also began near a river called the Indus River.

**Note to Teacher:** You may want to conduct the Additional Activity, “Using Maps,” on pages 17–18, with students prior to continuing with the rest of this chapter.

**Activity Page**

**SUPPORT**—Point out the location of Asia on the globe or World Map (AP 1.2). Tell students that Asia is the largest of the world’s seven continents and that it has the most people. Then show the location of the Indian subcontinent in Asia, and note that this is the part of Asia where the Indus River is located.
Distribute copies of the Student Book to the class. Ask students to look at the cover and describe what they see. Discuss whether the images appear to be from modern times or from a time long ago.

Tell students that you are going to pretend that you have a special machine so that you can travel back in time to visit ancient India.

Ask students to close their eyes and make sure that they are “buckled in,” so that they can travel back in time. Count backward, saying, “3 . . . 2 . . . 1 . . . Back to ancient India!” and then ask students to open their eyes.

Tell students that in this chapter, they will learn about the Indus River and the civilization that developed around it. Ask them to listen carefully to find out about the ancient Indus valley civilization.

**Big Question**

What do we know about the ancient Indus valley civilization?

**Core Vocabulary**

valley symbols artifacts

CHAPTER 1 | MYSTERY OF THE INDUS
Chapter 1: “Mystery of the Indus”

Ask students to turn to page 2 of the Student Book and look at the images as you read aloud. Tell them that the title of this chapter is “Mystery of the Indus.” Explain that a mystery is a secret or something that people don’t completely understand. So this chapter title is about the “secret” of the civilization that developed near the Indus River.

Mystery of the Indus

A long time ago, the Indus people lived in a river valley south of the great mountains in India. These mountains are the Himalayas, the highest mountains in the world. This Indus valley civilization developed at about the same time as ancient Mesopotamia and ancient Egypt.

The Indus River valley civilization grew strong thanks to the Indus River. Whenever the Indus River flooded, rich soil was carried onto the farmland by the overflowing waters. The rich soil helped food crops grow. More crops meant that more people could be fed.

SUPPORT—The name Himalayas can be pronounced either “hiih muh LAY uhz” or “hiih MAL uh yuuhz.”

CORE VOCABULARY—Explain that a valley is a low area of land between hills and mountains.

Have students look at the map on page 2 of the Student Book. Guide them in finding the Himalayas on the map. Then help them trace the Indus River from its source in the Himalayas to its outlet in the Arabian Sea. Also help students find the Indus valley area on the map, that is, the land south of the Himalayas and pictured on the map in light orange.
Ask students the following questions:

**LITERAL**—Where did the Indus people live?

» The Indus people lived in a river valley south of the great mountains in India, the Himalayas.

**CHALLENGE**—How did the Indus River help the Indus valley civilization grow strong?

» The flooding of the Indus River made the soil in the valley very good for growing crops. People could also get drinking water from the river and use the river for transporting or carrying crops and people.

Have students turn to page 3 of the Student Book and look at the images as you read aloud.

We know that the Indus people had a written language made up of symbols. But we do not know what all the symbols mean.

The Indus valley civilization is still a mystery. There is much we do not understand. We do know that the Indus people built large cities that were home to thousands of people. One of these ancient cities was called Mohenjo-Daro (/mo*hen*joh/dah*roh/). It had brick buildings and streets that were neatly laid out in straight lines.

**CORE VOCABULARY**—Explain that symbols are pictures or objects that represent something else. For example, a heart is a symbol of love.

**SUPPORT**—Distribute AP 1.3, and point out Mohenjo-Daro on the Map of Ancient India (AP 1.3). Explain that this city was located in ancient India. (This area is now in present-day Pakistan, not India.)
Ask students the following questions:

**LITERAL**—What do we know about the people of the Indus valley?

» We know the Indus people had a written language, and we know they built large cities.

**LITERAL**—What was Mohenjo-Daro?

» Mohenjo-Daro was an ancient city in the Indus valley. It had brick buildings and streets that were neatly laid out in straight lines.

Have students turn to page 4 of the Student Book and look at the images as you read aloud.

Many artifacts, or objects, that once belonged to the Indus people have been found in the ruins of the ancient cities. Because of these findings, we know that the Indus people made beautiful gold and silver jewelry.

We know that they made tiny statues of animals and people and that the bull was an important symbol. But why was the bull so important? We can guess, but we cannot say for sure!

**CORE VOCABULARY**—Explain that **artifacts** are objects, such as statues and jewelry, made by people a long time ago.

**SUPPORT**—Draw students’ attention to the image on the bottom right of page 4 of the Student Book. Explain that the animal in the image is a bull. The markings on top are symbols—they are pictures that represent something else—but we do not know what they represent.
Ask students the following question:

**LITERAL**—What are some of the different artifacts that have been found in the Indus valley?

» Gold and silver jewelry, small statues, and pictures of bulls have been found in the Indus valley.

**CHECK FOR UNDERSTANDING: BIG QUESTION**

**TURN AND TALK**—What do we know about the ancient Indus valley civilization?

» We know the ancient Indus valley civilization grew along the Indus River. We know it had a written language. We know it had cities with brick buildings and streets laid out in straight lines. We know the Indus people made jewelry, small statues of people and animals, and pictures of bulls.

**Activity Page**

**Note to Teacher:** Distribute copies of Letter to Family (AP 1.1) for students to take home.

**AP 1.1**

**Additional Activities**

**Using Maps (RI.2.7)**

**Activity Pages**

**Materials Needed:** a globe; teacher and individual student copies of World Map (AP 1.2); teacher and individual student copies of Map of Ancient India (AP 1.3); colored pencils or crayons for each student

**AP 1.2**

**AP 1.3**

Direct students’ attention to the globe. Remind students that the globe is a representation of Earth and shows the land, water, and countries on Earth.

Display the teacher copy of the World Map (AP 1.2). Encourage students to notice that a map allows you to see all of the parts of the world at one time, while a globe does not.

Ask students: What are maps used for?

» Maps help you get to or find places. Maps can help you learn about places you have never been.

Distribute student copies of the World Map (AP 1.2). Remind students that maps have tools that help people to understand and use them. Ask students to find the compass rose. Review the concepts of north, south, east, and west.

Point out and name the four major oceans on the globe: Atlantic, Pacific, Indian, and Arctic. Have students use a blue crayon or pencil to circle the name of each of the four oceans on their maps as they say it aloud.

Point out and name the seven continents on the globe: North America, South America, Europe, Asia, Africa, Australia, and Antarctica. Have students use a brown crayon or pencil to circle the name of each of the seven continents on their maps as they say it aloud.
Help students locate Canada, the United States, Mexico, and Central America.

Locate the North and South Poles on the map. Locate the equator on the map. Show students that everything to the north of the equator is the Northern Hemisphere, and everything to the south of the equator is the Southern Hemisphere.

Locate India on the World Map. Have students color India yellow.

Tell students that maps not only help us find places now; they also help us learn about places in the past. Display the teacher copy of the Map of Ancient India (AP 1.3), and distribute student copies.

Give students a moment to look at the map, and then direct them to the inset map. Ask: Why is this smaller map included?

» The smaller map shows where ancient India was in the world.

Remind students that a map key uses symbols to help people read the map. This map key shows the area that was ancient India, it shows India today, and it uses symbols to depict mountains and cities.

Ask: What other natural geographical features in addition to mountains are shown on the map?

» Rivers, land, an ocean, and a sea are also shown on the map.

Use the map of ancient India to review, explain, and give examples of the following geographical terms: *peninsula*, *bay*, and *island*.

**peninsula:** a piece of land surrounded by water on three sides  
**bay:** a large area of water that is partly surrounded by land  
**island:** a piece of land that is completely surrounded by water

Help students locate and identify the Himalayas; tell them to color the Himalayas green.

Help students locate and identify the Ganges River and then trace the river in blue.

Help students locate and identify the Indus River and trace it in blue.
Hinduism

Primary Focus Objectives

✓ Locate central Asia. *(SL.2.2, SL.2.3, RI.2.7)*
✓ Understand the Aryan invasion of ancient India. *(SL.2.2, SL.2.3)*
✓ Identify Hinduism as a religion that began in ancient India. *(SL.2.2, SL.2.3)*
✓ Understand the meaning of the following domain-specific vocabulary: *invaders, chariots, religion, holy books, god,* and *castes.* *(L.2.4, L.2.5)*

Materials Needed

- individual student copies of *Ancient India* Student Book
- teacher and individual student copies of World Map (AP 1.2)
- teacher and individual student copies of Map of Ancient India (AP 1.3)

Activity Pages

- AP 1.2
- AP 1.3

What Teachers Need to Know

Hinduism is the religion of most people in India. Hindu influence can be found in other Asian countries, such as Nepal, Indonesia, and Cambodia. Hindus also live in the United States and in European and African countries.

Hinduism is a religion that is difficult for many Westerners to understand. Indeed, some scholars would argue that it is not a single religion at all but a cluster of related religious ideas. Both of these factors can make it challenging to talk about Hinduism with second graders. The CKHG materials convey age-appropriate content that will enhance students’ understanding of ancient India.

The basic Hindu belief is that everything that exists is Brahman, an absolute, ultimate spiritual force. No statue or picture exists that can capture the Absolute. However, in an effort to put form to idea, Hindus worship a number of deities—male and female—who each represent some aspect of Brahman, which signifies the oneness of ultimate reality.

Three Hindu deities—Brahma, the creator; Vishnu, the preserver; and Shiva, the destroyer—form the Hindu trinity. Brahma created the universe. Brahma is portrayed with four arms and four faces. Vishnu is the preserver and protector, the model of goodness and mercy. Vishnu, too, is represented as having four hands. Each hand holds one of the following: a conch shell, a discus, a mace (a symbol of authority), and a lotus flower. Shiva represents good and evil, creation and destruction, and fertility and asceticism.
Hindus believe in reincarnation, or rebirth. That is, they believe that the body of a person may die but that the soul will live many lives and may return in a future life as a person or animal. Until a soul reaches moksha, or union with Brahman, it must live, die, and be born again through successive lives. The purpose of this cycle is to allow the soul to work toward moksha, which will be achieved when the soul is able to let go of worldly desires.

The belief in reincarnation gave rise to the caste system, a system that has played a very important role in Indian history. According to the caste system, one’s progress along the road to union with Brahman is represented by one’s station in life. A member of one of the higher castes would be seen as closer to moksha than a member of the lower castes.

At the top of the caste system were Brahmins, or priests believed to have sprung from the mouth of a primeval male. (Note that Brahmin is spelled differently from Brahman.) Beneath Brahmins were rulers and warriors, or Kshatriyas (literally, “empowered ones”), who had sprung from the arms of a primeval male. Further down the scale stood merchants and farmers, or Vaishyas, who had sprung from the thighs, and at the base were farmers and artisans. Below them were marginalized and oppressed people known as untouchables or, as they call themselves today, dalits. In ancient India, these people were enslaved or at least subject to extreme exploitation. They were typically made to perform “unclean” tasks, such as the cleaning of latrines, the making of leather, and the handling of corpses.

Within each of these major divisions, thousands of castes existed (each with its own rules). It is not necessary for students to understand the intricacies of the caste system, but it will be useful for them to have a general sense of caste as a kind of social ranking system, such as the hierarchy of estates or social orders that existed in medieval Europe.

A major influence on the development of Hinduism came from the Aryans, nomadic herdsmen from the steppes of central Asia, who conquered large parts of modern-day Iran and India. The name Aryan comes from a word meaning noble. Modern Persian and many of northern India’s languages are descended from the Aryans’ language. Much of what is known about the Aryans comes from their writings, known collectively as the Vedas. The Rig Veda, composed between 1400 BCE and 900 BCE, consists of a little more than one thousand hymns, organized in ritual cycles.

For many centuries, the Aryans’ religious and heroic epics were memorized and recited by the priestly caste, whose power rested in part on their exclusive knowledge of these sacred texts, the Vedas (a Sanskrit word meaning wisdom or knowledge). The adjective Vedic refers to the ancient Aryans’ religion, from which both Hinduism and Buddhism sprang.

In addition, other extremely important works, such as Bhagavad Gita, the Ramayana, and the Puranas, were very important in the everyday practice of classical Hinduism. The terms writings and books are often used to describe them, but for many centuries, the Vedas and other works were part of Aryan oral tradition, memorized and passed down from one generation of Aryan priests to the next.

Hinduism includes several ideas that may seem mysterious to many Westerners, but they are key to the Hindu understanding of union with the divine, or becoming “one with the one.” The first, already mentioned above, is reincarnation, or the rebirth of souls. This is the notion that life is an ongoing cycle of death and rebirth for each creature and that one’s deeds in an earlier life influence one’s station and form in the next. The soul is granted as many lives as necessary to attain spiritual perfection. One could
be born as a mosquito or a manual laborer and, by fulfilling one’s duties and living a good life (karma), attain betterment and be reborn in a higher station in the next life. Reincarnation offers possibilities for downward mobility as well. Failure to perform one’s duties or live nobly could result in rebirth into a lower caste—or even life as a worm.

The physical and spiritual discipline of yoga, with its techniques of meditation, aids Hindus with clarity and understanding in their spiritual struggle. Those who meditate often repeat the Sanskrit word om over and over. Indeed, the Sanskrit character for om, the mantra used in meditation, came to be regarded as the symbol of Hinduism.

**THE CORE LESSON**

### Introduce Chapter 2: “Hinduism”

Use the World Map (AP 1.2) and Map of Ancient India (AP 1.3) to review what students learned in Chapter 1 about the Indus valley civilization and its mysteries. Remind students that while there is still much we do not know about the ancient people who lived long, long ago in the Indus valley, we do know that a civilization developed around the Indus River. We know that farmers grew crops in the rich soil that was left behind when the Indus River flooded from time to time.

We also know that cities grew along the Indus River. The people there were not only farmers but also craftspeople who made jewelry and figurines. We also know that these ancient people had a system of writing, but we are not able to understand what the writing says.

Tell students that in this chapter, they will learn about a new group of people who moved into ancient India and influenced religious beliefs there.

### Big Question

What are the names of certain important Hindu gods, and what are the most important holy Hindu books called?

### Core Vocabulary

invaders  chariots  religion  holy books  god  castes
Chapter 2: “Hinduism”

Distribute copies of the Student Book to the class. Tell students that the title of this chapter is “Hinduism,” which is the name of a religion that started in ancient India. Ask students to listen carefully to find out more about the Hindu gods and the name of the most important holy Hindu books. Ask students to turn to page 5 and look at the images as you read aloud.

Hinduism

More than three thousand years ago, Aryan invaders came to the Indus River area. They did not farm. Instead they moved from place to place with their herds of animals. The Aryans captured and burned many Indus cities. They moved across India and eventually gained control of large areas. The Aryan people used war chariots pulled by horses in battle.

CORE VOCABULARY—Explain that invaders are people who come to a place where other people are already living; they fight to take over the land and the people who are already living there. The Aryan invaders were enemies of the people who were already living in the Indus River valley.

Have students look at the map at the top of page 5. Explain that the arrows on the map show the paths that the Aryans took when they entered the Indian subcontinent. Have students trace the arrows with their fingers.

CORE VOCABULARY—Explain that chariots are two-wheeled vehicles that could be pulled by horses.

SUPPORT—Tell students that the man in the small statue shown on the bottom of page 5 is standing in a chariot pulled by two horses.
Ask students the following questions:

**LITERAL**—Who were the Aryans?

» The Aryans were invaders or enemies from other parts of Asia who came to the Indus valley more than three thousand years ago.

**EVALUATIVE**—How were the Aryans different from the people of the Indus valley?

» The Aryans were different from the people of the Indus valley because they did not farm. Instead, they moved from place to place with their animals.

Have students turn to page 6 of the Student Book and look at the images as you read aloud.

The Aryans brought their beliefs about how the world started and how people should live to India. Over time, their beliefs and those of the Indus people were woven together. As a result, a new religion called Hinduism became the main religion in India.

The Hindu religion has several holy books. The most important books are called Vedas. *Veda* means knowledge.

The oldest holy book is the Rig Veda. It is more than three thousand years old. The Rig Veda contains stories and songs that come from the Aryans. The Rig Veda has stories of Agni. Agni is the Hindu god of fire. It is Agni, Hindus say, who keeps their homes warm and cozy in winter and cooks their dinners.

**CORE VOCABULARY**—Explain that a *religion* is a set of beliefs about how the world started, what is right or wrong, and how people should live and treat one another.

**CORE VOCABULARY**—Explain that *holy books* tell the stories and beliefs of a religion.

**CORE VOCABULARY**—Explain that a *god* is a being who is believed to live forever and have powers that people do not have.
Ask students the following questions:

**LITERAL**—What is Hinduism?

» Hinduism is the main religion in India. It combines the beliefs of the Aryans, who invaded ancient India, with the beliefs of the Indus people.

**LITERAL**—What are the Vedas?

» The Vedas are the most important holy books in Hinduism.

**LITERAL**—Who is Agni?

» Agni is the Hindu god of fire.

Have students turn to page 7 of the Student Book and look at the images as you read aloud.

Hindus believe that Brahma created the world. With four faces, he can look east, west, north, and south at the same time.

Shiva is the Hindu god of destruction. The third eye on his forehead lets him see what others can't. Shiva destroys and changes things. Vishnu is the god who protects the world. Vishnu is called the Preserver.

**SUPPORT**—Reread the description of each Hindu god. After you read each description, have students point to the image of the god you are describing. For example, Brahma is the god with four faces. Have students point to the image at the top of the page—the one with the four-faced figure.
Ask students the following question:

LITERAL—Who are Brahma, Shiva, and Vishnu?

» Hindus believe that Brahma is a god who created the world. Shiva is the Hindu god who destroys and changes things. Vishnu is the Hindu god who protects the world.

Have students turn to page 8 of the Student Book and look at the image as you read aloud.

Hinduism is not just a religion. It is a way of life. It guides what Hindus eat, wear, and do in life. Since ancient times, Hindus have divided themselves into different groups, or castes.

In ancient times, the most important caste was that of the priests. The second-highest caste was made up of military leaders and royal rulers, such as kings.

SUPPORT—Have students look at the different people pictured on page 8. Read aloud the names of the castes, or groups of people, in ancient Hindu society. As you read each name, have students point to the corresponding picture. Be sure that students understand the hierarchy of the caste groups depicted in the illustrations, from most important to least important. Explain that if a person did something that did not follow the Hindu way of life, they were called outcastes and were considered to be outside the caste system, with no importance.

Ask students the following questions:

LITERAL—How is Hinduism a way of life?

» Hinduism is a way of life because it guides what Hindus eat, wear, and do in life.
LITERAL—What are castes?

» Castes are different groups of people, with different levels of importance, according to Hindu beliefs.

CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—What are the names of certain important Hindu gods, and what are the most important holy Hindu books called?

» Important Hindu gods include Agni, the god of fire; Brahma, who created the world; Shiva, who destroys and changes things; and Vishnu, the Preserver. The most important holy Hindu books are called the Vedas.

Additional Activities

All About Hinduism (RI.2.1)

Materials Needed: board or chart paper; internet access

Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific link to the video *Kids History of India, Part I (Time Compass)* may be found:

www.coreknowledge.org/ckhg-online-resources

Introduce the video *Kids History of India, Part I* to students. Explain that it covers and expands on the information they learned in Chapters 1 and 2. Encourage students to listen for the main idea and supporting details for each part.

Watch the video with your students, one part at a time. After each part, pause the video. Ask students to identify the main idea. Write the main idea on the board or on chart paper. Then ask students to suggest details they remember from the video. Repeat this activity for each part of the video.

» Part 1: India. Main Idea: Ancient Indians believed in destiny, a plan for each person’s life.

» Part 2: The Indus and Ganges Rivers. Main Idea: Indian civilization developed along the Indus and Ganges Rivers.

» Part 3: Hinduism. Main Idea: Hinduism has many gods and goddesses, but three main gods: Shiva, Brahma, and Vishnu.

» Part 4: The Caste System. Main Idea: The caste system organized people into different groups in society.

The Tiger, the Brahmin, and the Jackal (SL.2.2)

Materials Needed: sufficient copies of FE 1 “The Tiger, the Brahmin, and the Jackal”; internet access; drawing supplies
**Background for Teachers:** Use this link to download the CKHG Online Resources for this unit, where the specific links to the fiction excerpt and a video version of the story may be found:

www.coreknowledge.org/ckhg-online-resources

Tell students that “The Tiger, the Brahmin, and the Jackal” is a traditional tale from India.

Read “The Tiger, the Brahmin, and the Jackal” aloud.

When they have listened to the story, tell students that tales of this kind often involve one character who outsmarted another. Ask: Who was outsmarted in this story?

» At first, the Brahmin was outsmarted by the tiger because he let him out of the cage. Then the tiger was outsmarted by the jackal, who convinced the tiger to get back in the cage.

Pass out drawing materials, and invite students to draw the main characters and a scene from the story.

Now play the video retelling of *The Tiger, the Brahmin, and the Jackal*, and ask students to listen for similarities to and/or differences from the story you read aloud. Students may note that the basic plot is similar in both the text and video. The characters are essentially the same. However, the three secondary characters are presented in a different order (in the video, the buffalo appears first, followed by the tree). The text refers to a fig tree, while the video mentions a banyan tree. In the text, the fig tree complains that people tear its branches to feed to cattle. In the video, the banyan tree complains that people take its branches to burn. In the text, the jackal calls out to the Brahmin first, noticing his distress. The video version generally includes more details, including the narrator’s description of the Brahmin’s thoughts and motivations before opening the tiger’s cage.

If time permits, have students share their art with a classmate and retell the part of the story their picture depicts.

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**The Blind Men and the Elephant (SL.2.2)**

**Materials Needed:** sufficient copies of FE 2 “The Blind Men and the Elephant”; internet access

**Background for Teachers:** Though a story like this teaches us about an ancient culture, it is especially valuable in teaching us about the qualities that were valued by a society.

Use this link to download the CKHG Online Resources for this unit, where specific links to the fiction excerpt, a photograph of Indian elephants, and a video version of the story may be found:

www.coreknowledge.org/ckhg-online-resources

Tell students that you are about to read a story from ancient India to them. Even before most people could read, stories were passed on and remembered because people often told them to one another.

This type of story is called a fable, which is a short story with a lesson, or moral. People told this story for fun, but they also told this story to teach children and others important lessons. Listen closely to hear the lesson in this story.

Say: This story is about six blind men who wanted to know what an elephant was like.
Ask: How could you learn about an elephant if you couldn’t see it?
  » You could learn about an elephant by smelling, touching, or listening to it. Someone could
describe what an elephant looked like.

Say: Let’s see how the six blind men learned about elephants.

Read “The Blind Men and the Elephant” aloud.

Ask: How did the blind men learn about the elephant?
  » They learned about the elephant by touching it.

Ask: Did they all learn the same thing by touching it? Why or why not?
  » They did not learn the same thing because they each touched different parts of the elephant.

SUPPORT— Show students the photograph of the Indian elephants, and ask them to identify
which part of the elephant in the story each man was touching when he said that the elephant
was like a wall, spear, tree, fan, rope, and snake.

Ask: What do you think the moral of the story is?

Note to Teacher: Students may have an answer to this question, and they may not. Accept all
reasonable answers.

Tell students that they are going to watch a video of the same story. Tell them that the video has some
different details from the version you read aloud. Show the video of The Blind Men and the Elephant.

Invite students to give examples of things that were different in the two versions.
  » The things that the blind men imagined were different in the two versions. For example, in one
version the blind man who felt the elephant’s leg thought it was a tree, while in the other, the
blind man thought it was a giant cow.

Tell students that because fables were passed down orally, the details sometimes change from one
version to the next. In fables, though, the moral stays the same.

Ask the students about the moral again: What is the lesson that the fable teaches?
  » It is important to put all the parts or all the information together to get the truth.

Ask students to speculate about why this is an important lesson to teach.
Festival of Lights

### Primary Focus Objectives
- ✓ Recognize popular Hindu customs. *(SL.2.2, SL.2.3)*
- ✓ Understand the importance of the Ganges River. *(SL.2.2, SL.2.3)*
- ✓ Identify Diwali, the festival of lights. *(SL.2.2, SL.2.3)*
- ✓ Understand the meaning of the following domain-specific vocabulary: *festival, goddess, wick,* and *temples.* *(L.2.4, L.2.5)*

### Materials Needed
- • individual student copies of *Ancient India* Student Book
- • teacher and individual student copies of Map of Ancient India *(AP 1.3)*
- • internet access to video clip about Diwali

Use this link to download the CKHG Online Resources for this unit, where the specific link to the PBS video may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### What Teachers Need to Know
Diwali is the Hindu festival of lights, which is celebrated in October or November. It honors Rama, one of the nine incarnations of Vishnu, and Lakshmi, the deity of wealth and good luck. Lamps made of small clay containers with oil and a wick are lit. Families buy new clothes and shoes for all of the members of the family and exchange food dishes with neighbors, relatives, and friends.

Traditional dishes vary by region. In northern India, popular dishes include *pakora* and *lassi.* Pakoras are small pieces of vegetable fried in oil with lentil batter. Lassi is a drink that can be made from yogurt, milk, sugar, cardamom, saffron (optional), and six to eight ice cubes.

### The Core Lesson

**Introduce Chapter 3: “Festival of Lights”**

Review what students learned about the Aryans and Hinduism in Chapter 2. Remind students that the Aryans invaded India and brought their ideas with them. Tell students that the stories and songs of the Aryans were shared from person to person for many years before they were written down in the holy books called Vedas. Remind students that although Hinduism has many gods and goddesses, three important Hindu gods are Brahma, Vishnu, and Shiva. Also review the fact that since ancient times, Hindus have divided themselves into different social levels, or castes.
Tell students that in this chapter, they will learn about an important Hindu holiday and other customs that have gone on for hundreds of years.

**Big Question**

How do people in India celebrate Diwali?

**Core Vocabulary**

festival  goddess  wick  temples

**Chapter 3: “Festival of Lights”**

Distribute copies of the Student Book to the class. Ask students to turn to page 9 and look at the images as you read aloud. Tell students that the title of today’s chapter is “Festival of Lights.” Ask students to listen carefully to find out what the festival of lights is and how it is celebrated.

**Festival of Lights**

Diwali is the Hindu festival of lights. It is celebrated each year in October or November. The goddess Lakshmi is honored during this festival. She is the goddess of wealth and good luck. Because it is believed that Lakshmi likes everything to be clean and tidy, people get ready for Diwali by cleaning their homes.

During Diwali, clay containers, or bowls, filled with oil and a wick are lit.
CORE VOCABULARY—Explain that a **festival** is a holiday or celebration.

CORE VOCABULARY—Explain that a **goddess** is a female god, a being believed to have powers beyond what people have.

CORE VOCABULARY—Explain that a **wick** is the string in a candle or lamp. It is lit to burn the candle or lamp.

**Ask students the following questions:**

**LITERAL**—What is Diwali?

» Diwali is the Hindu festival of lights. It honors the goddess Lakshmi.

**LITERAL**—Who is Lakshmi?

» Lakshmi is the Hindu goddess of wealth and good luck.

**Ask students to turn to page 10 and look at the images as you read aloud.**

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*People place the carefully prepared bowls on the Ganges River. They hope that Lakshmi will see the twinkling lights as they float along and grant them good luck!*

*Golden marigolds are added to the tiny bowls. The bowls are often made by hand.*

**SUPPORT**—Have students look at the image on the top of page. Explain that the photograph shows someone lighting the wick in the bowl.*
**ANCIENT INDIA**

**ANCIENT INDIA**

**SUPPORT**—Explain that the Ganges River is considered holy, or sacred, to Hindus. They believe that it is the reincarnation (rebirth of the soul) of the female goddess Ganga. Several Hindu holy cities are built along its banks, and bathing in the Ganges is a part of Hindu ritual.

**SUPPORT**—Using the teacher copy of the Map of Ancient India (AP 1.3), show students the location of the Ganges River. Have students use their finger to trace the Ganges River on their own copies of the map. Also use this opportunity to review the name and location of the other important river in the Indian subcontinent, the Indus River.

**Ask students the following question:**

**LITERAL**—Why do people put lighted bowls in the Ganges River?

» People hope Lakshmi will see the lights and grant them good luck.

**Ask students to turn to page 11 and look at the images as you read aloud.**

Families buy new clothes for Diwali. Women in India wear saris. Saris look like long dresses, but they are actually made from one long piece of cloth. Saris are worn by wrapping the long piece of cloth around the waist to make a skirt. Then the end of the cloth is draped over the shoulder.

During Diwali, people go to the temples to pray. They bring gifts of food and flowers to Lakshmi and other Hindu gods and goddesses.

**SUPPORT**—Ask students to look at the image at the top of the page. Point out the sari in the image.
CHAPTER 3 | FESTIVAL OF LIGHTS

**CORE VOCABULARY**—Explain that **temples** are buildings where people go to worship gods and goddesses.

**Ask students the following questions:**

**LITERAL**—What are saris?

» A sari is an item of women’s clothing that looks like a long dress, but it is actually made from one long piece of cloth. A sari is worn by wrapping the long piece of cloth around the waist to make a skirt. Then the end of the cloth is draped over the shoulder.

**LITERAL**—Why do people go to temples during Diwali?

» People go to temples during Diwali to pray and bring gifts of food and flowers to Lakshmi and other Hindu gods and goddesses.

**CHECK FOR UNDERSTANDING: BIG QUESTION**

**TURN AND TALK**—How do people in India celebrate Diwali?

» People in India celebrate Diwali by cleaning their homes, lighting bowl lamps, and buying new clothes. They also go to temples to pray and bring food and flowers to Lakshmi and other Hindu gods and goddesses.

If time permits, wrap up the lesson by sharing a brief (1:30 min) video of Diwali with students. Use this link to download the CKHG Online Resources for this unit, where the specific link to the PBS video may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

**Additional Activities**

**The Festival of Lights**

**Materials Needed**: sufficient copies of The Festival of Lights (AP 3.1); colored pencils or crayons

Distribute the activity page to students. Tell them that the pictures show the things an Indian girl might do on Diwali, but they are out of order. Ask students to think about the right order for the pictures and then put the numbers 1, 2, 3, and 4 in the boxes on the pictures to show which one came first, second, third, and fourth. Invite students to color the pictures to show the girl’s Diwali celebration.
CHAPTER 4

The Story of the Buddha

Primary Focus Objectives

✓ Understand how Prince Siddhartha became the Buddha. (SL.2.2, SL.2.3)
✓ Identify Buddhism as an important world religion. (SL.2.2, SL.2.3)
✓ Understand the meaning of the following domain-specific vocabulary: royal, suffering, wisdom, and enlightened. (L.2.4, L.2.5)

Materials Needed

• individual student copies of Ancient India Student Book
• internet access to video clip about Buddha Day

Use this link to download the CKHG Online Resources for this unit, where the specific link to the PBS video may be found:
www.coreknowledge.org/ckhg-online-resources

What Teachers Need to Know

Unlike Hinduism, whose beginnings are unknown, Buddhism originated with the thinking of Siddhartha Gautama in the late 500s BCE. Although specific dates are not used in the Read Alouds, it may be helpful for teachers to know that Siddhartha, or the Buddha, as he was eventually known, lived around 563–483 BCE.

A son of a wealthy Hindu family, he lived in luxury behind palace walls, shielded from poverty and human suffering. One day while out riding, Gautama came across a sick man, a poor man, and a dead man. For the first time, he saw what it meant to be human. He gave up his life of privilege and began six years of wandering while he looked for an answer to the meaning of life. After sitting under a tree meditating for forty-nine days, he said that he suddenly received “enlightenment”; that is, he understood the answer.

Taking the name Buddha, meaning “Enlightened One,” he began to teach others the Four Noble Truths and the Eightfold Path.

The Four Noble Truths are as follows:

1. Pain, suffering, and sorrow are natural components of life.
2. Desire is the cause of suffering.
3. Overcoming desire—achieving nirvana—is the only way to end suffering.
4. Achieving nirvana is possible by following the Eightfold Path.

Note to Teacher: Nirvana is not the same thing as what Christians and Muslims believe about heaven. Rather, for Buddhists, nirvana is a state of nothingness, in which the painful cycle of death and rebirth finally ends and cosmic peace and bliss are attained.
The Eightfold Path to nirvana means living a life that embraces these steps:

1. right views
2. right aspirations
3. right speech
4. right conduct
5. right livelihood
6. right effort
7. right mindfulness
8. right contemplation

Although modern Buddhist beliefs vary greatly, many Buddhists today do not worship gods. The Buddha taught that people could never find answers to their questions about the gods and, in order to achieve spiritual peace, should not trouble themselves with such matters. Gods and goddesses are sometimes mentioned in Buddhist stories, but they are meant to represent different virtues and are not thought of as beings with special powers.

THE CORE LESSON

Introduce Chapter 4: “The Story of the Buddha”

Review what students learned in Chapter 3 about Diwali, an important holiday that followers of the Hindu religion celebrate each year.

Show students the image of Prince Siddhartha on the cover of the Student Book. Explain that they will now learn about another important religion that began in ancient India—Buddhism. This religion was first taught by an Indian prince named Siddhartha, who later became known as the Buddha.

Big Question

What did Prince Siddhartha discover when he left the royal palace, and how did he become the Buddha?

Core Vocabulary

royal suffering wisdom enlightened
Chapter 4: “The Story of the Buddha”

Distribute copies of the Student Book to the class. Ask students to turn to page 12 and look at the images as you read aloud. Tell students that the title of this chapter is “The Story of the Buddha.”

Long ago, in India, a royal baby was born. His name was Prince Siddhartha. His parents, the king and queen, were very happy. According to the legend, on the day he was born, Siddhartha was able to walk and talk.

The king ordered that the prince be given everything that would make him happy. He was not allowed to see anything that would make him sad. And he was not allowed to leave the royal palace.

CORE VOCABULARY—Explain that someone or something royal has to do with a king or queen.

Ask students the following questions:

LITERAL—Who was Prince Siddhartha?

» Prince Siddhartha was the son of a king and queen in India. Legend says he was born able to walk and talk.

LITERAL—What did the king order for Prince Siddhartha?

» The king ordered that Prince Siddhartha be given everything that would make him happy. The prince was not allowed to see anything that would make him sad, and he was not allowed to leave the royal palace.
And so Prince Siddhartha grew up not knowing about sickness and suffering. Then one day he left his royal home. What he saw outside the walls of the royal palace made him very sad. He saw people who were hungry and sick.

Prince Siddhartha wanted to stop such suffering. He set off on a journey in search of happiness and peace for all people. For a while he ate very little. He grew thin and unhealthy until he realized that if he was going to be helpful, he must be strong.

**CORE VOCABULARY**—Explain that **suffering** happens when someone feels pain or something that hurts. Suffering is the opposite of happiness.

**Ask students the following questions:**

**LITERAL**—What did Siddhartha see when he left the royal palace?

» When he left the royal palace, Siddhartha saw people who were hungry and sick.

**LITERAL**—What did Siddhartha do when he saw people suffering?

» When Siddhartha saw people suffering, he went on a journey to find happiness and peace for all people. He ate very little and grew thin and unhealthy.

**LITERAL**—What did Siddhartha finally realize?

» Siddhartha finally realized that he needed to be strong if he was going to help people.
Ask students to turn to page 14 and look at the images as you read aloud.

One day Siddhartha remembered that when he was a child he got his best ideas in the shade of a big, old tree. So he searched for a special tree—a Tree of Wisdom. Eventually Siddhartha found the Tree of Wisdom. For many, many days he sat beneath its beautiful branches and thought long and hard.

As a result of his deep thinking, Siddhartha found wisdom and knowledge. He found a perfect peace and love for all living things. He believed the wisdom he had gained would help everyone. Siddhartha became known as the Buddha, “the Enlightened One.” For the rest of his life, he traveled and taught many people.

CORE VOCABULARY—Explain that wisdom means knowledge or understanding.

CORE VOCABULARY—Explain that to be enlightened is to have a good or complete understanding of something.

Ask students the following questions:

LITERAL—What happened at the Tree of Wisdom?

» Siddhartha sat beneath the Tree of Wisdom and thought long and hard.

LITERAL—How did Siddhartha become “the Enlightened One”?

» Because of Siddhartha’s thinking under the Tree of Wisdom, he found wisdom and knowledge, as well as a perfect peace and love for all living things, and he believed that the wisdom he had gained would help everyone. Because of the knowledge he gained, he became known as the Buddha, “the Enlightened One.”
CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—What did Prince Siddhartha discover when he left the royal palace, and how did he become the Buddha?

» When Prince Siddhartha left the royal palace, he discovered sadness and suffering. He became the Buddha by sitting under the Tree of Wisdom and thinking long and hard until he found wisdom, knowledge, love, and peace.

If time permits, wrap up the lesson by sharing a brief (1:30 min) video about Buddha Day with students. Use this link to download the CKHG Online Resources for this unit, where the specific link to the PBS video may be found:

www.coreknowledge.org/ckhg-online-resources

Additional Activities

All About Buddhism

Materials Needed: internet access

Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific link to a video about Buddhism may be found:

www.coreknowledge.org/ckhg-online-resources

Prepare students to watch the video Kids History India, Part II (Time Compass) by reviewing the caste system, which placed people and families in particular roles in society. Show students the first 8:48 minutes of the video.

Be prepared to stop the video at the end of each part to discuss the concepts.

After the first part, discuss reincarnation, the idea of a person's soul being born again in another form, and karma, the idea that your actions in life will have an effect on whether your next form is better or worse than your present form.

After the second part, discuss the things Siddhartha saw when he left his palace (suffering, illness, and death) and what he did about it (he meditated to try to find an answer for how to end suffering).

Before showing the third part, explain to students that they are going to hear about an important emperor, or king, in ancient India. The video calls him Ashoka. They will hear more about him later in the unit, where he is called Asoka.

After the third part, ask students what things Ashoka did to help people in India.

» Ashoka helped people by building roads, wells, and hospitals. He also had people study medicine to invent cures for diseases.
Make an Illustration

Materials Needed: paper; art supplies; internet access

Background for Teachers: For this activity, you will need to show students images of the Laughing Buddha. If your classroom has the capability, you may display these images from the internet. Otherwise, you may wish to download and print the images.

Use this link to download the CKHG Online Resources for this unit, where the specific links to the images may be found:

www.coreknowledge.org/ckhg-online-resources

Explain to students that Buddhists believe that humor is an important part of people’s lives. For this reason, we sometimes see statues or pictures of the Buddha smiling or laughing. Sometimes he is shown with children sitting on his knees and shoulders.

Show students several examples of the Laughing Buddha.

Have students illustrate this Buddhist concept in a drawing or painting.
CHAPTER 5

A Jataka Tale

Primary Focus Objectives

✓ Listen to a Buddhist Jataka tale and understand its lesson. (SL.2.2, SL.2.3)

✓ Understand the meaning of the following domain-specific vocabulary: cliff top and hooves. (L.2.4, L.2.5)

Materials Needed

• individual student copies of Ancient India Student Book

What Teachers Need to Know

The Jataka tales, composed of more than five hundred stories from ancient India, describe the many births and lives of the Buddha in both human and animal form. These stories illustrate various Buddhist beliefs and virtues.

The Core Lesson

Introduce Chapter 5: “A Jataka Tale”

Review what students learned about the Buddha in Chapter 4. Remind students that the Buddha was born Prince Siddhartha and that his father tried to protect him from suffering. When he finally saw and learned about suffering, Prince Siddhartha became determined to end suffering for everyone. He became known as the Buddha.

Explain that the Buddha was a great teacher and that like many teachers, he told stories. Some stories are told only for entertainment, but others are meant to teach a lesson. Those were the types of stories that the Buddha told. The Buddha said that the stories were about his adventures in his past lives—whether he was a prince, or a god, or an animal. Altogether there are more than five hundred of these stories, called Jatakas (/jahd*uh*kuhz/). Tell students that this chapter presents one of these stories. Students may find it similar to stories they have heard—but encourage them to pay careful attention. The Buddha’s story has one big difference from similar stories they might have heard.

Big Question

What is the message in the story about the frightened rabbit?
Core Vocabulary

cliff top   hooves

Chapter 5: “A Jataka Tale”

Distribute copies of the Student Book to the class. Ask students to turn to page 15 and look at the images as you read aloud. Tell them that the title of this chapter is “A Jataka Tale,” explaining that this is one of the many stories with lessons that Buddha told.

A Jataka Tale

The Buddha was a great teacher, and like many teachers, he told stories that taught a lesson. One of the Buddha’s stories is about a frightened rabbit. The rabbit was frightened because one day, in a beautiful forest, the little rabbit suddenly heard a loud noise. “Help! The earth is breaking apart,” yelled the rabbit as it hopped away as fast as it could.

Other animals heard the cries of the frightened rabbit, and they began to run too! Water buffalo ran. Tigers and wild pigs ran. Elephants ran. Soon, every animal in the forest was running.

Invite volunteers to describe what is shown in the images on page 15 in their own words.

SUPPORT—Help students identify the animals in the bottom image on page 15. Moving clockwise from the top center of the image, the animals pictured are elephants, a wild boar, rabbits, a deer, a tiger, a water buffalo, and another deer.
Ask students the following questions:

**LITERAL**—Why did the rabbit think the world was breaking apart?

» The rabbit thought the world was breaking apart because it heard a loud noise.

**LITERAL**—How did the other animals react to the rabbit’s cries?

» The other animals heard the rabbit's cries and began to run.

Ask students to turn to page 16 and look at the images as you read aloud.

Meanwhile, a lion was taking a nap on a cliff top. The thundering hooves of the animals woke the lion. The lion stepped out and stopped the animals before they fell off the cliff.

“Why are you running?” he roared.

“The earth is breaking apart,” they cried.

“Have you seen it breaking apart?” the lion asked.

“Well, no! But the rabbit told us,” the animals explained.

“Hmmmmm!” said the lion. “Let us investigate.”

And so they all set off to the place where the rabbit had first heard the noise. It was there they discovered that what the rabbit had heard was a coconut falling to the ground.

“This is a good lesson,” said the lion. “It’s important to know the facts before you act!” And all the animals agreed!

**CORE VOCABULARY**—Explain that a **cliff top** is an area of land near the edge of a high, steep drop.

**SUPPORT**—Use the image at the top of page 16 to illustrate the Core Vocabulary term **cliff top**.

**CORE VOCABULARY**—Explain that **hooves** are the hard coverings on the feet of some animals. Horses and deer have hooves. Rabbits and lions do not.

**SUPPORT**—Use the image at the bottom of page 16 to point out the hooves on some of the animals.
SUPPORT—Explain to students that to investigate something is to find out the facts about it.

SUPPORT—Remind students that the Buddha described the Jatakas as stories about what had happened in his past lives. Ask students which animal they think the Buddha was in this story (the lion). Have students find the lion in both images on page 16. Discuss how the lion used his knowledge of the truth to help the other animals. Ask how this was similar to what Siddhartha did after he became the Buddha.

Ask students the following questions:

LITERAL—How did the lion react to the running animals?
   » He stopped the animals, and after he heard their story, he said they should investigate, or find out the facts.

LITERAL—What did the lion discover?
   » The lion discovered that the rabbit was wrong and that the earth was not breaking apart. Instead, a coconut had fallen to the ground.

LITERAL—What advice did the lion give the other animals?
   » The lion told the other animals that it was important to know the facts before acting.

CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—What is the message in the story about the frightened rabbit?
   » The message in the story of the frightened rabbit is that it is important to know the facts before you act.

Additional Activities

Stick Puppets (SL.2.4)

Materials Needed: craft sticks or straws; paper; markers, crayons, or colored pencils

Make small drawings of the animals in this tale. Cut them out, and attach them to straws or craft sticks. Distribute the puppets to class members. Reread the story and have students act it out with the puppets as you read.

Write a Story (W.2.3)

Materials Needed: board or chart paper; overhead projector and transparency; overhead markers; pens or pencils; colored pencils, markers, or crayons

Have students work together as a class to make up a story that teaches a lesson. Begin by having them brainstorm ideas. Record the ideas on the board or chart paper for them.
Then write a rough draft of the story as students dictate it. Use an overhead projector to help them edit their work, and then have them copy the finished story. They may want to illustrate the story.

**Comparing Stories (RL.2.9)**

**Materials Needed:** *Henny Penny or Chicken Little* storybook

Read *Henny Penny or Chicken Little* to students. Ask how the rabbit in the Buddha’s story is like Henny Penny. Ask why the lion is very different from Foxy Loxy. Discuss how the fox takes advantage of the confused animals, while the lion saves them.
Primary Focus Objectives

✓ Identify King Asoka. (SL.2.2, SL.2.3)
✓ Understand how King Asoka spread Buddhism. (SL.2.2, SL.2.3)
✓ Understand the meaning of the following domain-specific vocabulary: empire, conquered, victory, destruction, monk, and deeds. (L.2.4, L.2.5)

Materials Needed

• individual student copies of Ancient India Student Book

What Teachers Need to Know

The Buddha’s followers spread his teachings throughout India, Nepal, and Sri Lanka. The teachings also spread overland and by sea to Iran, Tajikistan, Uzbekistan, Tibet, Indonesia, Cambodia, Thailand, China, Japan, and Korea. Please note that Zen refers to Zen Buddhism and also means meditation (not to be confused with the principle of jen, central to Confucianism). Zen Buddhism is a Chinese and Japanese school of Mahayana Buddhism that seeks enlightenment by meditation, self-contemplation, and intuition rather than by the scriptures.

The Mauryan dynasty ruled India from around 322 BCE to 185 BCE. The greatest of the Mauryan leaders was Asoka (also spelled Ashoka), who ruled in the 200s BCE. He greatly expanded the empire by waging bloody warfare against any group that resisted.

After the last great battle, Asoka ruled a vast empire. He was a very powerful king—fabulously wealthy, the ruler of millions. And yet Asoka was not happy. He began to feel remorse for all the suffering his wars had caused. Asoka realized that he had caused pain, suffering, and death with his wars. He became a Buddhist and devoted the rest of his life to serving his people. Asoka established irrigation projects for farmers, built hospitals for the sick, and built roads for travelers and traders.

He published laws to keep peace and order, and he had his edicts (laws) and Buddhist teachings carved onto gigantic stone pillars that he had placed along the roads so that people would see them as they traveled. Some of the stone pillars also recorded Asoka’s achievements and his love for the people. One pillar reported that Asoka looked on all men as his children and wished to see all men happy. Another boasted that Asoka had given orders that trees be planted along the roads to provide shade for travelers and that wells and resting spots be set up to provide refreshment for men and animals alike.
Asoka also built dome-shaped Buddhist shrines called stupas, including one on the hill of Sanchi. Asoka sent missionaries to other lands to spread the teachings of Buddhism. The peoples of China, Japan, Thailand, Vietnam, and other parts of Southeast Asia would be profoundly influenced by these emissaries for the Buddhist faith.

**THE CORE LESSON**

### Introduce Chapter 6: “King Asoka”

Review what students have learned about the life of the Buddha. Remind students that the Buddha was once a prince but that when he grew older, he gave up his wealth so that he could find a way to end suffering for everyone. The Buddha told stories with lessons to teach people about what he believed.

Explain to students that although the Buddha had many followers while he was alive, the religion he began might have faded away if it had not been for an Indian king who lived about two hundred years after the Buddha. Tell students that in this chapter, they will learn how King Asoka helped make Buddhism an important religion in other places throughout the world.

### Big Question

How did King Asoka become a better ruler?

### Core Vocabulary

- empire
- conquered
- victory
- destruction
- monk
- deeds
Chapter 6: “King Asoka”

Distribute copies of the Student Book to the class. Ask students to turn to page 17 and look at the image as you read aloud. Tell students that the title of this chapter is “King Asoka.”

Long ago, in ancient India, there was a powerful king. His name was King Asoka. King Asoka won many battles and created a great empire. Then one day as King Asoka looked out over the land he had conquered, he realized that as well as achieving victory, he had caused great destruction. This made him sad.

CORE VOCABULARY—Explain that an empire is a group of countries or territories under the control of one government or ruler.

CORE VOCABULARY—Explain that conquered means having won control of a place and its people by fighting a war.

CORE VOCABULARY—Explain that victory is winning. It is success in a fight.

CORE VOCABULARY—Explain that destruction means that something is damaged, or broken, so badly that it no longer exists as it was.

SUPPORT—Have students study the image on page 17. Ask them to pay particular attention to the expression on Asoka’s face. Ask students how seeing so much destruction affected Asoka. (The war had done a lot of damage. Asoka was sorry.)
Ask students the following questions:

**LITERAL**—Who was King Asoka? What did he do?
» King Asoka was a powerful king in ancient India. He conquered many countries and created a great empire.

**LITERAL**—How did King Asoka feel about his great victory?
» King Asoka felt sad about the destruction caused by his victory.

Ask students to turn to page 18 and look at the image as you read aloud.

Some time later, King Asoka came upon a poor man begging for food. The poor man stared at the king. It was not wise to stare at a king. King Asoka became curious. He wanted to meet the man who was clearly not afraid of him.

The king sat down next to the man, and they talked. The poor man was a holy man—a Buddhist monk. As they talked, the monk told the king how he could become a better ruler. He told King Asoka that he could use his power and wealth to help people.

**CORE VOCABULARY**—Explain that a **monk** is a holy man.

**SUPPORT**—Point out the man in the white robes in the image on page 18. Explain that he is a monk. Guide students to notice how much simpler he is dressed than the king, who is sitting next to him.

Ask students the following questions:

**LITERAL**—What advice did the monk give to King Asoka?
» He told Asoka that the king could use his power and wealth to help people.
**TURN AND TALK**—What do you think Asoka could do with his power and wealth that would help people?

- Answers may vary, but students might suggest that Asoka could make sure that people had enough food to eat, homes to live in, and clothes to wear.

**Ask students to turn to page 19 and look at the images as you read aloud.**

From that day on, King Asoka lived a better life. He cared for people and animals. He built hospitals and roads. He provided wells so that people would have fresh water to drink.

The king became a Buddhist and spread the Buddha’s teachings. In India, the lion became a symbol, or sign, of King Asoka’s great power and good deeds.

**CORE VOCABULARY**—Explain that deeds are actions or things that people do.

**Ask students the following questions:**

**LITERAL**—How did King Asoka live a better life?

- King Asoka lived a better life by caring for people and animals, building hospitals and roads, and providing wells for people so that they would have fresh water to drink.

**LITERAL**—What animal became a symbol of King Asoka’s great power and good deeds?

- a lion


**CHECK FOR UNDERSTANDING: BIG QUESTION**

**TURN AND TALK**—How did King Asoka become a better ruler?

» King Asoka became a better ruler by listening to a monk who told him to use his power and wealth to help people. Asoka used his power and wealth to care for people and animals, build hospitals and roads, and provide wells.

**Additional Activities**

**The Great Stupa (RI.2.7)**

**Materials Needed:** the Great Stupa Art Resource or image of the Great Stupa from the internet; internet access

**Alternate Art Activity for the Great Stupa:** If you do not have classroom access to the internet, you can purchase the Core Knowledge Curriculum Series™ Art Resource Packet for Grade 2, available at:

www.coreknowledge.org/store

**Use the art resource to discuss key features of the Great Stupa as outlined in the following activity.**

**Background for Teachers:** The Great Stupa was originally built in the third century BCE in Sanchi, Madhya Pradesh, India. In the second century BCE, it was damaged. When it was repaired, it was enlarged. The current structure dates to the first century BCE. At some point in history, the site was abandoned. Restoration began anew in 1881 and continued until 1919. Now the Great Stupa and the other monuments near it make up a UNESCO World Heritage site.

Use this link to download the CKHG Online Resources for this unit, where the specific links to an image of the Great Stupa and a video, 12 Amazing Facts About Sanchi Stupa, may be found:

www.coreknowledge.org/ckhg-online-resources

Display the art resource or web image of the Great Stupa. Encourage students to look carefully at the photograph to take in the details. Then ask the following “looking” questions:

- What do you see?
  » Most students will recognize the structure as a building.

- What is the biggest form you see in the Great Stupa?
  » The dome, or half a sphere, is the biggest form. Explain that a stupa is a solid mound.
• Where else on the building can you see rounded forms like the dome?
  » Students might mention the terrace, the triple “parasol” on top, and the stone-paved procession path enclosed by the encircling stone balustrade (railing).

• What shapes did the architect use?
  » The architect used circles, rectangles, and ovals.

Now show students the video, *12 Amazing Facts About Sanchi Stupa*. Read the text aloud as they watch the images.

Pause the video and define vocabulary as needed:

• **monument**—a building or statue built to honor an important person or event
• **chamber**—room
• **relic**—a special, ancient object
• **parasol**—an umbrella that protects you from the sun
• **erstwhile**—from the past
• **emblem**—a symbol
Teacher Resources

Culminating Activity: *Ancient India*
- Make a Mural About Ancient India 54
- My Book About Ancient India 54

Unit Assessment: *Ancient India*
- Unit Assessment Questions: *Ancient India* 67
- Unit Assessment Student Answer Sheet: *Ancient India* 69

Performance Task: *Ancient India*
- Performance Task Activity: *Ancient India* 72
- Performance Task Scoring Rubric 73

Time Traveler Passport
- Directions for Making the Time Traveler Passport 74
- Introducing the Time Traveler Passport to Students 75
- Time Traveler Passport Activity for *Ancient India* 76

Activity Pages
- Letter to Family (AP 1.1) 77
- World Map (AP 1.2) 78
- Map of Ancient India (AP 1.3) 79
- The Festival of Lights (AP 3.1) 80

Answer Key: *Ancient India*—Unit Assessment and Activity Pages 81

The following excerpts can be downloaded at:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

**Fiction Excerpts**
- Chapter 2—“The Tiger, the Brahmin, and the Jackal” (FE 1)
- Chapter 2—“The Blind Men and the Elephant” (FE 2)
Culminating Activity: Ancient India

Make a Mural About Ancient India

Materials Needed: butcher paper or large pieces of white construction paper; coloring book pages with images related to ancient India; art supplies

Use this link to download the CKHG Online Resources for this unit, where specific links to various coloring book pages related to ancient India may be downloaded and copied:

www.coreknowledge.org/ckhg-online-resources

Have students make a collaborative mural that illustrates the history of ancient India. Organize students into four small groups, and assign each group a different segment of the mural:

- The Indus valley civilization—Encourage students to depict different characteristics of civilization, such as farming, cities, and writing. The coloring book pages at the above link include a map of ancient India, ancient drawings and writing from Mohenjo-Daro, and an image of the Aryans invading the Indus valley in chariots, which can be incorporated in this segment of the mural.

- Hinduism—Encourage students to depict such aspects of Hinduism as various Hindu gods, Diwali, and Hindu customs. The coloring book pages at the above link include images of Brahma, Vishnu, Shiva, Lakshmi, and Diwali lights.

- Buddhism—Encourage students to depict the story of Prince Siddhartha and his Buddhist teachings. The coloring book pages at the above link include images of Siddhartha at the Tree of Wisdom, a statue of the Buddha, and the Great Stupa; students may also want to include images of the Laughing Buddha, described on page 40.

- Ancient Indian Folktales—Encourage students to depict the Jataka tale told in this unit, as well as “The Tiger, The Brahmin, and the Jackal” and “The Blind Men and the Elephant”; the coloring book pages include illustrations of the last two folktales.

After students finish coloring and assembling their portion of the mural, reconvene the entire class and invite each group to describe what is depicted in its portion of the mural.

My Book About Ancient India

Materials Needed: sufficient copies of My Book About Ancient India; crayons for each student

Note to Teacher: To save instructional time, you may want to preassemble and staple a book for each student prior to class.

Distribute a copy of My Book About Ancient India and crayons to each student. Explain that this is a mini-book version of the Student Book that students have been using in class as they listened to the Read Alouds about ancient India.

Tell students that they will have a chance to personalize the cover of the book by writing their name and drawing a picture on the cover. Ask students to think about the different things that they have
learned about ancient India that they might draw on the cover. Prompt students if needed to consider drawing any of the following images:

- the Ganges and Indus Rivers
- an ancient Indian City, such as Mohenjo-Daro
- the Vedas
- Hindu gods and goddesses
- Diwali
- the Buddha

Allow students approximately ten to fifteen minutes to draw their cover.

Then divide students into six groups. Assign one chapter to each group of students, telling students that, with the members of their group, they should look at just their chapter images and quietly talk about what is depicted, as well as any information they remember from the Read Aloud of that chapter. Tell students that they will have about five minutes to talk to one another in a small group and that then you will call the entire class back together, asking one member from each group to explain their chapter to the rest of the class.

All students should follow along in their own book as the images and pages for each chapter are discussed.

Prompt and elaborate on what students say about each chapter to make sure the following points are made:

**Chapter 1**
- The Indus valley civilization developed along the Indus River, south of the Himalayas.
- The flooding of the Indus River made the valley good for farming.
- Archaeologists have studied the Indus valley, but the people who lived there are still a mystery.
- The people of the Indus valley built cities, such as Mohenjo-Daro.
- Archaeologists have found jewelry and tiny statues in the Indus valley.
- No one knows what the writing of the Indus valley civilization says.

**Chapter 2**
- People called Aryans from central Asia invaded the Indus valley.
- The Aryans’ religious beliefs and those of the Indus people were woven together to form Hinduism.
- The holy books of Hinduism are called the Vedas.
- Agni is the Hindu god of fire.
- Brahma created the world.
- Shiva is the god of destruction.
- Vishnu is the god who protects the world.
• Hinduism is not just a religion. It is a way of life. It guides what Hindus eat, wear, and do in life. Since ancient times, Hindus have divided themselves into different groups, or castes.

Chapter 3
• During Diwali, Lakshmi, the goddess of wealth and good luck, is honored, and Hindus get ready by cleaning their homes.
• Diwali is one of Hinduism’s most famous festivals. It is celebrated in October or November.
• During Diwali, clay bowls are filled with oil and wicks and are lit.
• People hope that Lakshmi will see the twinkling lights as they float along the Ganges River and grant them good luck!

Chapter 4
• Prince Siddhartha was born a prince. His father tried to protect him from suffering by keeping him inside the palace at all times.
• As an adult, Siddhartha learned about the world. He searched for a way to help people find peace and happiness.
• After thinking very deeply under the Tree of Wisdom, Siddhartha gained wisdom. He became the Buddha, “the Enlightened One.”
• As the Buddha, Siddhartha traveled and taught people what he had learned.

Chapter 5
• The Buddha taught through stories, like the story of the rabbit who thinks the earth is breaking apart.
• The lesson of the rabbit story is that you should find out the facts before you act.

Chapter 6
• King Asoka created a great Indian empire by winning many battles.
• Asoka felt sad about all the destruction he had caused.
• Asoka met a monk who told him to change his ways.
• Asoka became a Buddhist.
• He built hospitals, roads, and wells.

Tell students that they may take their book home. Encourage students to talk about the book at home with their family in the same way that they have in class.
How Civilizations Began

CHAPTER

1

Mystery of the Indus

A long time ago, the Indus people lived in a river valley south of the great mountains in India. These mountains are the Himalayas, the highest mountains in the world. This Indus valley civilization developed at about the same time as ancient Mesopotamia and ancient Egypt.

The Indus River valley civilization grew strong thanks to the Indus River. Whenever the Indus River flooded, rich soil was carried onto the farmland by the overflowing waters. The rich soil helped food crops grow. More crops meant that more people could be fed.

We know that the Indus people had a written language made up of symbols. But we do not know what all the symbols mean.

The Indus valley civilization is still a mystery. There is much we do not understand. We do know that the Indus people built large cities that were home to thousands of people. One of these ancient cities was called Mohenjo-Daro (/mo*hen*joh/dah*roh/). It had brick buildings and streets that were neatly laid out in straight lines.
Many artifacts, or objects, that once belonged to the Indus people have been found in the ruins of the ancient cities. Because of these findings, we know that the Indus people made beautiful gold and silver jewelry. We know that they made tiny statues of animals and people, and that the bull was an important symbol. But why was the bull so important? We can guess, but we cannot say for sure!

The Aryans captured and burned many Indus cities. They moved across India and eventually gained control of large areas. The Aryan people used war chariots pulled by horses in battle.
The Aryans brought their beliefs about how the world started and how people should live to India. Over time, their beliefs and those of the Indus people were woven together. As a result, a new religion called Hinduism became the main religion in India.

The Hindu religion has several holy books. The most important books are called Vedas. *Veda* means knowledge.

The oldest holy book is the Rig Veda. It is more than three thousand years old. The Rig Veda contains stories and songs that come from the Aryans. The Rig Veda has stories of Agni. Agni is the Hindu god of fire. It is Agni, Hindus say, who keeps their homes warm and cozy in winter and cooks their dinners.

Hindus believe that Brahma created the world. With four faces, he can look east, west, north, and south at the same time.

Shiva is the Hindu god of destruction. The third eye on his forehead lets him see what others can’t. Shiva destroys and changes things. Vishnu is the god who protects the world. Vishnu is called the Preserver.
Hinduism is not just a religion. It is a way of life. It guides what Hindus eat, wear, and do in life. Since ancient times, Hindus have divided themselves into different groups, or castes.

In ancient times, the most important caste was that of the priests. The second-highest caste was made up of military leaders and royal rulers, such as kings.

Festival of Lights

Diwali is the Hindu festival of lights. It is celebrated each year in October or November. The goddess Lakshmi is honored during this festival. She is the goddess of wealth and good luck. Because it is believed that Lakshmi likes everything to be clean and tidy, people get ready for Diwali by cleaning their homes.

During Diwali, clay containers, or bowls, filled with oil and a wick are lit.
People place the carefully prepared bowls on the Ganges River. They hope that Lakshmi will see the twinkling lights as they float along and grant them good luck!

Golden marigolds are added to the tiny bowls. The bowls are often made by hand.

Families buy new clothes for Diwali. Women in India wear saris. Saris look like long dresses, but they are actually made from one long piece of cloth. Saris are worn by wrapping the long piece of cloth around the waist to make a skirt. Then the end of the cloth is draped over the shoulder.

During Diwali, people go to the temples to pray. They bring gifts of food and flowers to Lakshmi and other Hindu gods and goddesses.
The Story of the Buddha

Long ago, in India, a royal baby was born. His name was Prince Siddhartha. His parents, the king and queen, were very happy. According to the legend, on the day he was born, Siddhartha was able to walk and talk.

The king ordered that the prince be given everything that would make him happy. He was not allowed to see anything that would make him sad. And he was not allowed to leave the royal palace.

And so Prince Siddhartha grew up not knowing about sickness and suffering. Then one day he left his royal home. What he saw outside the walls of the royal palace made him very sad. He saw people who were hungry and sick.

Prince Siddhartha wanted to stop such suffering. He set off on a journey in search of happiness and peace for all people. For a while he ate very little. He grew thin and unhealthy until he realized that if he was going to be helpful, he must be strong.
One day Siddhartha remembered that when he was a child he got his best ideas in the shade of a big, old tree. So he searched for a special tree—a Tree of Wisdom. Eventually Siddhartha found the Tree of Wisdom. For many, many days he sat beneath its beautiful branches and thought long and hard.

As a result of his deep thinking, Siddhartha found wisdom and knowledge. He found a perfect peace and love for all living things. He believed the wisdom he had gained would help everyone. Siddhartha became known as the Buddha, “the Enlightened One.” For the rest of his life, he traveled and taught many people.

A Jataka Tale

The Buddha was a great teacher, and like many teachers, he told stories that taught a lesson. One of the Buddha’s stories is about a frightened rabbit. The rabbit was frightened because one day, in a beautiful forest, the little rabbit suddenly heard a loud noise. “Help! The earth is breaking apart,” yelled the rabbit as it hopped away as fast as it could.

Other animals heard the cries of the frightened rabbit, and they began to run too! Water buffalo ran. Tigers and wild pigs ran. Elephants ran. Soon, every animal in the forest was running.
A king built the Hanging Gardens of Babylon. They may have looked like this.

Meanwhile, a lion was taking a nap on a cliff top. The thundering hooves of the animals woke the lion. The lion stepped out and stopped the animals before they fell off the cliff.

"Why are you running?" he roared.

"The earth is breaking apart," they cried.

"Have you seen it breaking apart?" the lion asked.

"No! But the rabbit told us," the animals explained.

"Hmmm!" said the lion. "Let us investigate." And so they all set off to the place where the rabbit had first heard the noise. It was there they discovered what the rabbit had heard was a coconut falling to the ground.

"This is a good lesson," said the lion. "It's important to know the facts before you act!" And all the animals agreed!
Some time later, King Asoka came upon a poor man begging for food. The poor man stared at the king. It was not wise to stare at a king. King Asoka became curious. He wanted to meet the man who was clearly not afraid of him.

The king sat down next to the man, and they talked. The poor man was a holy man—a Buddhist monk. As they talked, the monk told the king how he could become a better ruler. He told King Asoka that he could use his power and wealth to help people.

From that day on, King Asoka lived a better life. He cared for people and animals. He built hospitals and roads. He provided wells so that people would have fresh water to drink.

The king became a Buddhist and spread the Buddha’s teachings. In India, the lion became a symbol, or sign, of King Asoka’s great power and good deeds.
Unit Assessment Questions: Ancient India

Read each sentence aloud. Instruct students to circle the picture that represents the word or words that finish each sentence.

1. The ancient Indus valley civilization was located on the continent of ___________.
   a) South America
   b) Africa
   c) Asia

2. The Aryans used ___________ to invade the Indus valley.
   a) ships
   b) chariots
   c) bulls

3. Ancient cities often developed and grew near a ___________.
   a) river
   b) mountain
   c) volcano

4. The Hindu gods of protection and destruction are ___________.
   a) Brahma and Zeus
   b) Vishnu and Shiva
   c) Lakshmi and Buddha

5. The Ganges is the Hindus’ holy ___________.
   a) mountain
   b) lake
   c) river

6. On Diwali, Hindus celebrate ___________.
   a) by singing
   b) by lighting clay bowls filled with oil
   c) by reading books

7. As a boy, the Buddha was a ___________.
   a) prince
   b) shepherd
   c) sailor
8. The Buddha taught his followers by ____________.
   a) telling Jataka tales
   b) singing songs
   c) dancing

9. Tha Buddha sought true ____________.
   a) anger
   b) fear
   c) happiness

10. King Asoka is remembered because he ____________.
    a) was one of the Aryan invaders
    b) grew rich
    c) built hospitals and roads for the people in his kingdom
Unit Assessment Student Answer Sheet: Ancient India

Name

1. a. b. c.
2. a. b. c.
3. a. b. c.

Date
4. a. [Image]  b. [Image]  c. [Image]

5. a. [Image]  b. [Image]  c. [Image]

6. a. [Image]  b. [Image]  c. [Image]
Unit Assessment Student Answer Sheet: Ancient India

7. a. [Image of a child] b. [Image of a person with a staff in a rural setting] c. [Image of a sailboat]

8. a. [Image of Buddha] b. [Image of a silhouette with a microphone] c. [Image of a ballet dancer]

9. a. [Image of a sad face] b. [Image of a surprised face] c. [Image of a happy face]

10. a. [Image of a chariot] b. [Image of a treasure chest] c. [Image of a building complex]
Performance Task: Ancient India

Materials Needed: four blank 5” × 8” index cards/student; pencils, assorted thin-tipped colored markers; individual student copies of Ancient India Student Book

Teacher Directions: In this unit, students learned about ancient India—the development of the Indus valley civilization, including the city of Mohenjo-Daro, and the importance of the Indus River for farming. They also learned about the invasion of the Aryans, who brought chariots with them, and the melding of the two ancient cultures, leading to the development of the Hindu religion, the Vedas, the Hindu gods and goddesses, and the belief in reincarnation. They learned about the Festival of Lights and the customs associated with it. They also learned about Prince Siddhartha, how he became the Buddha, and the Jataka tales he told as a way of teaching about his beliefs. Finally, they learned about King Asoka, the ruler of a great empire, who learned to follow Buddhist beliefs and used his wealth and power to help his people by building hospitals and roads.

Have students reflect back on what they learned during this unit by flipping through the pages of the Student Book. Tell students to imagine they are traveling back in time to visit ancient India. They will share the sights, sounds, and smells of this ancient land with their friends and family back home by creating four different postcards on 5” × 8” index cards. Remind students that the postcards are like condensed versions of large travel posters. The postcards should show the most important or most interesting details about ancient India. Students should identify in their postcards the most important aspects of ancient India that they have learned about that make it an exciting place to visit and think about.

Have students draw images of ancient India on one side of the card and dictate a brief message about ancient India for the other side.

Note to Teacher: We suggest that you allocate two instructional periods for the completion of this performance-based assessment. Students will work at different paces. The teacher should circulate throughout the room and be available to discuss each card, taking dictation as individual students finish each postcard.

Prompt each student to talk about his or her drawing by saying, “Tell me about what you drew and what it tells about life in ancient India.” It is not necessary for the teacher to write verbatim what the student says, but rather to capture bullet points that can later be used with the Performance Assessment Rubric that follows.
**Performance Task Scoring Rubric**

**Note to Teacher:** Students should be evaluated on the basis of their postcard drawings, along with what they say that they have drawn and why, using the rubric.

<table>
<thead>
<tr>
<th>Above Average</th>
<th>Response is accurate and detailed. Student demonstrates strong understanding of ancient India, identifying four of the following details in drawing and/or dictation:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• The Indus valley civilization developed along the Indus River south of the Himalayas.</td>
</tr>
<tr>
<td></td>
<td>• Hinduism became the major religion in India. Hindus believe in the gods Brahma, Vishnu, Shiva, Agni, and Lakshmi.</td>
</tr>
<tr>
<td></td>
<td>• During Diwali, Hindus light clay bowls filled with oil to honor Lakshmi and hope she grants them good luck.</td>
</tr>
<tr>
<td></td>
<td>• Prince Siddhartha left life in a palace to learn about suffering. He became the Buddha, the “Enlightened One.”</td>
</tr>
<tr>
<td></td>
<td>• The Buddha taught through stories, called Jataka tales. One tale told of a rabbit who thought the earth was breaking apart.</td>
</tr>
<tr>
<td></td>
<td>• King Asoka created a large Indian empire through many battles. He became a Buddhist.</td>
</tr>
<tr>
<td></td>
<td>• King Asoka used his wealth and power to make people’s lives better. He took care of people and animals and built hospitals, roads, and wells.</td>
</tr>
</tbody>
</table>

| Average       | Response is mostly accurate and somewhat detailed. Student demonstrates solid understanding of ancient India, noting three of the details listed above.                                      |

| Adequate      | Response is mostly accurate but lacks detail. Student demonstrates a very basic understanding of ancient India, noting two of the details listed above.                                    |

| Inadequate    | Response is incomplete and demonstrates a minimal understanding of the content in the unit, noting only one of the details listed above.                                                                                           |
Directions for Making the Time Traveler Passport

Note to Teacher:

If this is the first Grade 2 CKHG unit you have completed with your students, please download and print the Grade 2 Time Traveler Passport. Use this link to download the CKHG Online Resources for this unit, where the specific link to the passport PDF may be found:

www.coreknowledge.org/ckhg-online-resources

To save instructional time, prepare a passport for each student in advance. Download and print the Passport PDF pages. Photocopy the pages back to back, according to the specifications on your printer. Staple pages together.
Introducing the Time Traveler Passport to Students

Materials Needed: sufficient folded copies of Grade 2 Time Traveler Passport; pencils; glue sticks; thin-tipped markers*; an actual passport if available

Use this link to download and print the CKHG Online Resources for this unit, where the specific link to the Time Traveler Passport may be found:

www.coreknowledge.org/ckhg-online-resources

*If you prefer, you may take a photograph of each student and print a small copy to distribute to students instead of having them use the markers to draw a picture of themselves.

Tell students that when people travel, especially to countries outside of the United States, they bring a little booklet with them that is called a passport.

Show students an actual passport, if available, as you continue to explain that a passport has many pages inside. On the first page, there is usually a photograph of the person to whom the passport belongs, as well as personal identification information, such as when the person was born and where the person lives. Explain that as people visit each new place/country, they show the page with their identification information to an official and then receive a stamp in their passport to show that they have visited that place.

Explain to students that today they are going to make a pretend passport that they will use as they “time travel” to different places and times in history. Distribute materials to each student. Examine and discuss the cover of the passport.

Have students turn to the first page inside, and tell them that this page has space for their own personal identification information. Explain each portion of this page, guiding students in personalizing their passport by either drawing a picture of themselves or gluing a photograph in the designated space. Guide students in completing the remaining information, such as their name, date of birth, and other information.

SUPPORT—Provide prompts for students as needed by writing examples of their correct date of birth and how to spell the name of their town, state, country, and continent.

Next, have students examine the remaining passport pages as you read the titles at the top of each page. Explain that each page lists the name of one of the places they will visit as they use the Grade 2 CKHG materials this year. Tell students that once they finish each unit, they will have a chance to place small pictures of the place they visited in their passport as a reminder or souvenir of each place they visited.

Collect all passports, and keep them in a safe place until you are ready to have students complete the passport page for Ancient India.
Time Traveler Passport Activity for *Ancient India*

**Materials Needed:** personalized copies of Grade 2 Time Traveler Passport for each student; sufficient copies of the Ancient India Passport Images; pencils and glue sticks for each student

**Note to Teacher:** Please download and print the Ancient India Passport Images. Use this link to download and print the CKHG Online Resources for this unit, where the specific link to the Ancient India Passport Images may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

You will need to print sufficient copies of each page and then cut the images apart on the dotted lines prior to class.

Tell students that as they listened to the Read Alouds about ancient India, it was almost as if they were traveling back in time to visit ancient India and the civilization that existed long, long ago.

Tell students that today they will each complete the page in their passport that is about ancient India. Ask students to turn to page 2 of their passports.

Show students the individual Ancient India Passport Images, and ask students to name or describe each image. Explain that you will give each student a copy of every image. Direct students to use their glue sticks to carefully glue each image onto the Ancient India page of the passport in whatever order they would like.

As students finish, encourage them to share their passport with a partner, showing and describing the images on the Ancient India page and what they represent. Suggest students talk to one another about what they saw and what they liked best about their time travel to ancient India.
During the next two weeks, as part of our study of Core Knowledge History and Geography, your child will learn about the Indus and Ganges Rivers in India and the ancient civilizations that developed along their banks. Through Read Alouds, students will learn some key features of these ancient civilizations, sharing folktales from early India, as well as information about Hinduism and Buddhism, two religions that started in ancient India.

As part of the study of world history, the Core Knowledge program introduces students to world religions at various grade levels. The intent is to provide context and vocabulary for understanding the ways in which world religions have influenced world events and ideas in history.

In this unit, the beliefs and practices of Hinduism and Buddhism are presented as historical and cultural information in an age-appropriate way rather than in a manner that suggests the value or correctness of any particular beliefs. The goal is to build knowledge about life in ancient India and to foster understanding and respect for practices that may be different from those with which students are familiar.

Sometimes students have questions about how the beliefs and practices they are learning about relate to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and adults at home.

Please let us know if you have any questions.
Activity Page 3.1

The Festival of Lights
Answer Key: Ancient India

Unit Assessment

(pages 67–68)

1. c  2. b  3. a  4. b  5. c  6. b  7. a  8. a  9. c  10. c

Activity Pages

The Festival of Lights (AP 3.1)

(page 80)

1. Girl sweeping the floor
2. Girl and her mother
3. Girl and her grandfather
4. Girl putting a bowl lamp in the Ganges
Subject Matter Experts
Spencer Leonard, PhD

Illustration and Photo Credits
A candle is lit in a flower-filled bowl that will float down the Ganges during the evening aarti ceremony of prayers and singing on the banks of the river near Rishikesh (photo) / Pete McBride/National Geographic Image Collection / Bridgeman Images: 3a, 62a, 70h
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Chariot, Daimabad culture, c.2000-1500 BC (bronze), Indian School / Private Collection / Photo © Dirk Bakker / Bridgeman Images: Cover B, 13b, 22b, 59e, 69e, 71j, 77b
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David Habben: 24a, 24c, 30a, 60c, 60e, 61b, 70a(i), 70b(i)
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Detail from an Ashoka Pillar (photo), Indian school, (3rd century BC) / Sarnath, Uttar Pradesh, India / Bridgeman Images: 50b, 66c
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GDJ/Pixabay: 71f, 71i
Heinz-Dieter Falkenst / imageBROKER / SuperStock: 32b, 62d, 70c(i)
Heinz-Dieter Falkenst / imageBROKER / SuperStock: Cover A, 13a, 77a
India, Diwali (Deepavali) Festival (Oct/Nov), Young Girl With Oil Lamp / Omniphotograph/UIG / Bridgeman Images: i, iii, 30b, 61c
Ingram Publishing / SuperStock: 70a(ii)
Jed Henry: Cover D, 13d, 36b, 37a, 38a, 38b, 63b, 63c, 64a, 64b, 70c(ii), 77d
LOOK-foto / SuperStock: 14b, 58b
Mauritius / SuperStock: 71d
Mesopotamia. Terracotta figure representing an harpist., Mesopotamian / State Hermitage Museum, St. Petersburg, Russia / Tarker / Bridgeman Images: 16b, 59b
Mint Images / SuperStock: 31b, 62b
OpenClipart-Vectors/Pixabay: 69h, 70d, 70g, 71b, 71c, 71e
PaliGraficas/Pixabay: 71l
PavelBokr/Pixabay: 69
Ricinator/Pixabay: 71a
Seated Buddha in meditation, Greco-Buddhist style, 1st-4th century (bronze), Pakistani School / Lahore Museum, Lahore, Pakistan / Bridgeman Images: 37b, 63d
Six strand gold bead bracelet, ring bracelet gilded in gold leaf and gold button or earring, late Mohenjo-daro period / De Agostini Picture Library / A. Dagli Orti / Bridgeman Images: 16a, 59a
Stamp seal of unicorn and incense burner with modern impression, c.2600-1900 BC (burnt steatite), Harappan / Metropolitan Museum of Art, New York, USA / Bridgeman Images: Cover C, 13c, 15b, 58d, 77c
Tumisu/Pixabay: 71g, 71h
Universal Images / SuperStock: 23a, 60a

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For which grade levels is this book intended?
In general, the content and presentation are appropriate for students in the early elementary grades. For teachers and schools following the Core Knowledge Sequence, this book is intended for Grade 2 and is part of a series of Core Knowledge HISTORY AND GEOGRAPHY units of study.

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