

# Crafting Our Way through Ancient India

**Grade Level or Special Area:** 2<sup>nd</sup> Grade, World History and Geography

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**Length of Unit:** Four lessons (approximately four days; one day = approximately 30 – 40 minutes)

## I. ABSTRACT

After learning about the geography and religious cultures of India, students will construct crafts, create objects and produce a book, all of which correspond to topics taught throughout this unit.

## II. OVERVIEW

### A. Concept Objectives

1. Students understand how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments. (Colorado Content Standard 1, Geography)
2. Students understand the historical development of religions and philosophies. (Colorado Content Standard 6.1, History)
3. Students understand how societies have been affected by religions and philosophies. (Colorado Content Standard 6.2, History)

### B. Content from the *Core Knowledge Sequence*

1. Second Grade History and Geography: World History and Geography: Early Civilizations: Asia (pp. 47-48)
  - a. India
    - i. Indus River and Ganges River
    - ii. Hinduism
      - a) Brahma, Vishnu, Shiva
      - b) Many holy books, including the Rig Veda
    - iii. Buddhism
      - a) Prince Siddhartha becomes Buddha, “the Enlightened One”
      - b) Buddhism begins as an outgrowth of Hinduism in India, and then spreads through many countries in Asia.
      - c) King Asoka (also spelled Ashoka)

### C. Skill Objectives

1. Students will use the art of Batik to construct a map of India.
2. Students will locate India using their previous knowledge of continents.
3. Students will locate and label the Ganges and Indus Rivers.
4. Students will understand how Hinduism spread to India.
5. Students will be able to list distinguishing characteristics of Hinduism.
6. Students will understand how Buddhism began.
7. Students will understand how Buddhism spread throughout India.
8. Students will be able to list distinguishing characteristics of Buddhism.

## III. BACKGROUND KNOWLEDGE

### A. For Teachers

1. *What Your Second Grader Needs to Know* by E.D. Hirsch, Jr.
2. *Exploration into India* by Anita Ganeri
3. *Religion in Focus: Hinduism* by Geoff Teece

- B. For Students
  - 1. 1<sup>st</sup> Grade History and Geography: World History and Geography: Geography: Spatial Sense: Review the seven continents (p. 27)
  - 2. 1<sup>st</sup> Grade History and Geography: World History and Geography: Early Civilizations: History of World Religions: Judaism, Christianity and Islam (p. 28)
  - 3. 1<sup>st</sup> Grade Language Arts: Fiction: Aesop's Fables: understanding that fables teach a moral or lesson (p. 25)

#### IV. RESOURCES

- A. *The Prince Who Ran Away: The Story of Gautama Buddha* by Anne Rockwell (Lesson Three)
- B. *The Wheel of King Asoka* by Ashok Davar (Lesson Four)

#### V. LESSONS

##### Lesson One: Geography of India (approximately 30 – 40 minutes)

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Students understand how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.
  - 2. Lesson Content
    - a. Indus River and Ganges River
  - 3. Skill Objective(s)
    - a. Students will use the art of Batik to construct a map of India.
    - b. Students will locate India using their previous knowledge of continents.
    - c. Students will locate and label the Ganges and Indus Rivers.
- B. *Materials*
  - 1. Appendix A: Parent Letter (one per student)
  - 2. Classroom world map
  - 3. Appendix B, page 1: India Map (one copy for iron transfer, one teacher overhead copy)
  - 4. Iron transfer (one per student)
  - 5. Appendix B, page 2: India Map Key (one for teacher reference)
  - 6. Overhead
  - 7. Overhead pen
  - 8. ½ C. measuring cup (one for teacher)
  - 9. One large container for water
  - 10. Funnel (one for teacher use) \*if you have an aid or parent volunteer you may want one for each of them to help you add water to each student's bottle
  - 11. Plastic spoons / stick (one per every two students)
  - 12. Plastic squeeze bottle with nozzle (one for every two students)
  - 13. White fabric squares, 1' X 1' (one per student)
  - 14. Appendix C: World Map (one copy per student)
  - 15. Orange crayon (one per student)
- C. *Key Vocabulary*  
None
- D. *Procedures/Activities*
  - 1. Before you begin –
    - a. You may want to copy the parent letter in Appendix A so that parents are informed about this upcoming unit. I know every year there is at least one family that wishes not to have their child exposed to these religions.

- b. Cut out enough 1' X 1' fabric squares so that each of your students has one and iron on the map of India. To make things easier tomorrow, I would write either the students' names or numbers on the squares.
  - c. Put ½ cup of flour into each squeeze bottle the night before. If more will fit into the bottle, then double the mixture. Note though that you will be filling the bottle with equal parts water tomorrow.
  - d. Make sure to clear a space in your classroom to lay out their maps to dry.
2. To begin today's lesson, explain to students that they will be learning about the geography of India by creating a map using the Indian art of Batik.
  3. Have students find India on a classroom world map. Explain that India is on the continent of Asia. Have a student come point to Asia on the map.
  4. Next, let students look over the map to see if they can find India. As they are looking, give them directional clues such as it is in southern Asia. It is west of the Indian Ocean. Once a student has located India, have him/her come up and point to it on the map.
  5. Next, explain that when doing Batik people generally use melted wax to draw designs on their fabric where they don't want any dye to go. However, because it isn't very safe for us to use hot melted wax we are going to use a flour mixture instead to help us draw our design.
  6. Pass out the fabric map of India that you have already made.
  7. Next, explain that they are going to have to share the bottles as you pass out one bottle to every other student while a student passes out a spoon/stick to each person with a bottle. Have them unscrew the lid from the bottle carefully.
  8. Explain that next you are going to come around to add water to their flour in order to make their mixture. (For every ½ cup of flour in the bottle, you need to add ½ cup of water.) Explain that once the water is added they need to stir it with the spoon/stick that was given to them.
  9. Have them throw away the spoon/stick once they have mixed the two together and then screw the lid back on. (You may want to walk around and make sure that the lids are on securely.)
  10. Explain to students that first they are going to outline their map with their flour mixture.
  11. Direct them to pass the bottle to the person next to them as soon as they are finished.
  12. Once everyone has completed their outline, have the class look at their maps and ask them what else they see on their map. (two squiggly lines) Then ask them what they think those lines are. (rivers)
  13. Explain that now they are going to outline the river to the north. Tell them again that once they are finished, pass the bottle to the person next to them.
  14. As they students do this, put your overhead of the map up.
  15. Tell them that in Ancient India many people lived along this river called the Indus River. As you tell them this, label the river on your map. Explain that the Indian people lived here because the river made the land very fertile, meaning they could grow many crops in this area. Archeologists aren't sure why, but eventually the people moved away from this river.
  16. Next, tell the students that they are going to use the tip of the bottle to help them label this river on their map. Remind them that as soon as they are finished they need to pass the bottle to the next person.
  17. When everyone is finished, point out the second river on the map and explain that when the people left they moved and set up cities next to this other river, the

Ganges River. It is the longest river in India. Label this on your map as you tell them this information.

18. Next, have the students once again label their map using the bottle.
19. Last, have them write the name of the country they are studying in the middle of the map using the bottle.
20. As students are finishing, direct them to come place their fabric in the drying area you have set up.
21. Next, collect their bottles.
22. Let students know that overnight the flour will dry and tomorrow they will be able to paint their maps.
23. Pass out Appendix C: World Map as the students get out an orange crayon. Have them color the country of India on their map.

E. *Assessment/Evaluation*

1. Collect Appendix C to see if they are correct.

**Lesson Two: Hinduism (approximately 30 – 40 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students understand the historical development of religions and philosophies.
  - b. Students understand how societies have been affected by religions and philosophies.
2. Lesson Content
  - a. Hinduism
    - i. Brahma, Vishnu, Shiva
    - ii. Many holy books, including the Rig Veda
3. Skill Objective(s)
  - a. Students will understand how Hinduism spread to India.
  - b. Students will be able to list distinguishing characteristics of Hinduism.

B. *Materials*

1. Appendix B, page 1: India Map (overhead copy)
2. Overhead
3. Overhead pen
4. Class world map
5. Fabric maps (student's individual work)
6. Green non-toxic paint (three bottles per class)
7. Blue non-toxic paint (three bottles per class)
8. Small Styrofoam bowl or plate (two per student)
9. Wide-tipped paint brush (one per student)
10. One large container filled with water (this will be used to quickly rinse brushes)
11. Newspaper (a few sheets per student)
12. Paper towels (one per student)
13. Appendix D: Hindu Gods (one copy per student)
14. Appendix E: How to Put Your Rig Veda Together (teacher reference)
15. Appendix F: Rig Veda Pages (one copy per student)
16. Appendix G: Ancient India Study Guide (one copy per student)

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. Before you begin – See Appendix E to help you prepare Appendix F before today's lesson.

2. Begin today's lesson with a quick review of India's geography. Put up your overhead and call on individual students to label the two rivers in India. If you want, you can have the students actually come up and write it on the overhead map themselves. As the students do this, ask them why the people in Ancient India lived near this river. (The water made the land very fertile and easy for farming.)
3. Next, pass back their maps and remind them that today they get to paint them. As you do this, have one student pass out a paintbrush to everyone, another one pass out two bowls or cups to everyone and another can pass out a few sheets of newspaper to lay on their desk.
4. Next, come around and put green paint in one container and blue paint in another. Have students paint India in green. When they are finished collect the brushes, quickly rinse them and then hand them back to the students with a paper towel to dry them off.
5. Next, pull down the class world map again and have students observe where water is located around India. Ask whether or not it surrounds all of India. (No, it only surrounds the bottom portion.)
6. Next, have them paint that same area on their map with the blue paint. As they are doing this, walk around and pick up the green paint cups. You can either pour the remaining paint back into the bottle or simply throw the cups away.
7. This time as they finish, have them bring their brushes to the water container and let them set until you have time to thoroughly rinse them all.
8. Next, collect the blue paint cups and have the students throw away their paper towels and newspaper if they haven't already done so.
9. Last, have them bring their maps back to the drying area for overnight drying.
10. Once all has been picked up, explain to students that in this unit they are going to learn about two religions that are practiced in India.
11. Review the religions they learned about last year. Ask them to name the three that were taught in 1<sup>st</sup> grade. (Judaism, Christianity and Islam)
12. Ask the class what they remember that is the same about all of these religions. (They all believe in one god and have one holy book that they worship from.)
13. Explain that in India most people practice a religion called Hinduism. Unlike the other religions they have learned about so far, this religion believes in many gods. Each god is thought to have a different purpose or duty.
14. Explain that now the students are going to learn a little bit more about the three main gods that Hindus worship.
15. Pass out Appendix D: Hindu Gods.
16. Have students read each description of each god aloud.
17. Tell students that this religion was not originally practiced in Ancient India until a group called the Aryans invaded India and forced the Indian people to worship in this way.
18. Next, explain that not only do they believe in more than one god but they have more than one holy book as well. This collection of books is called the Rig Veda. It is filled with hymns, stories, history and rules for different ceremonies.
19. Tell the class that today they are going to make their own Rig Veda filled with songs, stories and traditions that are familiar to them.
20. Next, pass out Appendix F. Explain that the students are going to make their own version of a Rig Veda.
21. To begin with, have them pick two of their favorite songs they have learned in music class this year. You can either take a class vote or have them write down the names of two songs. (You will have to get the lyrics to these songs from the

music teacher later to be copied off so that they can be included on their “hymn” pages in their Rig Veda.)

22. Once two songs have been decided on, have the students turn to those pages in their Rig Veda and write the titles on the top line in their best handwriting. Explain that tomorrow they will have copies of the lyrics or words to these songs to glue into their books.
23. Next, remind them that the Rig Veda contains stories, which help teach Hindus lessons or morals. Ask them what types of stories they have learned about in the past that contain morals or lessons. (fables)
24. Explain that now they are going to choose a fable that they know well and rewrite in their Rig Veda as well as illustrate a couple of pictures to go along with their writing. Ask them to name some fables they are familiar with. (Allow students 15 – 20 minutes to complete this.)
25. Next, have students turn to the birthday page in their book. Remind them that the Rig Veda also lists and explains different traditions or ceremonies performed for special occasions such as weddings and birthdays. Ask the kids what special things they always get to do for their birthdays. (have a party, get gifts, have cake, etc.) Next, have them list some of these traditions in their book.
26. Last, have them take the book home to have their parents help them fill out traditions that were performed at their wedding. Have students bring the books back tomorrow to share with the class. Remind them that they must bring them back in order to add the words to their song pages.
27. Pass out Appendix G, the Ancient India Study Guide. Assign questions 1 and 3 – Tell them that these questions will be reviewed and graded tomorrow.

E. *Assessment/Evaluation*

1. Grade study guide tomorrow.

**Lesson Three: Buddhism (approximately 30 – 40 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students understand the historical development of religions and philosophies.
  - b. Students understand how societies have been affected by religions and philosophies.
2. Lesson Content
  - a. Buddhism
    - i. Prince Siddhartha becomes Buddha, “the Enlightened One”
    - ii. Buddhism begins as an outgrowth of Hinduism in India, and then spreads through many countries in Asia.
3. Skill Objective(s)
  - a. Students will understand how Buddhism began.
  - b. Students will be able to list distinguishing characteristics of Buddhism.

B. *Materials*

1. Batik maps
2. *The Prince Who Ran Away: The Story of Gautama Buddha* by Anne Rockwell
3. Clay (one block per student)
4. Newspaper (one sheet per student)
5. Rig Vedas
6. Scissors (one pair per student)
7. Glue (one bottle per student)
8. Song lyrics (one copy per student)

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. Have one student pass out a sheet of newspaper and another pass out a baggie to each student while you pass back their Batik maps.
2. Have students pick the flour off of their fabric. Place their map in a baggie with a note to hand rinse it if all of the flour did not come off. Send the maps home.
3. Begin today's lesson reviewing what students learned about Hinduism.
  - a. It was brought to them when the Aryans conquered the Indus people.
  - b. They believe in many gods not just one.
  - c. The three gods they learned about were Brahma, Vishnu and Shiva.
  - d. They have more than one holy book, but learned only about the Rig Veda.
4. Explain that today they are going to learn about another religion that is practiced in India called Buddhism. This religion is different from all of the others because Buddhists do not worship a god; they simply follow the teachings of one man named Siddartha Gautama.
5. Read the story, *The Prince Who Ran Away*.
6. When you have completed the story call on students to summarize the story.
7. Next, explain to students that Buddhists often have miniature statues of Buddha in their homes and today they are going to make their own clay statue of Buddha.
8. Have them fold their newspaper in half so that flour pieces won't get in their clay.
9. Next, pass out a chunk of clay to each student.
10. Demonstrate how to make each part of Buddha.
  - a. Begin with his body. In many pictures, he has somewhat of a rectangular but rounded body. Have students create this shape giving it enough of a base to sit up.
  - b. Next, tear off two chunks. Roll them to make legs. The top of the roll should be thicker than the bottom.
  - c. Have them attach the thicker parts to the base of the body and then bend the legs over one another so that it looks like his legs are crossed.
  - d. Next, tear off two more chunks for the arms. Roll them just as you did the legs and then attach them at each side.
  - e. Next, make a neck.
  - f. Last is the head. Make a ball to attach to the neck. Using a pencil, have the student poke eyes in the head and then draw a nose and mouth.
  - g. Using the pencil, have them initial the backside of their Buddha.
11. Collect them and set them in the same drying area where you had the maps.
12. Last, have students get out their Rig Vedas and share the traditions they wrote down for weddings.
13. Pass out the song lyrics and have them cut out and glue them down in their books. Pass out Appendix G and review the questions that were assigned last night for homework.
14. Assign questions 2, 6 and 7. Tell them that these questions will be reviewed and graded tomorrow.

E. *Assessment/Evaluation*

1. Grade study guide questions tomorrow.

**Lesson Four: King Asoka (approximately 30 – 40 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students understand the historical development of religions and philosophies.
  - b. Students understand how societies have been affected by religions and philosophies.
2. Lesson Content
  - a. King Asoka (also spelled Ashoka)
3. Skill Objective(s)
  - a. Students will understand how Buddhism spread throughout India.

B. *Materials*

1. *The Wheel of King Asoka* by Ashok Davar (Lesson Four)
2. Water bottles (four per student)
3. 9" X 12" dark yellow construction paper (four pieces per student)
4. Brown construction paper circles (four per student)
5. Brown yarn (four feet per student)
6. Styrofoam balls (four per student)
7. Dark yellow spray paint (two cans)
8. Black felt triangles (four per student)
9. Medium sized google eyes (eight per student)
10. Black markers (six-nine, one per group of three students)
11. Red markers (six-nine, one per group of three students)
12. Scrap construction paper (one piece per student)
13. Gallon sized baggies (one per student)
14. Tacky Craft glue (four bottles)
15. Scissors (one pair per student)

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. Before you begin –
  - a. Before you start this unit, send out a letter asking parents to save similarly sized disposable water bottles explaining that a craft project will be done where each student will need four each.
  - b. Using 9" X 12", brown construction paper, trace circles onto each half using a bowl making enough so that each student will have four. Trace a smaller circle within that one. (This will make a ring to go around the Styrofoam ball for lions' manes.) Then send them home with a student for a parent to cut out. Make sure you give them a deadline on when to return them.
  - c. Send the brown yarn home with another student and a note explaining that each student will need four feet of yarn. The four feet should be cut into individual one-foot strips.
  - d. Split the Styrofoam balls into two groups that can be sent home to two families. Have them cut out a hole on the bottom about 1 1/2" in diameter. This will help the Styrofoam to fit snugly on the lid of the water bottle.
  - e. When you get the balls back send them home to different families along with a can of dark yellow spray paint and ask parents to spray each ball.
  - f. Cut out one black triangle for the nose of the lion that will be placed on the Styrofoam ball. Send it home along with the remaining black felt for

- a parent to cut out additional noses. Make sure to give them a number that will be sure to give each student four noses.
- g. Once you have all of the individual pieces back, place the following into a baggie for each student: four Styrofoam balls, four brown circles, four strings of yarn, eight google eyes, and four felt noses.
  - h. If the water bottles fit, include those as well.
2. Begin today's lesson reviewing what students learned about Buddhism yesterday.
    - a. Prince Siddhartha Gautama who later became know as Buddha or "the Enlightened One," spread the teachings of Buddhism.
    - b. He had lived a very sheltered life never having been exposed to disease or death.
    - c. Buddhists do not believe in any god or gods; it is simply following a certain way to live your life.
  3. Next, tell them that there was a king in Ancient India who heard the teachings of Buddha, which changed his life, and he too set out to help spread the idea of Buddhism throughout India. His name was King Asoka.
  4. Read the book, *The Wheel of King Asoka*.
  5. When you have completed the reading, call on students to summarize the main ideas in the story.
  6. Explain that the symbol on the last page of the book is of the Sarnath Lions. The four heads represent the four cardinal directions (N, S, E and W) that the lions' roars can be heard in. Their roars help King Asoka carry the message of Buddha to all of India.
  7. Tell them that today they are going to make their own Sarnath Lions.
  8. Have a student pass out a baggie to each student while you pass out four water bottles to each student. Tell them to leave all items in the baggies until they are asked to get something out.
  9. Next, as you have a student pass out a scrap piece of paper and you walk around and squeeze craft glue onto it, have students get out their own glue bottles and scissors. (They will use the scrap paper of craft glue to dip their pieces into for the face.)
  10. Have students get out one string of brown yarn and cut it into smaller pieces to make a mane. As they do this, pass out four pieces of yellow construction paper to each student. Direct them to use their own glue to glue down the yarn pieces onto the middle of the yellow construction paper in the shape of a lion's mane. Show them an example. Make sure their paper is lying horizontally. Once they have one done, have them do the same using one brown piece of yarn and one piece of yellow construction paper at a time.
  11. Next, have them wrap each piece of construction paper around the water bottle and glue it closed at the back.
  12. Next, have them get out one Styrofoam ball, one felt nose and two google eyes. Explain that the hole in the ball is the bottom of the head. Have them dip each piece of the face into the craft glue and place it accordingly. Have them do the same with each remaining ball and face pieces. Tell them that as they are finishing each face, you are going to pass around a black and red marker to draw the mouth onto the face. Show students on the board what that will look like. (If you'd rather you could walk around and do it for them or have it already done ahead of time.)
  13. Next, have them get out the four brown circles which make the mane around the face. Show them how to slip it on the front.
  14. Last, show them how to place the Styrofoam ball on the top of the water bottle.

15. Once they have finished, have them write their initials using their pencils on the back of each lion. Collect them so that you can hot glue them together after school making the rounded shape of the statue.
  16. Pass back tomorrow.
  17. If their Buddha statues have dried, send them home. Pass out Appendix G and review the questions that were assigned last night for homework.
  18. Assign question 8. Tell them that this question will be reviewed and graded tomorrow.
- E. *Assessment/Evaluation*
1. Collect and grade study guides tomorrow.

## VI. CULMINATING ACTIVITY

- A. You may want to give students an extra day to review and study their study guides. On the following day, pass out Appendix I, the Ancient India Test. Collect and grade using the key given in Appendix J. All points have been listed in the key for you.

## VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Parent Letter
- B. Appendix B: India Map and Key
- C. Appendix C: World Map
- D. Appendix D: Hindu Gods
- E. Appendix E: How to Put Your Rig Veda Together
- F. Appendix F: Rig Veda Pages
- G. Appendix G: Ancient India Study Guide
- H. Appendix H: Study Guide Key
- I. Appendix I: Ancient India Test
- J. Appendix J: Test Key

## VIII. BIBLIOGRAPHY

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**Appendix A**  
**Parent Letter**

Dear Parents,

We are beginning a new unit in which we will learn about Ancient India.

Last year, in 1<sup>st</sup> grade, your child had the opportunity to learn about a few religions that are practiced around the world (Judaism, Christianity and Islam). During this unit, your child will again be exposed to different religions that are practiced in India (Hinduism and Buddhism). We will briefly touch on these religions while comparing them to those your child has already learned.

We would like to explain that we are merely teaching this as an exposure to other cultures in the world and how they have been influenced by other groups. In no way are we promoting the practice of any of these religions.

Part of understanding a culture comes from understanding their beliefs and practices that help make us all well rounded, educated people. However should you feel that your child not be introduced to these topics or concepts, please let us know so that other arrangements can be made for your child during our study.

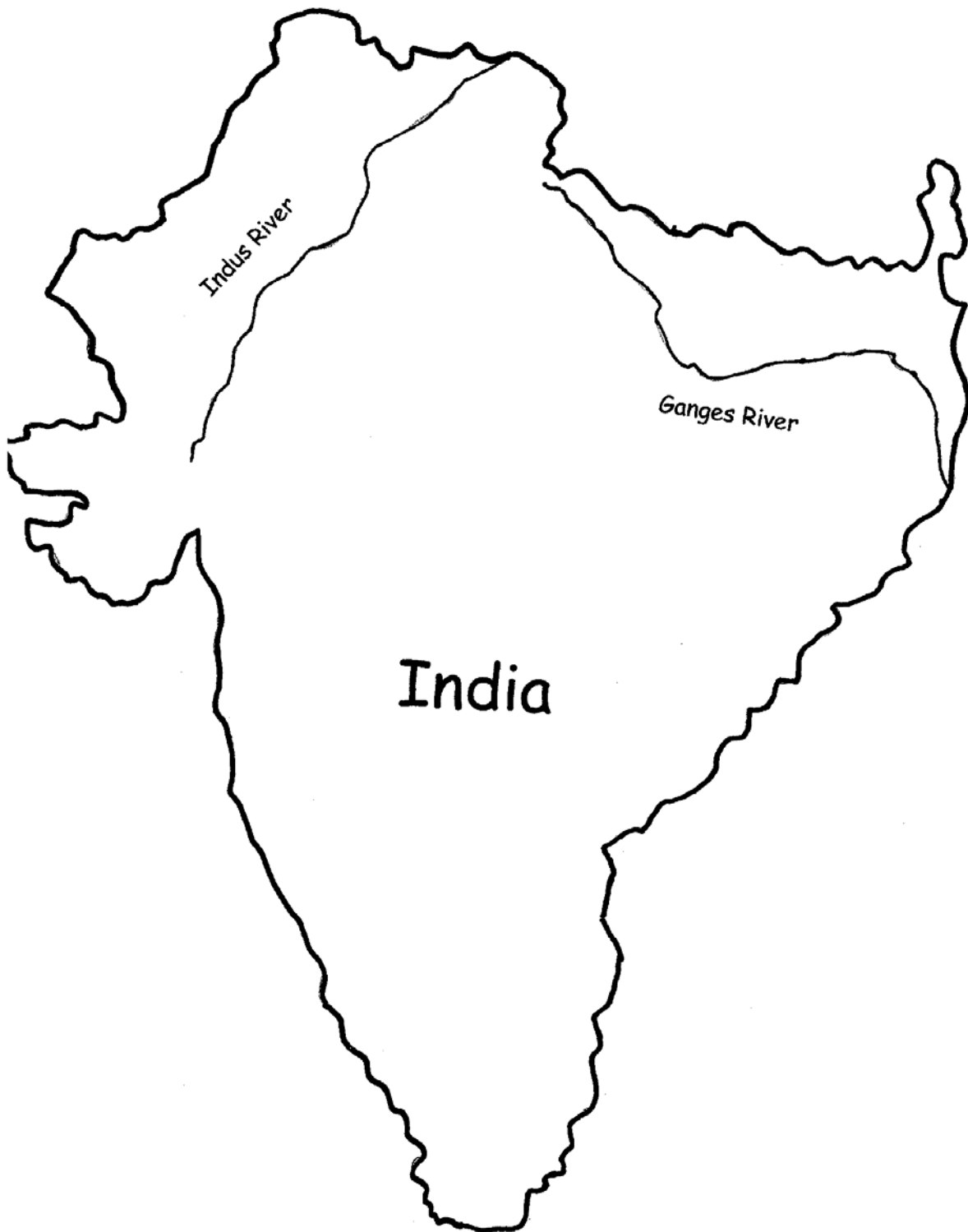
Sincerely,

The Second Grade Team

Appendix B, page 1  
**India Map**



Appendix B, page 2  
**India Map Key**



## Appendix C World Map



# Hindu Gods

Hindus believe in many gods however, they worship three main gods. They are Brahma, Vishnu and Shiva. Each has its own purpose or role in Hinduism.

## Brahma

Brahma is believed to have created the universe.

## Vishnu

Vishnu is considered the one to keep harmony in the universe or to protect it. In order for Vishnu to keep order, worshipers must know the difference between right and wrong and live good lives.

## Shiva

Shiva is the god of destruction and new life.

## Appendix E

# How to Put Your Rig Veda Together

Run off all of Appendix F so that you have an original copy.

Appendix F, page 1 will be the first page with the backside being completely blank.

Next, run off Appendix F, page 2 and F, page 3 front to back.

Then run off Appendix F, page 4 and F, page 5 front to back.

Next, stack the copies so that Appendix F, page 1 is on top, next is Appendix F, page 2, then Appendix F, page 4.

Once you have your copies stacked correctly, white out the words Appendix F, page \_.

Next, make enough copies for each student in your class.

Then fold the book in half and saddle staple it.

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# *Rig Veda*

# Birthday Traditions

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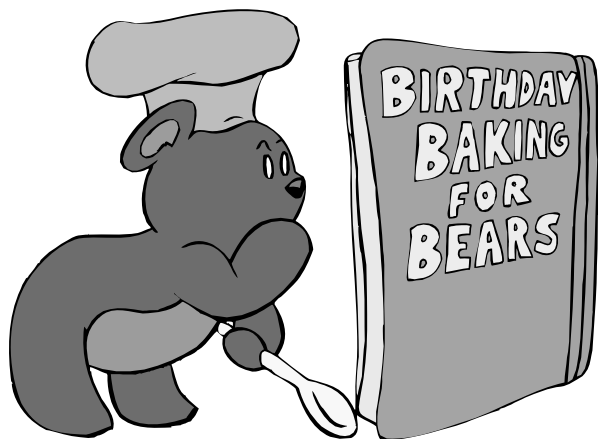
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# Wedding Traditions

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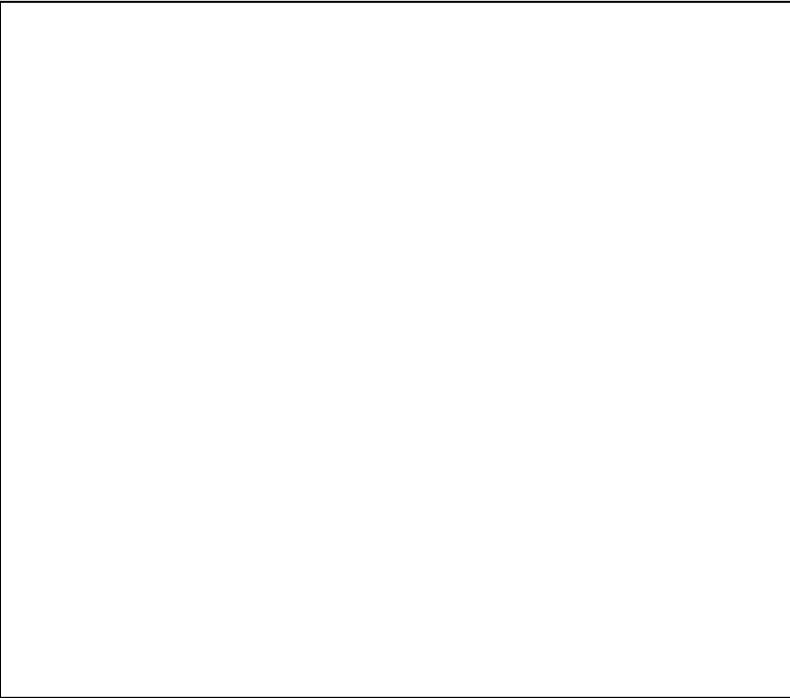


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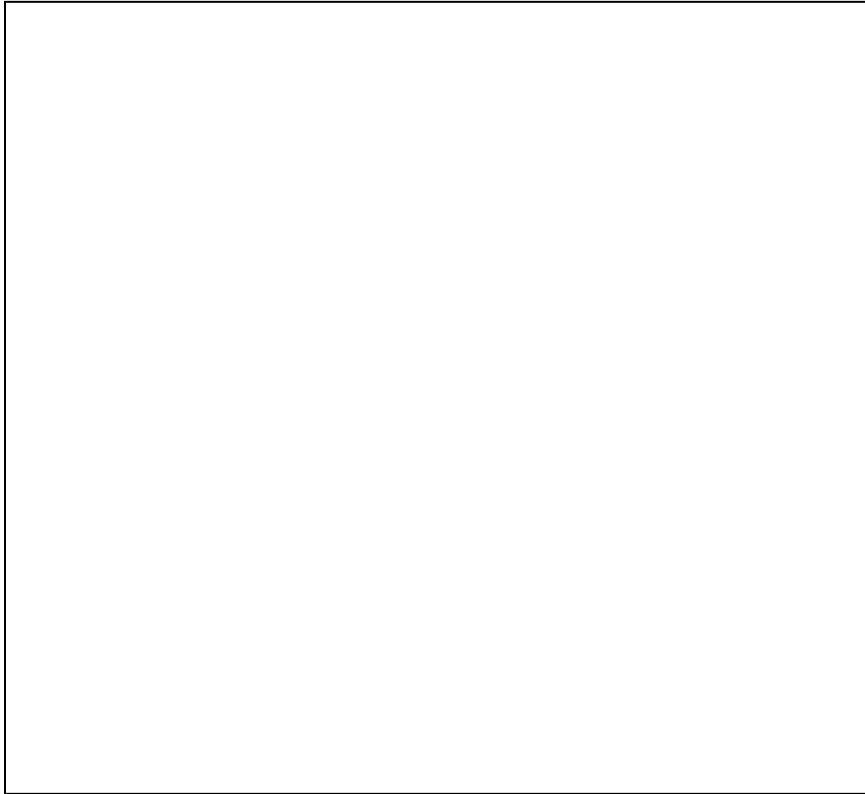


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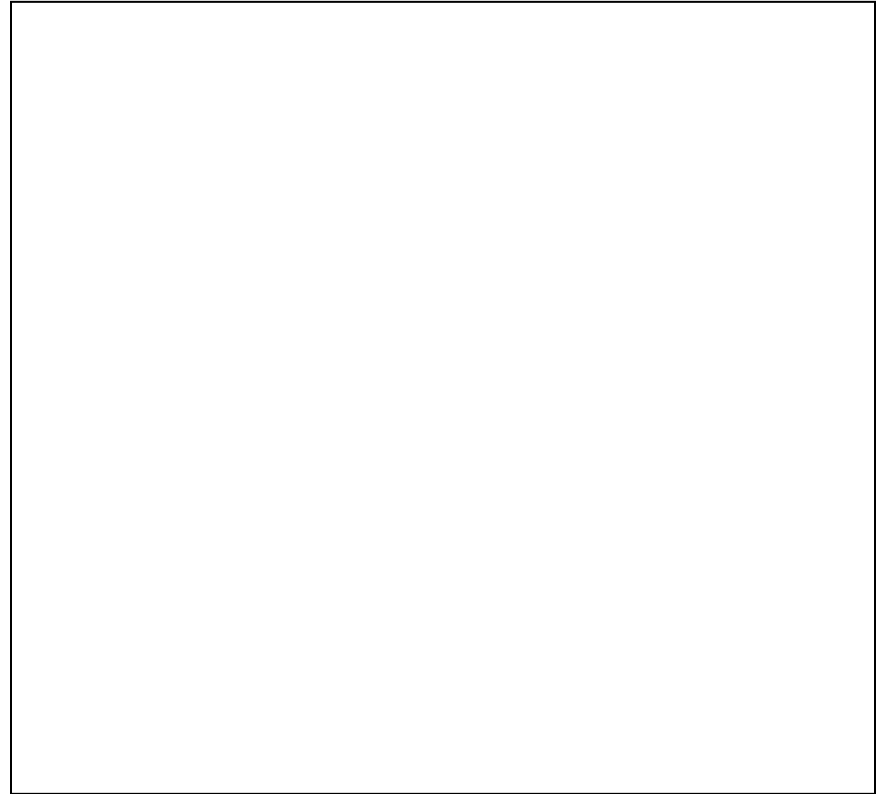
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**Appendix F, page 5**



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# Ancient India Study Guide

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Label the two rivers on the map of India.



2. What are the two main religions practiced in India?

\_\_\_\_\_

3. How is the Hinduism religion's worship of gods different from that of other religions you studied in 1<sup>st</sup> grade?

\_\_\_\_\_

4. What is the name of one of their holy books? \_\_\_\_\_

5. What are the names of the three main gods they worship?

\_\_\_\_\_

**Appendix G, page 2**

6. What is the name of the prince who spread and taught the religion of Buddhism?

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7. How is Buddhism different from Hinduism?

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8. What is the name of the king who became a follower of Buddhism and then helped to spread its teachings?

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Appendix H

**Study Guide Key**

1. Label the two rivers on the map of India.

See Appendix B, page 2 for map answers. **(2 points)**

2. What are the two main religions practiced in India? **(2 points)**

\_\_\_\_\_Hinduism\_\_\_\_\_                      \_\_\_\_\_Buddhism\_\_\_\_\_

3. How is the Hinduism religion's worship of gods different from that of other religions you studied in 1<sup>st</sup> grade? **(1 point)**

\_\_\_\_\_They worship many gods rather than just one.\_\_\_\_\_

4. What is the name of one of their holy books? **(1 point)**    \_\_\_The Rig Veda\_\_\_\_\_

5. What are the names of the three main gods they worship? **(3 points)**

\_\_\_\_\_Brahma\_\_\_\_\_                      \_\_\_\_\_Vishnu\_\_\_\_\_                      \_\_\_\_\_Shiva\_\_\_\_\_

6. What is the name of the prince who spread and taught the religion of Buddhism?

\_\_\_\_\_Prince Siddartha Gautama\_\_\_\_\_ **(1 point)**

7. How is Buddhism different from Hinduism? **(1 point)**

Buddhists don't worship any god; they just follow the teachings of one man.

8. What is the name of the king who became a follower of Buddhism and then helped to spread its teachings? **(1 point)**

\_\_\_\_\_King Asoka\_\_\_\_\_

**Total Points \_\_\_\_\_ / 12**

## Ancient India Test

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Label the two rivers we studied about on the map of India.



2. Name the two main religions in India.

\_\_\_\_\_

True/False Write T if the statement is True. Write F if it is False. If the statement is false rewrite it so that it is true.

3. \_\_\_\_\_ Prince Siddartha taught others about Hinduism.

4. \_\_\_\_\_ Hindus believe in one god.

**Appendix I, page 2**

5. \_\_\_\_\_ The three main gods of Hinduism are Brahma, Vishnu and Shiva.
  
6. \_\_\_\_\_ Buddhists do not believe in a god.
  
7. \_\_\_\_\_ Ancient Indian people first practiced and have always practiced Hinduism.
  
8. \_\_\_\_\_ King Asoka was a follower of Hinduism.

Appendix J

Test Key

1. Label the two rivers we studied about on the map of India.

See appendix B2 for map answers. (2 points)

2. Name the two main religions in India. (2 points)

\_\_\_\_\_Hinduism\_\_\_\_\_      \_\_\_\_\_Buddhism\_\_\_\_\_

True/False Write T if the statement is True. Write F if it is False. If the statement is false rewrite it so that it is true. (10 points)

3. \_\_F\_\_ Prince Siddartha taught others about Hinduism.

Prince Siddartha taught others about **Buddhism**.

4. \_\_F\_\_ Hindus believe in one god.

Hindus believe in **many** gods.

5. \_\_T\_\_ The three main gods of Hinduism are Brahma, Vishnu and Shiva.

6. \_\_T\_\_ Buddhists do not believe in a god.

7. \_\_F\_\_ Ancient Indian people first practiced and have always practiced Hinduism.

**Ancient Indian people were forced to change their religion to Hinduism when the Aryans conquered their land.**

8. \_\_F\_\_ King Asoka was a follower of Hinduism.

King Asoka was a follower of **Buddhism**.

Total points \_\_\_\_\_ / 14 points