

GLOBAL HISTORY & GEOGRAPHY I Honors
CLASSICAL INDIA & HINDUISM ASSIGNMENTS

MR. REGAN

Date	Classwork	Homework
Mon. 10/7 <small>BOCES CONFERENCE</small>	Distribute New Unit Packet: Students work with new Unit packet and Google Presentation titled "Classical Civilizations Overview Google Presentation) found on the class web site to complete through p. 11 of the new unit packet	Complete through p. 11 of the new Unit Packet by Tues. 10/8.
Tues. 10/8	What was the geographic and historical context for the rise of classical civilizations in India?	Complete the Indian geography Writing assignment on p. 15 - 16 by Thurs. 10/10.
Wed. 10/9	NO SCHOOL -- RELIGIOUS HOLIDAY OBSERVANCE	
Thurs. 10/10	What are the major beliefs and practices of Hinduism?	Complete through p. 21 in the Unit Packet by Fri. 10/19.
Fri. 10/11	How does Hinduism impact the lives of Hindus? What is the role of the Caste System in India?	Complete the Unit Packet by Tues. 10/15. Prep for Hinduism & Caste System quiz on Tues. 10/15
Mon. 10/14	NO SCHOOL -- COLUMBUS DAY	
Tues. 10/15	Hinduism & Caste System quiz Turn - in Unit Packet Chrome Cart -- Work on MP # 1 Project	Continue Project research

What and when was the Classical Era? What makes a civilization "classical?" Where were the Classical civilizations located? How interconnected were classical civilizations?

Introduction

Directions: Complete the steps below, then answer the questions referring to your timeline.

Step 1: On the timeline below, place five major events that have happened in your life in chronological order.

Step 2: Next, break your timeline up into three *periods* of time. Label each *time period* (also known as *era* or *age*) with a name that describes what the events during that time have in common. For example you might label something as "Childhood" or "Living in Atlanta."

The Timeline of My Life



1. How did you determine which events to group together into a time period? Why did you choose the names you chose for each time period?
2. If you gave your timeline to someone else without the time periods marked, what other ways might they break up the events in your life into eras? How might their labels be different?

What is periodization?

Periodization is the process or study of dividing the past into periods of time and naming them

Sometimes when historians engage in *periodization*, the ways they divide up the time and the labels they give them has an effect on the way people think about that era and what happened during it.

What and when was the Classical Era? What makes a civilization “classical”?

Directions: Examine the text, timeline, and images below having to do with the Classical Era, then respond to the accompanying prompts.

2

The time period you will study in Unit 3 is known the

“Classical Age”
“The Classical Era”
“The Classical Period”
“The Age of Classical Civilizations”

1. What do the words “Classic” and “Classical” make you think of?

Classical Era/Period/Age (600 BCE- 900 CE)

Period of time in which complex civilizations expanded to establish large *land empires* and were more *interconnected through trade* than earlier civilizations. These civilizations made great contributions to our collective learning as a result of *golden ages* marked by prosperity. Most of the *major belief systems* that still impact our world were established during this time.

2. Circle the words or phrases in the definition to the right that you do not know or are confused by.

3. Based on the definition to the right, why do you think we study the Classical Era?

Timeline of Human History

Ancient History	Classical Era	Post-Classical Era	Early Modern Period	Late Modern Period
10,000 BCE- 630 C.E.	600 BCE- 900 CE	476- 1500 CE	1400- 1800 CE	1800- Present

4. Based on the timeline above, what time period did the Neolithic Revolution and establishment of the first civilizations take place?

3

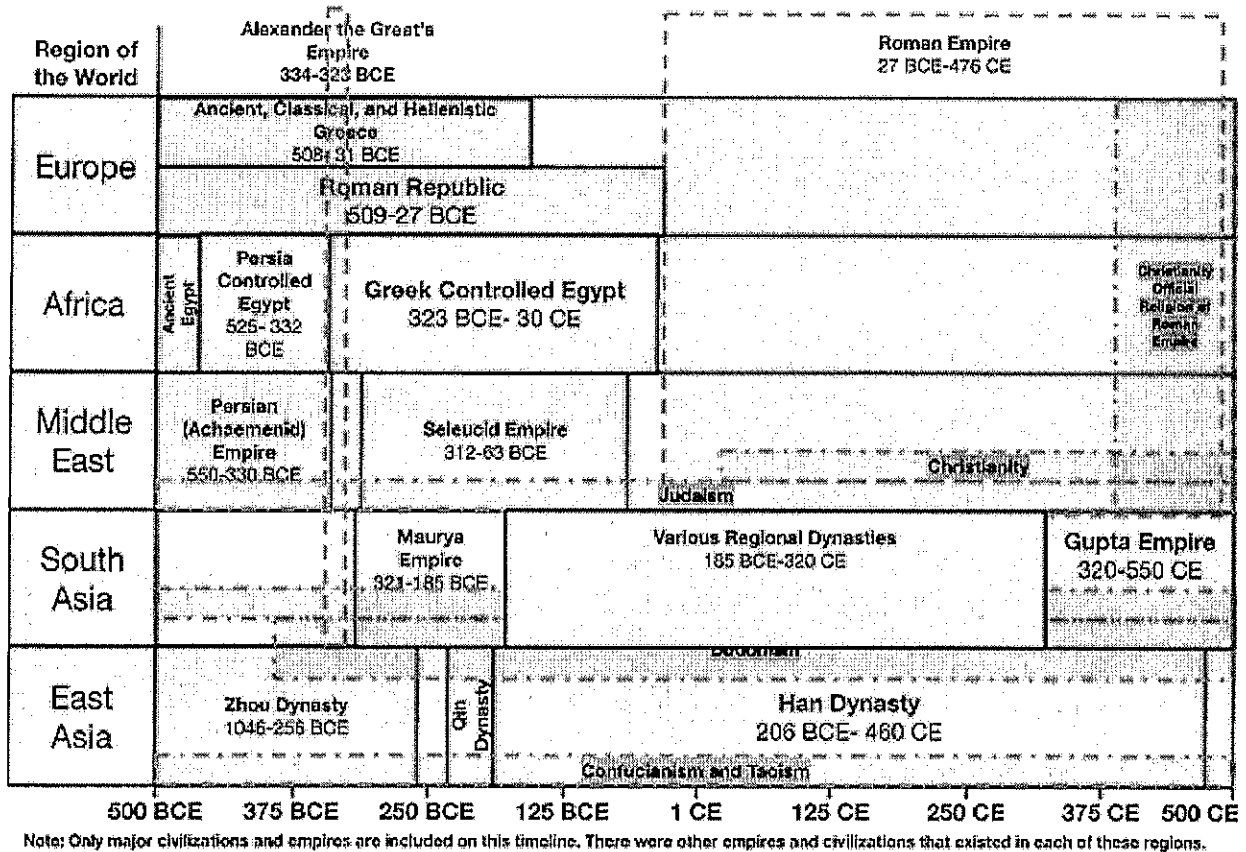
5. Based on the timeline above, during which years did all of the Classical Civilizations exist?

6. In this Unit you will study the Classical Era, based on the timeline above, what period will you study in Unit 4.

Slides # 1 & 2 -- View the images on the screen, each of which comes from Classical Civilizations you will study in this unit.

Analyzing the Timeline of the Classical Period

Directions: Examine the timeline and use it to answer the questions on the following page.



1. When does this timeline start? When does it end?
2. Why do you think Alexander the Great's Empire and the Roman Empire appear in multiple rows of the timeline?
3. The Han Dynasty ruled China for more than 600 years. List the other dynasties and empires that existed at the same time and what region of the world they were in.

Dynasty or Empire that Existed During the Han Dynasty	Region of the World it Existed In
Europe	

Africa	
Middle East	
South Asia	

Where were classical civilizations located?

5

Classical Era/Period/Age (600 BCE- 900 CE)

Period of time in which complex civilizations expanded to establish large *land empires* and were more *interconnected through trade* than earlier civilizations. These civilizations made great contributions to our collective learning as a result of *golden ages* marked by prosperity. Most of the *major belief systems* that still impact our world were established during this time.

Mapping the Classical Civilizations

Directions: After viewing the maps on the screen, answer the questions that accompany each map.

Slide # 3 -- Map #1: Classical Civilizations in 500 BCE

1. Which continent was the Zhou Dynasty located on? _____
2. Which civilization controlled the greatest amount of land in 500 BCE? Which region was it located in? _____
3. Which two civilizations labeled on the map were closest to the Greek City States in 500 BCE?

Slide # 4 -- Map #2: Classical Civilizations in 200 BCE

1. Which continent was the Han Dynasty on? Which dynasty was in a similar location 300 years before? _____
2. Which group was in control of most of South Asia around 200 BCE? _____

3. Looking at Map #1 and #2, how did the Roman civilization change between 500 BCE and 200 BCE? _____

Slide # 5 -- Map #3: Classical Civilizations in 200 CE

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1. Which two civilizations controlled the greatest amount of land in 200 CE? _____

2. Identify the *three* continents that the Roman Empire controlled land on.
-

3. What changed in South Asia between 200 BCE and 200 CE? Why do you think this change took place?
-
-

Slide # 6 -- Map #4: Classical Civilizations in 500 CE

1. Which civilization had control of most of South Asia in 500 CE? _____

2. To travel from the Eastern Roman Empire to the Persian Empire in which direction would a Merchant have to go? _____

3. Looking at Map #3 and Map #4, what changed in Europe and East Asia between 200 CE and 500 CE?
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-

Slide # 7 -- Based on the map on the screen, describe the land and location that each empire controlled.

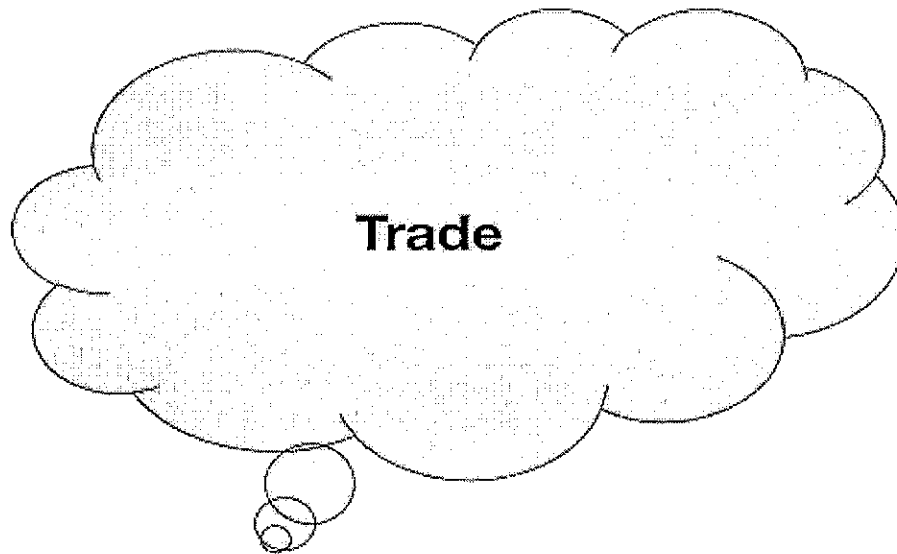
Empire	Relative Location of Empire & Description of Land Controlled
Gupta Empire	
Ancient Greece	
Maurya Empire	

Han Empire	
Roman Empire	

Introduction

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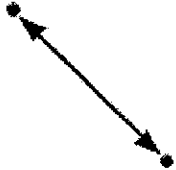
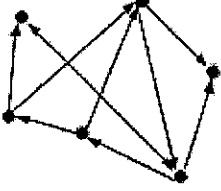
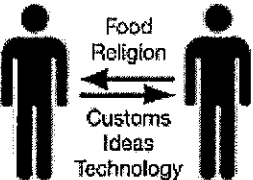
Directions: In the thought bubble below, write down at least *three* things you think of when you hear the word trade. These thoughts could include a definition, an example, a place where trade happens, something you have traded, etc.



Vocabulary Preview

Directions: Examine the images and read the definitions associated with each of the vocabulary words that will appear in this unit, then provide an example from your own life of each vocabulary word.

Vocabulary Word	Definition	Example From Your Life
Trade	(n.) the act of exchanging something for something else	

<p>Trade Route</p> 	<p>(n.) a path followed by people who trade with one another</p>	
<p>Trade Network</p> 	<p>(n.) a series of trade routes in one region connected together</p>	8
<p>Cultural Diffusion</p> 	<p>(n.) the exchange and spread of goods and ideas through contact between people from different cultures</p>	

Slide # 8 -- Trade in the Classical World

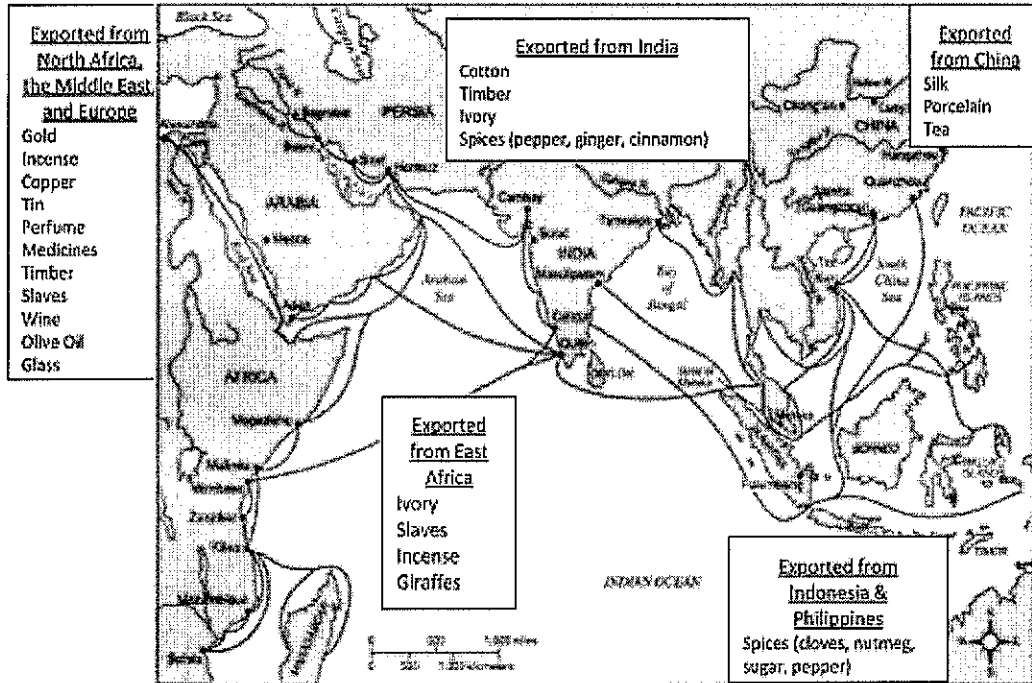
The map on the screen in the Google Presentation shows trade routes and trade networks that existed at the end of the Classical Era and continued to exist through the 15th century. The maps that follow this one focus in on some of the trade networks that are highlighted on the map.

Directions: Examine each of the following maps show trade routes and networks that developed during the Classical Era.

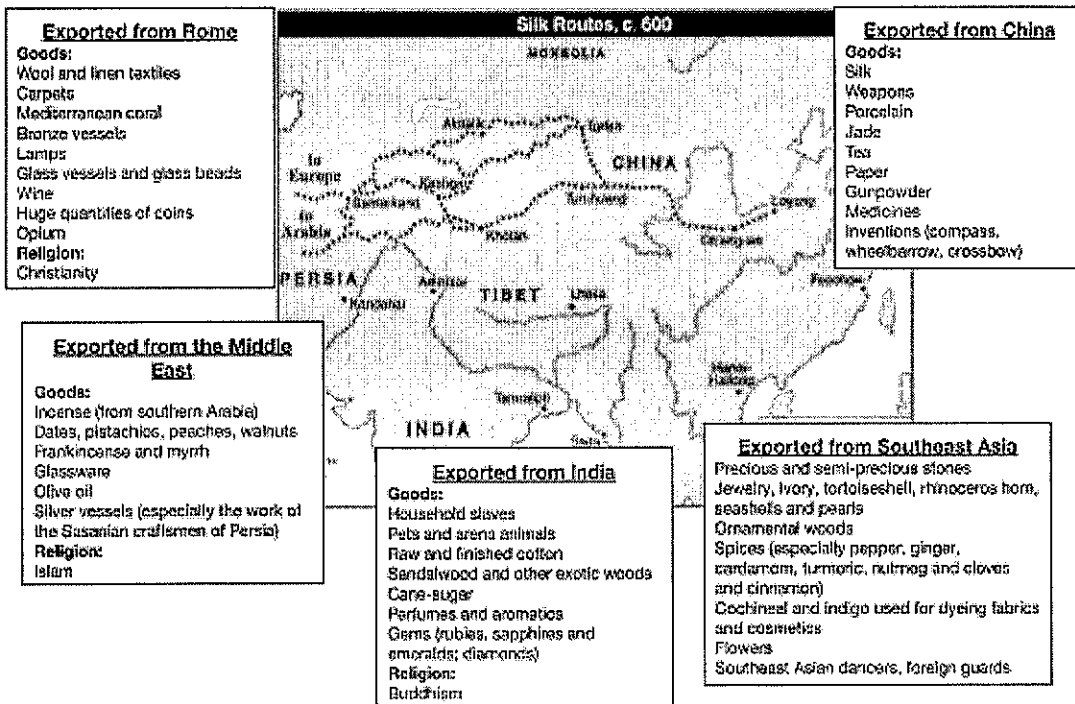
Slide # 8 -- Major World Trade Routes in the 15th Century

Trade Routes in the Indian Ocean, ca. AD 500–1000

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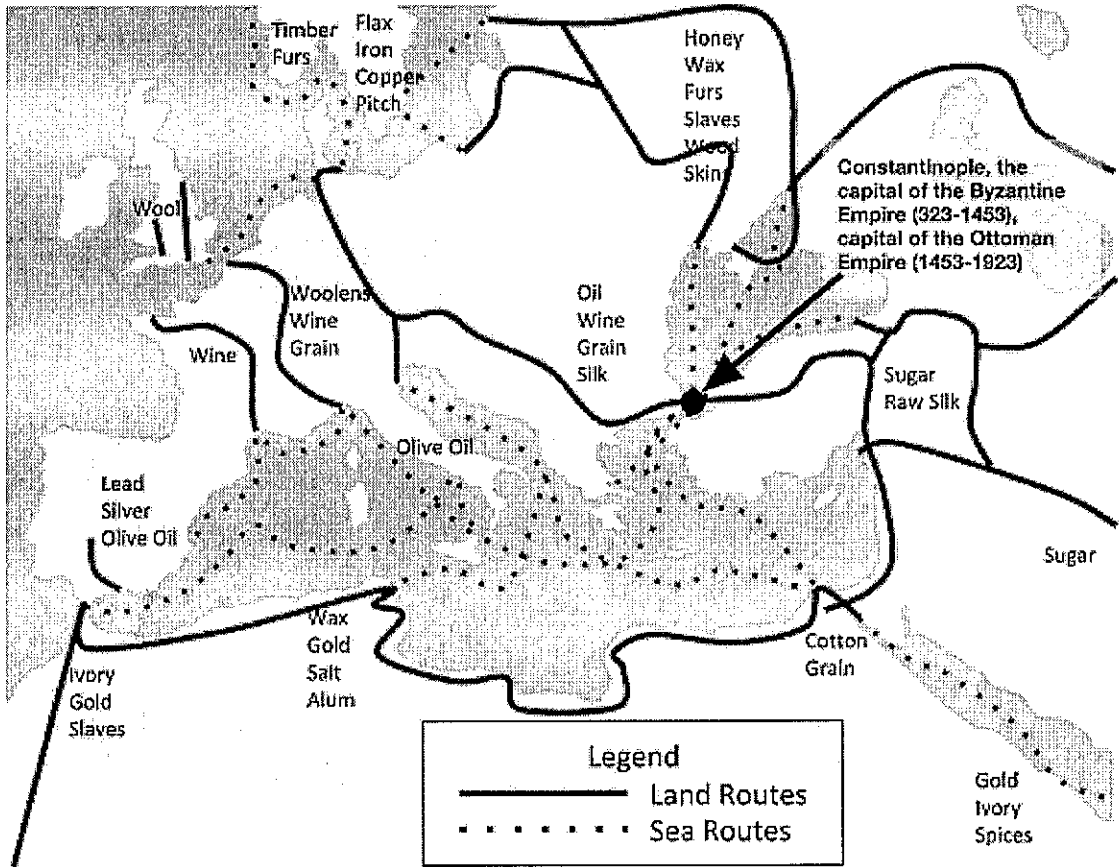


Silk Road Routes



Mediterranean Sea Complex

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How interconnected were Classical Civilizations?

Directions: Based on what you have learned about trade routes and networks during the Classical Era, complete the prompts below.

In 8 - 10 sentences, describe *how interconnected the world was at the end of the Classical Era* by explaining which regions of the world were connected and through which trade networks they had communication. Use specific evidence from the maps you have examined on the previous pages and from **Slide # 8** of the Google Presentation, as well as your knowledge of history.

What was the geographic and historical context for the rise of classical civilizations in India? What are the major beliefs and practices of Hinduism? How does Hinduism impact the lives of Hindus?

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Slide # 1 -- Do Now: Introduction

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

India

What do you already know about India?	What do you want to know about India?

Slide # 2 -- India's Location and Geography

Directions: Examine the map on the screen & read the brief description of India's geography, then answer the questions that follow.

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

Slide # 3 -- The South Asian **monsoon** is a system of winds that reverse direction at roughly the same time every year. As they move up and down the Indian subcontinent, these winds carry fresh water to hundreds of millions of farmers. Consequently, the usually highly predictable monsoon rains are the lifeblood of agriculture throughout the Indian subcontinent. The monsoon has two phases. The first carries moisture from the Arabian Sea up through the Indian subcontinent. It begins in June and covers most of India with rain until September. In late

September, these winds reach the Himalayas and make an abrupt about-face. From late October to December, the monsoon glides back down over the subcontinent on its way to the Indian Ocean.

India's many regions have very different climates. The **Himalaya Mountains**, the world's tallest mountain range, are in the north. The Deccan Plateau is an area of high altitude with hardy plant life.

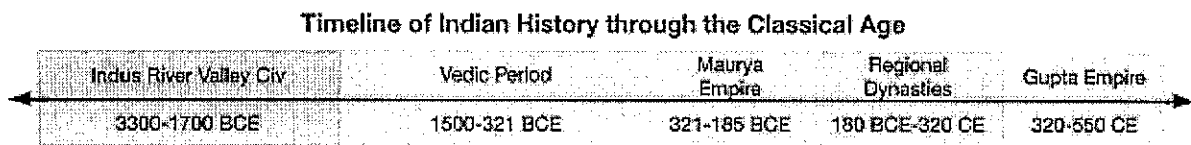
Finally, the **Indo-Gangetic Plain** is home to India's most important rivers, the Indus River & the Ganges River. It is a vast area of fertile soil where many of India's civilizations began.

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1. Which continent is India located on?
2. What is the name of the large mountain range to the northeast of India? How do you think the presence of that mountain range may have affected interaction between Indians and people from North or East of the mountain range?
3. Identify two rivers that are located in the Indo-Gangetic Plain.
4. Why do you think many of India's civilizations began in the Indo-Gangetic Plain?
5. Which bodies of water border India?

What led to the rise of Indus Valley civilizations?

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



The Indus Valley Civilization (3300-1700 BCE)

The first confirmed permanent settlements of humans in India appeared 9,000 years ago and by 5100 B.C.E., people in the Indus Valley were farming and establishing permanent settlements.

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

Vedic Civilization and Hinduism (1500 BCE- 320 BCE)

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

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

The Mahajanapadas

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

Buddhism

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

Source: Adapted from "India." New World Encyclopedia.
<http://www.newworldencyclopedia.org/entry/India>

1. Which historical turning point led to the creation of permanent settlements in India?
2. Where did the first civilization in India develop? Why did it develop there?
3. What made Harappa and Mohenjo-Daro "sophisticated"?

Slide # 4 -- Do Now: Directions: Examine the images on the screen and answer the questions below.

1. List three things you notice about these images related to Hinduism that interests you.
2. Based on your observations, predict two things you think you will learn about Hinduism.

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What is Hinduism?

Hinduism is a belief system that originated in the **Indus River Valley**. There is **no Single founder** or date of the belief system's creation because it is based on the beliefs and practices of a diverse group of people who added to the religion over thousands of years.

Hinduism's sacred text is **the Vedas**, a collection of hymns and ritual texts that were compiled over a long period of time from different authors.

Hinduism is followed by the majority of people in **India** and Nepal, but it also exists among significant populations outside of the sub continent and has over 900 million followers worldwide.

Since Hinduism has been compiled from so many different belief systems throughout its history, some people refer to it as 'a way of life' or 'a family of religions' rather than a single religion. There are, however, some unifying concepts:

- **Brahman**
- **Reincarnation**
- **Caste**
- **Dharma**
- **Karma**

Moral Code of Ethical Conduct

In your own words, what is a **moral code of ethical conduct**? Hint: The Ten Commandments is an example of a moral code of ethical conduct from your study of Judaism.

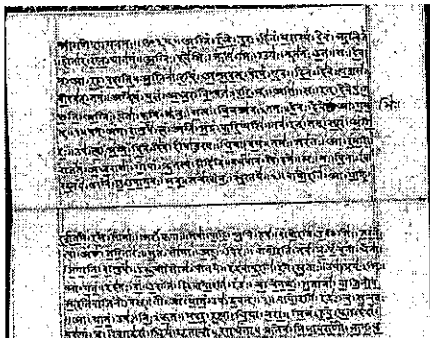
18

Slide # 5 -- What are the major beliefs and practices of Hinduism?

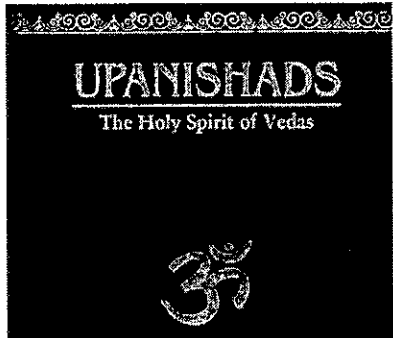
The Sacred Books of Hinduism

Watch an excerpt from *Hinduism Today's* "Introduction to Hinduism" (5:31 - 8:40) and read the descriptions of Hindu sacred texts below, then answer the questions that follow.

Rig Veda	The Upanishads	Mahabharata and Bhagavad Gita
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Rig Veda in Sanskrit on paper, India, early 19th c. S



Cover of a modern publication of the Upanishads.

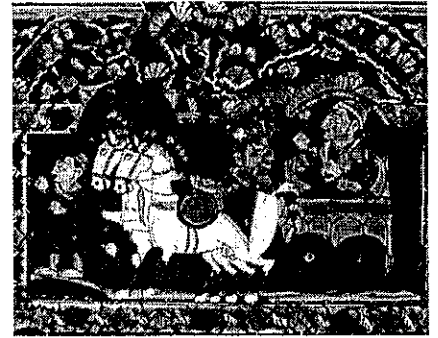


Illustration of Krishna and Arjun on the chariot, Mahabharata, 18th-19th century, India.

The Vedas are the most sacred texts in Hinduism. The **Rig Veda** is the oldest of the Vedas. It was written in Sanskrit at least 6,000 years ago. Vedic hymns (religious songs written in a Veda) praise god, gods, and goddesses and describe a powerful and spiritual people, their clans, kings and emperors, fights, battles, and way of life. Originally, these thousands of hymns were not written down but memorized. Even today there are priests who can chant from memory as many as 10,500 verses which takes 50 hours.

The **Upanishads** are sections of the Vedas that deal with philosophy, meditation, and the nature of God; they form the core spiritual thought of Vedantic Hinduism. They are a compilation of dialogues, monologues and anecdotes composed by multiple authors, which contain the foundations for most of the later philosophies and religions of India. According to tradition, there are over two hundred *Upanishads*.

The *Mahabharata* is the world's longest epic. It is about a massive war in ancient India between cousins fighting for the throne of a great kingdom. A central episode called **Bhagavata Gita** is a dialogue between commander Arjuna and Lord Krishna on the day of the battle. The Mahabharata remains one of the most widespread scriptures in the world with its dominant message of justice. Hindu sacred music, dance, drama, and the arts draw heavily on these two literary epics.

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1. When was the Rig Veda written?
2. Before the Rig Veda was written down, how were the stories in it passed from generation to generation?
3. As a source, why might a historian question the reliability of the Rig Veda as a historical document?
4. The Rig Veda, Mahabharata, Bhagavata Gita and sacred texts from many other belief systems tell stories about gods and their interactions with each other and humans. What do you think the purpose of these types of stories are?

Slides # 6 & 7 -- Core Beliefs and Practices of Hinduism

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

1. Hindu Concept of God(s)

- Hinduism is considered a polytheistic religion, but it is more complex than that.
- It is estimated that Hinduism includes more than 33,000 deities (gods).
- Each god has its own story, personality, and responsibilities. For example: See Slide # 7 for 3 of the main gods
- Though there are many gods, they are seen by many Hindus as different forms of the same god, called the “ultimate reality,” or *Brahman*. Because of this, some people consider Hinduism to be a monotheistic religion. See the statue of Vishnu on the screen & read the caption.

Why do some consider Hinduism a polytheistic belief system?

Why do some consider Hinduism a monotheistic belief system?

Slide # 8 -- Reincarnation, Caste, Dharma, and Karma

Reincarnation

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

Caste

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

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

Dharma

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

Karma

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

Directions: Using the notes on the previous page and the word bank provided, fill in the blanks in the paragraph below.

Untouchables	Brahmins	Vaisyas	Kshatriyas
merchants	caste(s)	Sudras	priests
unclean	dharma	karma	lower
reincarnation	Dalit	moksha	bad

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

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

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

Do Now: Directions: Answer the questions below and prepare to share your response with the class.



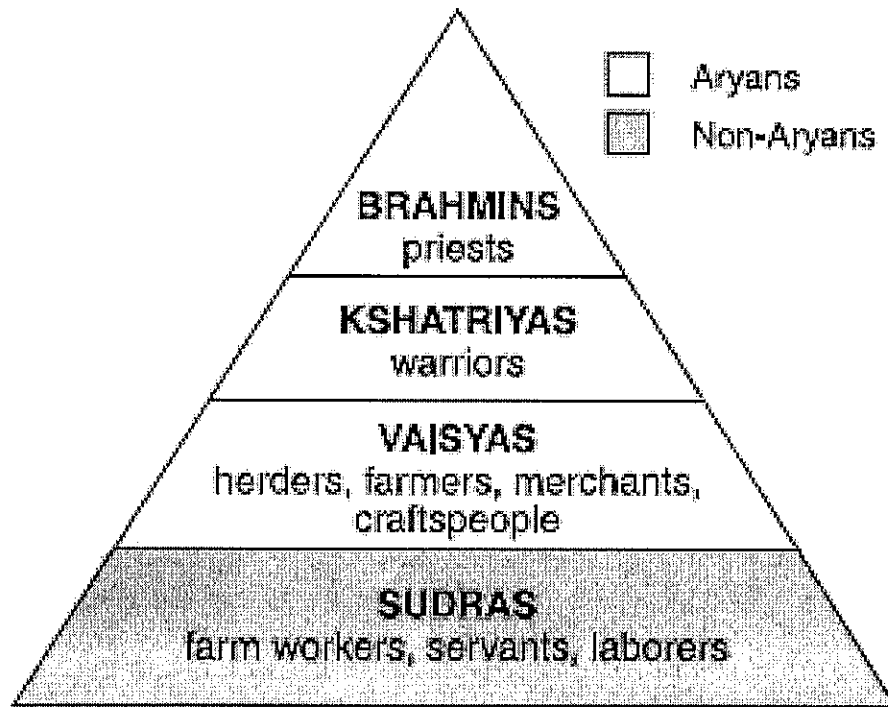
22

How is a person's class determined in the United States?

If you want to move into a higher class in the United States, can you do it? How?

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

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



Source: *Guide to the Essentials of World History*,
Prentice Hall, 1999 (adapted)

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

Read The Original Source Text: The *Bhagavad Gita*

Introduction

In the following excerpt from the *Bhagavad Gita*, there are two characters. One is named Arjuna. He is a warrior from the Kshatriya caste. His dharma [duty] as a member of that caste is to rule and to fight, but he does not want to fight in the battle he faces because he will have to fight against members of his own family and he does not want to cause them any more suffering. To encourage Arjuna to fulfill his dharma, the Hindu god, *Vishnu*, takes the form of a human and comes to Earth. Vishnu, who is the speaker in this text, then explains the importance of caste-duty, telling Arjuna that he must fight.

... The fourfold division of castes was created by me [Vishnu] according to the apportionment [distribution] of qualities and duties The duties of Brâhmins, Kshatriyas, and Vaisyas, and of Sûdras, too...are distinguished according to the qualities born of nature. (1) Tranquillity, restraint of the senses, penance, purity, forgiveness, straightforwardness, also knowledge, experience, and belief (in a future world), this is the natural duty of Brâhmins. Valour, glory,

courage, dexterity, not slinking away from battle, gifts, exercise of lordly power, this is the natural duty of Kshatriyas. Agriculture, tending cattle, trade, (this) is the natural duty of Vaisyas, And the natural duty of Sûdras, too, consists in service.

(Every) man intent on his own respective duties obtains perfection. Listen, now, how one intent on one's own duty obtains perfection. Worshipping, by (the performance of) his own duty, him from whom all things proceed, and by whom all this is permeated, a man obtains perfection. One's duty, though defective, is better than another's duty well performed. Performing the duty prescribed by nature, one does not incur sin.... one should not abandon a natural duty though tainted with evil; for all actions are enveloped by evil, as fire by smoke.

Source: Kashinath Trimbak Telang, M. A., Trans. (1882). The Bhagavadgita. In F.M. Mueller (Ed.), The Sacred Books of the East (Vol. 8) (pp. 43-46; 48-49; 51-52; 59; 126-128). Oxford:

(1) The people in each caste have a duty they are responsible for. If one complete's their duty, they will have good karma, and receive a better incarnation in the next life. Brahmins teach and are responsible for religious ceremonies, Kshatriyas rule and fight, Vaisyas work, and Sudras serve.

1. According to Vishnu, how have the “duties of Brahmins, Kshatriyas, and Vaisyas, and of Sûdras been determined?
2. List three qualities or duties of each of the following castes as described by Vishnu.

Brahmins	Kshatriyas	Vaisyas	Sudras

3. According to Vishnu, if one wanted to “obtain perfection,” how could they do that?
4. Explain what Vishnu means when he states “One's duty, though defective, is better than another's duty well performed. Performing the duty prescribed by nature, one does not incur sin...”

5. If a Kshatriya, like Arjuna, followed all of Vishnu's advice, how would he live his life? What would be his reward?

Slide # 9 -- The Untouchables.

As you watch the video on The Untouchables in India, answer the questions below.

1. What types of jobs do the Untouchables in this video perform?
2. Where do they live?
3. How are the Untouchables treated by people born into higher castes?
4. What steps have been taken to stop discrimination against the Untouchables and improve their way of life? What have been the effects of these steps?
5. Why was it important that an upper caste man led the bull through the village during the ceremony at the end of the video?

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Supporting Question: How does Hinduism & the caste system impact the lives of Hindus?

In 6 - 8 sentences, Explain how Hinduism and the caste system are directly interrelated by examining how Hinduism is both a belief system / religion and a way of life.

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