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.

- Analyze how Maurya rulers created a strong central government for their empire.
- Explore the kingdoms that arose across the Deccan.
- Explain why the period of Gupta rule in India is considered a golden age.
- Understand how family and village life shaped Indian society.

Prepare to Read

Build Background Knowledge
Have students name some achievements of the Indus and Aryan civilizations. Ask them how religion and government shaped these societies. Then have students predict what kind of societies may have arisen in India after the dissolution of the Aryan empires.

Set a Purpose

- **WITNESS HISTORY** Read the selection aloud or play the audio.
- **WITNESS HISTORY Audio CD**, Behavior Fit for a King

Ask: According to the Arthashastra, what should a king want for his subjects? (to be happy, healthy, and pleased) How did India's great rulers maintain peace and order? (by enforcing laws, resisting invaders, and encouraging economic growth)

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 3 Assessment answers.)

Preview
Have students preview the Section Objectives and the list of Terms, People, and Places.

Note Taking
Have students read this section using the Guided Questioning strategy (TL, p. T20). As they read, have them fill in the timeline of events of the Maurya and Gupta periods.

Vocabulary Builder

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

<table>
<thead>
<tr>
<th>High-Use Word</th>
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<tbody>
<tr>
<td><strong>golden age</strong></td>
<td>A. social standing or prestige. As the vice president of the company, Maria had a higher status than most of the other employees.</td>
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WITNESS HISTORY

**Behavior Fit for a King**

“In the happiness of his subjects lies [a king’s] happiness, in their wealth his welfare. He shall not consider as good that which pleases him but treat as beneficial to him whatever pleases his subjects.”—Arthashastra, a Maurya handbook on governance

According to Hindu teachings, a ruler’s duties included maintaining peace and order by enforcing laws, resisting invaders, and encouraging economic growth. Those who successfully achieved those goals became some of India’s great rulers.

Focus Question: In what ways did Maurya and Gupta rulers achieve peace and order for ancient India?

The Maurya Empire Creates a Strong Government

We know about Chandragupta largely from reports written by Megasthenes (muh GAS thuh neez), a Greek ambassador to the Maurya court. He described the great Mauryan capital at Pataliputra. It housed schools and a library as well as splendid palaces and temples. An awed Megasthenes reported that the wall around the city “was crowned with 530 towers and had 64 gates.”

Chandragupta Maurya (chun druh GUP tuh MOWR yu), forged the first Indian empire.

Chandragupta Forges an Empire

Chandragupta first gained power in the Ganges valley. He then conquered northern India. His son and grandson later pushed south, adding much of the Deccan to their empire. From 321 B.C. to 185 B.C., the Maurya dynasty ruled over a vast, united empire.

Chandragupta maintained order through a well-organized bureaucracy. Royal officials supervised the building of roads and harbors to benefit trade. Other officials collected taxes and managed state-owned factories and shipyards. People sought justice in royal courts. Chandragupta’s rule was effective but harsh. A brutal secret police force reported on corruption, crimes, and dissent—that is, ideas that opposed those of the government. Fearful of his many enemies, Chandragupta had specially trained women warriors guard his palace.

Powerful Empires of India

Northern India was often a battleground where rival rajahs fought for control of the rich Ganges valley. But in 322 B.C., a young adventurer, Chandragupta Maurya (shoon druh GUP tuh MOWR yu), forged the first Indian empire.

Terms, People, and Places

- Chandragupta Maurya
- golden age
- dissent
- Avesta
- missionary
- dowry
- joint family
- bureaucracy
- Arthashastra
- India’s first emperor
- golden age Indian society
- Indian society
- Status, p. 69

Read the selection aloud or play the audio.

Tell students to refer to this question as they read. (Answer appears with Section 3 Assessment answers.)

Preview

Have students preview the Section Objectives and the list of Terms, People, and Places.

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Asoka Rules by Moral Example  The most honored Maurya emperor was Chandragupta’s grandson, Asoka (uh SOH kuh). A few years after becoming emperor in 268 B.C., Asoka fought a long, bloody war to conquer the Deccan region of Kalinga. Then, horrified at the slaughter—more than 100,000 people are said to have died—Asoka turned his back on further conquests. He converted to Buddhism, rejected violence, and resolved to rule by moral example.

True to the Buddhist principle of respect for all life, Asoka stopped eating meat and limited Hindu animal sacrifices. He sent missionaries, or people sent on a religious mission, to spread Buddhism across India and to far, far, far distant lands. “I have planted mango groves, rest houses for travelers. “I have had aid transportation, he built roads and cut canals to bring water into villages far from the ocean. I have had mango trees planted on the roads to give shade to people and animals,” he noted. “I have planted mango groves, and I have had [wells] dug and shelter erected along the roads.”

Division and Disunity Set In After Asoka’s death, Maurya power declined. By 185 B.C., the unity of the Maurya empire was shattered as rival princes again battled for power across the Gangetic Plain.

In fact, during its long history, India has seldom remained united for long. In ancient times, as today, the change of the season caused a change in the way he ruled? (After he converted to Buddhism, he made Buddhism the state religion, sent missionaries as far north as Greece, and made the laws more lenient.)

Independent Practice
Have students access Web Code nap-0331 to take the Geography Interactive Audio Guided Tour and then answer the map skills questions in the text.

Monitor Progress
As students fill in their timelines, circulate to make sure they understand the sequence of events during the Maurya and Gupta periods. For a completed version of the timeline, see Web Code: nap-0331.

Answers
Map Skills
1. Review locations with students.
2. Expansion was blocked by some of the world’s highest mountain ranges.
3. The extreme south
4. Royal officials supervised building roads and harbors, collected taxes, and managed government-owned factories and shipyards.

Asoka’s rule brought peace and prosperity and helped unite the diverse peoples within his empire. He built hospitals and Buddhist shrines. To aid transportation, he built roads and rest houses for travelers. “I have had banana trees planted on the roads to give shade to people and animals,” he noted. “I have planted mango groves, and I have had [wells] dug and shelters erected along the roads.”

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The Guptas Bring About a Golden Age

Instruct
- Introduce: Key Terms Ask students to find the key term golden age (in blue) in the text and explain its meaning. Using the Idea Wave strategy (TE, p. T22), have them predict what kinds of cultural achievements might occur during Gupta rule in India.
- Teach Have students describe Indian life during Gupta times. Ask How was Gupta rule different from Maurya rule? (It was looser and milder than Maurya rule; power was left in the hands of individual village and city governments.) Why do you think Indians made great advances in mathematics, science, and literature during the Gupta age? (Sample: Because there was economic prosperity, and people could concentrate on learning, not just survival.)
- Quick Activity Display Color Transparency 16: Arabic and Roman Numerals to compare the Arabic numerals that originated in India with the Roman numeral system. Use the lesson suggested in the transparency book to guide a discussion.
- Color Transparencies, 16

Answer
- The separate kingdoms were linked because they bought each other's goods and interacted with one another through this trade.

Kingdoms Arise Across the Deccan

Although many kingdoms flourished in the Deccan, the most powerful Indian states rose to its north. About 500 years after the Mauryas, the Gupta dynasty again united much of India. Gupta emperors organized a strong central government that promoted peace and prosperity. Under the Guptas, who ruled from A.D. 320 to about 540, India enjoyed a golden age, or period of great cultural achievement.

Peace and Prosperity Abound Gupta rule was probably looser than that of the Mauryas. Much power was left in the hands of individual villages and city governments elected by merchants and artisans. Faxian (FAH shyahn), a Chinese Buddhist monk who visited India in the 400s, reported on the mild nature of Gupta rule:

"The people are numerous and happy; . . . only those who cultivate the royal land have to pay a portion of the grain from it. . . . The king governs without . . . corporal punishments. Criminals are simply fined, lightly or heavily, according to the circumstances [of each case]."

—Faxian, A Record of Buddhistic Kingdoms

Trade and farming flourished across the Gupta empire. Farmers harvested crops of wheat, rice, and sugarcane. In cities, artisans produced cotton cloth, pottery, and metalware for local markets and for export to East Africa, the Middle East, and Southeast Asia. The prosperity of Gupta India contributed to a flowering in the arts and learning.

Indians Make Advances in Learning Under Gupta rule, students were educated in religious schools. However, in Hindu and Buddhist centers, learning was not limited to religion and philosophy. The huge Buddhist monastery-university at Nalanda, which attracted students from many parts of Asia, taught mathematics, medicine, physics, languages, literature, and other subjects.

Link to Literature

Tamil Poetry The Tamil kingdoms have left a rich literary tradition. Written in a Dravidian language, Tamil works are India’s oldest non-Sanskrit literature. Tamil writings from the 3rd century B.C.E. are inscriptions on stone. Unlike much of early Indian literature, which is religious, Tamil literature contains mostly secular writings. Tamil poets, for example, wrote mainly about two topics: the praise of kings and their heroic deeds, and love. One noted Tamil poet, Avvaiyar (ahv vy yahr), praised the virtues of her king:

"My king, when rich, freely gives food away, when poor he eats with his men. He is the head of the family of the poor; Yet great is he. . . ."
Independent Practice

To help students better understand literary accomplishments during Gupta times, have them read the biography Kalidasa and answer the questions on the worksheet.

Teaching Resources Unit 1, p. 49

Have students study the Infographic on the arts in Gupta India and answer the questions in the text. Discuss how students might describe the various arts depicted on this page to people who are unfamiliar with traditional Indian arts.

Monitor Progress

Have students reread the Primary Source quotation by Faxian in the text and summarize the nature of Gupta government. Have them explain how this kind of government may have contributed to the great cultural achievements of the period.

Answers

Thinking Critically

1. Synthesize Information
   What role did religion play in the arts of Gupta India? What role do you think the arts played in religion?

2. Make Comparisons
   Compare the subject matter of the three pieces of art shown here. What is similar? What is different?

**Differentiated Instruction Solutions for All Learners**

Direct students’ attention to the Infographic Golden Age in the Arts. Point out to students that many of the cultural practices begun during the Gupta era can still be seen in Indian society today, and that these traditions make India’s culture truly unique. As a class, plan a celebration of Indian art and culture. Students should work in groups to research and prepare a display or demonstration to present to other students at their school about an aspect of Indian art and culture they have selected. Suggested topics for research and presentation include traditional music, dance, food, celebrations, weddings, sculpture, architecture, mythology, literature, and painting.

Sculpture

Gupta artists may be best known for the magnificent sculpture that they carved on stone temples for the rajahs who sponsored an immense flowering in the arts. Such buildings were literally covered with carvings of mostly religious subjects. In addition, the golden age of the Gupta dynasty encompassed other arts, including painting, music, dance, and literature. Regarded as highly real as they were when created, the Gupta arts influenced artistic styles in later Indian societies as well as in many other parts of Asia.

Painting

Famous Gupta murals decorate a series of cave temples carved into rock cliffs at Ajanta, in western India. The vibrant paintings, such as this one showing divine musicians, recall Buddhist stories and legends.

Music

Musicians often entertained in Gupta courts. This terracotta tile shows a musician playing a lute.

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Sculpture

Scenes from Indian religious myths abound in Gupta sculpture. This one depicts the Hindu god Vishnu (center top) rescuing from a serpent a man who was cursed into the form of an elephant.

Painting

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Music

Musicians often entertained in Gupta courts. This terracotta tile shows a musician playing a lute.

Dance

Dancers have performed Indian classical dances since a few centuries before the Gupta era up through the present day. Each movement of the arms, hands, and eyes carries particular meaning.
Family and Village Life Shape Indian Society

Instruct

■ Introduce: Vocabulary Builder
Have students read the Vocabulary Builder term and definition. Ask them to describe different kinds of status (economic, social, and so on) and discuss the importance of status in ancient Indian civilizations. Then have them predict how Indian women’s status may have changed over time.

■ Teach
Have students discuss features of family and village life in Indian society. Ask:

What was the ideal family in Indian society and who usually achieved it? (a joint family where several generations lived under one roof; only the wealthy usually achieved it)

Why was family important in Indian society? (Sample: because families trained children in the traditions and duties of their castes)

Have students check and discuss their predictions about changes in Indian women’s status. Then read the Primary Source selection aloud or play the accompanying audio. Discuss how the rains affected the lives of farmers.

Answers

Caption
It includes universal themes, such as reunification of a family.

Students were educated in Hindu and Buddhist schools. The arts often depicted religious subjects.

88 Ancient India and China

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88 Ancient India and China

The Indian play Shakuntala has been reenacted for centuries. In this scene from a modern-day performance, Shakuntala, her husband, and her son reunite at the end of the play, with gods watching over them. What about this play might appeal to people throughout time?

Indian advances in mathematics had a wide impact on the rest of the world. Gupta mathematicians devised the system of writing numbers that we use today. (However, these numerals are now called “Arabic” numerals because Arabs carried them from India to the Middle East and Europe.) Indian mathematicians also originated the concept of zero and developed the decimal system of numbers based on ten digits, which we still use today.

By Gupta times, Indian physicians were using herbs and other remedies to treat illness. Surgeons were skilled in setting bones and in simple surgery to repair injuries. It seems that doctors also began vaccinating people against smallpox about 1,000 years before this practice was used in Europe.

Expanding India’s Literature During Gupta times, many fine writers added to the rich heritage of Indian literature. They collected and recorded fables and folk tales in the Sanskrit language. In time, Indian fables were carried west to Persia, Egypt, and Greece.

The greatest Gupta poet and playwright was Kalidasa. His most famous play, Shakuntala (shahk oon TAH luh), tells the story of a king who marries the lovely orphan Shakuntala. Under an evil spell, the king forgets his bride. After many plot twists, he finally recovers his memory and is reunited with her.

The Gupta Empire Declines Eventually, Gupta India declined under the pressures of weak rulers, civil war, and foreign invaders. From central Asia came the White Huns, a nomadic people who overran the weakened Gupta empire, destroying its cities and trade. Once again, India split into many kingdoms. It would see no other great empire like those of the Mauryas or Guptas for almost 1,000 years.

Checkpoint
How did religion influence learning and the arts in Gupta India?

Kailasa Temple Indians considered caves holy and often built temples inside them. Inspired by this tradition, Indian stonemasons cut directly into rock cliffs to create Kailasa Temple. The temple’s creators dedicated it to the Hindu god Shiva and made it appear like the god’s sacred mountain home. It was painted white to emulate the snow-capped peaks of the Himalayas. There are elephant images throughout the temple, which are significant in several ways. Ganesh, the elephant-headed god, was the son of Shiva. Also, elephants were treasured throughout India for their power. Four pairs of elephants were believed to hold the dome of the Earth when time began. Elephants were the royal mounts of kings, and their size and strength made them formidable foes in war.
Family and Village Life Shape Indian Society

Most Indians knew nothing of the dazzling courts of the Mauryas or Guptas. The vast majority were peasants who lived in the villages that dotted the Indian landscape. In Indian society, everyday life revolved around the rules and duties associated with caste, family, and village.

Joint Family Structure The ideal family was a joint family, in which parents, children, and their offspring shared a common dwelling. Indian families were patriarchal—the father or eldest male in a family headed the household. Adult sons continued to live with their parents even after they married and had children. A daughter would go to live with her husband and his family. Often only the wealthy could afford such large households. Still, even when they did not share the same house, close ties linked brothers, uncles, cousins, and nephews.

A father was thought to have wisdom and experience, and he enjoyed great authority. Even so, his power was limited by sacred laws and tradition. Usually, he made decisions after consulting his wife and other family members. Property belonged to the whole family.

The Family Performs Certain Duties The family performed the essential function of training children in the traditions and duties of their castes. Thus family interests came before individual wishes. Children worked with older relatives in the fields or at a family trade. While still young, a daughter learned that as a wife she would be expected to serve and obey her husband and his family. A son learned the rituals to honor the family’s ancestors. Such rites linked the living and the dead, deepening family bonds across the generations.

For parents, an important duty was arranging good marriages for their children, based on caste and family interests. Marriage customs varied. In northern India, for example, a betrothal family community provided a dowry, or payment to the bridegroom, and financed the costly wedding festivities. After marriage, the daughter left her home and became part of her husband’s family.

Role of Women Changes Over Time In early Aryan society, women seem to have enjoyed a higher status than in later times. Aryan women even composed a few Vedic hymns. However, attitudes and customs affecting women varied across India and changed over time. By late Gupta times, upper-class women were increasingly restricted to the home. When they went outside the home, they were supposed to cover themselves from head to foot. Lower-class women, however, labored in the fields or worked at spinning and weaving.

Women were thought to have shakti, a creative energy that men lacked. In marriage, a woman’s shakti helped to make the husband complete. Still, shakti might also be a destructive force. A husband’s duty was to channel his wife’s energy in the proper direction. Women had few rights within the family and society. Their primary duties were to marry and raise children.

For a woman, rebirth into a higher existence was gained through devotion to her husband. Often, a widow was expected to join her dead husband on his funeral fire. In this way, a widow became a suti, or “virtuous woman.” Some widows accepted this painful death as a noble duty that wiped out their own and their husbands’ sins. Other women bitterly resisted the custom.

Vocabulary Builder

status—(STAT us) n. social standing or prestige

Independent Practice

Have students work in groups to summarize the content under the following headings: Joint Family Structure, The Family Performs Certain Duties, Role of Women Changes Over Time, Typical Village Structure, and Agriculture and Trade Shape Life. Have them share their summaries and offer suggestions for revisions.

Monitor Progress

■ Have each student write several questions and answers based on the content of this section. Then, play a history game in which students give an answer and call on other students to think of an appropriate question.

■ Check Reading and Note Taking Study Guide entries for student understanding.
Assess and Reteach

Assess Progress

- Have students complete the Section Assessment.
- Administer the Section Quiz.
- To further assess student understanding, use Progress Monitoring Transparencies, 11

Reteach

If students need more instruction, have them read the section summary.
- Reading and Note Taking Study Guide, p. 30
- Adapted Reading and Note Taking Study Guide, p. 30
- Spanish Reading and Note Taking Study Guide, p. 30

Extend

Have students read an ancient Indian fable or folk tale and then write a short essay on how the story reflects the ancient Indian traditions and beliefs. Students should include a sentence that describes their interpretation of the moral or lesson of the story they selected.

Answer

The structure of a typical Indian family was patriarchal, with the father or oldest male as the head of the household.

A family escapes the floodwaters caused by the monsoons, which still bring both hardship and needed rain to people in India today.

Typical Village Structure

Throughout India’s history, the village was at the heart of daily life. The size of villages varied, from a handful of people to hundreds of families. A typical village included a cluster of homes made of earth or stone. Beyond these dwellings stretched the fields, where farmers grew wheat, rice, cotton, sugar cane, or other crops according to region.

Each village included people of different castes who performed the necessary tasks of daily life. It ran its own affairs based on caste rules and traditions and faced little outside interference so long as it paid its share of taxes. A village headman and council made decisions. The council included the most respected people of the village. In early times, women served on the council. As Hindu law began to place greater restrictions on women, they were later excluded.

The headman and council organized villagers to cooperate on vital local projects such as building irrigation systems and larger regional projects like building roads and temples.

Agriculture and Trade Shape Life

In most of India, farming depended on the rains brought by the summer monsoons. Too much or too little rain meant famine. Landlords owned much of the land. Farmers who worked the land had to give the owner part of the harvest. Often, what remained was barely enough to feed the farmers and their families.

However, they relied on trade for some essentials, such as salt and spices, as well as various manufactured goods. People regularly interacted with others from nearby villages while attending weddings, visiting relatives, or shopping at marketplaces. This continual interchange was crucial in the establishment of common ideas across the subcontinent.

Checkpoint

Describe the structure of a typical Indian family.

Section 3 Assessment

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. through halting conquests for new land and having strong, organized central governments that fostered economic growth, created just laws, and promoted tolerance
3. Chandragupta used force to conquer much of India, and he ruled harshly.

Asoka turned his back on fighting, created a just government, preached tolerance, and worked to unite his people.

4. Sample: Guptas made great advances in mathematics including creating Arabic numerals and the decimal system. They made medical advances and great contributions to the arts.
5. The ideal family was one in which several generations lived in a common dwelling. Property was owned by the entire family.

In villages, a headman and council made decisions and encouraged individuals to cooperate on local projects.

Writing About History

Outlines should contain supporting details that will help students defend their position.

For additional assessment, have students access Progress Monitoring Online at Web Code nna-0331.
Asoka's Edicts

During his rule of Maurya India, Asoka converted to Buddhism, rejected violence, and resolved to rule by moral example. The messages he published on stone pillars across India pronounced moral edicts, or commands, and described the just actions of his government. The following are excerpts from several of the pillars.

All men are my children. Just as I seek the welfare and happiness of my own children in this world and the next, I seek the same things for all men.

It is difficult to achieve happiness, either in this world or in the next, except by intense love of Dharma, intense self-examination, intense obedience, intense fear of sin, and intense enthusiasm. Yet as a result of my instruction, regard for Dharma and love of Dharma have increased day by day and will continue to increase. For these are the rules: to govern according to Dharma, to administer justice according to Dharma, to uphold the Dharma, to teach, to promote the happiness of the Dharma, and to protect them according to Dharma.

The faiths of others all deserve to be honored for one reason or another. By honoring them, one exalts one's own faith and also does disservice to that of others. Therefore concord alone is commendable.

Whatever good one does, I have done, and they have followed them as a model. In doing so, they have progressed and will progress in obedience to parents and teachers, in respect for elders, in courtesy to priests and ascetics, to the poor and distressed, and even to slaves and servants.

There is no gift that can equal the gift of Dharma. . . . For these are the rules: to govern according to Dharma, to administer justice according to Dharma, to promote the people's happiness according to Dharma, and to protect them according to Dharma.

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