

# India, China, and the Americas

## Why It's Important

- India developed a system of numerals and advanced mathematics.
- The Chinese invention of paper changed how people record information.
- The Maya developed a complex civilization in the Americas.

c. 15,000 B.C.

Early India

Chapter 4

3000 B.C.

c. 3000 B.C.  
India's first civilization begins

2500 B.C.

c. 2300 B.C.  
Harappans begin to trade with Mesopotamians

2000 B.C.



◀ Harappan priest-king c. 2000 B.C.

Early China

Chapter 5

Early Chinese pottery c. 3000 B.C.



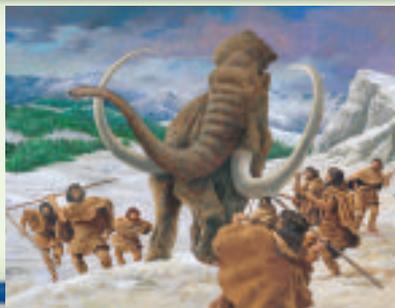
c. 3000 B.C.  
Neolithic pottery is produced in China

c. 2000 B.C.  
Xia dynasty is founded

Ancient Americas

Chapter 6

c. 15,000 B.C.  
First humans cross land bridge into North America



◀ Early humans hunting a woolly mammoth c. 10,000 B.C.

# Where in the World?



1500 B.C.

c. 1500 B.C.  
Aryans enter India

1000 B.C.

563 B.C.  
The Buddha is born in Nepal

500 B.C.

321 B.C.  
Mauryan dynasty founded

A.D. 1



A.D. 320  
Gupta empire founded

◀ Buddhist shrine in India c. 200 B.C.

c. 1750 B.C.  
Shang dynasty begins



◀ Bronze vessel from the Shang dynasty

551 B.C.  
Confucius is born

200 B.C.  
Silk Road established



c. 1200 B.C.  
Olmec Empire begins

▶ Olmec stone head



▶ Mayan figure

c. A.D. 500  
Height of Mayan power in Mesoamerica

# Unit

# 2

# Places to Locate

1

Hindu deity Siva



See Early India  
Chapter 4

NORTH  
AMERICA

2

Buddhist temple



See Early India  
Chapter 4

4  
5

SOUTH  
AMERICA

# People to Meet



**Siddhartha  
Gautama**  
c. 563–483 B.C.  
Founder of Buddhism  
Chapter 4, page 251



**Confucius**  
551–479 B.C.  
Chinese philosopher  
Chapter 5, page 289



**Chandragupta,  
Maurya**  
Ruled c. 321–298 B.C.  
Founder and king of  
Mauryan empire  
Chapter 4, page 261

EUROPE

ASIA

Indian Ocean

**3** Terra-cotta soldiers



See Early China  
Chapter 5

**4** Mayan god



See Ancient Americas  
Chapter 6

**5** Tikal



See Ancient Americas  
Chapter 6

2

1

3

5



**Asoka**

Ruled c. 273–232 B.C.  
Philosopher-king of India  
Chapter 4, page 263



**Qin Shihuangdi**

c. 259–210 B.C.  
Built the first Great Wall of China  
Chapter 5, page 297



**Jasaw Chan K'awiil I**

Ruled A.D. 682–734  
Mayan king  
Chapter 6, page 319

# Chapter

# 4

# Early India

David Cumming/CORBIS

The Hindu temple of Devi Jagadambika in Khajuraho, India ▼



NATIONAL GEOGRAPHIC

## Where & When?



2500 B.C.

c. 3000 B.C.  
India's early civilization begins

1500 B.C.

c. 1500 B.C.  
The Aryans arrive in India

500 B.C.

563 B.C.  
The Buddha is born

A.D. 500

A.D. 320  
The Gupta empire begins

CONTENTS

# The Big Ideas

## Section 1

### India's First Civilizations

**People's social status affects how they live.** The earliest Indian civilization developed on the Indus River. Later, the Aryans arrived in northern India. A social system that determined how people lived evolved.

## Section 2

### Hinduism and Buddhism

**Religion shapes how culture develops, just as culture shapes how religion develops.** India's two main religions were Hinduism and Buddhism. These two religions affected every aspect of people's lives.

## Section 3

### India's First Empires

**Civilizations are strengthened by a variety of advances.** Early India had two great empires: the Maurya and the Gupta. Both empires made advances in the arts, sciences, and math.

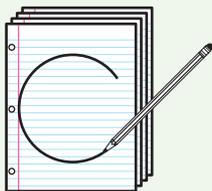


View the Chapter 4 video in the Glencoe Video Program.

## FOLDABLES™ Study Organizer

**Identifying** Make this foldable to help you identify and learn key terms.

**Step 1** Stack four sheets of paper, one on top of the other. On the top sheet of paper, draw a large circle.



**Step 2** With the papers still stacked, cut out all four circles at the same time.



**Step 3** Staple the paper circles together at one point around the edge.



**Step 4** Label the front circle as shown and take notes on the pages that open to the right.



**Reading and Writing**  
As you read the chapter, write the terms from Building Your Vocabulary in your foldable. Write a definition for each term. Then turn your foldable over (upside down) to write a short sentence using each term.

# Get Ready to Read

## Questioning



Reading  
Skill

### 1 Learn It!

One way to make sure you understand what you are reading is to ask questions of the text. Learn to ask good questions by using question starters such as *who*, *what*, *when*, *where*, *why*, and *how*. Think deeply about the main ideas, and ask questions such as "What would have happened if . . . ?"

An easy way to practice asking questions during reading is to turn the headings into questions. A heading that reads "China Reunites" can be turned into "How did China reunite?" The author has done this for you in some places in this chapter. When you turn the heading into a question, you can expect that it will be answered in the passage. Read the following passage from Section 2.

**Hinduism** (HIHN • doo • IH • zuhm) is one of the oldest religions in the world, and today it is the third largest. The basic principles of what is known today as Hinduism were already formulated by 1500 B.C. They are to be found in the four Vedas. The Aryans believed in many deities who controlled the forces of nature and governed society. We know about Aryan religion from their sacred hymns and poetry, especially their epics, or long poems.

— from page 247

### Reading Tip

Make studying like a game. Create questions and then read to find answers to your own questions.

Here are some questions you might ask about this paragraph:

- What is the oldest religion in the world?
- What is the largest religion in the world today?
- Who were the Aryans?

## 2 Practice It!

Read the following paragraph. Then answer these questions with a partner: **Who built India's first empire? What assistance was provided by Alexander the Great?**

India's first empire was founded by Chandragupta Maurya (CHUHN • druh • GUP • tuh MAH • oor • yuh). Chandragupta was an Indian prince who conquered a large area in the Ganges River valley soon after Alexander invaded western India. Alexander's invasion weakened many of India's kingdoms. After Alexander left, Chandragupta seized the opportunity to conquer and unite almost all of northern India.

—from page 260

### Read to Write

Write a *What If?* paragraph based on what you read in this chapter. For example, *what if* Alexander had not left India, or *what if* Hinduism were influenced by other religions of the time? Your paragraph should answer your *What If?* questions.



Ganesha ▶

## 3 Apply It!

As you read the chapter, look for answers to section headings that are in the form of questions.

# Section

# 1

# India's First Civilizations

## Guide to Reading



### History Social Science Standards

**WH.6.5** Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.

### Looking Back, Looking Ahead

In India, just as in Egypt and Mesopotamia, the first civilizations developed in fertile river valleys.

### Focusing on the Main Ideas

- Climate and geography influenced the rise of India's first civilization. (page 239)
- For the Indian civilization, new ideas and technology were developed. (page 242)
- The Aryans created a caste system that separated Indians into groups. (page 243)

### Locating Places

- Himalaya** (HIH • muh • LAY • uh)
- Ganges River** (GAN • JEEZ)
- Indus River** (IHN • duhs)
- Deccan Plateau** (DEH • kuhn pla • TOH)
- Harappa** (huh • RA • puh)
- Mohenjo-Daro** (moh • HEHN • joh DAHR • oh)

### Meeting People

- Aryans** (AR • ee • uhnz)
- Brahmins** (BRAH • mihns)

### Content Vocabulary

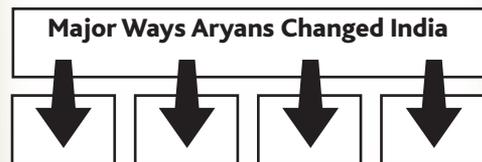
- subcontinent** (SUHB • KAHN • tuh • uhnt)
- monsoon** (mahn • SOON)
- Sanskrit** (SAN • SKRIHT)
- raja** (RAH • juh)
- caste** (KAST)
- guru** (GUR • oo)

### Academic Vocabulary

- similar** (SIH • muh • luhr)
- individual** (IHN • duh • VIHJ • wuhl)

### Reading Strategy

**Organizing Information** Complete a diagram like the one below showing how the Aryans changed India.



## Where & When?



3000 B.C.

**c. 3000 B.C.**  
India's early civilization begins

2000 B.C.

**c. 1500 B.C.**  
Aryans arrive in India

1000 B.C.

**c. 1000 B.C.**  
Aryans control northern India





**WH6.5** Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.

**WH6.5.1** Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.

## The Land of India

**Main Idea** Climate and geography influenced the rise of India's first civilization.

**Reading Connection** Do you have tornadoes or hurricanes where you live? Read to find out how geography and weather affected India's first civilization.

Look at the map below. India looks like a diamond hanging from the bottom of Asia. India is a **subcontinent** (SUHB•KAHN•tuh•uhnt) because even though it is part of Asia, huge mountains separate it from the rest of Asia. These mountains are the **Himalaya** (HIH•muh•LAY•uh), the highest mountains in the world.

Today, six nations make up the Indian subcontinent: India; Pakistan in the northwest; Nepal; Bhutan; Bangladesh in the northeast; and Sri Lanka, an island to the southeast.

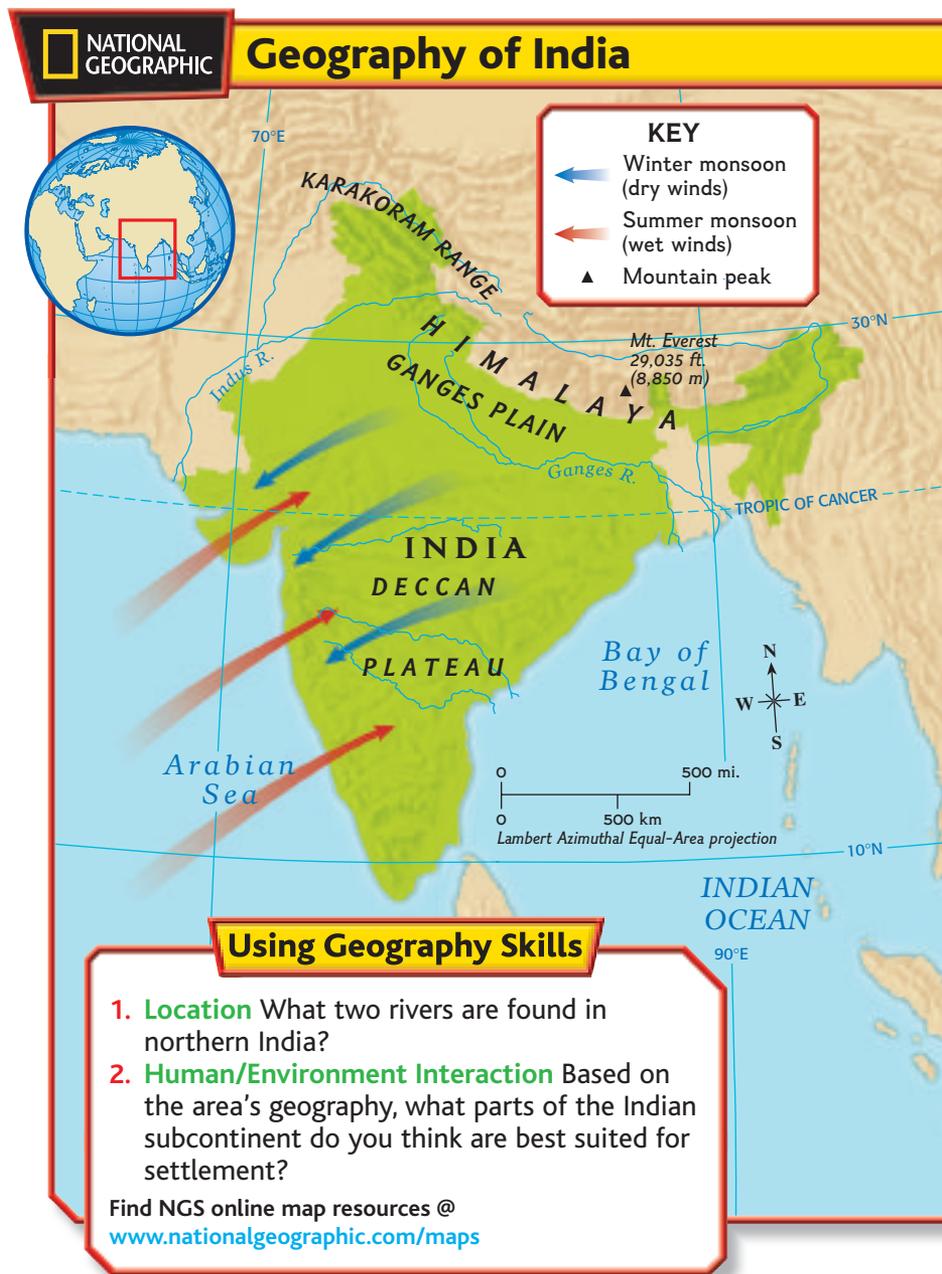
India has two very fertile river valleys. Both are fed by the mountains in the north. When the snow in the Himalaya melts, water flows into the **Ganges River** (GAN•JEEZ) and the **Indus River** (IHN•duhs). If the water is controlled, the land near these rivers can be used for farming.

The Ganges River runs south of the Himalaya and flows into the Indian Ocean. The Indus River empties into the Arabian Sea. South of the river valleys is the dry and hilly **Deccan Plateau** (DEH•kuhn pla•TOH). The east and west coasts of India are lush, fertile plains.

**Monsoons** (mahn•SOONZ) are an important part of the Indian climate. A monsoon is a

strong wind that blows one direction in winter and the opposite direction in summer. The winter monsoon brings the cold, dry air of the mountains. The summer monsoon brings warm, wet air from the Arabian Sea, which produces drenching rains.

When the monsoon rains begin, many farmers celebrate. If the rains come on time and the rainy season lasts long enough, the crop will be good. If the rains are delayed, a drought will occur. This extended period



without rain can be disastrous for farmers. Few crops will be harvested, and many people will starve.

**India's Early Civilization** In earlier chapters, you learned about civilizations that began in river valleys. Indian civilization also began in a river valley.

India's early civilization grew up near the Indus River. When the summer monsoon began, the river rose higher and higher. When the river flooded nearby land, it left behind silt, a rich, fertile soil.

Farmers used the rich soil to grow crops to feed their families. Because people had a plentiful supply of food, they could spend time doing other things, such as making tools or building houses. As people began to trade their extra food and goods with other people, their wealth grew. This allowed them to build larger and larger cities.

India's early civilization in the Indus River valley began about 3000 B.C. and lasted until 1500 B.C. This region is today part of Pakistan. More than a thousand villages and towns were part of this civilization, which stretched from the Himalaya to the Arabian Sea. We know about these people from studying the ruins of two major cities, **Harappa** (huh•RA•puh) and **Mohenjo-Daro** (moh•HEHN•joh DAHR•oh). Archaeologists call this civilization the Harappan or Indus civilization.

**Harappa and Mohenjo-Daro** Harappa and Mohenjo-Daro were large cities for their time. The well-planned cities had as many as 35,000 people. A fortress was built on a brick platform to keep guard over the residents. There were wide main streets and smaller side streets. A wall surrounded each neighborhood, and narrow lanes separated the houses.

## Early Indian Civilization

The ruins of Mohenjo-Daro (below) show a carefully planned city. The picture to the right shows a typical house in the city. **From what material were most of the houses in Mohenjo-Daro made?**



▲ Harappan priest-king

▶ Necklace from Mohenjo-Daro



▶ Model of oxcart from Mohenjo-Daro



Most houses had flat roofs and were constructed with mud bricks that were baked in ovens. Some houses were larger than others, but they all had a **similar** layout. There was a courtyard in the middle and smaller rooms around it.

These ancient city dwellers had some surprising conveniences. Wells supplied water, and residents even had indoor bathrooms. Wastewater flowed to drains under the streets, running through pipes to pits outside the city walls. Houses also had garbage chutes connected to a bin in the street. In addition, residents built large granaries to store food for the entire city.

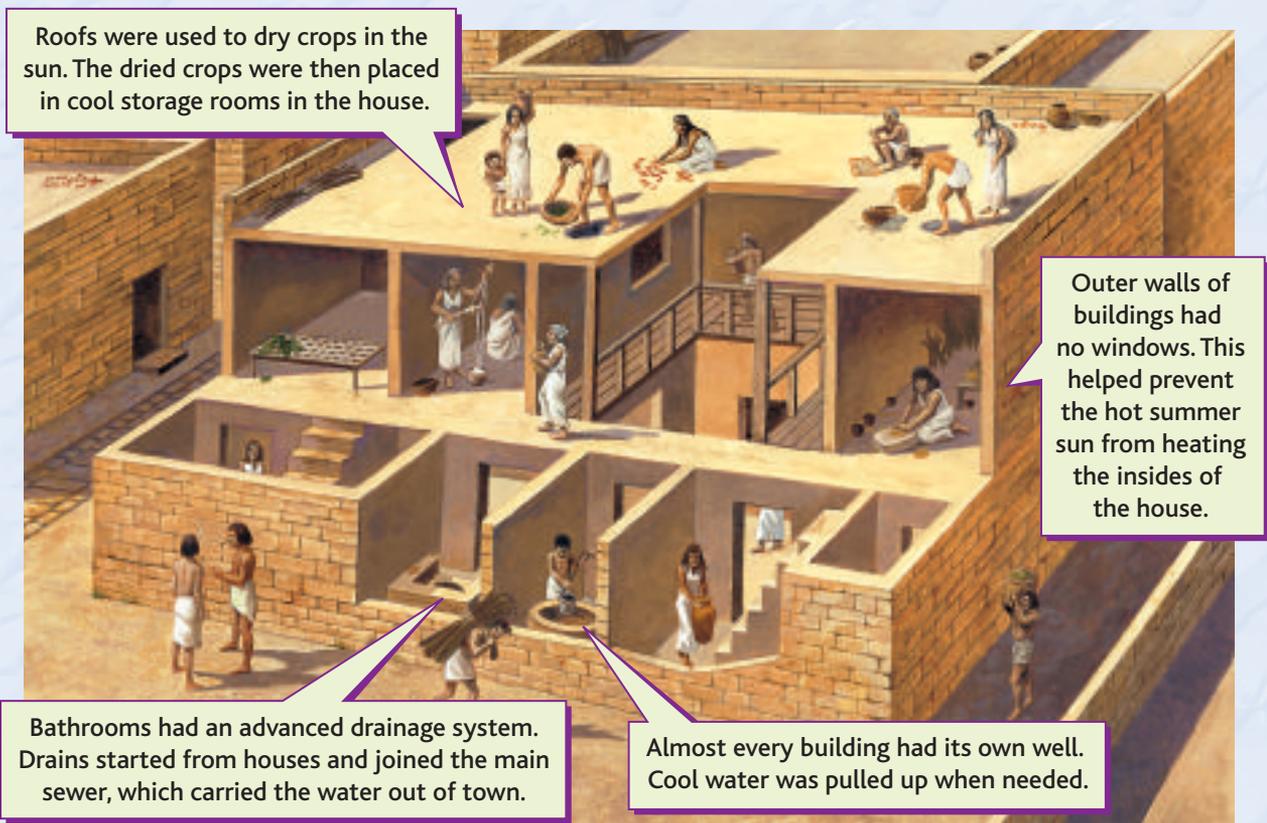
**Harappan Society** The Harappans used a special script to write on seals and stamps. However, historians have not agreed on how to decipher these markings. Because the Harappans did not leave other historical records, we do not know much about their

society or government. From the ruins, though, we can tell that the royal palace and the temple were both enclosed in the fortress. This reveals that religion and politics were closely connected.

Most Harappans were farmers. They grew rice, wheat, barley, peas, and cotton. City dwellers made copper and bronze tools, clay pottery, and cotton cloth, as well as jewelry from gold, shells, and ivory. Archaeologists have also found many toys among the ruins, such as small monkeys that could be made to climb up a string.

It is likely that the Harappans began trading with the Mesopotamians about 2300 B.C. Some Harappan sailors followed the coastline and crossed the Arabian Sea, and others traveled the difficult overland route through the mountains.

**Reading Check Explain** How did India's geography help early civilizations?





**WH.6.5.2** Discuss the significance of the Aryan invasions.

**WH.6.5.7** Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the *Bhagavad Gita*; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero).

## The Aryans

**Main Idea** For the Indian civilization, new ideas and technology were developed.

**Reading Connection** What would your life be like without cars or computers? Read to find out how new ideas and technology affected the Indians.

The Harappan civilization collapsed about 1500 B.C. Historians think that several earthquakes and floods damaged the cities. Then the Indus River changed its course, killing many people and forcing others to flee the area. In the years that followed, a group of people called the **Aryans** (AR•ee•uhn) began settling in the region. Soon a new civilization emerged.

**Who Were the Aryans?** The Aryans came from central Asia where they raised and herded animals. The Aryans were not a race or ethnic group. Some historians believe that the Aryans were part of a larger group they refer to as the Indo-Europeans. The Indo-Europeans all spoke similar languages. Some migrated south to India and Iran. Others went west to Europe.

Cattle were a prized possession among the Aryans because they provided meat, milk, and butter. Cattle were so important that they were even used as money. **Individual** wealth was measured by the number of cattle a person owned.

The Aryans were good warriors. They were expert horse riders and hunters. They

had metal-tipped spears and wooden chariots, which the Aryans sometimes used to invade nearby villages for food.

About 2000 B.C., the Aryans began leaving their home territory. They moved in waves, and some groups crossed through the mountain passes in the Himalaya. They entered the Indus River valley around 1500 B.C.

Around 1000 B.C., the Aryans had begun expanding across the Punjab and Ganges Plains and south into the Deccan Plateau. Their civilization spread to all of India except the southern tip.



### Using Geography Skills

- Place** After crossing the mountains, what physical feature did the Aryans follow into India?
- Location** Into what area of southern India did the Aryans travel?





**The Aryans Bring Change** When the Aryans arrived in India, they no longer lived as nomads. They became farmers but continued to raise cattle. Eventually, the Aryans would declare that cattle were sacred and forbid them to be used as food.

Aryan technology improved farming in India. They invented an iron plow to help clear India’s many jungles and constructed canals to irrigate. They slowly turned the Ganges River valley into good farmland.

India’s varied climate supported many types of crops. In the north, farmers grew grains such as wheat, barley, and millet. Rice was grown in the river valleys. In the south, there was a mix of crops, including spices such as pepper, ginger, and cinnamon.

The Aryans also brought a new language to India. As nomads, they had no written language, but in India they developed a written language called **Sanskrit** (SAN•SKRIHT). Now the sacred songs, poems, and prayers that Aryans had known for many centuries could be written down.

The Aryans were organized into tribes. Each tribe was led by a **raja** (RAH•juh), or prince. The rajas ran their own small kingdoms, which often fought among themselves. Rajas fought over cattle and treasure and over women kidnapped from other states. These small rival kingdoms existed in India for about a thousand years, from 1500 B.C. to 400 B.C.

**Reading Check Analyze** How did the arrival of the Aryans change India?

**History online**  
**Web Activity** Visit [ca.hss.glencoe.com](http://ca.hss.glencoe.com) and click on *Chapter 4—Student Web Activity* to learn more about India.

## Society in Ancient India

**Main Idea** The Aryans created a caste system that separated Indians into groups.

**Reading Connection** Have you ever wondered why some people seem to be treated differently than other people? As you read, try to find out why this idea was accepted in India.

One of the results of the Aryan arrival in India was the development of a caste system. A **caste** (KAST) is a social group that someone is born into and cannot leave.

**HISTORY MAKERS**

### Development of Sanskrit c. 1500 B.C.

Sanskrit became the most important language for public affairs in much of ancient India. Hindi, the national language of India today, and other regional languages evolved out of Sanskrit. The earliest example of orally transmitted, ancient Sanskrit is the four Vedas. Sanskrit was in common usage until about A.D. 1100 and was used in some official communications until A.D. 1830.

Sanskrit word	Definition	English word	Definition
Nava	Ship	Naval or navy	A fleet of ships
Dua	Two	Dual	Consisting of two parts
Deva	God	Divine	Divine God; relating to being a god



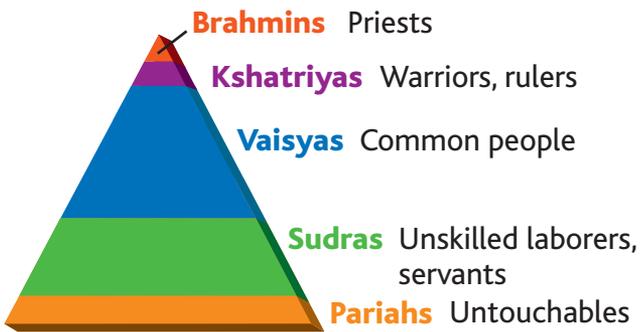


A Brahmin ▶



Today, Untouchables refer to themselves as *Dalit*, which means "oppressed." **Why did the Aryans create the caste system?** ▶

### Early India's Social System



A caste dictates what job you will have, whom you can marry, and with whom you can socialize. In India, no one uses the word caste, which is the word Portuguese merchants used to describe India's social groups. Indians call these groups *jati*. Thousands of *jati* exist in India.

Why was this system created? No one is sure, but ideas about skin color were probably part of it. The Aryans were a light-skinned people. They thought they were better than the dark-skinned people they encountered in India. This idea was wrong, but the Aryans believed it.

Another reason the Aryans might have created the caste system was because the people they had encountered in India greatly outnumbered them. The caste system kept groups separate and set the rules

for everyone's behavior. This helped the Aryans maintain control.

**Social Levels of the Caste System** The thousands of different castes, or *jati*, in India were grouped together into four classes called *varnas*. The top two *varnas* were **Brahmins** (BRAH•mihns) and Kshatriyas (KSHA•tree•uhs). Brahmins were the priests—the only people who could perform religious ceremonies. The Kshatriyas were warriors who ran the government and army.

Next were the Vaisyas (VYSH•yuhs), or commoners. Vaisyas were usually farmers and merchants. Below the Vaisyas came the Sudras (SOO•druhs). Sudras were manual laborers and servants and had few rights. Most Indians belonged to the Sudra *varna*.

There was one group that did not belong to any *varna*. Its members were called Pariahs or Untouchables. They performed dirty work such as skinning animals or handling dead bodies.

Life for an Untouchable was very hard. Most Indians believed that being near an

Untouchable was harmful, so they forced them to live apart from others. When Untouchables traveled, they had to tap two sticks together so that everyone would hear them coming and have time to move away.

**The Role of Men and Women** In ancient India, the family was the center of life. Grandparents, parents, and children all lived together in an extended family. The oldest man in the family was in charge.

Men had many more rights than women. Typically, only sons could inherit property, and only men could go to school or become priests. Women's education was mostly done at home

In families at the top of society, a boy had a **guru** (GUR•oo), or teacher, until he went to the city for more education. Young men from these families could marry only after finishing 12 years of schooling.

In India, parents arranged marriages for their children. Even today, parents arrange

90 percent of marriages in India. Boys and girls often married in their teens, but ideally not until after completing their education. Divorce was not allowed, but if a couple could not have children, the husband could marry a second wife.

One custom shows how the lives of Indian men were considered to be more important than the lives of Indian women. In India, people were cremated, or burned, when they died. When a man from a prominent family died, his wife was expected to leap into the flames. This practice was called suttee (suh•TEE). If the wife resisted and did not kill herself, it was a great shame. Everyone would avoid the woman from then on.

**Reading Check Identify** What were the five major groups in Indian society?

## Section 1 Review

### Reading Summary

#### Review the Main Ideas

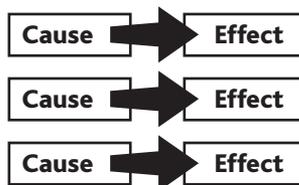
- India's first civilization, including the cities of Harappa and Mohenjo-Daro, developed in the fertile Indus River valley.
- The Aryans, a group of nomadic herders, arrived in northern India about 1500 B.C. They brought the iron plow and the Sanskrit language to India.
- India's caste system divided people into rigid social and economic classes. Ancient Indian society favored men over women.

### What Did You Learn?

- Describe the cities of Harappa and Mohenjo-Daro.
- Why are monsoons important to Indian farmers?

#### Critical Thinking

- Cause and Effect** Why did the Harappan civilization collapse? **CA 6RC2.7**
- Cause and Effect** Draw a diagram to show how the Aryans changed the lifestyle of the Indians. **CA 6RC2.4**



- The Big Ideas** In what ways did the caste system affect the people who lived in India?

**CA 6RC2.3**

- Explain** How did the Aryans control people in India?

**CA CS3.**

- Persuasive Writing** Write a description of Harappa or Mohenjo-Daro that could have been used to attract people to the city. **CA 6WA2.5**

- Reading Questioning**

Create a list of questions about India's geography that will help you understand how it shaped Indian civilization. **CA HRI.**

**History online**  
**Study Central** Need help understanding Aryan society? Visit [ca.hss.glencoe.com](http://ca.hss.glencoe.com) and click on Study Central.

# Hinduism and Buddhism

## Guide to Reading



### History Social Science Standards

**WH.6.5** Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.

### Looking Back, Looking Ahead

Much of Indian civilization is based on Aryan ideas and culture, which you learned about in the last section. One of the most important and long-lasting contributions of the Aryans is the main religion of India, Hinduism.

### Focusing on the Main Ideas

- Hinduism grew out of the ancient beliefs of the Aryans. (page 247)
- A new religion, Buddhism, appealed to many people in India and other parts of Asia. (page 249)

### Locating Places

**Nepal** (nuh•PAWL)

**Tibet** (tuh•BEHT)

### Meeting People

**Siddhartha Gautama** (sih•DAHR•tuh GOW•tuh•muh)

**Dalai Lama** (DAH•LY LAH•muh)

### Content Vocabulary

**Hinduism** (HIHN•doo•IH•zuhm)

**Brahman** (BRAH•muhn)

**reincarnation**

(REE•ihn•kahr•NAY•shuhn)

**dharma** (DAHR•muh)

**karma** (KAHR•muh)

**Buddhism** (BOO•DIH•zuhm)

**nirvana** (nihr•VAH•nuh)

**theocracy** (thee•AH•kruh•see)

### Academic Vocabulary

**affect** (uh•FEHKT)

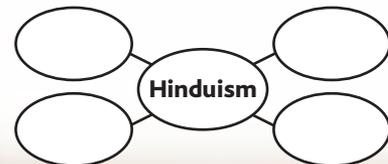
**require** (rih•KWYR)

**area** (AR•ee•uh)

**aware** (uh•WAR)

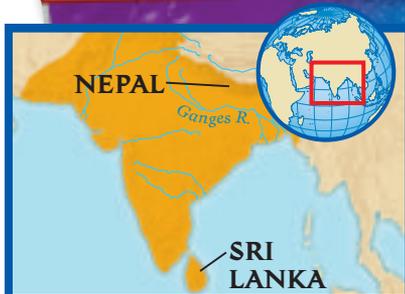
### Reading Strategy

**Summarizing Information** Create a web diagram like the one below. In the ovals, identify major beliefs of Hinduism.



NATIONAL GEOGRAPHIC

## Where & When?



1500 B.C.

c. 1500 B.C.

Aryans bring early Hindu ideas to India

800 B.C.

c. 563 B.C.

The Buddha is born in Nepal

100 B.C.

c. 200 B.C.

Theravada Buddhism spreads to Sri Lanka



# Hinduism

**Main Idea** Hinduism grew out of the ancient beliefs of the Aryans.

**Reading Connection** Have you ever wondered why most people try to behave properly or do good deeds? As you read this section, find out how a Hindu would answer this question.

**Hinduism** (HIHN•doo•IH•zuhm) is one of the oldest religions in the world, and today it is the third largest. The basic principles of what is known today as Hinduism were already formulated by 1500 B.C. They are to be found in the four Vedas. The Aryans believed in many deities who controlled the forces of nature and governed society. We know about Aryan religion from their sacred hymns and poetry, especially their epics, or long poems.

For centuries, the priests, or Brahmins, recited these works, and much later they were written down in Sanskrit. Over the

centuries, Aryan religion changed. It borrowed some religious ideas from the people the Aryans conquered in India. This mix of beliefs eventually became Hinduism.

**Early Hinduism** Hinduism grew out of the religious customs of many people over thousands of years. This might explain why Hinduism has thousands of deities. Hindus tend to think of all deities as different parts of one universal spirit. This universal spirit is called **Brahman** (BRAH•muhn). In its earliest forms, the worship of this spirit is sometimes called Brahmanism.

The search for a universal spirit is described in the ancient sacred texts known as the Upanishads (oo•PAH•nih•SHADZ). Those writings say that every living being has a soul that wants to be reunited with Brahman and that this happens when a person dies.

The Upanishads describe how a person unites with Brahman: A soul that becomes one with Brahman is like a lump of salt thrown into water. The lump of salt is gone, but the water tastes salty. The salt has become part of the water.



▲ Fire sacrifice accompanied by reading from the Veda. **What ancient scriptures describe a universal spirit?**



◀ Hindu temple

## Major Hindu Deities

Name	Realm
Brahma	creator of the world
Vishnu	preserver of the world
Siva	destroyer of the world
Ganesha	lord of existing beings; remover of obstacles
Krishna	teacher of the world
Lakshmi	deity of light, beauty, good fortune, and wealth
Saraswati	deity of knowledge, music, and creative arts
Parvati	universal mother
Surya	deity of the sun

Ganesha ▶



◀ Siva

### Understanding Charts

Brahma, Vishnu, and Siva are considered to be the three main Hindu deities.

1. Which deity is known as the "teacher of the world"?
2. **Conclude** Why does Hinduism have so many deities?

**What Is Karma?** Hindus believe that a soul is not joined to the Brahman immediately after a person dies. Instead, a person must pass through many lives to be united with Brahman. On its journey, a soul might be reborn into a higher caste. If an individual lived a bad life, he or she might be reborn into a lower caste or life-form.

This idea of passing through many lives to reach the Brahman is called **reincarnation** (REE•ihn•kahr•NAY•shuhn). It is very important in Hinduism and it influences how Hindus live their daily lives. It even **affects** how they treat animals because they consider all life sacred.

To earn the reward of a better life in their next life, Hindus believe they must perform their duty. **Dharma** (DAHR•muh) is the divine law. It **requires** people to perform the duties of their caste. A farmer has different duties than a priest and men have different duties than women.

The consequences of how a person lives are known as **karma** (KAHR•muh). Hindus believe that if they do their duty and live a good life, they will have good karma. This good karma moves them closer to the Brahman in their next life.

How did the belief in reincarnation affect Indians? For one thing, it made them more accepting of the caste system. People believed they had to be happy with their role in life and do the work of their caste.

A dedicated Hindu believes that the people in a higher caste are superior and that they are supposed to be on top. The belief in reincarnation gave hope to everyone, even servants. If servants did their duty, they might be reborn into a higher caste in their next life.

**Reading Check Explain** How did the beliefs of the Aryans influence Hinduism?



## Buddhism

**Main Idea** A new religion, Buddhism, appealed to many people in India and other parts of Asia.

**Reading Connection** What do you think makes a person free and happy? Find out how the Buddha answered this important question as you read this section.

By 600 B.C., many Indians began to question Hindu ideas. The Brahmin priests seemed to focus only on their temple ceremonies and not on the needs of the people. Ordinary Hindus wanted a simpler, more spiritual religion. Many would find what they needed in **Buddhism** (BOO•DIH•zuhm), a new religion founded by **Siddhartha Gautama** (sih•DAHR•tuh GOW•tuh•muh).

**Who Is the Buddha?** Prince Siddhartha Gautama was born around 563 B.C. in a small kingdom near the Himalaya. Today, this area is in southern **Nepal** (nuh•PAWL).

Siddhartha seemed to have it all. He was wealthy and handsome, happily married, and had a fine new son. Then one day he decided to explore the kingdom beyond the palace walls. As he traveled, he became very upset. He saw beggars, people who were ill, and people broken down by age with no home and nowhere to go. For the first time, he was truly **aware** of suffering.

Then and there, Siddhartha decided to seek an answer to this great riddle: Why did people suffer and how could their suffering be cured? He left his family and riches and began his search. At first he lived like a hermit, fasting and sleeping on the hard ground. Siddhartha nearly starved, but he still had no answer to his questions.

Then he decided to meditate for as long as it took to get the answer. Legend tells us that Siddhartha sat under a tree to meditate, and after 49 days, he finally understood. It was as if he had seen a great light.



▲ This shrine in northern India marks the location where it is believed the Buddha delivered his first sermon. **With what groups of Indians did the Buddha's message become popular?**

Siddhartha spent the rest of his life wandering the countryside and telling people what he had discovered. His lessons about life and the nature of suffering became known as Buddhism. To his followers, he became known as the Buddha, or “Enlightened One.”

**What Is Buddhism?** To understand the Buddha's ideas, one first has to see the world as he did. Like any good Hindu, Siddhartha did not think that the normal, everyday world was real. Trees, houses, animals, the sky, and the oceans were just illusions. So were poverty, sickness, pain, and sorrow.

Siddhartha believed that the only way to find the truth about the world was to give up all desires. By giving up the desire for fame, the desire for money, and the desire for all worldly things, pain and sorrow would vanish.

If a person gave up all desires, he or she would reach **nirvana** (nih•VAH•nuh). Nirvana is not a place but a state of wisdom. The word *nirvana* came from the Sanskrit word for blowing out a candle flame.

## Primary Source

### Morality in the Eightfold Path

This passage describes the way a person should act according to the Eightfold Path.



▲ The Buddha

"He avoids the killing of living beings. . . . He avoids stealing, and abstains from [avoids] taking what is not given to him. Only what is given to him he takes, waiting till it is given; and he lives with a heart honest and pure. . . . He avoids lying. . . . He speaks the truth, is devoted to the truth, reliable, worthy of confidence, no deceiver of men."

—*The Word of the Buddha*,  
Nyanatiloka, trans.

#### DBQ Document-Based Question

According to the passage, what is the correct way to accept something?

The heart of the Buddha's teachings is contained in the Four Noble Truths. The Four Noble Truths are:

1. *Life is full of suffering.*
2. *People suffer because they desire worldly things and self-satisfaction.*
3. *The way to end suffering is to stop desiring things.*
4. *The only way to stop desiring things is to follow the Eightfold Path.*

The Buddha's fourth truth says people should follow eight steps to eliminate suffering. These eight steps, known as the Buddha's Eightfold Path, are:

1. *Know and understand the Four Noble Truths.*
2. *Give up worldly things and don't harm others.*
3. *Tell the truth, don't gossip, and don't speak badly of others.*
4. *Don't commit evil acts, like killing, stealing, or living an unclean life.*
5. *Do rewarding work.*
6. *Work for good and oppose evil.*
7. *Make sure your mind keeps your senses under control.*
8. *Practice meditation as a way of understanding reality.*

One reason the principles of Buddhism became popular was that the Buddha did not accept the caste system. A person's place in life depended on the person, he thought. The Buddha did believe in reincarnation, but with a difference. If people wanted to stop being reborn into new lives, the Buddha said, they would only have to follow his Eightfold Path.

Many people liked the Buddha's message, especially Untouchables and low-caste Indians. For the first time, these groups heard that they, too, could reach enlightenment.

**Buddhism in Southeast Asia** For more than 40 years, the Buddha preached his ideas. Disciples gathered around him, and after his death, they spread his message all over Asia.

As more and more people practiced Buddhism, disagreements arose about the Buddha's ideas. Finally, Buddhists split into two groups. The first was Theravada Buddhism. *Theravada* means "teachings of the elders." It sees the Buddha as a great teacher, not a god.

Buddhist teachers and merchants spread the ideas of Theravada to the south and to the east. It was adopted in Ceylon in the 200s B.C. Ceylon, an island located near the southern tip of India, is now called Sri Lanka.



**WH6.5.5** Know the life and moral teachings of the Buddha and how Buddhism spread in India, Ceylon, and Central Asia.

## THE BUDDHA

*C. 563–483 B.C.*

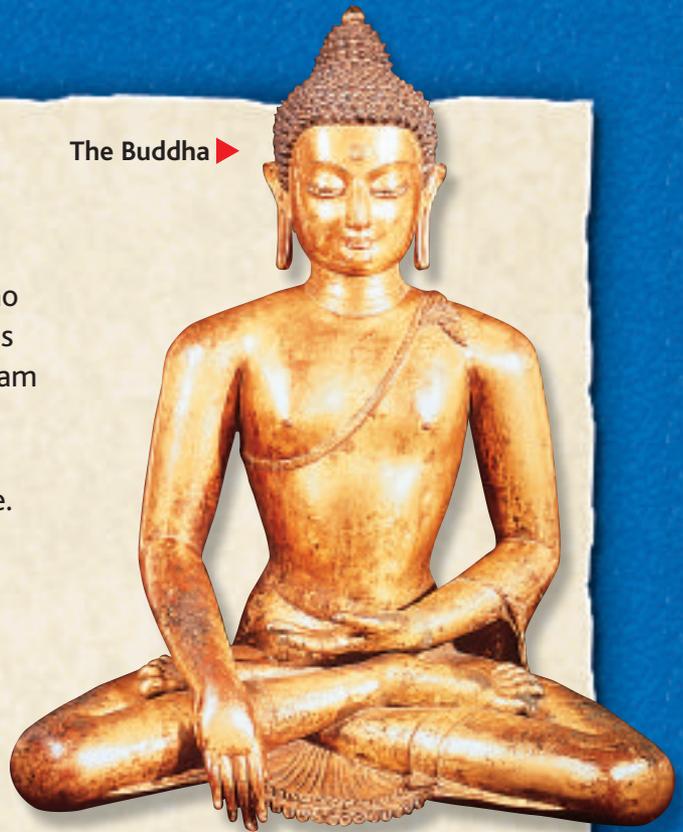
Siddhartha Gautama—the thinker and teacher who would later be called the Buddha—was born in what is now Nepal. According to legend, his mother had a dream shortly before his birth that was interpreted to mean that her son would become a great leader.

The Gautama family belonged to the warrior caste. Siddhartha's father, Suddhodana, ruled a group called the Shakyas. His mother, Maya, died shortly after his birth.

Siddhartha was very intelligent. According to legend, the young man knew 64 languages and mastered all his studies without needing instruction.

At age 29, Siddhartha realized that he wanted to search for truth, enlightenment, and a way to rise above suffering. He left his wife, Yasodhara, and son, Rahula, to study with priests.

At age 35, Siddhartha is said to have reached full enlightenment while sitting beneath a tree. The Buddha began traveling to teach others about his discoveries and about the nature of life and suffering.



The Buddha ▶

**“Our life is shaped by our mind; we become what we think.”**

—The Buddha



◀ Sculpture of the Buddha sitting on a cobra

### Then and Now

What types of present-day occupations often involve traveling to teach others? Why is this type of teaching easier today than in ancient times?

Theravada Buddhism also became popular in Myanmar, Thailand, Cambodia, and Laos.

## Mahayana Buddhism

The second kind of Buddhism is called Mahayana Buddhism. It teaches that the Buddha is a god who came to save people. Mahayana Buddhists believe that following the Eightfold Path is too hard for most people in this world. They believe that by worshiping the Buddha instead, people will go to a heaven after they die. There, they can follow the Eightfold Path and reach nirvana.

Mahayana Buddhists also have special affection for the bodhisattvas (BOH•dih•SUHT•vuhz). Bodhisattvas are the enlightened people who postpone going to heaven. Instead, bodhisattvas have decided to stay on Earth to help others and do good deeds.

Mahayana Buddhism spread northward into China and from there to Korea and Japan. A special kind of Mahayana Buddhism developed in central Asia in the country of **Tibet** (tuh•BEHT). There it mixed with Tibet's traditional religion and with Hinduism.

In Tibet, the Buddhist leaders, called lamas, also led the government. When religious leaders head a government, it is called a **theocracy** (thee•AH•kruh•see). The **Dalai Lama** (DAH•LY LAH•muh) was the lama who headed the government, and the Panchen Lama was the lama who led the religion. Both were considered reincarnations of the Buddha.

Today, many Buddhists live in countries like Thailand, Cambodia, and Sri Lanka, but few live in India where the Buddha first preached.



▲ A Tibetan monk today

**What Is Jainism?** While Buddhism did not last in India, another religion that challenged Hindu beliefs has survived. This religion is called Jainism. Followers of Jainism believe that there were 24 saints who taught Jainism to the world. The last and greatest was named Mahavira. Jains believe that Mahavira is the 24th Tirthamkara (pathfinder) who like his predecessors retold how to achieve spiritual liberation.

Mahavira lived at about the same time as the Buddha. Like the Buddha, Mahavira was also born in northern India to a noble family. He, too, gave up his wealthy lifestyle and traveled throughout the country. After many years he became enlightened and began to teach Jainism.

Jainism rejected the caste system of Hinduism. Mahavira's followers stress the idea of ahimsa, or nonviolence to all living things. Because all life is sacred, the Jains, as Mahavira's followers came to be called, tried to avoid harming any other living creature. They would even use brooms to sweep aside insects so that they would not step on them. Jains refused to farm for fear of plowing under living things.

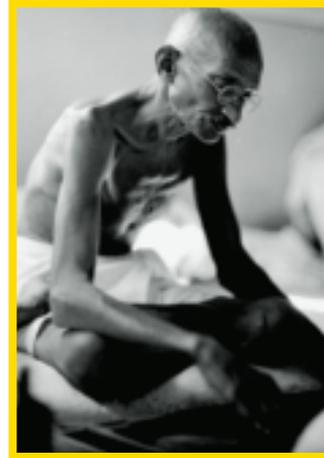
Jains believe in living a very strict life. By living this way and practicing ahimsa, Jains hope to achieve nirvana. They also practice tolerance toward all other religions.

**Ahimsa's Impact Today** The concept of ahimsa has had an important influence in modern times. Mohandas Gandhi, an Indian political and spiritual leader in the 1900s, used ahimsa very effectively. India had been under British control since the middle of the 1700s. Gandhi and his followers led peaceful protests to gain British attention. He practiced passive nonviolent resistance by peacefully disobeying the law. By using nonviolence, he hoped to shame the British into discussing the situation in

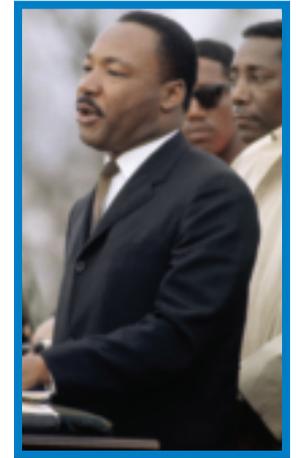
India. His efforts eventually helped India gain its independence.

Occasionally political leaders in the United States have adopted Gandhi's belief in ahimsa and used nonviolent protest to bring about change. Perhaps the most famous example of this was Martin Luther King, Jr., who led civil rights protests in the 1950s and 1960s. During this period in U.S. history, many African Americans did not have the same opportunities as other people. There were also laws in parts of the United States that kept African Americans and white Americans segregated, or separate, from each other.

Martin Luther King, Jr., learned and followed many concepts taught by Gandhi. King believed that living by the principles of ahimsa and practicing passive resistance would be more effective than violence in gaining rights for African Americans. Like



Gandhi (left) and Martin Luther King, Jr., (below) both believed in nonviolent protest.



Gandhi, King was able to bring about great change in his country.

**Reading Check Describe** How did Buddhism spread throughout Asia?

## Section 2 Review

**History online**  
**Study Central** Need help understanding Hinduism, Buddhism, and Jainism? Visit [ca.hss.glencoe.com](http://ca.hss.glencoe.com) and click on Study Central.

### Reading Summary

#### Review the Main Ideas

- Hinduism is an old religion with many deities. Hindus believe in reincarnation and that a person's place in life is determined by his or her karma.
- In the 500s B.C., Siddhartha Gautama founded the religion of Buddhism in northern India. According to Buddhism, a person who follows the Four Noble Truths and the Eightfold Path can achieve nirvana.

### What Did You Learn?

- What are the Upanishads?
- What is reincarnation?

#### Critical Thinking

- Compare and Contrast** Draw a chart like the one below. Then add details to compare the two main branches of Buddhism.

CA 6RC.2.4

Branches of Buddhism	
Theravada Buddhism	Mahayana Buddhism

- Analyze** How has ahimsa influenced people today?  
CA HI2.
- Explain** What is the importance of the Four Noble Truths and the Eightfold Path?  
CA HR4.
- The Big Ideas** How did the belief in reincarnation strengthen the caste system and provide hope for the lower classes?  
CA HI3.
- Narrative Writing** Write a short story describing Siddhartha Gautama's journey to enlightenment.  
CA 6WA2.1

## *The Tiger, the Brahman, and the Jackal*

Selected and edited by Joseph Jacobs

### Before You Read

**The Scene:** The story takes place in India, near a jungle.

**The Characters:** A Brahman man walking through a jungle comes across a tiger who is caught in a cage. Later on, the Brahman meets a friendly jackal who tries to help him.

**The Plot:** A fearsome tiger is trapped in a cage. As a friendly Brahman walks by, the tiger asks him for help.

### Vocabulary Preview

**contrary:** exactly opposite

**dexterously:** expertly done

**fodder:** dry food for animals

**pious:** religious

**refuse:** garbage or trash

**vain:** having no success

**wretched:** very miserable or unhappy

**H**ave you ever tried to do something good for someone but it ended up hurting you? In this story, a friendly man tries to help a trapped tiger, only to be threatened afterward.



## As You Read

Throughout India, tales of right and wrong are told even today. Much like Aesop's fables, many of these tales have animals as main characters. A collection of Indian stories called the Jatakas contains many of this type of story. What kinds of lessons about right and wrong can this story teach us?



Once upon a time, a tiger was caught in a trap. He tried in vain to get out through the bars, and rolled and bit with rage and grief when he failed.

By chance a poor Brahman came by. "Let me out of this cage, oh pious one!" cried the tiger.

"Nay,<sup>1</sup> my friend," replied the Brahman mildly, "you would probably eat me if I did."

"Not at all!" swore the tiger with many oaths; "on the contrary, I should be for ever grateful, and serve you as a slave!"

Now when the tiger sobbed and sighed and wept and swore, the pious Brahman's heart softened, and at last he consented to open the door of the cage. Out popped the tiger, and, seizing the poor man, cried, "What a fool you are! What is to prevent my eating you now, for after being cooped up so long I am just terribly hungry!"

In vain the Brahman pleaded for his life; the most he could gain was a promise to abide by<sup>2</sup> the decision of the first three things he chose to question as to the justice of the tiger's action.

So the Brahman first asked a *pipal*<sup>3</sup> tree what it thought of the matter, but the *pipal* tree replied coldly, "What have you to complain about? Don't I give shade and shelter to every one who passes by, and don't they in return tear down my branches to feed their cattle? Don't whimper—be a man!"

Then the Brahman, sad at heart, went further afield till he saw a buffalo<sup>4</sup> turning a well-wheel; but he fared no better from it, for it answered, "You are a fool to expect gratitude! Look at me! Whilst I

<sup>1</sup> **nay:** no

<sup>2</sup> **abide by:** to accept

<sup>3</sup> **pipal:** a large fig tree sacred to Buddhists

<sup>4</sup> **buffalo:** water buffalo



gave milk they fed me on cotton-seed and oil-cake, but now I am dry they yoke<sup>5</sup> me here, and give me refuse as fodder!" . . .

On this the Brahman turned back sorrowfully, and on the way he met a jackal, who called out, "Why, what's the matter, Mr. Brahman? You look as miserable as a fish out of water!"

The Brahman told him all that had occurred. "How very confusing!" said the jackal, when the recital was ended; "would you mind telling me over again, for everything has got so mixed up?"

The Brahman told it all over again, but the jackal shook his head in a distracted sort of way, and still could not understand.

"It's very odd," said he, sadly, "but it all seems to go in at one ear and out at the other! I will go to the place where it all happened, and then perhaps I shall be able to give a judgment."

So they returned to the cage, by which the tiger was waiting for the Brahman, and sharpening his teeth and claws.

"You've been away a long time!" growled the savage beast, "but now let us begin our dinner."

"Our dinner!" thought the wretched Brahman, as his knees knocked together with fright; "what a remarkably delicate way of putting it!"

"Give me five minutes, my lord!" he pleaded, "in order that I may explain matters to the jackal here, who is somewhat slow in his wits."

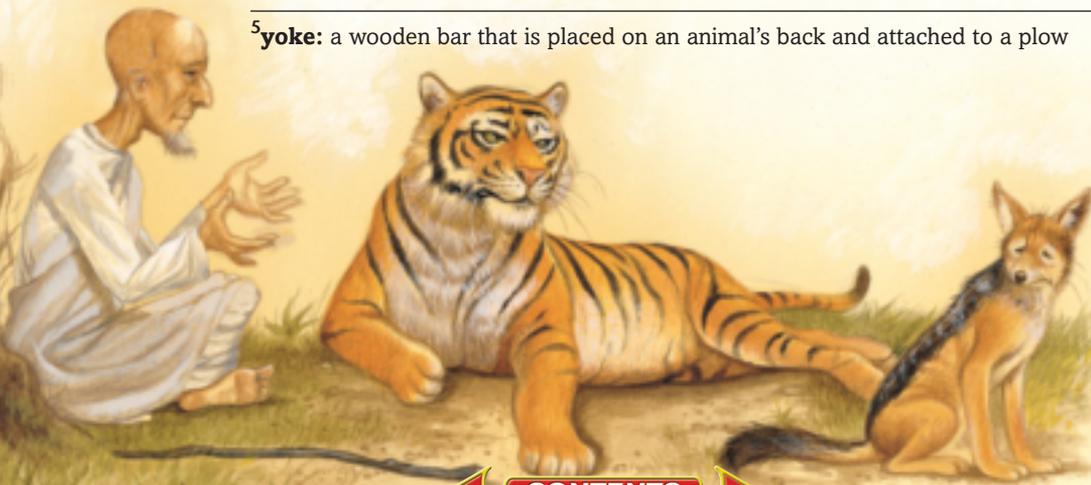
The tiger consented, and the Brahman began the whole story over again, not missing a single detail, and spinning as long a yarn as possible.

"Oh, my poor brain! oh, my poor brain!" cried the jackal, wringing its paws. "Let me see! how did it all begin? You were in the cage, and the tiger came walking by—"

"Pooh!" interrupted the tiger, "what a fool you are! I was in the cage."

"Of course!" cried the jackal, pretending to tremble with fright; "yes! I was in the cage—no I wasn't—dear! dear! where are my wits? Let me see—the tiger was in the Brahman, and the cage came walking by—no, that's not it, either! Well, don't mind me, but begin your dinner, for I shall never understand!"

<sup>5</sup>**yoke:** a wooden bar that is placed on an animal's back and attached to a plow



“Yes, you shall!” returned the tiger, in a rage at the jackal’s stupidity; “I’ll *make* you understand! Look here—I am the tiger—” . . .

“And that is the Brahman—” . . .

“And that is the cage—” . . .

“And I was in the cage—do you understand?”

“Yes—no—Please, my lord—”

“Well?” cried the tiger impatiently.

“Please, my lord!—how did you get in?”

“How!—why in the usual way, of course!”

“Oh, dear me!—my head is beginning to whirl again! Please don’t be angry, my lord, but what is the usual way?”

At this the tiger lost patience, and, jumping into the cage, cried, “This way! Now do you understand how it was?”

“Perfectly!” grinned the jackal, as he dexterously shut the door, “and if you will permit me to say so, I think matters will remain as they were!”



### Responding to the Literature

1. Which three things did the Brahman ask to help him?
2. Why did the Brahman repeat his story to the jackal?
3. **Drawing Conclusions** This story is told from the perspective of someone who is not directly involved in the events of the story. This is known as third-person narration. How would the story be different if it were told from the point of view of one of the characters, also known as a first-person narration? Rewrite the story from that character’s perspective. **CA 6RL3.5; 6WA2.1**
4. **Analyze** Authors use different tools, called literary devices, when they write a story. One such device is known as personification. It assigns human emotions and actions to nonhuman things. Write a two- to three-paragraph essay explaining which characters have been personified. How does this literary device help the story? Why do you think the author uses it? **CA 6RL3.7**
5. **Read to Write** What do you think is the lesson to be learned from this story? Write an essay using examples from the text to support your opinion. **CA 6WA2.4**

# Reading on Your Own...



## From the California Reading List

Do you want to learn more about the history of civilizations in India, China, and America? If so, check out these other great books.

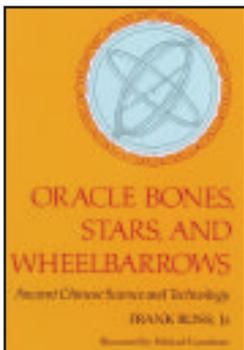
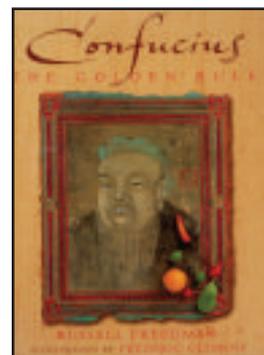


### Folklore

**Once a Mouse ...** by Marcia Brown tells the tale of a hermit who befriends a small, frightened mouse. The story tells how the hermit's magic makes the mouse change shapes. *The content of this book is related to History–Social Science Standard WH6.5.*

### Biography

**Confucius: The Golden Rule** by Russell Freedman, a Newbery Award winner, describes the life and times of the great Chinese philosopher Confucius. The book uses stories, legends, and works written by Confucius's students to explain his impact on life in China. *The content of this book is related to History–Social Science Standard WH6.6.*

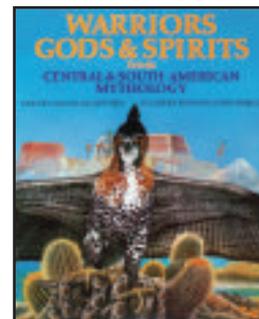


### Nonfiction

**Oracle Bones, Stars, and Wheelbarrows: Ancient Chinese Science and Technology** by Frank Ross, Jr., introduces the reader to the inventions and advancements made by the Chinese people. *The content of this book is related to History–Social Science Standard WH6.6.*

### Folklore

**Warriors, Gods, and Spirits from Central and South American Mythology** by Douglas Gifford discusses the many myths, tales, and important people in Central and South America. The book is filled with colorful drawings and exciting stories of early Native Americans. *The content of this book is related to History–Social Science Standard WH7.7.*



# Section

# 3

# India's First Empires

## Guide to Reading

### Looking Back, Looking Ahead

In the last section, you learned about Hinduism and Buddhism. Both religions developed when India was a land of small kingdoms. These rival kingdoms would be forced to unite, however, when foreigners invaded.

### Focusing on the **Main Ideas**

- The Mauryan dynasty built India's first great empire. (page 260)
- The Gupta empire reunited much of northern India and became wealthy through trade. (page 264)
- The Mauryan and Gupta empires made important contributions in literature, mathematics, and science. (page 265)

### Locating Places

**Pataliputra**  
(PAH • tuh • lih • POO • truh)

### Meeting People

**Chandragupta Maurya** (CHUHN • druh • GUP • tuh MAH • oor • yuh)  
**Asoka** (uh • SOH • kuh)  
**Kalidasa** (KAH • lih • DAH • suh)

### Content Vocabulary

**dynasty** (DY • nuh • stee)  
**stupa** (STOO • puh)  
**pilgrim** (PIHL • gruhm)

### Academic Vocabulary

**dominate** (DAH • muh • NAYT)  
**concept** (KAHN • SEHPT)

### Reading Strategy

**Categorizing Information** Create a chart, identifying the important dates, capital, and government of the Mauryan empire.

	Mauryan Empire
Dates	
Capital City	
Government	

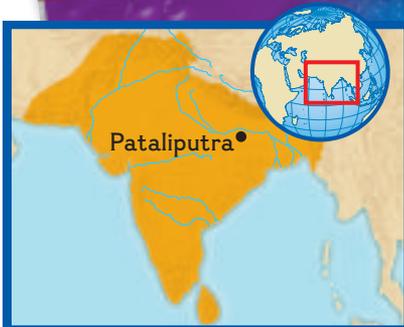


### History Social Science Standards

**WH.6.5** Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.



## Where & When?



350 B.C.

321 B.C.  
Chandragupta Maurya founds Mauryan dynasty

A.D. 1

232 B.C.  
Mauryan ruler Asoka dies

A.D. 350

A.D. 320  
Gupta empire begins



# The Mauryan Dynasty

**Main Idea** The Mauryan dynasty built India's first great empire.

**Reading Connection** Do you think political leaders should promote religion? How might religion help a king hold his country together? Read to learn why one Indian emperor decided to support Buddhism.

India's princes fought over their small kingdoms for centuries. Then two big invasions taught the Indians a lesson. First, the Persians invaded the Indus Valley in the

500s B.C. and made it part of the great Persian Empire. Then, Alexander the Great, a Greek general you will read about in Chapter 8, invaded India in 327 B.C.

Although Alexander's troops conquered northern India, he did not stay long. His soldiers were homesick and tired and threatened to rebel unless he turned back. The invasion did have one important effect, however. It led to the first great Indian empire.

**Who Built India's First Empire?** India's first empire was founded by **Chandragupta**

**Maurya** (CHUHN • druh • GUP • tuh MAH • oor • yuh). Chandragupta was an Indian prince who conquered a large area in the Ganges River valley soon after Alexander invaded western India. Alexander's invasion weakened many of India's kingdoms. After Alexander left, Chandragupta seized the opportunity to conquer and unite almost all of northern India.

He founded the Mauryan dynasty in 321 B.C. A **dynasty** (DY • nuh • stee) is a series of rulers from the same family. To run his empire, Chandragupta set up a centralized government. In a centralized government, rulers run everything from a capital city. To maintain control from his capital of **Pataliputra** (PAH • tuh • lih • POO • truh), Chandragupta had to have a strong army. He also needed a good spy system to make sure no one was planning to rebel. Communications were also important, so he set up a postal system.



**Using Geography Skills**

- Location** Where was the Mauryan capital of Pataliputra located?
- Movement** What part of India did the Mauryans not conquer?



## CHANDRAGUPTA MAURYA

*Ruled 321–298 B.C.*

Chandragupta Maurya may have come from humble birth, but he was a powerful ruler. Part of his great success was the result of knowing how to take advantage of a good opportunity. Alexander the Great's conquests in northwest India had left the region there, called Punjab, weak. The Indians were not happy about foreign rulers. Beginning in 317 B.C., Chandragupta began attacking the Greek overlords. He was successful and quickly organized a powerful army. Greek rulers left the region rather than prolong the fight.

Later, in 305 B.C., the Greek ruler Seleucus tried to retake Greek territory in India. Chandragupta raised a powerful army with more than 9,000 war elephants. It did not take Seleucus long to rethink engaging in battle. Instead, he formed an alliance with the Indian ruler. Instead of losing territory in war, Chandragupta forced Seleucus to give up lands through a treaty.

After conquering most of India, Chandragupta went about establishing the governmental system. He used local rulers and had a council of governors to help him. Because of the size of the empire, many supervisors were required on the local level. However, Chandragupta maintained authority over most matters. He also developed an extensive spy network to keep him notified of happenings in his capital city and within the army. Having conquered the region himself, he did not want someone else to come along and overthrow him.

Late in his life, Chandragupta is said to have converted to Jainism. Having spent much of his efforts in battle or ruling the country, he decided to turn to a simpler way of living. Despite this, his grandson, Asoka, also became a powerful military leader for a time.



▲ Chandragupta Maurya

### Then and Now

Chandragupta used a powerful military to keep the peace. Do you think that a large military is necessary in today's world? Explain and provide examples to support your answer.



The Buddha ▶

▲ This stupa from central India is one of the best-preserved shrines from the 200s B.C. **What other type of structure did Indians create to honor the Buddha?**

**Emperor Asoka's Reign** Chandragupta founded the Mauryan dynasty, but many historians think the empire's greatest king was **Asoka** (uh•SOH•kuh). Asoka ruled from about 273 B.C. to 232 B.C.

Asoka was an unusual ruler. Like many kings, he was a strong military leader, but he came to hate bloodshed. After one bloody fight, he walked over the battlefield. When he saw the dead and wounded, he was horrified. He later made a vow to dedicate his life to peace and follow the teachings of the Buddha.

Asoka focused on the welfare of others. He created hospitals for people and for animals, too. He built new roads so it was easier to trade and put shelters and shade trees along the roads where travelers could rest.

Asoka sent many Buddhist teachers throughout India and the rest of Asia. They carried the religion to new believers. In India, laborers carved the Buddha's teachings on stone pillars for people to read. Asoka also

had laborers build thousands of **stupas** (STOO•puhs). Stupas are Buddhist shrines that have the shape of a dome or mound. Although he was a Buddhist, Asoka allowed his Hindu subjects to practice their religion.

With a good road system and a strong ruler, the empire prospered. India became the center of a huge trade network that stretched to the Mediterranean Sea.

**The Fall of the Mauryan Empire** Asoka died in 232 B.C. Unfortunately, the kings who followed him were not very good leaders, and the empire grew weak.

These kings made bad decisions that turned the people against them. They forced merchants to pay heavy taxes and seized peasants' crops for themselves. Things were so bad that in 183 B.C., the last Mauryan ruler was killed by one of his own generals.

✔ **Reading Check Summarize** Why was Asoka an important ruler?



## EMPEROR ASOKA

*Reigned c. 273–232 B.C.*

In the early years of his reign, Asoka was a powerful military ruler. He used his armies to conquer and unify almost all of India under one leader. After watching a very bloody battle that left many people dead, however, he decided to stop fighting and follow Buddhism.

Emperor Asoka vowed to relieve suffering wherever he found it. He discovered that Buddhism reflected his new beliefs, so he became a Buddhist.

Emperor Asoka had a strong, energetic personality. He began preaching Buddhist ideas that people should be honest, truthful, and nonviolent. He preached that people should live with compassion toward all humans and animals. Asoka taught by example and tried to live his life with "little sin and many good deeds." He ordered his government officials to adopt those virtues for their own lives. He helped spread the concepts of Buddhism and

ahimsa, or nonviolence, throughout his empire and abroad. At the same time, Asoka practiced tolerance toward other religions.

Emperor Asoka regularly visited people in the rural areas of his kingdom and found practical ways to improve their lives. He founded hospitals and supplied medicine. He ordered wells to be dug and trees to be planted along the roads. He also ordered his officials to keep him informed of the needs of the people in his empire.

▼ Asoka



◀ Carving from top of pillar created under Asoka

### Then and Now

Asoka combined religion and government. Do you think that the two should be combined or kept separate? Explain, providing examples to support your answer.



## The Gupta Empire

**Main Idea** The Gupta empire reunited much of northern India and became wealthy through trade.

**Reading Connection** What types of products does the United States trade with other countries? Read to learn how the Gupta empire built its wealth on trade.

For 500 years, India had no strong ruler. Once again, small kingdoms fought with one another and made life miserable for their subjects. Then, in A.D. 320, one prince in the Ganges River valley grew more powerful than the others. Like an earlier ruler, his name was Chandragupta. This Chandragupta chose to rule from the old capital of the Mauryan empire—Pataliputra.

Chandragupta founded the Gupta dynasty. When he died, his son, Samudragupta, took over the throne and expanded the Gupta empire in northern India. Soon, the new kingdom **dominated** almost all of northern India. The Guptas ruled for about 200 years. Gupta rulers had one advantage over the earlier Mauryan kings. The empire was smaller and that made it easier to manage.

The Gupta empire grew wealthy from trade. Salt, cloth, and iron were common goods traded in India. Indian merchants also traded with China and with kingdoms in southeast Asia and the Mediterranean. The Gupta rulers controlled much of the trade and became very wealthy. They owned silver and gold mines and large estates.

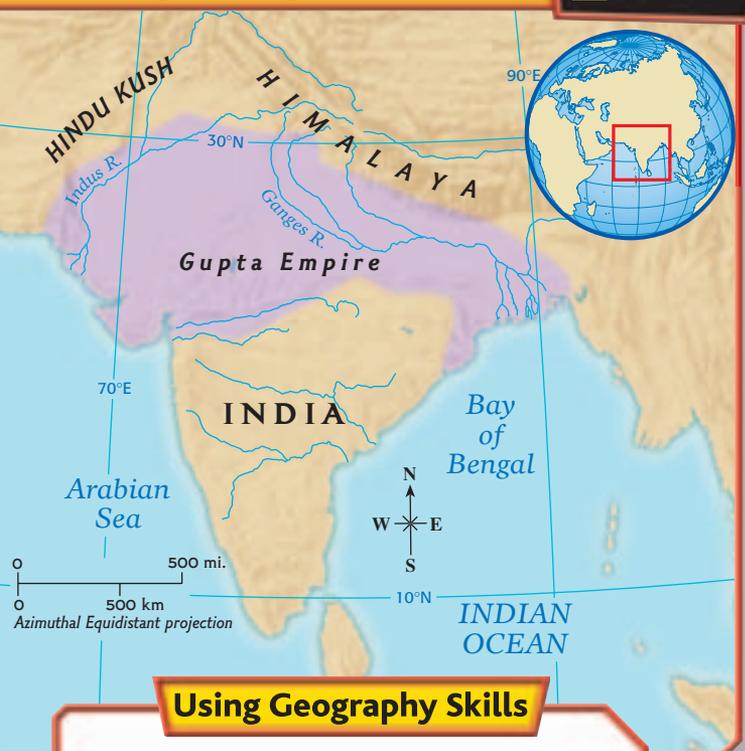
Trade created jobs for people in India and made many people and cities prosperous. Cities grew up along the trade routes, and many people traveled. Some people, called **pilgrims** (PIHL•gruhms), often used the trade routes to travel to a religious shrine or site. Just as cities today make money from tourism, Indian cities that were famous for their temples became wealthy from donations given by visiting pilgrims.

Asoka had converted to Buddhism, but the Guptas were Hindus like many of their subjects. They made Hinduism the official religion and gave money to support Hindu scholars and Hindu shrines. The shrines they built to Hindu deities inspired Hindus. They often had brightly painted sculptures of images from the Upanishads and other sacred writings.

During the Gupta empire, art and science also began to develop. Earlier, you learned that Greece had a golden age of art and learning. India also had a golden age of art and learning during the Gupta empire.

**Reading Check Explain** How did the Gupta empire become wealthy?

### Gupta Empire c. A.D. 600



#### Using Geography Skills

- Region** What river valleys were found within the borders of the Gupta empire?
- Movement** How does the area of the Gupta empire compare to that of the Mauryan empire as shown on the map on page 260?





**WH6.5.7** Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the *Bhagavad Gita*; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero).

## Indian Literature and Science

**Main Idea** The Mauryan and Gupta empires made important contributions in literature, mathematics, and science.

**Reading Connection** What do you think modern movies, books, and television reveal about our values? As you read, try to see if Indian poetry tells a story about values during the Gupta period.

Artists, builders, scientists, and writers produced many works while the Mauryan and Gupta kings ruled.

**India's Sacred Texts** The Vedas of India are an ancient collection of sacred verses, hymns, prayers, and teachings. No one is certain how old they are because for a long time they were only recited, not written down. Once Aryan people came to India and developed Sanskrit, then the Vedas could be recorded.

Later, other kinds of literature were also written down in Sanskrit. Two sacred texts are very famous in India, and Indians today still love to read them. One is the *Mahabharata* (muh•HAH•BAH•ruh•tuh), and the other is the *Ramayana* (rah•mah•YAH•nah). Both of these sacred texts tell about brave warriors and their heroic deeds.

The *Mahabharata* is a long sacred text—about 88,000 verses. Historians think several different authors wrote it and that it was written down around 100 B.C. It describes a great war for control of an Indian kingdom about 1,000 years earlier.

The best-known section is the *Bhagavad Gita* (BAH•guh•VAHD GEE•tuh), or “Song of the Lord.” In it, the deity Krishna accompanies the prince Arjuna to a great battle. Krishna preaches a sermon to Arjuna. He tells him that it is noble to do one’s duty even when it is difficult and painful.

### Primary Source

#### The Bhagavad Gita

In the *Bhagavad Gita*, Arjuna prepares to go into battle. He asks the deity Krishna questions about war and death. The following passage is part of Krishna’s answer.

“Thou grievest where no grief should be! . . .

.....  
All, that doth live, lives always! . . .

.....  
The soul that with a strong and constant calm  
Takes sorrow and takes joy indifferently,  
Lives in the life undying!

—*Bhagavadgita*, Sir Edwin Arnold, trans.

▼ Painting titled *Krishna and Maidens*



#### DBQ Document-Based Question

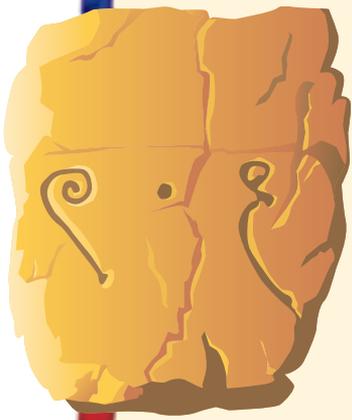
What does Krishna believe about life after death?

# HISTORY MAKERS

## The Invention of Zero c. A.D. 500

Early humans understood the idea of nothing, but they did not have a symbol to represent that idea. During the Gupta dynasty, Indian mathematicians

invented the symbol "0" and connected it with the idea of nothing. The Indians' invention of zero had a great impact on the study of mathematics and science—then and now. Without the concept of zero, modern technology, such as computers, would not be possible.



▲ The middle dot is the first symbol for zero.

The teachings in the *Mahabharata*, especially the Bhagavad Gita, contain many of the central beliefs in Hinduism. They provide important religious and moral lessons. For this reason, they have had a great impact on Hinduism. Through the ages, many books have been written on it. It continues to influence Indian philosophy in modern times.

An important writer from the Gupta period is **Kalidasa** (KAH•lih•DAH•suh). He wrote plays, poems, love stories, and comedies. One popular poem, *The Cloud*

*Messenger*, contains beautiful descriptions of northern India's mountains, forests, and rivers.

**Music, Art, and Architecture** Music played an important part in the religious and social lives of people in India. Many of the early sacred texts like the Bhagavad Gita were probably sung in group settings. At annual festivals people danced, sang, and ate good food. They also used music in their plays. Musical instruments included tambourines, flutes, drums, and lutes.

Much of early Indian art was made of materials that have not survived. What exists today is mostly religious art made in stone. There are many sculptures of the Buddha, for example. These statues teach different Buddhist messages based on the figure's pose. Buddhist temples also used carvings of local scenes of the community.

Hindu architecture typically had carvings of people in different poses that represented different aspects of eternity. They also created images of deities with many hands to show that they had many abilities.

**Indian Math and Science** Indian mathematicians, especially in the Gupta period, made important contributions. Aryabhata (AHR•yuh•BUHT•uh) was the leading mathematician of the Gupta empire. He was one of the first scientists known to have used algebra. Indian mathematicians developed the idea of zero and a symbol to represent it. They also explained the **concept** of infinity—something without an end.

Gupta mathematicians created the symbols for the numbers 1 to 9 that we use today. These number symbols, or numerals, were adopted by Arab traders in the A.D. 700s. European traders borrowed them

from the Arabs. Use of these numbers spread through Europe in the A.D. 1200s, replacing Roman numerals. Today, this system of number symbols is known as the Hindu-Arabic numerical system.

Early Indians also invented mathematical algorithms. An algorithm (AHL•gohr•ih•thuhm) is a series of steps that solve a problem. If you follow the steps, you get the right answer. Computer programmers today often use algorithms to tell computers what to do.

Ancient Indians made important contributions in other scientific fields, especially astronomy. They followed and mapped movements of planets and stars. They understood that the Earth was round and revolved around the sun. They also seem to have understood gravity.

Particularly under the Gupta, Indian scientists made advances in metallurgy, or

metal technology. In addition to iron tools and weapons, they made steel tools. An iron pillar in Delhi dating from around A.D. 400 was so well made that it has hardly rusted. The Gupta also made sophisticated gold coins and metal mirrors.

In the field of medicine, Gupta doctors were advanced for their time. They could set broken bones and perform operations. They also invented many medical tools.

An Indian doctor named Shushruta (shoosh•ROO•tah) carried out an early form of plastic surgery. He worked to restore damaged noses. Indian doctors used herbs in treating illnesses. They also believed it was important to remove the causes of a disease and not just cure the disease itself.

**Reading Check Summarize** In what areas of science did ancient Indians make advances?

## Section 3 Review

**History online**  
**Study Central** Need help understanding the advances of the Mauryan and Gupta empires? Visit [ca.hss.glencoe.com](http://ca.hss.glencoe.com) and click on Study Central.

### Reading Summary

#### Review the Main Ideas

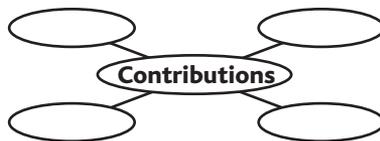
- The Mauryan empire, under leaders such as Chandragupta Maurya and Asoka, united most of India for over a hundred years.
- The Gupta dynasty reunited northern India and grew wealthy from trade.
- During the Mauryan and Gupta empires, the arts and sciences flourished in India. Several great sacred texts, including the *Mahabharata* and the *Ramayana*, came from this period.

### What Did You Learn?

1. Describe trade during the Gupta empire.
2. What is the message of the Bhagavad Gita?

#### Critical Thinking

3. **Organizing Information** Draw a diagram to show the contributions of Indian mathematicians during the Mauryan and Gupta empires. **CA 6RC2.3**



4. **Analyze** How did Asoka's actions as king show his Buddhist beliefs? **CA HI2.**
5. **The Big Ideas** Create a time line showing the advances in art, science, and math in India. Include information telling why these advances were important. **CA 6WS1.3**
6. **Math Connection** Why would the development of a number system be important in a civilization that depended on trade? **CA HI2.**
7. **Analysis** Many historians say that Asoka was the greatest ruler of the Mauryan dynasty. Reread the section and decide if you agree. Write 3 to 4 paragraphs supporting your opinion. **CA HR5.**

# Analyzing Primary Sources



**WH6.5.5** Know the life and moral teachings of the Buddha and how Buddhism spread in India, Ceylon, and Central Asia. **WH6.5.7** Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the *Bhagavad Gita*; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero).

## India's Early Religions

*Ancient India's two main religions, Hinduism and Buddhism, used symbols to convey ideas. These symbols represented something deeper and more profound than the simple image. While the two religions shared this common form, they were quite different.*

*Read the passages on pages 268 and 269, and answer the questions that follow.*



Siva ▶

### Reader's Dictionary

**kinsmen** (KIHNZ•mehn): relatives

**sandalwood** (SAN•duhl•WOOD): a tree with a sweet odor

**rosebay** (ROHZ•BAY): an herb

**jasmine** (JAZ•muhn): a sweet-smelling flower

### Krishna's Wise Words

*In the Hindu religion, the deity Krishna is the teacher of the world. In this excerpt from the Hindu sacred text the *Bhagavad Gita*, Krishna explains some Hindu beliefs.*

19. If any man thinks he slays, and if another thinks he is slain, neither knows the ways of truth. The Eternal in man cannot kill: the Eternal in man cannot die.
20. He is never born, and he never dies. He is in Eternity: he is for evermore. Never-born and eternal, beyond times gone or to come, he does not die when the body dies.
21. When a man knows him as never-born, everlasting, never-changing, beyond all destruction, how can that man kill a man, or cause another to kill?
22. As a man leaves an old garment and puts on one that is new, the Spirit leaves his mortal body and then puts on one that is new.
23. Weapons cannot hurt the Spirit and fire can never burn him. Untouched is he by drenching waters, untouched is he by parching winds.

—*The Bhagavad Gita*, Juan Mascaró, trans.

## A Buddhist Story

The Buddha believed it was important for people to follow the Eightfold Path. In the following passages, the Buddha explains a few of his beliefs.

### Treasure

A woman buries a treasure in a deep pit, thinking: “It will be useful in time of need, or if the king is displeased with me, or if I am robbed or fall into debt, or if food is scarce, or bad luck befalls me.”

But all this treasure may not profit the owner at all, for she may forget where she has hidden it, or goblins may steal it, or her enemies or even her **kinsmen** may take it when she is careless.

But by charity, goodness, restraint, and self-control man and woman alike can store up a well-hidden treasure—a treasure which cannot be given to others and which robbers cannot steal. A wise person should do good—that is the treasure which will not leave one.

### Virtue

The perfume of **sandalwood**,  
**Rosebay** or **jasmine**  
Cannot travel against the wind,

But the fragrance of virtue  
Travels even against the wind,  
As far as the ends of the world.

Like garlands woven from a heap of flowers,  
Fashion from your life as many good deeds.

—*Teachings of the Buddha*, edited by Jack Kornfield



The Buddha ▶

### DBQ Document-Based Questions

#### Krishna's Wise Words

1. What does Krishna mean when he says that the Spirit leaves the mortal body and puts on another like a change of clothes?
2. Why is the Spirit not affected by weapons or the elements?

#### A Buddhist Story

3. How do you think the Buddha feels about money or other kinds of material wealth?
4. How can you build up a treasure that will never leave you?

#### Read to Write

5. Imagine that you have no knowledge of the Hindu and Buddhist religions. After reading the two primary sources above, how would you describe the religious ideas that are important in each religion? Write an essay that describes the similarities between the two religions based on these two passages.

CA HI.2 CA 6WA.2

# Chapter 4 Assessment

## Standard WH6.5

### Review Content Vocabulary

- Write a paragraph about the basic beliefs of Buddhism using the following words.

**reincarnation karma dharma**

Write the vocabulary word that best completes each sentence.

- stupa
  - caste
  - raja
  - pilgrim
  - theocracy
  - dynasty
- Each Aryan tribe was led by a \_\_\_\_.
  - In a \_\_\_\_, government is led by religious leaders.
  - A \_\_\_\_ is a line of rulers who belong to the same family.
  - A \_\_\_\_ travels to religious places.

### Review the **Main Ideas**

#### Section 1 • India's First Civilizations

- What new technology did the Aryans introduce to India?
- What was the purpose of the caste system?

#### Section 2 • Hinduism and Buddhism

- What is the link between the Aryans and Hinduism?
- Describe the differences between Hinduism and Buddhism.

#### Section 3 • India's First Empires

- Which dynasty built India's first great empire?
- What poem expresses many of Hinduism's central beliefs?

### Critical Thinking

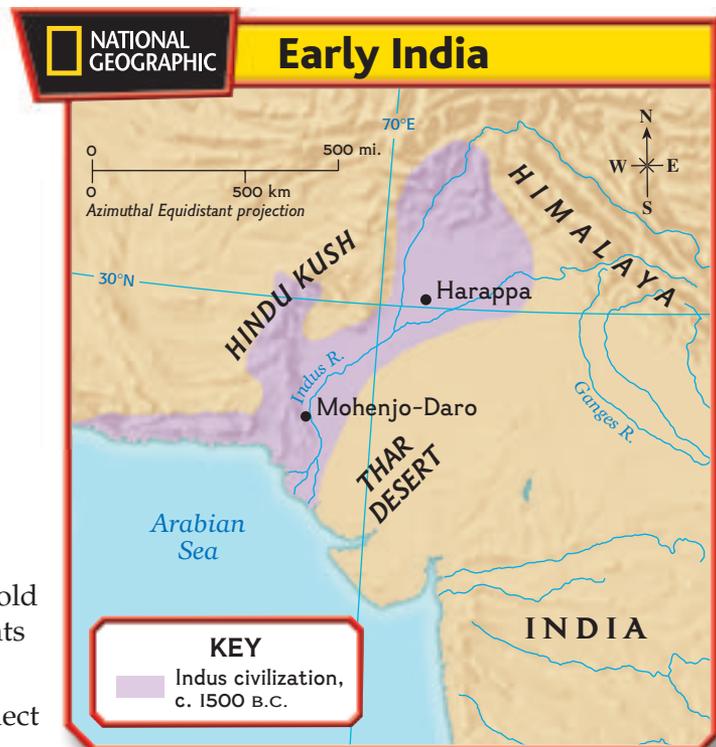
- Compare** How do you think the Eightfold Path is similar to the Ten Commandments of Judaism? **CA 6RC2.2**
- Analyze** How does the *Mahabharata* reflect the ideals of ancient India? **CA 6RC2.7**

- Explain** How did the monsoons affect the development of India's first civilizations? **CA CS3.**
- Predict** What do you think might have happened if Asoka had approved of the slaughter on the battlefield during his wars of conquest? **CA HI2.**

### Geography Skills

Study the map below and answer the following questions.

- Human/Environment Interaction** Why did Harappa and Mohenjo-Daro develop so near the Indus River? **CA CS3.**
- Place** The winter monsoon winds come from the northeast. What makes the winds from that monsoon cold? **CA CS3.**
- Location** Name at least two natural features that protected Harappa and Mohenjo-Daro from invaders. **CA CS3.**



## Read to Write

19. **The Big Ideas** **Persuasive Writing** Literature written during the Mauryan empire played an important role in Indian beliefs. Write a paragraph in which you agree or disagree with this statement. **CA 6WA2.5**
20. **Using Your FOLDABLES** Use the information you recorded in your foldable to create a fill-in-the-blank quiz for a classmate. Write a paragraph about one of the sections, leaving blanks for your classmates to fill in. Also write an answer key. **CA 6RC2.4**

## Using Academic Vocabulary

21. Using information from the chapter, write a sentence in the past tense for each of the words below.
- affect                      dominate  
require

## Building Citizenship

22. **Analyzing Information** Dharma is the Hindu idea of duty. Is it important for people in a society to do their duty? Make a list of duties Americans have today. Then write a paragraph explaining why those duties are important. **CA HI2.**
23. **Persuasive Writing** Under Emperor Asoka religion and government were combined. Write an essay in which you describe what you think the relationship between government and religion should be. **CA 6WA2.5**

## Linking Past and Present

24. **Learning From Writing** After the Aryans arrived in India, they developed a written language called Sanskrit. With this form of writing, the sacred songs and poems of early India could be recorded. Search your local library for a book of modern poetry. Read some of the poems. How does the book's author introduce the poems? Write an essay describing what the poems tell us about today's society. **CA 6RC2.1**

## Reviewing Skills

25. **Reading Skill** **Questioning** Select a part of the chapter that is interesting and write a series of questions about it that you would like answered. Conduct research and write down answers to the questions you posed. **CA HR1.**
26. **Analysis Skill** **Fact and Opinion** Reread the list of the Four Noble Truths on page 250. Do you agree with these Truths? Why or why not? Write an essay defending your position. **CA HR2.**



## Standards Practice

Select the best answer for each of the following questions.

27. **When the Indus River flooded nearby land, it**
- A forced early settlers to become nomads.
  - B left behind rich, fertile soil perfect for farming.
  - C destroyed the first Indian civilization, Harappa.
  - D ruined crops and the people starved.
28. **According to Siddhartha, the only way to find the truth about the world was to**
- A give up all desires.
  - B live like a hermit.
  - C meditate for 49 days.
  - D fast until you are nearly starved.