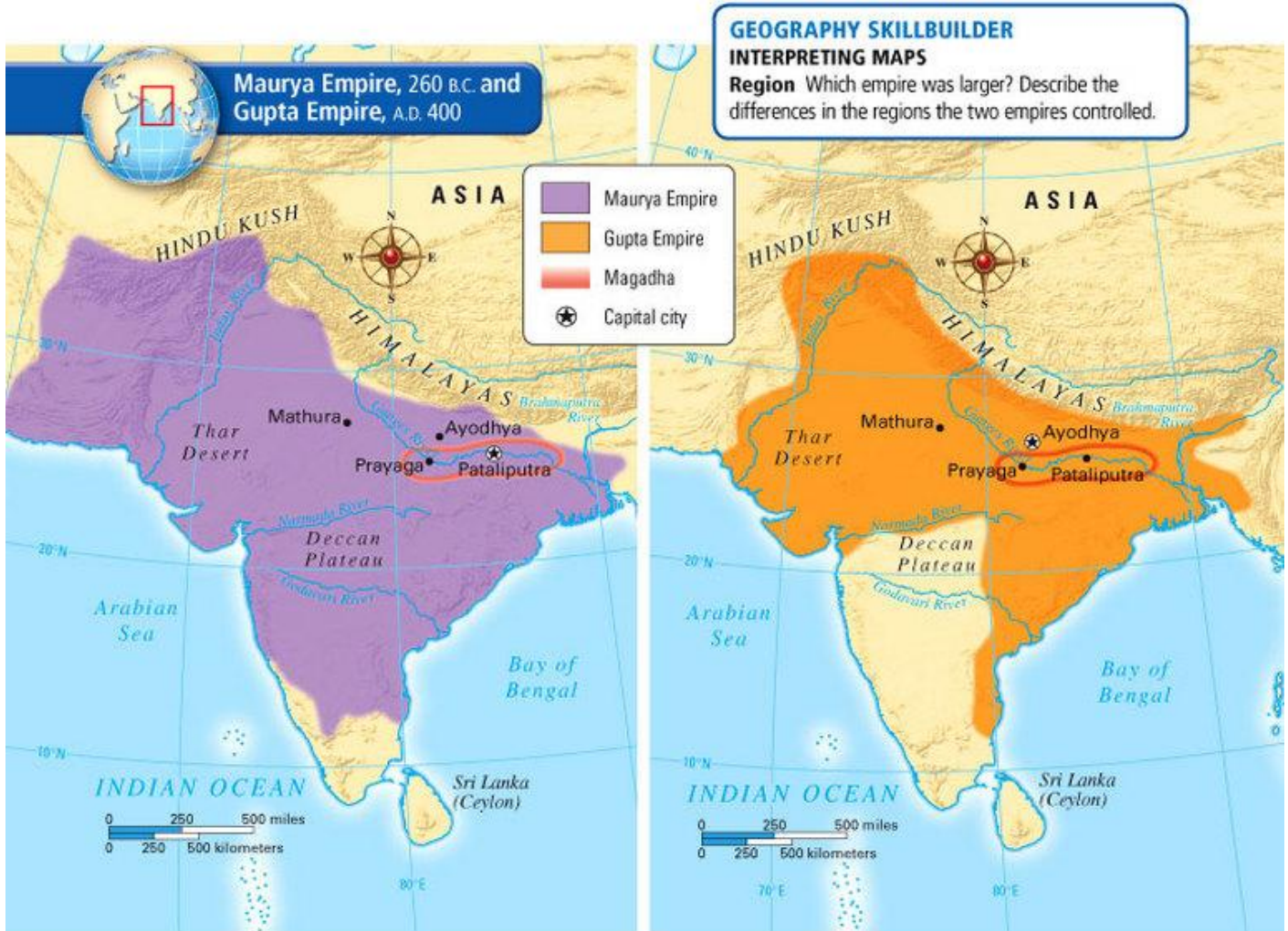


Unit 9.5 The Classical Civilizations

Part 2 - India



Name: _____

Period: _____

Where is India? What is its geography like?

Objective:

- Describe the location and geography of India.

Introduction

➡ **Directions:** In the chart below, write down everything you think you know about India right now and questions about India that you'd like to know the answers to.

India

| | | | |
|--|---|--|---|
|  |  |  |  |
| <p>https://commons.wikimedia.org/wiki/File:India_78_40398E_20.74980N.jpg; https://en.wikipedia.org/wiki/File:Thajavur_Ganesh_a.jpg;</p> | <p>https://commons.wikimedia.org/wiki/File:Taj_Mahal_inside_view_02.JPG;</p> | <p>https://commons.wikimedia.org/wiki/File:Everest</p> | <p>North Face toward Base Camp Tibet Luca Galuzzi 2006 edit 1.jpg</p> |

What do you already know about India?

What do you want to know about India?

Write questions you'd like to know the answers to.



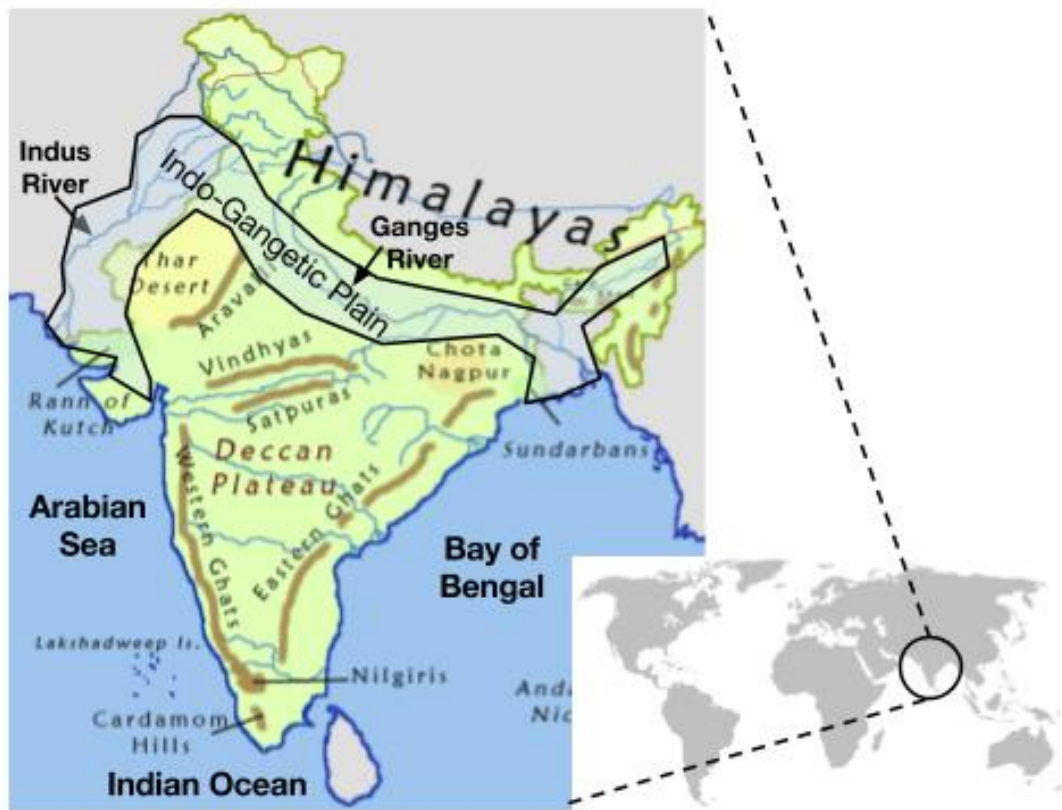
Think Like a Geographer

India's Location and Geography

➔ **Directions:** Examine the map below and read the brief description of India's geography, then answer the questions that follow

India is a modern-day country located in the region of Asia known as **South Asia**. Historically, the area referred to as "India" was larger than the country today and included the land northwest of the Indus River Valley which is now part of Pakistan. The landmass that India is on is a **peninsula**. A peninsula is a piece of land *almost* surrounded by water. India is sometimes referred to as a "**subcontinent**" because it is large and juts out from Asia into the Indian Ocean.

India's many regions have very different climates. The **Himalaya Mountains**, the world's tallest mountain range, are in the north. The Deccan Plateau is an area of high altitude with hardy plant life. Finally, the **Indo-Gangetic Plain** is home to India's most important rivers. It is a vast area of fertile soil where many of India's civilizations began.



1. Which continent is India located on? _____

2. What is the name of the large mountain range to the northeast of India? How do you think the presence of that mountain range may have affected interaction between Indians and people from North or East of the mountain range? _____

3. Identify two rivers that are located in the Indo-Gangetic Plain. _____

4. Why do you think many of India's civilizations began in the Indo-Gangetic Plain? _____

5. Which bodies of water border India? _____

What led to the rise of Indus Valley civilizations?

Objective:

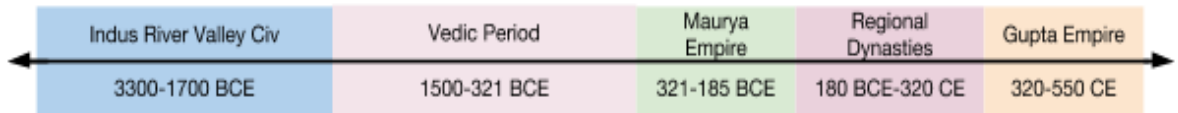
- Describe the rise of Indus Valley Civilizations.

A Brief History of India from the Neolithic Revolution to the Mauryan Empire



Contextualize

Timeline of Indian History through the Classical Age



➡ **Directions:** Read the excerpt below, then respond to the questions.

The Indus Valley Civilization (3300-1700 BCE)

The first confirmed permanent settlements of humans in India appeared 9000 years ago and by 5100 B.C.E., people in the Indus Valley were farming and establishing permanent settlements.

The **Indus River Valley Civilization** was the first civilization in India. It developed along the Indus River on the Indo-Gangetic Plain. The civilization was well-known for sophisticated cities like **Harappa** and **Mohenjo-Daro** that included a grid street pattern and drainage systems. The Indus Civilization may have had a population of over five million. Over 2500 cities and settlements have been found. Around the middle of the second millennium B.C.E., the Indus River basin dried up, and the sites were abandoned.

Vedic Civilization and Hinduism (1500 BCE- 320 BCE)

After the fall of the Indus River Valley civilization, new settlements called the Vedic Civilization took root in India. Some scholars believe that the people who founded these civilizations migrated into India from the northwest. Several small kingdoms and tribes, which were often at war with each other, merged.

1. Which historical turning point led to the creation of permanent settlements in India?

2. Where did the first civilization in India develop? Why did it develop there?

3. What made Harappa and Mohenjo-Daro “sophisticated?”

The belief system that dominates India today, **Hinduism**, developed at this time. The most important texts of Hinduism including the **Vedas** and the Mahabharata (a part of which is called the **Bhagavad Gita**) were written down during the Vedic Period after being passed down orally through generations.

The Mahajanapadas

The Mahajanapadas were the sixteen most powerful kingdoms and republics of the era, located mainly across the fertile Ganges River plains, however there were a number of smaller kingdoms stretching the length and breadth of India that also existed during the late Vedic period. These kingdoms existed until the **Maurya Empire** unified much of India in 320 BCE.

Buddhism

In 537 B.C.E., another major belief system, named **Buddhism**, was founded by a prince named Siddhartha Gautama (later known as “Buddha”) in India. Buddhism is related to Hinduism but rejects many of Hinduism’s most important beliefs. Buddhism was embraced by the Maurya Empire and spread throughout Asia.

Source: Adapted from “India.” New World Encyclopedia.

<http://www.newworldencyclopedia.org/entry/India>

4. What belief system originated in India and still dominates it today?

5. What were the great accomplishments of the Maurya Empire?

6. Which religion did the Maurya empire support?

FA

SQ 4: What was the geographic and historical context for the rise of classical civilizations in India?

➔**Directions:** Using evidence from the documents above, respond to the task below in the space provided.

Describe the geographic and historical context for the rise of Indus Valley civilizations by completing the following tasks:

- **Describe India's location**

- **Identify two geographic features that may impact the development of civilizations in this region**

- **Identify two historical developments that led to the rise of Classical Civilizations in the region**

Religion Vocabulary Review

Directions: Fill in the blank spaces in this table based on what you learned in your study of Judaism.

| Word | Polytheism | | | Monotheism | | |
|----------------------------|-------------------------|---|--------|-------------------------|---|--------|
| Prefix and Root | Poly | + | theism | Mono | + | theism |
| Meaning of Prefix and Root | “having to do with god” | | | “having to do with god” | | |
| Meaning of Word | | | | | | |

Moral Code of Ethical Conduct

In your own words, what is a **moral code of ethical conduct**?

Hint: The Ten Commandments is an example of a moral code of ethical conduct from your study of Judaism.



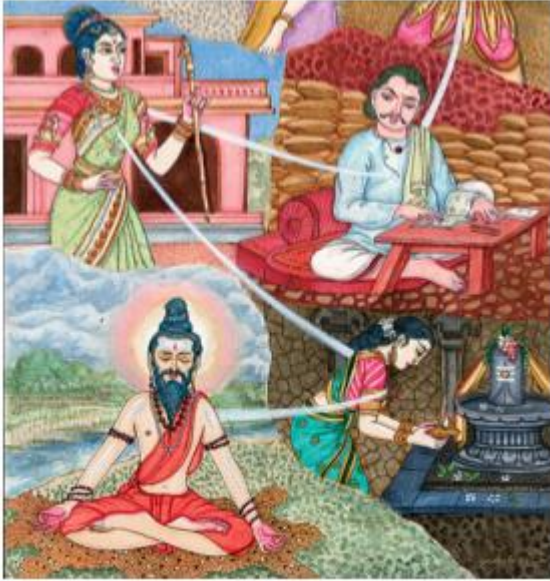
Moses with the Tablets of the Law. Rembrandt, 1695.

Source: https://commons.wikimedia.org/wiki/File:Rembrandt_-_Moses_with_the_Ten_Commandments_-_Google_Art_Project.jpg

Hinduism Review - Reincarnation, Caste, Dharma, and Karma

Reincarnation

Reincarnation is the idea that the individual soul (*atman*) is **reborn in a different form after death** and continues to be reborn until the soul achieves “union with Brahman,” also known as *moksha*.



An illustration of the passage of one soul from one cycle of death and rebirth to another.

Source: https://commons.wikimedia.org/wiki/File:Reincarnation_AS.jpg

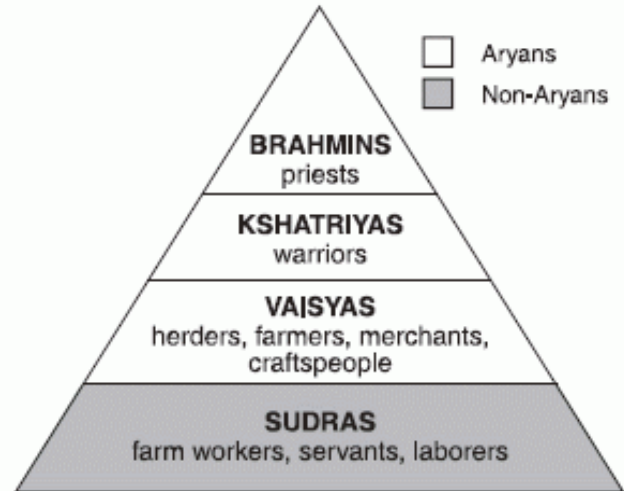
Dharma

Dharma is one's **duty** according to their caste. Each caste has jobs they are supposed to perform and rules they are supposed to follow. One is not supposed to do the duty of another's caste.

Caste

A **caste** is a **social class** in Hinduism that is determined by one's actions in their previous life that one can only move out of through the process of reincarnation.

The four major castes in Hinduism are in the chart below. Not listed is a group called the *Dalits*, or “**Untouchables**.” Who are required to do disgraceful and “unclean work.”



Source: *Guide to the Essentials of World History*, Prentice Hall, 1999 (adapted) from the New York State Global History and Geography Regents Exam.

Karma

Karma is the **sum of one's good and bad actions during life**. If one follows their **dharma** (duty), then they will have good **karma**. If one does not follow their dharma, they will have bad karma.

Directions: Using the notes on the previous page and the word bank provided, fill in the blanks in the paragraph below. Please note that words from the bank may be used more than once. Some answers are not in the bank but can be found in the notes.

| | | | |
|--------------|----------|---------|------------|
| Untouchables | Brahmins | Vaisyas | Kshatriyas |
| merchants | caste(s) | Sudras | priests |
| unclean | dharma | karma | lower |

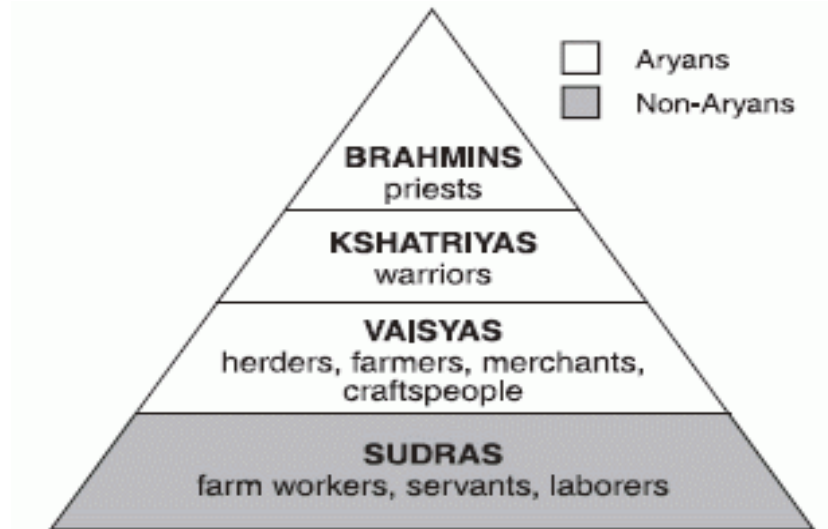
For most of Indian history, Hindu society has been divided into _____. The four major social classes in Hindu society were _____, _____, _____, and _____. The Brahmins are at the top of the caste system. Their job is to be _____. _____ were warriors. Vaisyas were herders, farmers, _____, and craftspeople. _____ were farm workers, servants, and laborers. The lowest group in Hindu society is not an official part of the caste system. They are called _____, also known as _____ and are responsible for “_____ work.”

Each person in Hindu society is supposed to follow their _____ as determined by their caste. This ensures that all jobs are done in the society. If a person follows the _____ of their caste, then they will have good _____. If they do not complete their duties, then they will have _____ karma. Karma is important because Hindus believe that when they die, they go through the process of _____. If someone has good karma when they die, they will be reborn into a higher _____. If they do not follow their dharma, and as a result, have bad karma, then they will be reborn into a _____ caste. They might even be born as an animal.

Hindus believe that the goal of life is to escape the cycle of death and rebirth. They can do this by achieving “union with Brahman,” also known as _____. To reach that goal, a person needs to climb the caste ladder until they are Brahmins, then they have to fulfill the Brahmin’s dharma so they have good _____ at the end of their life.

The Hindu Caste System is a **rigid social hierarchy**. It is a system for grouping people in society. It is called “rigid” because you cannot leave whichever caste you are born into. There is **no social mobility**.

Your caste determines your **job**, where you **live**, and who you can **associate with**



Source: *Guide to the Essentials of World History*, Prentice Hall, 1999 (adapted) from the New York State Global History and Geography Regents Exam.

***Aryans** were nobles in ancient India and were believed to be descendants of a group that migrated into India around 1500 BCE. Some of the Aryan belief system was blended with Indian beliefs which contributed to creating Hinduism

The Untouchables



[Watch this video on The Untouchables in India](#), then answer the questions below.

1. What types of jobs do the Untouchables in this video perform?

2. Where do they live?

3. How are the Untouchables treated by people born into higher castes?

4. What steps have been taken to stop discrimination against the Untouchables and improve their way of life? What have been the effects of these steps?

5. Why was it important that an upper caste man led the bull through the village during the ceremony at the end of the video?

Buddhism Review - What are the major beliefs and practices of Buddhism?

Directions: Read the notes below and answer the questions that follow.

1. Philosophy or Religion?

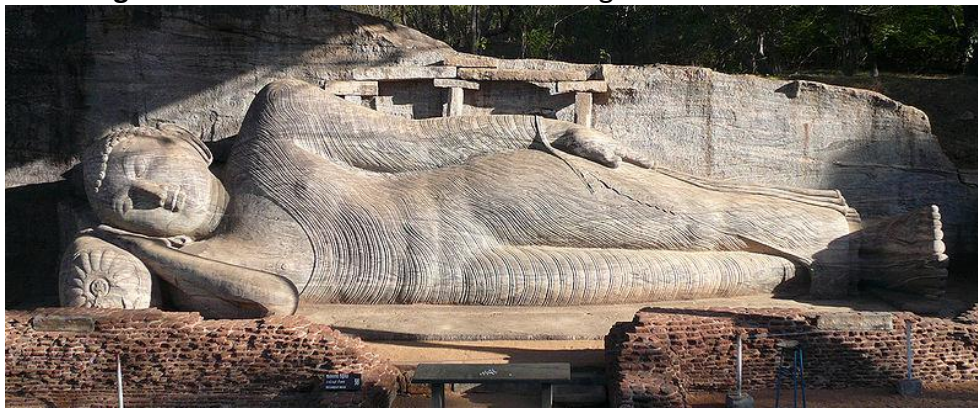
Many people debate whether Buddhism is a **philosophy** or a **religion**. We refer to it as a “belief system” which includes both religions and philosophy.

Those who argue that Buddhism is a philosophy note that there is no worship of gods in the beliefs and practices associated with Buddhism. Instead, one’s spiritual journey is guided by their own determination and their teacher. In this way, Buddhism is different than Hinduism which has thousands of gods.

1a. Why do some people consider Buddhism a philosophy rather than a religion?

2. Reincarnation, Enlightenment, and Nirvana

Like Hindus, Buddhists believe that there is escape from the cycle of reincarnation. For Buddhists, the goal of spiritual life is to reach “**nirvana**” after death. It is similar to *moksha* that Hindus strive for. Nirvana, in Sanskrit, means “blown out,” as in a candle. It is the state of a still and empty mind. This can be accomplished by reaching a state of **enlightenment** like the Buddha did through intense **meditation**.



Statue of the reclining Buddha in Gal Vihara, Sri Lanka. The image of the reclining Buddha represents the last moments of the Buddha’s life before he died and entered state of nirvana.

Source: <https://commons.wikimedia.org/wiki/File:Galvihara-sunny.jpg>

2a. Do Buddhists believe in reincarnation?

2b. What is nirvana?

2c. How do Buddhists believe one can achieve enlightenment?

3. The Middle Path

Before devoting his life to seeking spiritual truth, according to legend, Siddhartha Gautama lived a life of luxury. When he left his father's palace, he became an ascetic, a person who practices extreme self-discipline and denies themselves any comfort. He found that neither route brought him enlightenment. Instead, it was the Middle Path, sometimes called the Middle Way. Buddha's teachings are meant to lead his followers down the Middle Path to enlightenment.

Read it from the Sacred Text!

The following text is an excerpt from Buddha's sermon in which he describes the Middle Way. It is known as "Setting in Motion the Wheel of Law [Dharma]." This story was passed down orally by Buddhists until it was written down about two hundred years later in a collection known as the Three Baskets of Wisdom, or the *Tripitaka*.

Excerpt 1 from "Setting in Motion the Wheel of the Law[Dharma]" from the *Tripitaka*

And the Blessed One thus addressed the five Bhikkhus [men that later became Buddha's

followers]: 'There are two extremes, O Bhikkhus, which he who has given up the world, ought to avoid. What are these two extremes? A life given to pleasures, devoted to pleasures and lusts: this is degrading, sensual, vulgar, ignoble [shameful], and profitless; and a life given to mortifications:¹ this is painful, ignoble, and profitless. By avoiding these two extremes, O Bhikkhus, the Tathâgata² has gained the knowledge of the Middle Path which leads to insight, which leads to wisdom, which conduces to calm, to knowledge, to the Sambodhi,³ to Nirvâna.⁴

T.W. Rhys Davids and Herman Oldenberg, trans, *Vinyaya Texts*, in F. Max Mueller, ed., *The Sacred Books of the East*, 50 vols., (Oxford: Clarendon, 1879-1910), Vol 13. pp. 94-97, 100-102 repr. in Alfred J. Andrea and James H. Overfield, *The Human Record: Sources of Global History*, Vol 1, 2d. ed., (Boston: Houghton Mifflin, 1994), pp. 72-74 <http://acc6.its.brooklyn.cuny.edu/~phalsall/texts/bud-ser1.html>



Statues at a Buddhist Monastery in Quebec, Canada depicting Buddha's first sermon in the deer park.

Source: https://commons.wikimedia.org/wiki/File:QC_Harrington4_tango7174.jpg

3a. What are the "two extremes" that Buddha warns his disciplines about?

3b. Why is each extreme "profitless?"

3c. What does the Buddha suggest his disciples strive for instead of the "two extremes?"

¹ Extreme practices that subject the body to physical punishment in an attempt to strengthen the connection between the spirit and the body.

² Another name for the Buddha, meaning "He who has arrived at the Truth."

³ Another term for Enlightenment, the state of release from reincarnation that all Hindus and Buddhist try to achieve. In Hinduism it is called moksha.

⁴ Another term for Enlightenment.

4. Four Noble Truths

Buddha taught four principles that he believed to be true. They are called the Four Noble Truths. Put simply they are:

- The Noble Truth of Suffering: **Life is suffering.**
- The Noble Truth of the Cause of Suffering: **Suffering is caused by desire.**
- The Noble Truth of the Cessation [Stopping] of Suffering: **To end suffering, one must end desire.**
- The Noble Truth of the Path: **To end suffering, follow the Eightfold Path.**

Excerpt 2 from “Setting in Motion the Wheel of the Law[Dharma]” from the *Tripitaka*

'This, O Bhikkhus, is the Noble Truth of Suffering: Birth is suffering; decay is suffering; illness is suffering; death is suffering. Presence of objects we hate, is suffering; Separation from objects we love, is suffering; not to obtain what we desire, is suffering. Briefly...clinging to existence is suffering.

'This, O Bhikkhus, is the Noble Truth of the Cause of Suffering: Thirst, that leads to rebirth, accompanied by pleasure and lust, finding its delight here and there. (This thirst is threefold), namely, thirst for pleasure, thirst for existence, thirst for prosperity.

'This, O Bhikkhus, is the Noble Truth of the Cessation of Suffering: (It ceases with) the complete cessation of this thirst,--a cessation which consists in the absence of every passion,--with the abandoning of this thirst, with the doing away with it, with the deliverance from it, with the destruction of desire.

'This, O Bhikkhus, is the Noble Truth of the Path which leads to the cessation of suffering: that holy Eightfold Path, that is to say, Right Belief, Right Aspiration, Right Speech, Right Conduct, Right Means of Livelihood, Right Endeavour, Right Memory, Right Meditation....

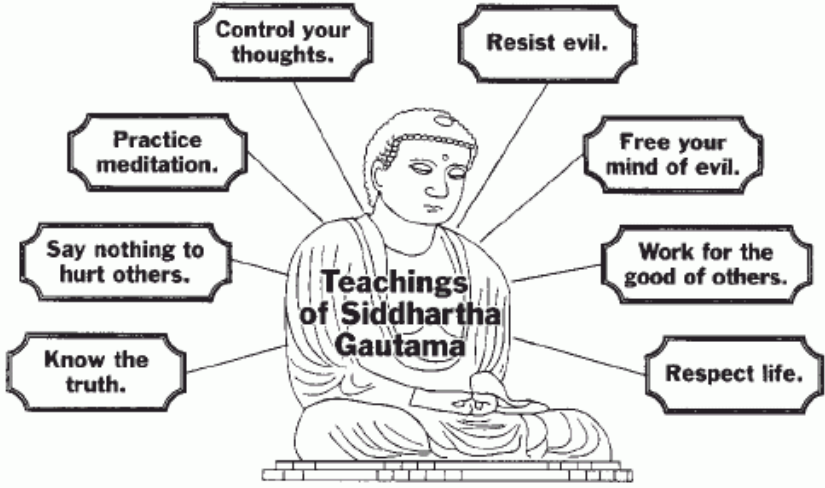
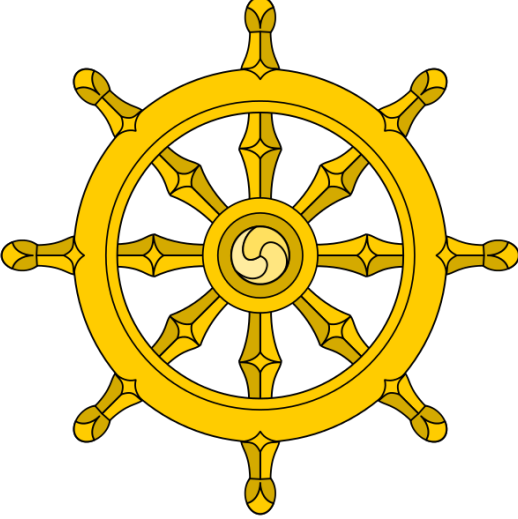
4a. What does the Buddha list as examples of suffering?

4b. Buddhists believe that the 2nd Noble Truth, “Suffering is caused by desire,” is true. Do you? State a claim and provide evidence (examples from your experience) to support it.

4c. According to Buddha, how can one end suffering?

5. Eightfold Path

Buddhism's Four Noble Truth states, "To end suffering, follow the Eightfold Path." The **Eightfold Path** describes how one should act to eliminate desire and thus suffering. The Eightfold Path is the **moral code of conduct** for Buddhists, similar to the Ten Commandments in Judaism and Christianity.

| | |
|---|--|
|  <p>The diagram shows a central figure of Siddhartha Gautama in a meditative pose. Eight lines radiate from the figure to eight callout boxes, each containing a principle of the Eightfold Path:</p> <ul style="list-style-type: none">Control your thoughts.Resist evil.Practice meditation.Free your mind of evil.Say nothing to hurt others.Work for the good of others.Know the truth.Respect life. <p>Teachings of Siddhartha Gautama</p> <p>The Eightfold Path</p> <p>Source: <i>The Human Experience, Glencoe</i> from the NYS Global History and Geography Regents Exam.</p> |  <p>The Wheel of Life is a golden wheel with eight spokes, a central hub with a swastika symbol, and a rim with eight decorative points. It is a common symbol of Buddhism.</p> <p>"The Wheel of Life" is a common symbol of Buddhism. It represents the cycle of reincarnation. There are eight spokes in the wheel representing the Eightfold Path.</p> <p>Source: https://commons.wikimedia.org/wiki/File:Dharma_Wheel.svg</p> |
|---|--|

Excerpt 3 from "Setting in Motion the Wheel of the Law [Dharma]" from the *Tripitaka*

'Which, O Bhikkhus, is this Middle Path the knowledge of which the Tathâgata has gained, which leads to insight, which leads to wisdom, which conduces to calm, to knowledge, to the Sambodhi, to Nirvâna? It is the holy Eightfold Path, namely, Right Belief,⁵ Right Aspiration,⁶ Right Speech,⁷ Right Conduct,⁸ Right Means of Livelihood,⁹ Right Endeavour,¹⁰ Right Memory,¹¹ Right Meditation.¹² This, O Bhikkhus, is the Middle Path the knowledge of which the Tathâgata has gained, which leads to insight, which leads to wisdom, which conduces to calm, to knowledge, to the Sambodhi, to Nirvâna.

'But since I possessed, O Bhikkhus, with perfect purity this true knowledge and insight into these four Noble Truths...then I knew, O Bhikkhus, that I had obtained the highest, universal Sambodhi....

'And this knowledge and insight arose in my mind: "The emancipation of my mind cannot be lost; this is my last birth; hence I shall not be born again!"'

5. What do Buddhists suggest people do to alleviate suffering?

⁵ The belief that life is suffering, that the Eightfold Path is a the way to eliminate suffering and that it is possible to do.

⁶ The process of removing bad thoughts, desires, and cruelty from one's mind before embarking on the path to Enlightenment.

⁷ Not lying, cursing, or speaking badly about others.

⁸ Conducting one's self honestly, and without killing or stealing.

⁹ Only doing jobs that do not harm others.

¹⁰ Avoids all distractions and bodily desires.

¹¹ The act of focusing one's mind only on important topics like life, suffering and death.

¹² Focused concentration that can lead to Enlightenment

6. Rejection of the Caste System

Buddhism started in a region of the world where Hinduism dominated, but **Buddha rejected a major part of Hindu society: the caste system.**

Buddha taught that anyone, regardless of their place in society, could achieve enlightenment if they realized the Four Noble Truths and followed the Eightfold Path.



6a. If you were a member of the Brahmin caste, how would you react to Buddha's teachings? Why?

6b. If you were a member of the Untouchables or the Shudras caste, how would you react to Buddhism? Why?

**How are the beliefs, practices, and effects on social order of Hinduism and Buddhism similar?
How are they different?**

Directions: Review what you've learned about Hinduism and Buddhism, then fill in the diagram below to show what the belief systems have in common and how they differ.

| Hinduism | Both | Buddhism |
|-----------------|-------------|-----------------|
| | | |





What were the Silk Roads? How might the Silk Roads have affected the civilizations connected by them?

Objective:

- **Describe** the location of the Silk Roads.
- **Predict** how the Silk Roads might have affected the civilizations connected by it.

Introduction:

➡ Directions: Complete the activity below to review the concepts of “trade,” “trade routes,” “trade network,” and “cultural diffusion.”

| | <p style="text-align: center;">Trade</p>  | <p style="text-align: center;">Trade Route</p>  | <p style="text-align: center;">Trade Network</p>  | <p style="text-align: center;">Cultural Diffusion</p>  |
|---|---|---|--|--|
| <p>Independently, write what you remember this word or phrase means in this row.</p> | | | | |
| <p>In a group or as a class, come up with a definition for each word and write it in this row.</p> | | | | |
| <p>In this row, write a series of sentences that use the words/phrases <u>trade</u>, <u>trade route</u>, <u>trade network</u>, and <u>cultural diffusion</u> and explains how the terms are connected to one another.</p> | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | | | |

Where were the Silk Roads?



➔ Directions: Watch this [TED-Ed Video on The Silk Road](#), read the definition, and map below, then answer questions that follow. ([transcript of the video](#))

Think Like a Geographer

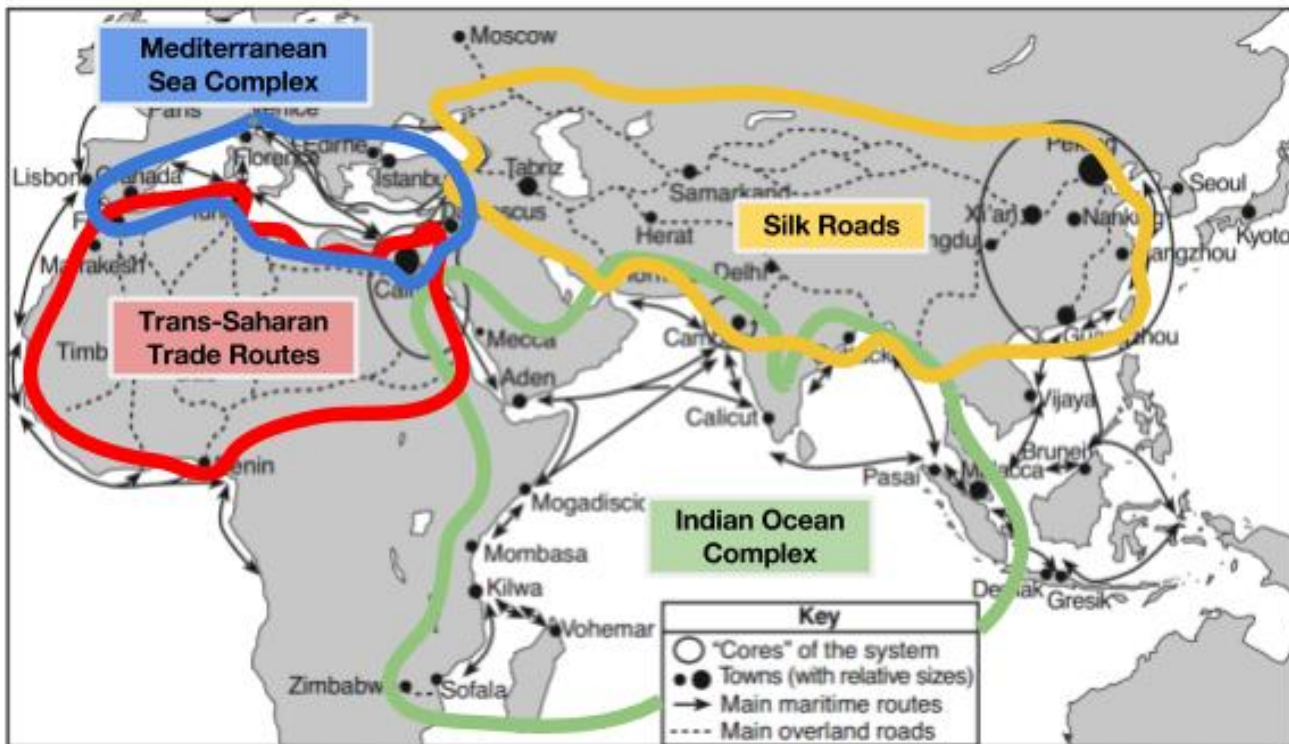


Contextualize

Definition of the Silk Roads

The “Silk Road” is the name often given for the vast network of land and maritime trade routes between the Mediterranean Sea and East Asia. The Silk Road covered more than 4,600 miles and was in use from about the 2nd century BCE to the 15th and 16th centuries CE. However, the name ‘Silk Road’ is relatively recent. It was coined by the German scholar, Ferdinand von Richthofen, in 1877. He derived the term from Rome’s historical connection to the trade route and their love of silk.

Source: Inner Asian and Uralic National Resource Center, “Journeys Along the Silk Road-Unit 1- Middle-High School.”
 Source:http://www.indiana.edu/~iaunrc/content/journeys-along-silk-road-unit-1-middle-high-school#_ftnref1



- Which continent were the Silk Roads primarily on?

- Which continents were connected through the Silk Roads?

- Who helped isolated civilizations trade with one another in ancient times (1:00-1:30)?

- According to this video, what goods were traded between Rome and China?

- Which religions, ideas, and technologies were spread through the Silk Roads?

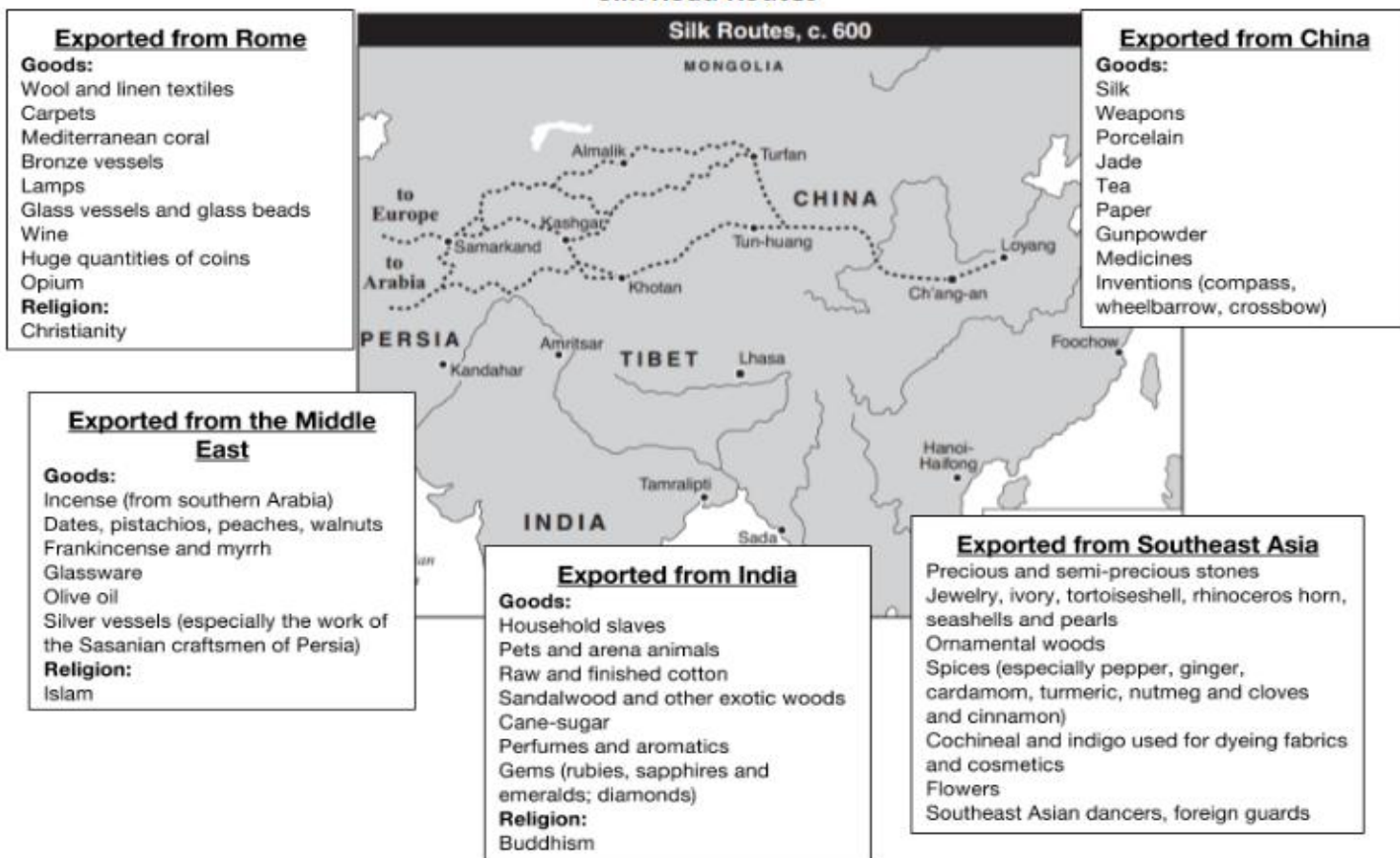


How did the Silk Roads affect the civilizations connected by them?

➡ Directions: Examine the map below and use the information on it to fill out the chart on the next page.

Predict

Silk Road Routes



➡ Directions: Based on the map on the previous page, choose THREE goods and/or religions that were traded on the Silk Roads during the classical era, identify where they were exported from (originated), three locations they could have been traded to, and predict what affects that good and/or religion could have had on the civilizations it was traded to.

| Good/ Religion | Identify where the good/religion was exported from (where it originated) | Identify three locations it could have been traded to | Describe the effects the good/religion could have had on the civilizations it was traded to |
|-------------------|--|---|---|
| | | | |
| | | | |
| | | | |

Objective:

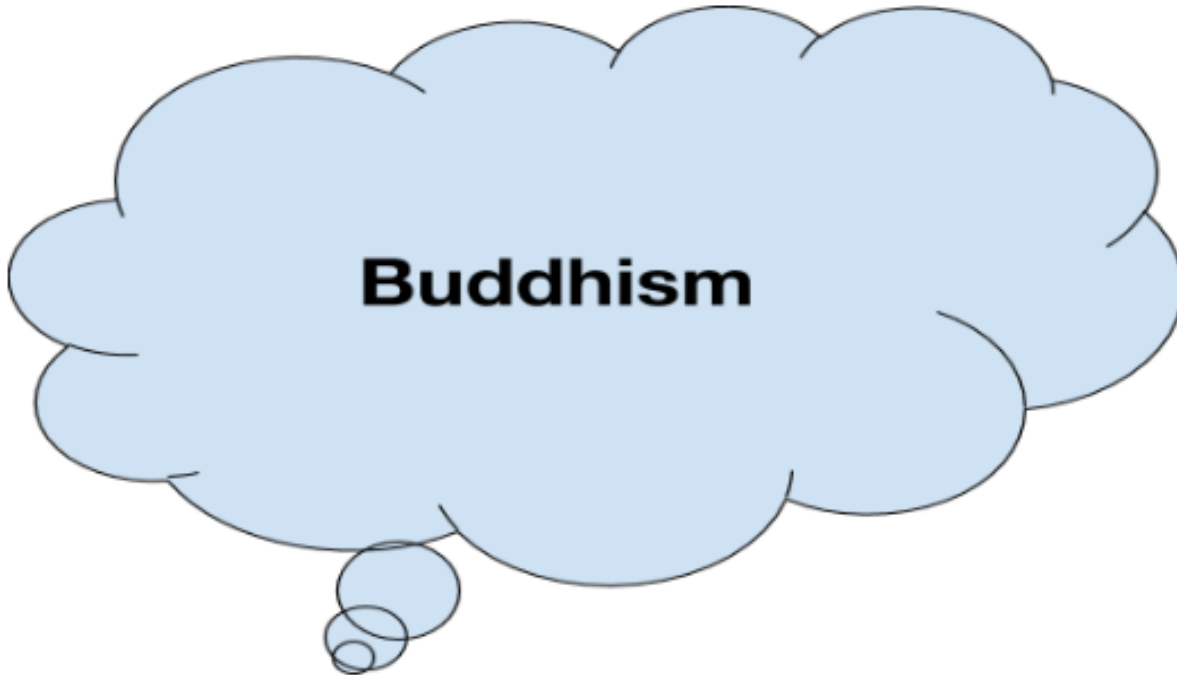
How did the Mauryan Empire use their beliefs systems and philosophical ideas to gain, consolidate, and maintain power?

- **Explain** how Ashoka used Buddhism to gain, consolidate, and maintain the power of the Maurya Empire.

Introduction

Think

Directions: Independently, in the thought bubble below, write anything you can remember about Buddhism.



Pair

Directions: Pair up with a partner. Explain to your partner everything you wrote in the thought bubble above and how the words and phrases you wrote relate to Buddhism. Then, ask your partner to do the same. If your partner has anything in their bubble that you do not, add it to yours.

Share

Directions: With your partner, select the three most important facts for your classmates to know about Buddhism, then share them with the class. To prepare for sharing out, write out those three facts here:

1. _____

2. _____

3. _____



Timeline of Indian History through the Classical Age

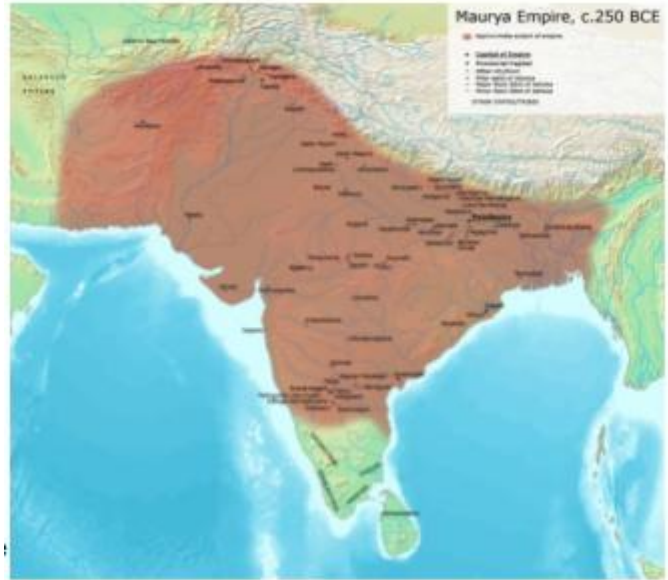


Contextualize



Watch the video [“Ashoka the Great” from Mocomi Kids](#) and read the text below then answer the questions that follow.

The **Mauryan Empire** ruled parts of India from 321 BCE until 185 BCE. In 269 B.C.E. **Ashoka Maurya** inherited the throne of the Mauryan Empire in India. His family created an empire by conquering other kingdoms in brutal wars. When Ashoka became the king he continued to fight wars and expand the empire. In his eighth year as the king, he went to war against the rulers of a section of India called Kalinga. Ashoka’s armies won the Kalinga War in which, according to historical sources, 100,000 people were killed and 150,000 people were forced to leave their homes. As he stated in one of his edicts, Ashoka “felt profound sorrow and regret” for the “slaughter, death, and deportation” his war caused. As a result, **Ashoka converted to the peaceful religion of Buddhism**. From that point onwards he based all of his government policies on Buddhist teachings. To inform the people he ruled, he had his new laws inscribed on rocks and stone pillars that were put up in public places throughout the empire. These policies are known as **Ashoka’s Rock and Pillar Edicts**. An edict is an official order.



The Maurya Empire ca. 250 BCE during Ashoka’s Rule
Source: https://en.wikipedia.org/wiki/File:Maurya_Empire,_c.250_BCE_2.png

1. How did Ashoka expand his empire before he converted to Buddhism?

2. Why was the Battle of Kalinga important to Ashoka’s story?

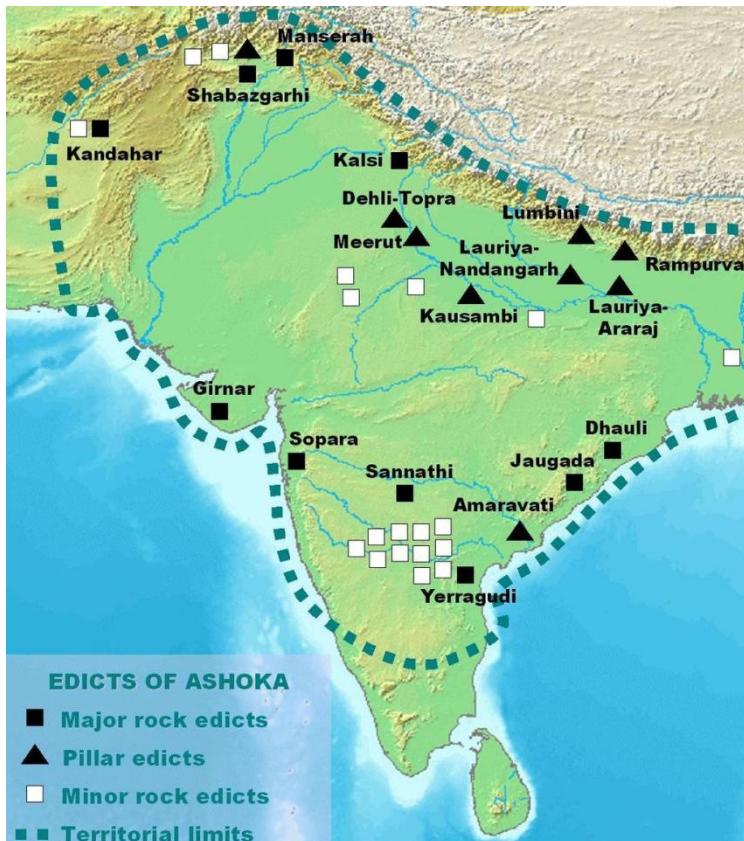
3. After his conversion to Buddhism, what actions did Ashoka take to improve the lives of the people in his empire? How might these actions have helped Ashoka gain, consolidate, and maintain his power?



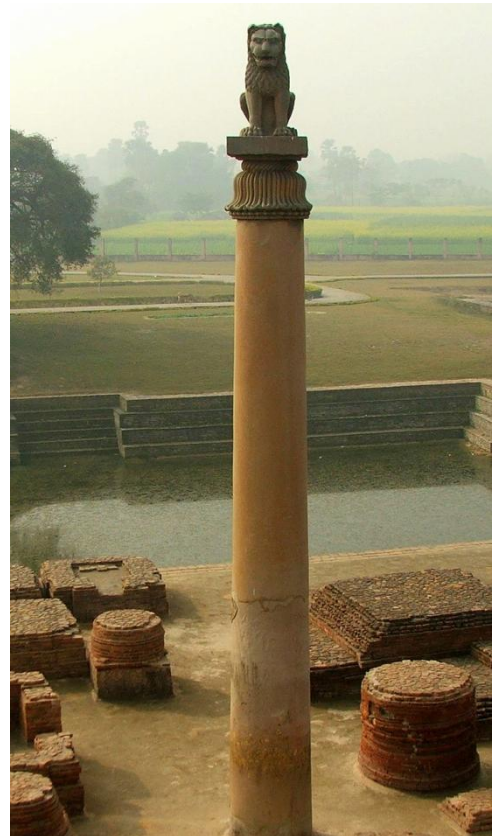
Ashoka's Rock and Pillar Edicts

➡ **Directions:** Respond to the questions below using the text and images provided.

Sourcing



Source: https://en.wikipedia.org/wiki/Edicts_of_Ashoka#/media/File:EdictsOfAshoka.jpg



Source:

https://en.wikipedia.org/wiki/Pillars_of_Ashoka#/media/File:Ashoka_pillar_at_Vaishali,_Bihar,_India.jpg

After the war of Kalinga, Ashoka controlled all the Indian subcontinent except for the extreme southern part and he could have easily controlled that remaining part as well, but he decided not to. Some versions say that Ashoka was sickened by the slaughter of the war and refused to keep on fighting. Whatever his reasons were, Ashoka stopped his expansion policy and India turned into a prosperous and peaceful place for the years to come.

Around 250 BC, Ashoka began to issue one of the most famous edicts in the history of government and instructed his officials to carve them on rocks and pillars, in line with the local dialects and in a very simple fashion. In the rock edicts, Ashoka talks about religious freedom and religious tolerance, he instructs his officials to help the poor and the elderly, establishes medical facilities for humans and animals, commands obedience to parents, respect for elders, generosity for all priests and ascetic orders no matter their creed, orders fruit and shade trees to be planted and also wells to be dug along the roads so travellers can benefit from them. To this day, only nineteen of the pillars survive, six of them with Ashoka's lion symbol on the top. They average between 40 and 50 feet in height.

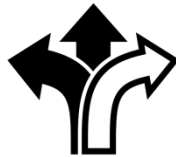
Source: <http://www.ancient.eu/Ashoka/>

Who wrote *Ashoka's Rock and Pillar Edicts*?

When was *Ashoka's Rock and Pillar Edicts* written? **Where** was *Ashoka's Rock and Pillar Edicts* located?

What type of source is *Ashoka's Rock and Pillar Edicts*?

Why was *Ashoka's Rock and Pillar Edicts* written?



Predict

How might Ashoka's Rock and Pillar Edicts be useful evidence in determining what life was like under the Mauryan empire in Mesopotamia? How might it be not useful?

In what ways do you predict that Ashoka's Rock and Pillar Edicts are similar to *The Code of Hammurabi*?



How did the Mauryan Empire use their beliefs system and philosophical ideas to gain, consolidate, and maintain power?

Close Read

1 All men are my children. What I desire for my own children, and I desire their welfare and happiness both in this
2 world and the next, that I desire for all men.

3
4 [Y]our aim should be to act with impartiality [fairness; evenhandedness]. It is because of these things -- envy,
5 anger, cruelty, hate, indifference, laziness or tiredness -- that such a thing does not happen. Therefore your aim
6 should be: "May these things not be in me." And the root of this is non-anger and patience...Failure in duty on
7 your part will not please me. But done properly, it will win you heaven and you will be discharging your debts to
8 me.

9
10 Happiness in this world and the next is difficult to obtain without much love for the Dharma, much self-
11 examination, much respect, much fear (of evil), and much enthusiasm. But through my instruction this regard for
12 Dharma and love of Dharma has grown day by day, and will continue to grow. And my officers of high, low and
13 middle rank are practicing and conforming to Dharma, and are capable of inspiring others to do the same.
14 Mahamatras [Ashoka's officials responsible for making sure Dharma was followed] in border areas are doing the
15 same. And these are my instructions: to protect with Dharma, to make happiness through Dharma and to guard
16 with Dharma.

17
18 [King Ashoka] honors both ascetics [religious people] and the householders of all religions [...] By so doing,
19 one's own religion benefits, and so do other religions, while doing otherwise harms one's own religion and the
20 religions of others. Whoever praises his own religion, due to excessive devotion, and condemns others with the
21 thought "Let me glorify my own religion," only harms his own religion. Therefore contact (between religions) is
22 good. One should listen to and respect the doctrines professed by others.

23
24 Whatever good deeds have been done by me, those the people accept and those they follow. Therefore they have
25 progressed and will continue to progress by being respectful to mother and father, respectful to elders, by
26 courtesy to the aged and proper behavior towards Brahmans and ascetics, towards the poor and distressed, and
27 even towards servants and employees.

28
29 There is no gift like the gift of the Dharma...One benefits in this world and gains great merit in the next by giving
30 the gift of the Dharma.

31
32 Therefore this Dharma edict has been written to last long and that my sons, grandsons and great-grandsons might
33 act in conformity with it for the welfare of the world. However, this is difficult to do without great exertion.

34
35

1. What does “the Dharma” mean in this document?

2. According to lines 11-16, how did Ashoka plan to spread “the Dharma?”

3. What is Ashoka’s policy on religions other than Buddhism (li 18-23)?

4. Based on lines 4-8 and lines 25-28, how does Ashoka want the people in his empire to act?

5. According to Ashoka, why should people act the way he suggests?

FA

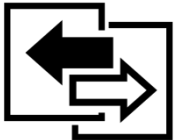
Supporting Question 9: How did the Mauryan Empire use their beliefs systems and philosophical ideas to gain, consolidate, and maintain power?

➡ **Directions:** Using evidence from the documents above, respond to the task below in the space provided.



Contextualize

How did the Mauryan Empire use their beliefs systems and philosophical ideas to gain, consolidate, and maintain power?



Corroborate

Ashoka's Rock and Pillar Edicts provide important context about life in the Mauryan Empire. However, like all primary sources, there are limitations and historians need to corroborate this piece of evidence with other pieces of evidence to have a clearer understanding of what life was like in the Mauryan Empire.

What other sources might help us to better understand what life was like for people living in the Maurya Empire while Ashoka was the king?

Would you want to live in the Mauryan Empire under *Ashoka's Rock and Pillar Edicts*? Explain.

Objective: **What led to the Gupta Golden Age? How did the Gupta Golden Age impact India, other regions, and later periods in history?**

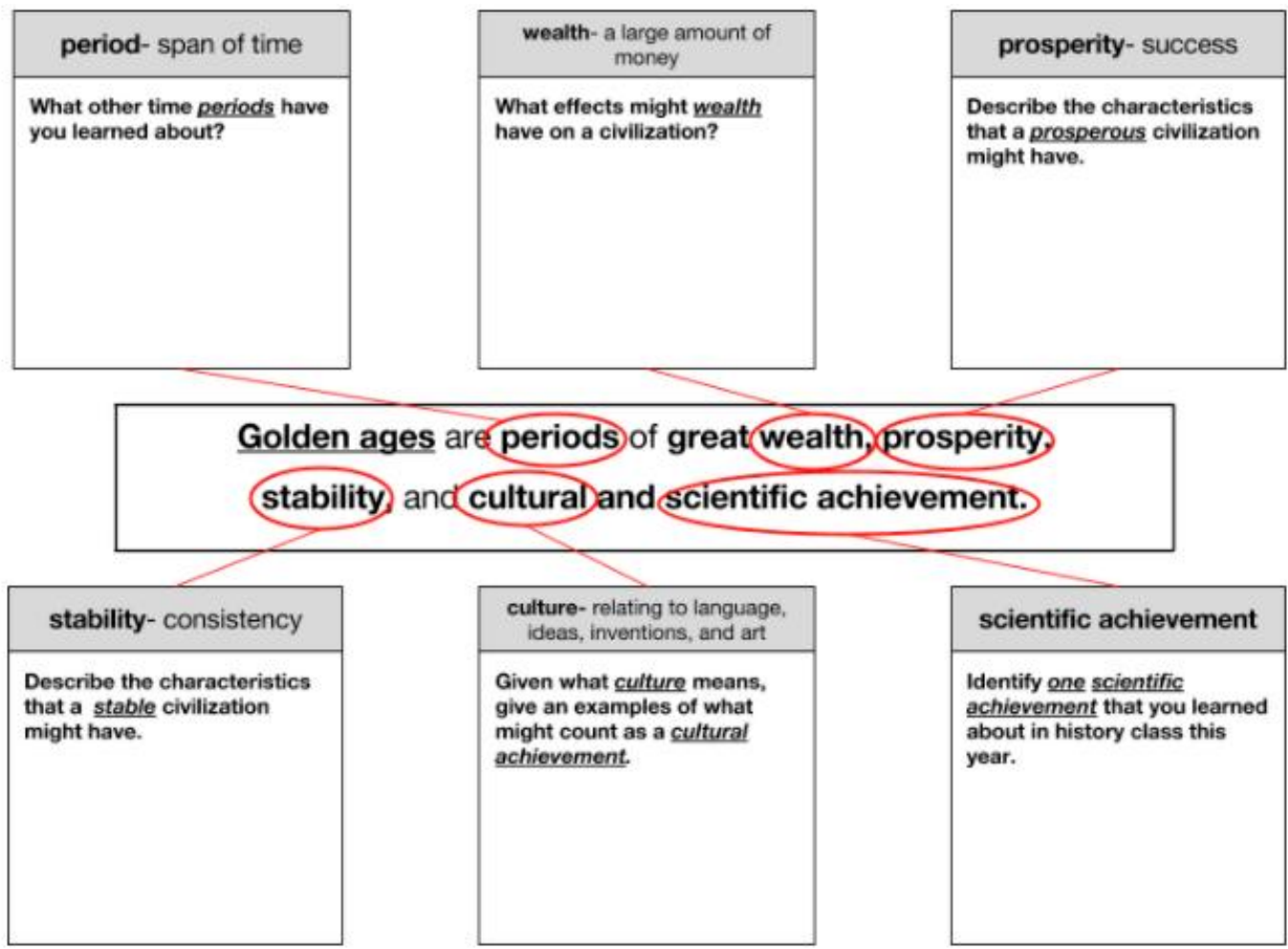
Contextualize the Gupta Golden Age.

Explain the impact of the Gupta Golden Age on India, other regions and later periods in history.

Introduction

Historians refer to certain time periods of some civilizations as **golden ages**.

Let's break down the definition...



Why Golden Ages are Important to Historians

During Golden Ages, a lot of new ideas and **innovations** are produced in **visual arts, architecture, literature, philosophy, and science and technology** in a relatively short period of time in one geographic area, but these new ideas and ways of doing things do not stay in one place for long. They are carried to other civilizations through **cultural diffusion** and passed down to new generations through the process of **collective learning**.

Golden Ages move human intellectual and technological life ahead by leaps and bounds. These spurts of growth in our collective ability to understand the world around us, express it through art, and invent new ways of doing things have been important in getting the human race to where it is today.

The Gupta Golden Age Museum Walk



Categorize



Contextualize



Connect
Cause and
Effect



A lot of the artifacts that appear in museums come from the golden ages of civilizations.

In this activity, you will visit exhibits on the Gupta Golden Age. **As you learn about the Gupta Empire, fill out the appropriate row in the [Golden Ages of Classical Civilizations Graphic Organizer](#).**

Exhibit A: The Gupta Empire (320-550 CE)

Timeline of Indian History through the Classical Age



The Gupta Empire ruled parts of India from 320-550 CE. **Chandragupta II** was one of the most powerful emperors of the Gupta empire. His rule spanned from 375 to 415 C.E. when the Gupta empire was at its height, often referred to as the *Golden Age* of India. He attained success by pursuing both favorable **military alliances and an aggressive expansionist policy**. Chandragupta II controlled a vast empire, from the mouth of the Ganges to the mouth of the Indus River and from today's North Pakistan south to the mouth of the Narmada.

In addition to military prowess, Chandragupta II elevated culture, art, mathematics, philosophy, religion, and astronomy during his reign.

Source: Adapted from “Chandragupta II” New World Encyclopedia.
http://www.newworldencyclopedia.org/entry/Chandragupta_II



The Gupta Empire and conquests of its most powerful rulers.

Source: https://en.wikipedia.org/wiki/File:Gupta_empire_map.png

Exhibit B: Trade, Prosperity, and Wealth

Standardized Money

Golden Ages require a lot of wealth. For artists and scientists to devote themselves to their work, they need someone to pay them for it so they can focus on their scholarly pursuits. Usually wealthy families or governments provide this support.

The government funded many of the innovations during the Gupta Dynasty. The government regulated and taxed trade and earned money from the mines and land it owned. As evidence of the Gupta government's control and support for trade in the economy, archaeologists have unearthed many coins created by the Gupta government. The coins show that the Gupta had the technology and power to mass-produce them, and the power needed to get merchants to use them. This also made it possible for the government to more easily tax business transactions.



Exhibit C: Trade, Prosperity, and Wealth

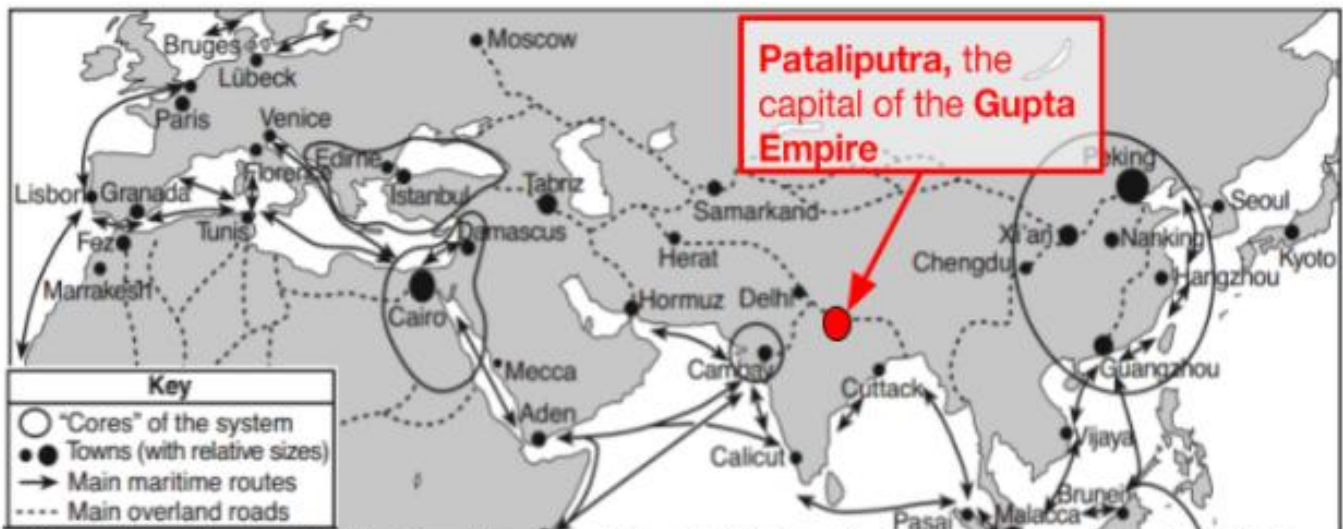
On Trade Routes Between Rome and China

The Gupta ruled the largest and most **prosperous** empire in India, but in the first centuries CE it was not the most powerful in the world. To the west, **Rome** ruled the area around the Mediterranean Sea, and to the east, the **Han Dynasty** controlled China. The stability that the Roman, Han, and Gupta Empires brought to Asia spurred trade on the **Silk Roads**. This greatly benefited all three empires and the areas in between. Wealth and ideas passed along the trade network providing the money and ideas necessary for Golden Ages.

Classical Civilizations ca. 400 CE



Source: Adapted from <http://www.timemaps.com/history/world-200ad>



Source: Philippe Beaujard in "The Indian Ocean in Eurasian and African World-Systems before the Sixteenth Century," *Journal of World History* (adapted) from the NYS Global History and Geography Regents Examination, August 2012

Exhibit D: Trade, Prosperity, and Wealth

Visual Arts and Architecture: Gupta Cave Shrines

Most of the examples we have of Gupta sculpture and architecture were inspired by Hinduism and Buddhism. The most well preserved and impressive of these examples are reliefs carved out of caves.

Udayagiri Caves

The image below is of a sculpture carved out of a cave wall of the Hindu god Vishnu in a boar-headed incarnation. It is roughly 23 feet tall and 13 feet wide.



Source: http://www.ancient.eu/Gupta_Architecture/

Ajanta Caves

The Ajanta Caves are covered in carvings and paintings that depict the lives of the Buddha.



Sources: http://www.ancient.eu/Gupta_Architecture/,
https://commons.wikimedia.org/wiki/File:Ajanta_Padmavani.jpg

Exhibit E: Literature

Some sources state that Chandragupta II supported literature and science in his empire directly by providing for a circle of scholars known as the *Nine Gems* in his court. A writer named **Kalidasa** stood as the greatest among them. He authored numerous pieces of literature, poems and plays, earning him the title of “the Shakespeare of India.”

Source: Adapted from http://www.newworldencyclopedia.org/entry/Chandragupta_II

Exhibit F: Mathematics



Watch an excerpt of [“Ancient India’s Contributions to the World”](#) (7:37- 10:33) and read the text below on other achievements in mathematics and made by Gupta scholars then answer the questions that follow.

Scholars during the Gupta period, made important **advances in mathematics** including:

- a close approximation of the value of π
- advances in **trigonometry**
- the use of **negative numbers**
- the use of **decimal points**



Exhibit G: Science and Technology

Stepwell Architecture



Watch an excerpt of [“Ancient India’s Contributions to the World”](#) (23:16- 26:38) about stepwells.



Stepwell in Abhaneri, India
Source: <https://www.ancientindia.org/ancient-india-100-places-to-visit/>

Metallurgy and the Iron Pillar of Delhi

Indian metal workers were known for their expertise in ancient times. Their swords used by their soldiers were admired by other armies for their strength and the officers carried metal bows. In Delhi, there is an iron pillar from the Gupta era that stands 23 ft tall. It is over 1,500 years old but has very little rust or wear.



Iron Pillar of Delhi.
Source: <https://www.ancientindia.org/ancient-india-100-places-to-visit/>

| Golden Age | ACHIEVEMENTS and INNOVATIONS | | | |
|----------------------------------|-------------------------------------|-------------------------------------|--|---|
| | Prosperity and Stability | Visual Arts and Architecture | Literature, Music, and Philosophy | Science, Mathematics, and Technology |
| Gupta Empire (320-550 CE) | | | | |