

## Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Describe the Indian subcontinent's geography.
- Understand the clues archaeology has provided about the rise and fall of the Indus civilization.
- Analyze the main characteristics of the Aryan civilization and the Vedic Age.
- Explain what ancient Indian epics reveal about Aryan life.

## Prepare to Read

Build Background Knowledge **L3**

Have students locate present-day India and Pakistan on a world map or a globe. Ask them to describe any mountain ranges, bodies of water, or other interesting geographic features within the countries. Have them predict how these geographic features may have affected early civilizations in India and Pakistan.

Set a Purpose **L3**

- **WITNESS HISTORY** Read the selection aloud or play the audio.
- **AUDIO** **Witness History Audio CD,** Forgotten Civilization Discovered

Ask **What is Sir John Marshall on the threshold of discovering?** (*The remains of an ancient civilization in the plains of the Indus*) **How do you think he feels about this discovery? Why?** (*Sample: He is excited because this civilization is older than other Indian civilizations archaeologists have studied.*)

- **Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 1 Assessment answers.*)
- **Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.
- **Reading Skill** Have students use the *Reading Strategy: Compare and Contrast* worksheet.

**All in One** Teaching Resources, Unit 1, p. 47

## 1



Indus stone bust, possibly of a priest or ruler

Indus clay figurine

**WITNESS HISTORY** **AUDIO****Forgotten Civilization Discovered**

“Not often has it been given to archaeologists . . . to light upon the remains of a long-forgotten civilisation. It looks, however, at this moment, as if we were on the threshold of such a discovery in the plains of the Indus.

Up to the present our knowledge of Indian antiquities [ancient history] has carried us back hardly further than the third century [B.C.]. Of the long ages before the coming of the Greeks and the rise of the Maurya dynasty; of the birth and growth of civilisation in the great river basins . . . archaeology has given us but the faintest glimmerings.”

—Sir John Marshall, Director General of Archaeology in India, 1924

**Focus Question** How have scholars learned about India's first two civilizations, the Indus and the Aryan?

## Early Civilizations of India and Pakistan

## Objectives

- Describe the Indian subcontinent's geography.
- Understand the clues archaeology has provided about the rise and fall of the Indus civilization.
- Analyze the main characteristics of the Aryan civilization and the Vedic Age.
- Explain what ancient Indian epics reveal about Aryan life.

## Terms, People, and Places

subcontinent	Mohenjo-Daro	rajah
plateau	reverence	Indra
monsoon	acculturation	brahman
Harappa	Vedas	mystic

## Note Taking

**Reading Skill: Recognize Sequence** Keep track of the sequence of important events in early India by recording them in the order they occurred.

Date	Event

In the early 1900s, archaeologists digging in the Indus River valley of Pakistan made some startling discoveries. They unearthed bricks, small clay seals, figurines, and other artifacts dissimilar in style to any they had seen before. The archaeologists soon realized they had uncovered a civilization that had flourished 4,500 years earlier. It had been unknown to the world ever since.

### Geography of the Indian Subcontinent

The Indus Valley is located in the region known as South Asia, or the Indian subcontinent. A **subcontinent** is a large landmass that juts out from a continent. The Indian subcontinent is a huge peninsula extending into the Indian Ocean. Today, it includes three of the world's ten most populous countries—India, Pakistan, and Bangladesh—as well as the island nation of Sri Lanka (sree LAHNG kuh) and the mountain nations of Nepal and Bhutan.

Towering, snow-covered mountain ranges mark the northern border of the subcontinent, including the Hindu Kush and the Himalayas. These mountains limited contacts with other lands, leaving India's distinct culture to develop on its own. However, the mountains were not a complete barrier. Steep passes through the Hindu Kush served as gateways to migrating and invading peoples for thousands of years.

### Vocabulary Builder

Use the information below and the following resources to teach the high-use word from this section.

**All in One** Teaching Resources, Unit 1, p. 46; Teaching Resources, Skills Handbook, p. 3

**High-Use Word**  
embody, p. 73

#### Definition and Sample Sentence

*v.* to give a visible form to something abstract

The winning team **embodied** qualities such as creativity, hard work, and determination.

**Natural Features Define Regions** The Indian subcontinent is divided into three major zones: the fertile Gangetic Plain in the north, the dry Deccan plateau, and the coastal plains on either side of the Deccan.

The Gangetic Plain lies just south of the Himalayas. This fertile region is watered by mighty rivers: the Indus, which gives India its name, the Ganges (GAN jeez), and the Brahmaputra (brah muh POO truh). These rivers and their tributaries carry melting snow from the mountains to the plains, making agriculture possible.

The Deccan is a **plateau**, or raised area of level land, that juts into the Indian Ocean. Much of it lacks the melting snows that feed the rivers of the north and provide water for irrigation. As a result, parts are arid, agriculturally unproductive, and sparsely populated.

The coastal plains are separated from the Deccan by low-lying mountain ranges, the Eastern and Western Ghats. Rivers and heavy seasonal rains provide water for farmers. Also, from very early times, people in this region used the seas for fishing and as highways for trade.

**Monsoons Affect Climate** A defining feature of life in the Indian subcontinent is the **monsoons**, or seasonal winds that regularly blow from a certain direction for part of the year. In October, the winter monsoons blow from the northeast, bringing hot, dry air that withers crops. In mid-June, the summer monsoons blow from the southwest. They pick up moisture over the Indian Ocean and drench the land with downpours.

The monsoons have shaped Indian life. Each year, people welcome the rains that are desperately needed to water the crops. If the rains are late, famine and starvation may occur. However, if the rains are too heavy, rushing rivers will unleash deadly floods.

**Checkpoint** How has geography affected where people live in the Indian subcontinent?

Indus Civilization

**Geography Interactive**  
 For: Audio guided tour  
 Web Code: nap-0311

**Map Skills** The earliest civilization in the Indian subcontinent developed in the Indus Valley.

- Locate** (a) Himalayas (b) Deccan (c) Indus River (d) Ganges River (e) Harappa
- Place** What natural features did people benefit from by living in the Indus River valley?
- Make Comparisons** How do you think the Narmada River valley would have compared to the Indus River valley as a site for a civilization to develop?

■ **Note Taking** Have students read this section using the Structured Read Aloud strategy (TE, p. T21). As they read, have them fill in the chart showing the sequence of events in early India.

**Reading and Note Taking**  
Study Guide, p. 25

## Teach

### Geography of the Indian Subcontinent L3

#### Instruct

■ **Introduce: Key Terms** Ask students to find the key term **subcontinent** (in blue) in the text and explain its meaning. Locate the Indian subcontinent on the map of Indus Civilization. Ask students to predict how geography may affect subcontinent civilizations.

■ **Teach** Discuss the geography of the Indian subcontinent and its effects. Ask **How have monsoons affected India?** (*People need the rains for their crops, but too much rain causes deadly floods. If the rains are late, famine may occur.*) **Why do you think one Indian name for river is “mother of the people?”** (*Like a small child who depends on its mother for survival, the Indian people depend on rivers.*)

#### Independent Practice

Have students access **Web Code nap-0311** to take the **Geography Interactive Audio Guided Tour**, then answer the map skills questions in the text.

#### Monitor Progress

As students fill in their charts, circulate to make sure they understand events in early India and their sequence. For a completed version of the chart, see

**Note Taking Transparencies, 57**

#### Answers

✓ People live in the plains areas where geographic features make agriculture and fishing possible, and they mostly do not live in the area that lacks these features, such as the desert.

#### Map Skills

- Review locations with students.
- the Indus River and fertile soil
- The Narmada is at a higher elevation and less accessible so probably less conducive to civilization than the Indus.

### Differentiated Instruction Solutions for All Learners

**L1 Special Needs** **L2 Less Proficient Readers**

Have students work in pairs. Ask one student to identify regions and physical features described in the text, such as the Deccan and the Eastern and Western Ghats, while the other student identifies them on the map. Then have the pairs switch roles.

**L2 English Language Learners**

Use the following resources to help students acquire basic skills.

**Adapted Reading and Note Taking Study Guide**

- Adapted Note Taking Study Guide, p. 25
- Adapted Section Summary, p. 26

## Indus Civilization Rises and Falls

L3

### Instruct

- **Introduce:** Using the Idea Wave strategy (TE, p. T22), have students predict the characteristics of the Indus civilization based on other early civilizations they have studied. Have them skim the black headings to see if their predictions are accurate.
- **Teach** Discuss the characteristics of Indus civilization with students and have them read the biography of Mortimer Wheeler. Ask **Which two Indus cities did archaeologists discover in the 1920s?** (*Harappa and Mohenjo-Daro*) **What were some similarities between the two cities?** (*Both were three miles in circumference, dominated by a massive hilltop structure, and contained a huge warehouse*) **Why do you think the cities might have been so alike?** (*Sample: They may have been run by the same government.*)
- **Quick Activity** Have students read the biography of Mortimer Wheeler on the text page and discuss Wheeler's contributions to archaeology.

## BIOGRAPHY



### Mortimer Wheeler

Much of what we know about Indus civilization comes from the work of Sir Mortimer Wheeler (1890–1976), who directed the excavations of Harappa and Mohenjo-Daro in the 1940s. Previously, Wheeler had led one of England's first university archaeology departments, run a museum, and headed the first archaeological excavation to use trained volunteers rather than untrained laborers.

As well, through publications and frequent appearances on popular radio and television shows, Wheeler inspired thousands of people to visit his research sites. Indeed, Wheeler succeeded in fascinating the public with the work of archaeologists. **What did Wheeler contribute to archaeology?**

## Indus Civilization Rises and Falls

About 2600 B.C., the earliest South Asian civilization emerged in the Indus River valley, in present-day Pakistan. The Indus civilization flourished for about 700 years. However, only since the 1920s have its once-prosperous cities emerged beneath the archaeologists' picks and shovels.

Archaeologists have investigated numerous Indus sites. Unfortunately, they have not yet turned up any names of kings or queens, tax records, literature, or accounts of famous victories. The written remains of Indus civilization are found only rarely, usually on small clay seals that do not include any long passages. Still, we do know that the Indus Valley civilization covered the largest area of any civilization until the rise of Persia more than 1,000 years later. We know, too, that its cities rivaled those of Sumer.

**Well-Planned Cities Reveal Organized Government** Archaeologists' investigations in recent years have led them to believe that at least five large cities may have been prominent during the course of the civilization's history. A few hundred smaller sites have also been studied. Since their discovery in the 1920s, the Indus cities of **Harappa** and **Mohenjo-Daro** (moh HEN joh DAH roh) have been considered possible twin capitals of the civilization or cities that ruled the area one after the other. Both were large, some three miles in circumference. Each was dominated by a massive hilltop structure whose exact purpose is unknown. Each city also included a huge warehouse used for storage.

A notable feature of Mohenjo-Daro and a few smaller sites is how carefully planned they were. Mohenjo-Daro was laid out in an organized pattern, with long, wide main streets and large rectangular blocks. Most of its houses were built with baked clay bricks of a standard size. At Harappa and other Indus sites, mud and unbaked bricks were also common building materials. In addition, Indus houses had complex plumbing systems, with baths, drains, and water chutes that led into sewers beneath the streets. Indus merchants used a uniform system of weights and measures. From such evidence, archaeologists have concluded that these Indus cities had a well-organized government.

**Making a Living by Farming and Trading** As in other early civilizations, most people living in the Indus civilization were farmers. They grew a wide variety of crops, including wheat, barley, melons, and dates. They also may have been the first people to cultivate cotton and weave its fibers into cloth.

Some people were merchants and traders. Their ships carried cargoes of cotton cloth, grain, copper, pearls, and ivory combs to distant lands. By hugging the coast of the Arabian Sea and sailing up the Persian Gulf, Indus vessels reached the cities of Sumer. Scholars think that this contact with Sumer may have prompted the people of the Indus Valley to develop their own system of writing; however, the Indus writing system is unique, showing no relationship to Sumerian cuneiform.

**Religious Beliefs Develop** From clues such as statues and images on small clay seals, archaeologists have speculated about the religious beliefs of Indus Valley people. Many think that, like other ancient peoples, the people of the Indus were polytheistic. A mother goddess, the source of creation, seems to have been widely honored, as perhaps was a leading male god. Indus people also seem to have viewed certain animals

### Differentiated

#### Instruction

#### Solutions for All Learners

- L1** Special Needs   **L2** Less Proficient Readers   **L3** English Language Learners

Have students read aloud the passages under the black headings Well Planned Cities Reveal Organized Government, Making a Living by Farming and Trading, and Religious Beliefs Develop. Ask students to list all of the

details found in these passages that reinforce the main idea that the Indus civilization had a flourishing culture. Write these details on the board as students share their ideas with the class.

### Answer

**BIOGRAPHY** He led the excavations of Harappa and Mohenjo-Daro, produced much of what is known about Indus Valley civilization, and raised public interest in archaeology.



as sacred, including the buffalo and the bull. Some scholars think these early practices influenced later Indian beliefs, especially the  **veneration** of, or special regard for, cattle.

**Indus Civilization Declines** By 1900 B.C., the quality of life in the Indus Valley was declining. Crude pottery replaced the finer works of earlier days. The use of writing halted. Mohenjo-Daro was entirely abandoned. The populations of the other Indus cities and towns also dwindled to small numbers.

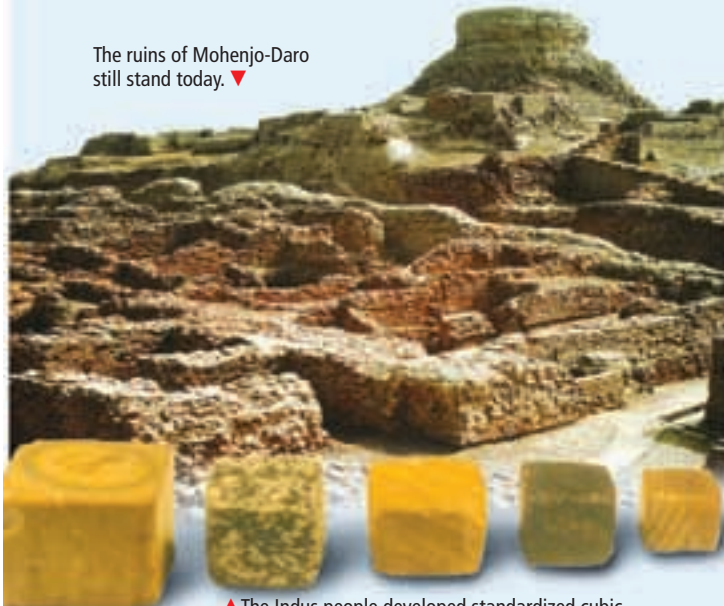
Scholars do not know for sure what happened to the Indus civilization, but they have offered several explanations for its decline. They once thought that invaders attacked and overran the cities of the Indus, but this now seems unlikely. Some suggest that damage to the local environment was a factor. Possibly too many trees were cut down to fuel the ovens of brick makers. Tons of river mud found in the streets of Mohenjo-Daro suggest a major flood. Other evidence points to a devastating earthquake. Today scholars think that some of these events may have worked together to bring an end to Indus civilization.

**✓ Checkpoint** What evidence shows that Indus civilization included a well-organized government?

### The Remnants of Indus Civilization

Archaeologists have considered numerous explanations for how the Indus civilization ended, but most agree that there was likely not one single cause. While people did continue to live in the Indus Valley, the basic features of civilization dwindled away as they returned to simpler ways of life. Read the primary source at right. *What types of evidence did archaeologists stop finding after the Indus civilization's decline?*

The ruins of Mohenjo-Daro still stand today. ▼



▲ The Indus people developed standardized cubic weights to measure the masses of various objects.



▲ The Indus people carved seals with writing and depictions of animals.

#### Primary Source

“The Indus Civilization remains an historical enigma [puzzle]. A remarkably uniform [culture], distributed over a vast geographical area, utterly disappears without an apparent successor. Cities, writing, the high achievement of their crafts, the use of standardized weights, long distance trade with the Gulf, and their exceptional system of urban sanitation simply disappear from the South Asian social landscape. [These were] replaced by what had existed before: regionally distinctive cultures inhabiting small villages with a limited scattering of modest sized towns that [were] wholly distinctive from that of the Indus Civilization.”  
—Carl Lamberg-Karlovsky, archaeologist

### History Background

**The Significance of Seals** When excavating the cities of Harappa and Mohenjo-Daro, archaeologists unearthed more than 2,000 small clay seals showing images and writing. The seals often bear images of animals, such as bulls. Other symbols with unknown meanings sometimes appear on seals, and they may have religious significance. Archaeologists believe that merchant families used their own seals to label their goods, and it is possible that the undeciphered

writings found on some seals could be the merchants' names. Because seals are so durable, large numbers of them are often found during archaeological digs. The study of art history has benefited from the discovery of these seals, but the seals have also enriched cultural history because they provide pictorial details about a civilization's environment, clothing, and equipment.

### Independent Practice

Ask students to study *The Remnants of Indus Civilization* in their text. Then have small groups use this information and their reading as the basis to create and submit plans for a museum exhibit on the cities of the Indus Valley civilization. Each group's presentation should include maps, sketches of artifacts, diagrams of urban plans, and so on, all with brief descriptive captions.

### Monitor Progress

Have each group present its museum exhibit plans to the class. Encourage questions and discussion. Ask students to describe aspects of Indus Valley civilization that they were unable to include in their exhibit.

### Answers

**✓** cities laid out in an organized pattern, bricks of standard size, complex plumbing systems, and a uniform system of weights and measures

**Caption** evidence of a high level of sophistication, such as writing, crafts, architecture, and evidence of trade and urban sanitation

## Aryan Civilization Develops During the Vedic Age

L3

### Instruct

#### ■ Introduce: Vocabulary Builder

Have students read the Vocabulary Builder term and definition. Explain that in polytheistic religions, each god or goddess may embody a specific quality. Ask students to name symbols (religious or otherwise) they know of that embody certain qualities, and to describe what those qualities are.

#### ■ Teach

Have students discuss the characteristics of the Aryan civilization.

Ask **How do we know about Aryan civilization?** (*from the Vedas, a collection of prayers, hymns, and other religious teachings*) **How did the Aryan civilization differ from the Indus Valley civilization that came before it?** (*Responses should address differences in where and how the people lived, the structure of the societies, and religious beliefs.*)

#### ■ Quick Activity

Display **Color Transparency 13: Indo-European Migrations** to investigate the migration routes of Indo-European peoples. Point out that it was not just the ancestors of the Aryans who migrated, and that the migrations ended in other places besides India. Use the lesson suggested in the transparency book to guide additional discussion.

 **Color Transparencies, 13**

### Independent Practice

Have students fill in the Outline Map *Ancient India*.

 **Teaching Resources, Unit 1, p. 53**

### Monitor Progress

#### ■ Circulate

to make sure students are filling in their Outline Maps accurately by correctly labeling major rivers, landforms, and regions.

#### ■ Administer the Geography Quiz.

 **Teaching Resources, Unit 1, p. 55**

## Answer

**PRIMARY SOURCE** arms

## Aryan Civilization Develops During the Vedic Age

During the centuries between 2000 B.C. and 1500 B.C., waves of nomadic peoples migrated slowly with their herds of cattle and horses from Central Asia. They traveled through the mountain passes into northwestern India.

**Aryans Emerge in India** These nomads belonged to one of many groups of speakers of Indo-European languages who migrated across Europe and Asia. The nomads intermarried with local peoples to form a group who called themselves Aryans. Through **acculturation**, or the blending of two or more cultures, the Aryans combined the cultural traditions of the nomads with those of earlier Indian peoples.

The early Aryans in India built no cities and left behind very little archaeological evidence. Most of what we know about them comes from the **Vedas**, a collection of hymns, chants, ritual instructions, and other religious teachings. Aryan priests memorized and recited the Vedas for a thousand years before they ever wrote down these sacred teachings. This period, from 1500 B.C. to 500 B.C., is often called the Vedic Age.

In the Vedas, the Aryans appear as warriors who fought in chariots with bows and arrows. They loved food, drink, music, chariot races, and dice games. These nomadic herders valued cattle, which provided them with food and clothing. Later, when they became settled farmers, families continued to measure their wealth in cows and bulls.

**From Nomadic Life to Farming** Gradually, the Aryans gave up their nomadic ways and settled into villages to cultivate crops and breed cattle. From local farmers, the Aryans learned to raise crops. They also took up other skilled crafts.

In time, the Aryans spread eastward to colonize the heavily forested Ganges basin. By about 800 B.C., they learned to make tools out of iron. Equipped with iron axes and weapons, restless pioneers carved farms and villages out of the rain forests of the northeast.

Aryan tribes were led by chiefs who were called **rajahs**. A rajah, who was often the most skilled war leader, had been elected to his position by an assembly of warriors. As he ruled, he considered the advice of a council of elders made up of the heads of families. Rajahs often fought with one another to control trade and territory across the Gangetic Plain.

Some rajahs became powerful hereditary rulers, extending their influence over many villages.

**Aryans Structure Society** From the Vedas, we learn that the Aryans divided their society into ranked groups based on occupation. The highest group was made up of the Brahmins, or priests. Next came the Kshatriyas (kuh SHAT ree yuhz), or warriors. The third group, the Vaisyas (VYS yuz), included herders, farmers, artisans, and merchants. The Aryans separated people who had little or no Aryan heritage into a fourth group, the Sudras (SOO druz). This group included farmworkers, servants, and other laborers. The lowest social group, the dalits (DAH lits), was considered outside of the caste system. These people did work that others wouldn't, such as making leather from animal skins.

The gods' creation of the universe is described in the *Rig Veda*. It says they divided the body of Purusha, the first man, into four parts to create the four social groups of ancient India. Which parts of the body became the warriors?

#### Primary Source

“When they divided Purusha, in how many different portions did they arrange him? What became of his mouth, what of his two arms? What were his two thighs and his two feet called?

His mouth became the Brahmin; his two arms were made into the Rajanya [Kshatriya]; his two thighs the Vaisya; from his two feet the Sudra was born.”  
—*Rig Veda*, “Hymn of Man”

### Careers

**Geologist** A geologist is a scientist who studies the earth, including its composition, structure, physical properties, and history. There are many subdisciplines within geology, and geologists usually choose a specialty to concentrate on in graduate school. Some may study minerals and rocks, others volcanoes, and others mining, to name a few. Geologists who study geologic history, including fossils and the fossil record, can be

very helpful to archaeologists as they excavate and study ancient civilizations, such as the Indus Valley civilization. Geologists help archaeologists date artifacts by determining the age of nearby rocks. They also help society in other practical ways, such as in the search for coal, oil, and natural gas sources on Earth. Geologists who study earthquakes have been able to help engineers design buildings to withstand them.



**Aryan Religious Beliefs Develop** The Aryans were polytheistic. They worshiped gods and goddesses who **embodied** natural forces such as sky, sun, storm, and fire. The chief Aryan deity was fierce **Indra**, the god of war. Indra's weapon was the thunderbolt, which he used not only to destroy demons but also to announce the arrival of rain, so vital to Indian life. Other major gods included Varuna, the god of order and creation, and Agni, the god of fire and the messenger who communicated human wishes to the gods. The Aryans also honored animal deities, such as monkey and snake gods.

Brahmins offered sacrifices of food and drink to the gods. Through the correct rituals and prayers, the Aryans believed, they could call on the gods for health, wealth, and victory in war.

As the lives of the Aryans changed, so, too, did their beliefs. Some religious thinkers were moving toward the notion of **brahman**, a single spiritual power that existed beyond the many gods of the Vedas and that resided in all things. There was also a move toward mysticism. **Mystics** are people who seek direct communion with divine forces. Aryan mystics practiced meditation and yoga, spiritual and bodily disciplines designed to enhance the attempt to achieve direct contact with the divine. The religions that emerged in India after the Vedic Age were influenced by both mysticism and the notion of brahman.

**Checkpoint** How were Aryan society and government structured?

#### Vocabulary Builder

**embodied**—(em BAH deed) *vt.* gave a visible form to something abstract

#### Communing With the Divine

Below, a young woman in China practices yoga, which is popular around the world today. At left, a 1,500-year-old Indian sculpture shows a Hindu man seated in a traditional meditation pose. Meditation, too, is still practiced by many people. *Why do you think these disciplines have appealed to people for so long?*

## Epic Literature Tells About Aryan Life

E

### Instruct

- **Introduce** Have students read the first two sentences under this heading (on the next page). Then ask **How did the Aryan world in 500 B.C. differ from early Aryan civilization?** (*Kingdoms and cities had developed.*)
- **Teach** Have students discuss what epic literature showed about Arayan life. Ask **What does the *Mahabharata* tell us about Aryan history?** (*There were many battles between rival Aryan tribes to gain control of the Ganges region.*) **How did the epics mix history, mythology, adventure, and religion?** (*Sample: The Mahabharata recounts battle histories and reflects religious beliefs such as immortality. The Ramayana contains tales of adventure, such as the rescue of Sita, and examples of mythology, such as tales of the monkey general Hanuman.*)

### Independent Practice

**Link to Literature** To help students better understand the values reflected in the *Ramayana*, have them read the selection Sita and Rama's First Meeting and answer the questions on the worksheet.

**All in One** Teaching Resources, Unit 1, p. 48

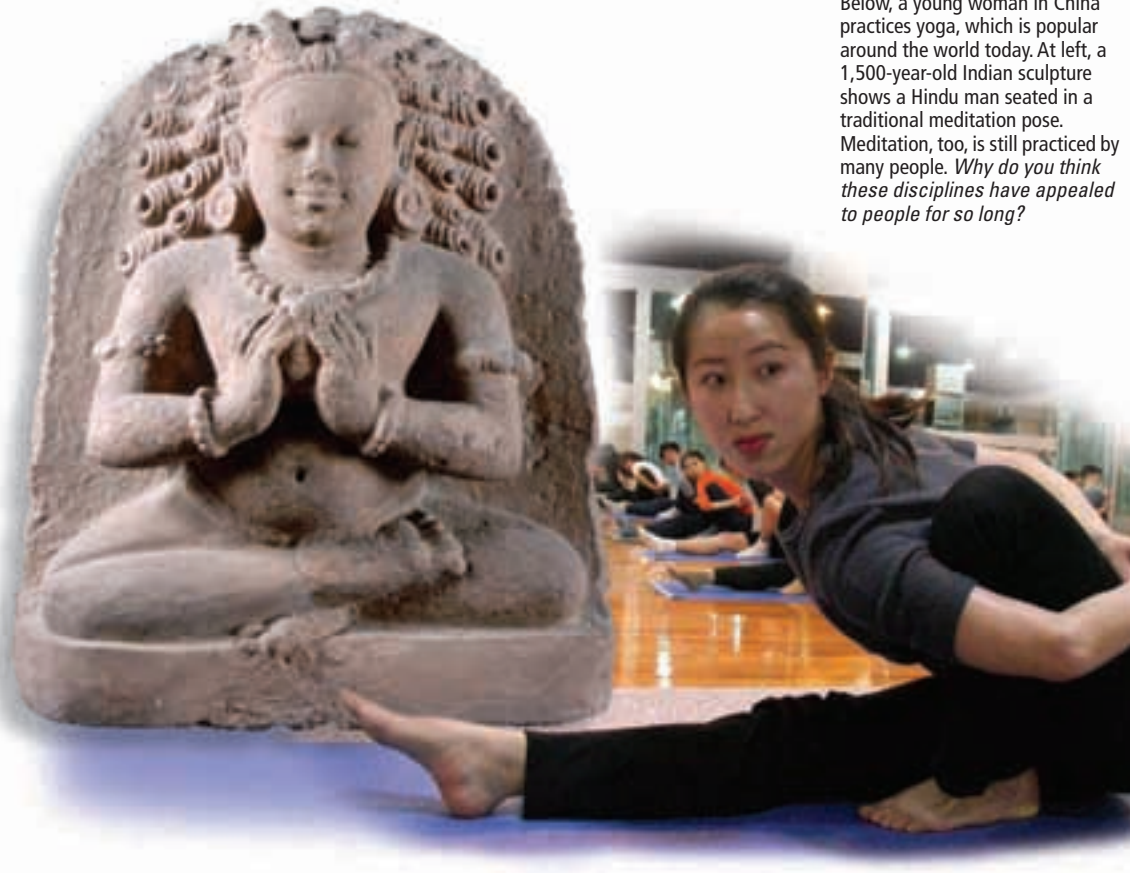
### Monitor Progress

- Ask students to summarize what the *Mahabharata* and the *Ramayana* tell about Aryan life.
- Check Reading and Note Taking Study Guide entries for student understanding.

### Answers

- ✓ Aryan society was divided into five groups: the Brahmins, or priests; the Kshatriyas, or warriors; the Vaisyas, or herders, farmers, artisans, and merchants; the Sudras, or servants and laborers; and dalits, who had to do work that others wouldn't. Aryans had tribes that were led by rajahs, chiefs who were elected by an assembly of warriors, and they ruled with advice from a council of elders.

**Caption** They appeal to basic human spiritual and physical needs.



### Differentiated

#### Instruction

Solutions for All Learners

**L4** Advanced Readers **L4** Gifted and Talented

Ask students to research the practice of meditation and yoga today and make an oral presentation to the class. Presentations should consider the following questions: What traditional elements do the practice of meditation and yoga retain? How have these prac-

tices been modernized? What are some of the different types of meditation and yoga practiced today? Why are there many different types? Why are these practices so popular today?


## Assess and Reteach

### Assess Progress

L3


- Have students complete the Section Assessment.
- Administer the Section Quiz.


All in One Teaching Resources, Unit 1, p. 41

- To further assess student understanding, use  Progress Monitoring Transparencies, 9

### Reteach

If students need more instruction, have them read the section summary.

 Reading and Note Taking Study Guide, p. 26 L3

 Adapted Reading and Note Taking Study Guide, p. 26 L1 L2

 Spanish Reading and Note Taking Study Guide, p. 26 L2

### Extend

L4

Have students research and write a short paper describing how the Indian subcontinent was affected by the tsunami that struck on December 26, 2004. Have them include information on what part of the country was most affected and why, and how the people's way of life may have changed drastically after the natural disaster.

### Answer

- ✓ the importance of duty over personal desires and ambitions, being virtuous, and, for women, being loyal and obedient to one's husband

## Epic Literature Tells About Aryan Life

By 500 B.C., Indian civilization consisted of many rival kingdoms. Archaeologists have learned that cities were growing rapidly at this time as people left the countryside to practice skilled crafts. By this time, too, the written language, Sanskrit, that priests had used to write sacred texts began to flourish in literary usage.

The Aryans maintained a strong oral tradition as well. They continued to memorize and recite ancient hymns, as well as two long epic poems, the *Mahabharata* (muh hah BAH rah tuh) and the *Ramayana* (rah MAH yuh nuh). Like the Sumerian *Epic of Gilgamesh*, the Indian epics mix history, mythology, adventure, and religion.

**Mahabharata Tells of Warfare and Religion** The *Mahabharata* is India's greatest epic. Through its nearly 100,000 verses, we hear echoes of the battles that rival Aryan tribes fought to gain control of the Ganges region. Five royal brothers, the Pandavas, lose their kingdom to their cousins. After a great battle that lasts 18 days, the Pandavas regain their kingdom and restore peace to India. One episode, a lengthy poem known as the *Bhagavad-Gita* (BUG uh vud GEE tuh), reflects important Indian religious beliefs about the immortality of the soul and the value of performing one's duty. In its verses, the god Krishna instructs Prince Arjuna on the importance of duty over personal desires and ambitions.

**Ramayana Teaches Values of Behavior** The *Ramayana* is much shorter but equally memorable. It recounts the fantastic deeds of the daring hero Rama and his beautiful bride Sita. Early on, Sita is kidnapped by the demon-king Ravana. The rest of the story tells how Rama finally rescues Sita with the aid of the monkey general Hanuman.

Like the Aryan religion, these epics evolved over thousands of years. Priest-poets added new morals to the tales to teach different lessons. For example, they pointed to Rama as a model of virtue or as an ideal king. Likewise, Sita came to be honored as an ideal woman who remained loyal and obedient to her husband through many hardships.

- ✓ **Checkpoint** What types of values are revealed in Indian epics?

## 1 Assessment

### Terms, People, and Places

1. Place each of the key terms at the beginning of the section into one of the following categories: politics, culture, or geography. Write a sentence for each term explaining your choice.

### Note Taking

2. **Reading Skill: Recognize Sequence** Use your completed chart to answer the Focus Question: How have scholars learned about India's first two civilizations, the Indus and the Aryan?

### Comprehension and Critical Thinking

3. **Analyze Information** Describe two ways in which geography and climate have influenced the people of the Indian subcontinent.
4. **Recognize Sufficient Evidence** What types of evidence do you think archaeologists should look for to explain how the Indus civilization declined and became unknown to the world for 4,000 years?
5. **Draw Conclusions** How reliably do you think epic literature tells us about Aryan life?

### Writing About History

**Quick Write: Draft a Main Idea** On some essay tests, you may be asked to choose one of several topics to write about. You may find it easiest to select the topic for which you can most quickly develop a main idea statement. Choose one of the following topics and draft a main idea statement for it:

- the decline of the Indus civilization
- the role(s) of the Vedas in Aryan history
- the nature of Aryan religious beliefs

## Section 1 Assessment

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. through examining artifacts from ancient cities in archaeological digs and through texts such as the Vedas and, to a lesser extent, epics
3. Sample: Mountains partially protected India from invasion. India's vastness

made it hard to unite. Monsoon rains benefited agriculture but also caused floods.

4. Sample: Finding more writing might give archaeologists direct clues such as whether it was invaded. More environmental evidence might give clues about a major environmental change.
5. Students may say that these epics are useful in learning about Aryan life but not entirely reliable, since they include mythology and developed over many hun-

dreds of years (so some of the details might have changed over time).

### Writing About History

Students should write a clear, concise main idea statement that accurately reflects the topic of their choice.

For additional assessment, have students access **Progress Monitoring Online** at **Web Code naa-0311**.



## The Mahabharata

An epic of the ancient Aryans, the *Mahabharata* has served as a major source of social and religious doctrine for India for many hundreds of years. Indian storytellers still recite segments of the 100,000 stanzas to entertain and instruct village audiences. This excerpt tells of the rewards the god Indra bestows upon a dutiful king, Vasu, who upholds the law of the gods.

**I**ndra said:

May never on earth, O lord of this earth, the Law be confused! Protect it, for the upheld Law holds up all the world. Guard the this-worldly Law, forever on guard and attentive; if yoked<sup>1</sup> to the Law, you shall win the blessed worlds of eternity. You standing on earth have become the dear friend of me standing in heaven—now possess . . . a country that is the udder of earth, abounding in cattle and holy, of stable [climate], with wealth and rice aplenty, protected by the skies. . . . It is a country beyond all others, with riches and jewels and all good things. . . .

The country people are accustomed to the Law, quite content and upright. No lies are spoken there even in jest, let alone in earnest. Sons are devoted to their elders there; they do not divide off from their fathers. Cows are never yoked to the cart, and even lean cows yield plenty. All the classes abide by<sup>2</sup> their own Law, in this land. . . .

This large celestial<sup>3</sup> crystalline chariot in the sky, which it is the God's privilege to enjoy, this airborne chariot will come to you as my gift. Among all mortals you alone shall stand upon a grand and sky-going chariot, and indeed, you will ride there above, like a God come to flesh! And I give you this garland *Vajrayanti*, woven of lotuses that never fade, which shall sustain you in battle, never hurt by swords. That shall be your mark of distinction here, sovereign of men—grand, rich, unmatched, and renowned<sup>4</sup> as "Indra's Garland"!

1. **yoked** (yohkd) *vt.* joined or linked forcibly

2. **abide by** (uh BYD by) *vi.* to accept and submit to

3. **celestial** (suh LES chul) *adj.* belonging to, suitable for, in, or typical of heaven

4. **renowned** (rih NOWND) *adj.* well known or famous



▲ A central theme of the *Mahabharata* is battle between feuding families. Here we see two of the victors, Arjuna and Krishna, preparing to fight.



▲ Indra

### Thinking Critically

- Identify Central Issues** What seems to be the king's most important function, and why do you think it is so significant?
- Synthesize Information** What rewards does Indra say Vasu will receive for pleasing the gods?

## The Mahabharata

### Objectives

- Understand that the *Mahabharata* has been a major source of social and religious doctrine in India.
- Describe important values in the *Mahabharata* and the rewards for upholding those values.

### Build Background Knowledge **L3**

Ask students to name other literary epics that reflect the values, beliefs, and history of a civilization. (For example, *Beowulf*, the *Aenid*, the *Iliad* or the *Odyssey*) Then ask students which, if any, of those documents still influence people today and how.

### Instruct **L3**

- Have students read the excerpt. Ask **What are some of the laws Indra describes?** (*Sons are devoted to their fathers, cows are never yoked to a cart, classes abide by their own Law.*) **What values in Indian culture do these laws reflect?** (*the importance of family, the veneration of cows, the division and rules for different social classes*)
- Remind students that the heroes of epics frequently embody the values of the cultures that produced them. Have them describe some of the values that King Vasu represents.

### Monitor Progress

Have students write a main idea statement for each of the three paragraphs in the excerpt from the *Mahabharata*.

## History Background

**The Mahabharata** This great Sanskrit epic of western India is probably based on fact—a war for control of the Ganges Valley around 1000 B.C. Twice the length of the western epics the *Iliad* and the *Odyssey* combined, the *Mahabharata* is the longest poem ever created. In addition to the main story line—the struggle of five brothers to regain their kingdom—the *Mahabharata* gathers many myths,

episodes, prayers, narratives, and stories. The principal teaching of the *Mahabharata's* stories is dharma, or devotion to one's duty. One element that has become very popular in the West is the *Bhagavad Gita*, a classic Hindu text of devotion that is analogous to Christ's Sermon on the Mount in that each work contains essential teachings of Hinduism and Christianity, respectively.

### Thinking Critically

1. Sample: upholding the law, because it creates an orderly, just society where people are peaceful and happy
2. rule over the land, a position of standing atop the god's chariot in the heavens (a godly position among men), a garland of lotuses that will sustain him in battle forever, and fame