Civilization in India and China

Chapter 6  Ancient India
Chapter 7  Ancient China
Two of the earliest civilizations of the ancient world arose in India and in China. In both of these places, river valleys provided the setting for the development of civilization. The Indians and Chinese built large empires and made many advances in science, art, and learning.

These civilizations also gave rise to new spiritual traditions. Two of the world’s major religions—Hinduism and Buddhism—began in India. In China, the scholars Confucius and Laozi developed ideas that influenced Chinese thinking and society for more than 2,000 years.

In the next two chapters, you will learn about the advanced civilizations and cultures of India and China.

**Explore the Art**

In this scene, the Chinese emperor Shi Huangdi oversees the building of a massive wall in 220 BC. Why do you think people might build such a giant barrier?
Ancient India

California Standards

History–Social Science
6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.

English–Language Arts
Writing 6.1.0 Exhibit awareness of the audience and purpose.
Reading 6.2.0 Students read and understand grade-level-appropriate material.

FOCUS ON WRITING

An Illustrated Poster Ancient India was a fascinating place. It was the home of amazing cities, the site of strong empires, and the birthplace of major religions. As you read this chapter, think about how you could illustrate one aspect of Indian culture in a poster. When you finish the chapter, you will design such a poster, which will include captions that explain the illustrations you have drawn.

CHAPTER EVENTS

2300 BC
Urban Harappan civilization reaches maturity.

2200 BC
The Old Kingdom ends in Egypt.
In this chapter you will learn about the ancient civilization of India, the birthplace of two major world religions—Hinduism and Buddhism. In this photo, crowds of Hindus gather to bathe in the sacred Ganges River.

1500s BC
Aryans begin migrating into India.

c. 1250 BC
Central tenets of Hinduism take shape.

c. 563 BC
Prince Siddhartha Gautama, or the Buddha, is born in northern India.

c. AD 320
Chandragupta founds the Gupta Empire.

1500 BC

1000 BC

500 BC

BC 1 AD

AD 500

334 BC
Alexander the Great begins his conquests.

AD 391
All non-Christian religions are banned in the Roman Empire.
Focus on Themes  This chapter outlines and describes the development of India. You will read about India's first civilization, called the Harappan civilization, so advanced that the people had indoor bathrooms and a writing system. You will also learn about the society and culture that restricted whom Indian people could talk with or marry. Finally, you will read about the religions and empires that united India and about the art and literature that the Indians created.

Inferences about History

Focus on Reading  What's the difference between a good guess and a weak guess? A good guess is an educated guess. In other words, the guess is based on some knowledge or information. That's what an inference is, an educated guess.

Making Inferences About What You Read  On pages 86 and 87, you practiced drawing conclusions. You use almost the same process to make an inference: combine information from your reading with what you already know, and make an educated guess about what it all means. Once you have made several inferences, you may be able to draw a conclusion that ties them all together.

Question  Why did Aryan priests have rules for performing sacrifices?

Inside the Text
- Sacred texts tell how to perform sacrifices.
- Priests sacrificed animals in fire.
- Sacrifices were offerings to the gods.

Outside the Text
- Other religions have duties only priests can perform.
- Many ancient societies believed sacrifices helped keep the gods happy.

Inference  The Aryans believed that performing a sacrifice incorrectly might anger the gods.

Steps for Making Inferences
1. Ask a question.
2. Note information “Inside the Text.”
3. Note information “Outside the Text.”
4. Use both sets of information to make an educated guess, or inference.
Harappan Achievements

Harappan civilization was very advanced. Most houses had bathrooms with indoor plumbing. Artisans made excellent pottery, jewelry, ivory objects, and cotton clothing. They used high-quality tools and developed a system of weights and measures.

Harappans also developed India’s first known writing system. However, scholars have not yet learned to read this language, so we know very little about Harappan society. Unlike Mesopotamia or Egypt, for example, there are no large religious monuments or palaces, so the relationship between the people and their government is less clear. On the other hand, the remarkable similarity of material culture from widely scattered Harappan sites suggests a high level of social control.

Harappan civilization ended by the early 1700s BC, but no one is sure why.

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Answer the following questions to make inferences about Harappan society.

1. Do you think that the Harappan language was closely related to the languages spoken in India today? Consider the information inside the text and things you have learned outside the text to make an inference about the Harappan language.

2. What have you just learned about Harappan achievements? Think back to other civilizations you have studied that made similar achievements. What allowed those civilizations to make their achievements? From this, what can you infer about earlier Harappan society?
Geography and Early India

If YOU were there...
Your people are nomadic herders in southern Asia about 1200 BC. You live in a river valley with plenty of water and grass for your cattle. Besides looking after cattle, you spend time learning to recite sacred texts from the village elders. They say these words hold your people's history. One day, it will be your duty to teach them to your own children.

Why is it important to pass on these words?

Building Background Like Mesopotamia and Egypt, India was home to one of the world's first civilizations. Like other early civilizations, the one in India grew up in a river valley. But the society that eventually developed in India was very different from the ones that developed elsewhere.

Geography of India
Look at a map of Asia in the atlas of this book. Do you see the large, roughly triangular landmass that juts out from the center of the southern part of the continent? That is India. It was the location of one of the world's earliest civilizations.

Landforms and Rivers
India is huge. In fact, it is so big that many geographers call it a subcontinent. A subcontinent is a large landmass that is smaller than a continent. Subcontinents are usually separated from the rest of their continents by physical features. If you look at the map on the next page, for example, you can see that mountains largely separate India from the rest of Asia.

Among the mountains of northern India are the Himalayas, the highest mountains in the world. To the west are the Hindu Kush. Though these mountains made it hard to enter India, invaders have historically found a few paths through them.
India is a huge peninsula, so large it's called a subcontinent. To the west of the Himalayas is a vast desert. Much of the rest of India is covered by fertile plains and rugged plateaus.

Several major rivers flow out of the Himalayas. The valleys and fertile plains of these rivers were the locations of India's early civilizations. The Indus is located in present-day Pakistan, west of India. When heavy snows in the Himalayas melted, the Indus flooded. As in Mesopotamia and Egypt, the flooding left behind a layer of fertile silt. The silt created ideal farmland for early settlers.

**Climate**

Most of India has a hot and humid climate. This climate is heavily influenced by India's **monsoons**, seasonal wind patterns that cause wet and dry seasons.
In the summer, monsoon winds blow into India from the Indian Ocean, bringing heavy rains that can cause terrible floods. Some parts of India receive as much as 100 or even 200 inches of rain during this time. In the winter, winds blow down from the mountains. This forces moisture out of India and creates warm, dry winters.

**READING CHECK** Drawing Conclusions
How do you think monsoons affected settlement in India?

**Harappan Civilization**

Historians call the civilization that grew up in the Indus River Valley the Harappan (huh-RA-puhn) civilization. Centered along the Indus, the civilization also controlled large areas on both sides of the river.

Like other ancient societies you have studied, the Harappan civilization grew as irrigation and agriculture improved. As farmers began to produce surpluses of food, towns and cities appeared in India.

**History Close-up**

**Life in Mohenjo Daro**

Mohenjo Daro was one of the two major cities of the Harappan civilization. Located next to the Indus River in what is now Pakistan, the city probably covered one square mile. The people who lived in the city enjoyed some of the most advanced comforts of their time, including indoor plumbing.

Harappan merchants used a standard set of weights to measure goods such as precious stones.
India’s Early Cities

The Harappan civilization was named after the modern city of Harappa (huh-RA-puh), Pakistan. It was near this city that ruins of the civilization were first discovered. From studying these ruins, archaeologists currently estimate that the civilization thrived between 2300 and 1700 BC.

The greatest sources of information we have about Harappan civilization are the ruins of two large cities, Harappa and Mohenjo Daro (mo-HEN-joh DAR-oh). The two cities lay more than 300 miles apart but were remarkably similar. More recent sources include the ruins discovered at Kalibangan, Dholavira, and the port of Lothal, in addition to the 2,600 rural settlements excavated in northwest India.

Both Harappa and Mohenjo Daro were well planned. Each stood near a towering fortress. From these fortresses, defenders could look down on the cities’ brick streets, which crossed at right angles and were lined with storehouses, workshops, market stalls, and houses. In addition, both cities had many public wells.

The houses of Mohenjo Daro had flat roofs. Many had staircases that allowed people to climb to the roof from the street.

The city’s streets were paved and well drained. They met at right angles, creating a grid pattern.

Harappan Civilization

Next to the city was a huge citadel, or fortress, to guard against invasions.

What in this picture suggests that Mohenjo Daro was a well-planned city?
Harappan Achievements
Harappan civilization was very advanced. Most houses had bathrooms with indoor plumbing. Artisans made excellent pottery, jewelry, ivory objects, and cotton clothing. They used high-quality tools and developed a system of weights and measures.

Harappans also developed India’s first known writing system. However, scholars have not yet learned to read this language, so we know very little about Harappan society. Unlike Mesopotamia or Egypt, for example, there are no large religious monuments or palaces, so the relationship between the people and their government is less clear. On the other hand, the remarkable similarity of material culture from widely scattered Harappan sites suggests a high level of social control.

Harappan civilization ended by the early 1700s BC, but no one is sure why. Perhaps invaders destroyed the cities or natural disasters, like floods or earthquakes, caused the civilization to collapse.

READING CHECK Analyzing Why don’t we know much about Harappan civilization?

Aryan Invasion
Not long after the Harappan civilization crumbled, a new group took power in the Indus Valley. They were called the Aryans (AIR-ee-uhnz). Historians have long debated the origins of the Aryans. Some historians believe they came from Central Asia, but others disagree. Wherever the Aryans came from, some people think they may have helped end the Harappan civilization.

Invaders from the West
The Aryans were skilled warriors. Using chariots and advanced weapons, these invaders took new territory. By 1200 BC Aryan warriors had swept through the Hindu Kush and taken control of the entire Indus Valley. From there they moved east to the Ganges River Valley.

Much of what we know about Aryan society comes from religious writings known as the Vedas (VAY-duhs). These collections of poems, hymns, myths, and rituals were written by Aryan priests. You will read more about the Vedas later in this chapter.

Government and Society
As nomads, the Aryans took along their herds of animals as they moved. But over time, they settled in villages and began to farm. Unlike the Harappans, they did not build big cities.

The Aryan political system was also different from the Harappan system. The Aryans lived in small communities, based mostly on family ties. No single ruling authority existed. Instead, each group had its own leader, often a skilled warrior.

Aryan villages were governed by rajas (RAH-juhz). A raja was a leader who ruled a village and the land around it. Villagers farmed some of this land for the raja. They used other sections as pastures for their cows, horses, sheep, and goats.
Although many rajas were related, they didn’t always get along. Sometimes rajas joined forces before fighting a common enemy. Other times, however, rajas went to war against each other. In fact, Aryan groups fought each other nearly as often as they fought outsiders.

**Language**
The first Aryan settlers did not read or write. Because of this, they had to memorize the sacred texts that were important in their culture, such as the Vedas. If people forgot these sacred texts, the works would be lost forever.

The language in which these Aryan sacred texts were composed was Sanskrit, the most important language of ancient India. At first, Sanskrit was only a spoken language. Eventually, however, people figured out how to write it down so they could keep records. These Sanskrit records are a major source of information about Aryan society. Sanskrit is no longer widely spoken today, but it is the root of many modern South Asian languages.

**REVIEWING IDEAS, TERMS, AND PEOPLE**

1. **Define** What are monsoons?
2. **Contrast** How does northern India differ from the rest of the region?
3. **Elaborate** Why is India called a subcontinent?
4. **Recall** Where did Harappan civilization develop?
5. **Analyze** What is one reason that scholars do not completely understand some important parts of Harappan society?

**Identify** Who were the Aryans?

**Contrast** How was Aryan society different from Harappan society?

**Draw** a diagram like this one. Use it to show how Indian society changed after the Aryan invasion.

**Illustrating Geography and Early Civilizations**
This section described two possible topics for your poster: geography and early civilizations. Which of them is more interesting to you? Write down some ideas for a poster about your chosen topic.
Origins of Hinduism

If YOU were there...

Your family are skillful weavers who make beautiful cotton cloth. You belong to the class in Aryan society who are traders, farmers, and craftspeople. Often the raja of your town leads the warriors into battle. You admire their bravery but know you can never be one of them. To be an Aryan warrior, you must be born into that noble class. Instead, you have your own duty to carry out.

How do you feel about remaining a weaver?

Indian Society Divides

As Aryan society became more complex, their society became divided into groups. For the most part, these groups were organized by people's occupations. Strict rules developed about how people of different groups could interact. As time passed, these rules became stricter and became central to Indian society.

The Varnas

According to the Vedas, there were four main varnas, or social divisions, in Aryan society. These varnas were:

- Brahmins (BRAH-muhns), or priests,
- Kshatriyas (KSHA-tree-uhs), or rulers and warriors,
- Vaisyas (VYSH-yuhs), or farmers, craftspeople, and traders, and
- Sudras (SOO-drahs), or laborers and non-Aryans.

The Brahmins were seen as the highest ranking because they performed rituals for the gods. This gave the Brahmins great influence over the other varnas.
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**The Caste System**

As the rules of interaction between varnas got stricter, the Aryan social order became more complex. In time, each of the four varnas in Aryan society was further divided into many castes, or groups. This caste system divided Indian society into groups based on a person's birth, wealth, or occupation. At one time, some 3,000 separate castes existed in India.

The caste to which a person belonged determined his or her place in society. However, this ordering was by no means permanent. Over time, individual castes gained or lost favor in society as caste members gained wealth or power. On rare occasions, people could change caste.

**Caste Rules**

To keep their classes distinct, the Aryans developed sutras, or guides, which listed all the rules for the caste system. For example, people were not allowed to marry anyone from a different class. It was even forbidden for people from one class to eat with people from another. People who broke the caste rules could be banned from their homes and their castes, which would make them untouchables. Because of these rules, people spent almost all of their time with others in their same class.

**READING CHECK** Drawing Inferences How did a person become a member of a caste?
Hindus believe in many deities, but they believe that all the deities are aspects of a single universal spirit called Brahman. Three aspects of Brahman are particularly important in Hinduism—Brahma, Siva, and Vishnu.

**Brahmanism**

Religion had been an important part of Aryan life even before the Aryans moved to India. Eventually, in India, religion took on even more meaning. Because Aryan priests were called Brahmins, their religion is often called Brahmanism.

**The Vedas**

Aryan religion was based on the Vedas. There are four Vedas, each containing sacred texts. The oldest of the Vedas, the Rigveda, was probably compiled in the second millennium BC. It includes hymns of praise to many deities. This passage, for example, is the opening of a hymn praising Indra, a deity of the sky and war.

"The one who is first and possessed of wisdom when born; the god who strove to protect the gods with strength; the one before whose force the two worlds were afraid because of the greatness of his virility [power]: he, O people, is Indra."

—from the Rigveda, in Reading about the World, Volume 1, edited by Paul Brians, et al

**Vedic Texts**

Over the centuries, Aryan Brahmins wrote down their thoughts about the Vedas. In time these thoughts were compiled into collections called Vedic texts.

One collection of Vedic texts describes Aryan religious rituals. For example, it describes how sacrifices should be performed. Priests placed animals, food, or drinks to be sacrificed in a fire. The Aryans believed that the fire would carry these offerings to the deities.

A second collection of Vedic texts describes secret rituals that only certain people could perform. In fact, the rituals were so secret that they had to be done in the forest, far from other people.

The final group of Vedic texts are the Upanishads (oo-PAHN-ee-shads), most of which were written by about 600 BC. These writings are reflections on the Vedas by religious students and teachers.

**Finding Main Ideas** What are the Vedic texts?
**Hinduism Develops**

The Vedas, the Upanishads, and the other Vedic texts remained the basis of Indian religion for centuries. Eventually, however, the ideas of these sacred texts began to blend with ideas from other cultures. People from Persia and other kingdoms in Central Asia, for example, brought their ideas to India. In time, this blending of ideas created a religion called **Hinduism**, the largest religion in India today.

**Hindu Beliefs**

The Hindus believe in many deities. Among them are three major deities: Brahma the Creator, Siva the Destroyer, and Vishnu the Preserver. At the same time, however, Hindus believe that each deity is part of a single universal spirit called Brahman. They believe that Brahman created the world and preserves it. Deities like Brahma, Siva, and Vishnu represent different aspects of Brahman. In fact, Hindus believe that everything in the world is part of Brahman.

**Life and Rebirth**

According to Hindu teachings, everyone has a soul, or *atman*, inside them. This soul holds the person's personality, the qualities that make them who they are. Hindus believe that a person's ultimate goal should be to reunite that soul with Brahman, the universal spirit.

Hindus believe that their souls will eventually join Brahman because the world we live in is an illusion. Brahman is the only reality. The Upanishads taught that people must try to see through the illusion of the world. Since it is hard to see through illusions, it can take several lifetimes. That is why Hindus believe that souls are born and reborn many times, each time in a new body. This process of rebirth is called **reincarnation**.

**Hinduism and the Caste System**

According to the traditional Hindu view of reincarnation, a person who has died is reborn in a new physical form.
The type of form depends upon his or her **karma**, the effects that good or bad actions have on a person's soul. Evil actions during one's life will build bad karma. A person with bad karma will be born into a lower caste or life form.

In contrast, good actions build good karma. People with good karma are born into a higher caste in their next lives. In time, good karma will bring salvation, or freedom from life's worries and the cycle of rebirth. This salvation is called **moksha**.

Hinduism taught that each person had a duty to accept his or her place in the world without complaint. This is called obeying one's **dharma**. People could build good karma by fulfilling the duties required of their specific caste. Through reincarnation, Hinduism offered rewards to those who lived good lives. Even untouchables could be reborn into a higher caste.

Hinduism was popular at all levels of Hindu society, through all four **varnas**. By teaching people to accept their places in life, Hinduism helped preserve the caste system in India.

**Reading Check** Summarizing What determined how a person would be reborn?

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**Nonviolence**

In modern times, nonviolence has been a powerful tool for social protest. Mohandas Gandhi led a long nonviolent struggle against British rule in India. This movement helped India win its independence in 1947. About 10 years later, Martin Luther King Jr. adopted Gandhi's nonviolent methods in his struggle to win civil rights for African Americans. Then, in the 1960s, César Chávez organized a campaign of nonviolence to protest the treatment of farm workers in California. These three leaders proved that people can bring about social change without using violence. As Chávez once explained, "Nonviolence is not inaction. It is not for the timid or the weak. It is hard work. It is the patience to win."

Mohandas Gandhi (top), Martin Luther King Jr. (above), and César Chávez (right)
Jains React to Hinduism

Although Hinduism was widely followed in India, not everyone agreed with its beliefs. Some unsatisfied people and groups looked for new religious ideas. One such group was the Jains (JYNZ), believers in a religion called Jainism (JY-ni-zuhm).

Jainism was based on the teachings of a man named Mahavira. Born into the Kshatriya varna around 599 BC, he was unhappy with the control of religion by the Brahmins, whom he thought put too much emphasis on rituals. Mahavira gave up his life of luxury, became a monk, and established the principles of Jainism.

The Jains try to live by four principles: injure no life, tell the truth, do not steal, and own no property. In their efforts not to injure anyone or anything, the Jains practice nonviolence, or the avoidance of violent actions. The Sanskrit word for this nonviolence is ahimsa (uh-HIM-sah). Many Hindus also practice ahimsa.

The Jains’ emphasis on nonviolence comes from their belief that everything is alive and part of the cycle of rebirth. Jains are very serious about not injuring or killing any creature—humans, animals, insects, or even plants. They do not believe in animal sacrifice, like the ones the ancient Brahmins performed. Because they don’t want to hurt living creatures, Jains are vegetarians. They do not eat any food that comes from animals.

**READING CHECK** Identifying Points of View

Why do Jains avoid eating meat?

**Summary and Preview** You have learned about two religions that developed in India—Hinduism and Jainism. In Section 3, you will learn about another religion that began there—Buddhism.
Main Ideas

1. Siddhartha Gautama searched for wisdom in many ways.
2. The teachings of Buddhism deal with finding peace.
3. Buddhism spread far from where it began in India.

The Big Idea

Buddhism began in India and became a major religion.

Key Terms and People

- fasting, p. 157
- meditation, p. 157
- the Buddha, p. 157
- Buddhism, p. 158
- nirvana, p. 158
- missionaries, p. 160

Origins of Buddhism

If YOU were there...

You are a trader traveling in northern India in about 520 BC. As you pass through a town, you see a crowd of people sitting silently in the shade of a huge tree. A man sitting at the foot of the tree begins to speak about how one ought to live. His words are like nothing you have heard from the Hindu priests.

Will you stay to listen? Why or why not?

BUILDING BACKGROUND

The Jains were not the only ones to break from Hinduism. In the 500s BC a young Indian prince attracted many people to his teachings about how people should live.

Siddhartha's Search for Wisdom

In the late 500s BC a restless young man, dissatisfied with the teachings of Hinduism, began to ask his own questions about life and religious matters. In time, he found answers. These answers attracted many followers, and the young man's ideas became the foundation of a major new religion in India.

The Quest for Answers

The restless young man was Siddhartha Gautama (si-DAHR-tuh GAU-tuh-muh). Born around 563 BC in northern India, near the Himalayas, Siddhartha was a prince who grew up in luxury. Born a Kshatriya, a member of the warrior class, Siddhartha never had to struggle with the problems that many people of his time faced. However, Siddhartha was not satisfied. He felt that something was missing in his life.

Siddhartha looked around him and saw how hard other people had to work and how much they suffered. He saw people grieving for lost loved ones and wondered why there was so much pain in the world. As a result, Siddhartha began to ask questions about the meaning of human life.
Before Siddhartha reached age 30, he left his home and family to look for answers. His journey took him to many regions in India. Wherever he traveled, he had discussions with priests and people known for their wisdom. Yet no one could give convincing answers to Siddhartha’s questions.

The Buddha Finds Enlightenment

Siddhartha did not give up. Instead, he became even more determined to find the answers he was seeking. For several years, he wandered in search of answers.

Siddhartha wanted to free his mind from daily concerns. For a while, he did not even wash himself. He also started fasting, or going without food. He devoted much of his time to meditation, the focusing of the mind on spiritual ideas.

According to legend, Siddhartha spent six years wandering throughout India. He eventually came to a place near the town of Gaya, close to the Ganges River. There, he sat down under a tree and meditated.

After seven weeks of deep meditation, he suddenly had the answers that he had been looking for. He realized that human suffering comes from three things:

- wanting what we like but do not have,
- wanting to keep what we like and already have, and
- not wanting what we dislike but have.

Siddhartha spent seven more weeks meditating under the tree, which his followers later named the Tree of Wisdom. He then described his new ideas to five of his former companions. His followers later called this talk the First Sermon.

Siddhartha Gautama was about 35 years old when he found enlightenment under the tree. From that point on, he would be called the Buddha (BOO-duh), or the “Enlightened One.” The Buddha spent the rest of his life traveling across northern India and teaching people his ideas.

READING CHECK  Summarizing What did the Buddha conclude about the cause of suffering?
Teachings of Buddhism

As he traveled, the Buddha gained many followers, especially among India's merchants and artisans. He even taught his views to a few kings. These followers were the first believers in Buddhism, a religion based on the teachings of the Buddha.

The Buddha was raised Hindu, and many of his teachings reflected Hindu ideas. Like Hindus, he believed that people should act morally and treat others well. In one of his sermons, he said:

"Let a man overcome anger by love. Let him overcome the greedy by liberality [giving], the liar by truth. This is called progress in the discipline [training] of the Blessed."

–The Buddha, quoted in The History of Nations: India

Four Noble Truths

At the heart of the Buddha's teachings were four guiding principles. These became known as the Four Noble Truths:

1. Suffering and unhappiness are a part of human life. No one can escape sorrow.

2. Suffering comes from our desires for pleasure and material goods. People cause their own misery because they want things they cannot have.

3. People can overcome desire and ignorance and reach nirvana (nir-VAH-nuh), a state of perfect peace. Reaching nirvana frees the soul from suffering and from the need for further reincarnation.

4. People can overcome ignorance and desire by following an eightfold path that leads to wisdom, enlightenment, and salvation.

The chart on the next page shows the steps in the Eightfold Path. The Buddha believed that this path was a middle way between human desires and denying oneself any pleasure. He believed that people should overcome their desire for material goods. They should, however, be reasonable, and not starve their bodies or cause themselves unnecessary pain.
Challenging Hindu Ideas

Some of the Buddha’s teachings challenged traditional Hindu ideas. For example, the Buddha rejected many of the ideas contained in the Vedas, such as animal sacrifice. He told people that they did not have to follow these texts.

The Buddha challenged the authority of the Hindu priests, the Brahmins. He did not believe that they or their rituals were necessary for enlightenment. Instead, he taught that it was the responsibility of each individual to work for his or her own salvation. Priests could not help them. However, the Buddha did not reject the Hindu teaching of reincarnation. He taught that people who failed to reach nirvana would have to be reborn time and time again until they achieved it.

The Buddha was opposed to the caste system. He didn’t think that people should be confined to a particular place in society. Everyone who followed the Eightfold Path properly, he said, would achieve nirvana. It didn’t matter what varna or caste they had belonged to in life as long as they lived the way they should.

The Buddha’s opposition to the caste system won him support from the masses. Many of India’s herdsmen, farmers, artisans, and untouchables liked hearing that their low social rank would not be a barrier to enlightenment. Unlike Hinduism, Buddhism made them feel that they had the power to change their lives.

The Buddha also gained followers among the higher classes. Many rich and powerful Indians welcomed his ideas about avoiding extreme behavior while seeking salvation. By the time of his death around 483 BC, the Buddha’s influence was spreading rapidly throughout India.

**Reading Check** Comparing How did Buddha’s teachings agree with Hinduism?
Buddhism continued to attract followers after the Buddha’s death. After spreading through India, the religion began to spread to other areas as well.

**Buddhism Spreads in India**

According to Buddhist tradition, 500 of the Buddha’s followers gathered together shortly after he died. They wanted to make sure that the Buddha’s teachings were remembered correctly.

In the years after this council, the Buddha’s followers spread his teachings throughout India. The ideas spread very quickly, because Buddhist teachings were popular and easy to understand. Within 200 years of the Buddha’s death, his teachings had spread through most of India.

**Buddhism Spreads Beyond India**

The spread of Buddhism increased after one of the most powerful kings in India, Asoka, became Buddhist in the 200s BC. Once he converted, he built Buddhist temples and schools throughout India. More importantly, though, he worked to spread Buddhism into areas outside of India. You will learn more about Asoka and his accomplishments in the next section.

Asoka sent Buddhist missionaries, or people who work to spread their religious beliefs, to other kingdoms in Asia. One group of these missionaries sailed to the island of Sri Lanka around 251 BC. Others followed trade routes east to what is now Myanmar and to other parts of Southeast Asia. Missionaries also went north to areas near the Himalayas.
Missionaries also introduced Buddhism to lands west of India. They founded Buddhist communities in Central Asia and Persia. They even taught about Buddhism as far away as Syria and Egypt.

Buddhism continued to grow over the centuries. Eventually it spread via the Silk Road into China, then Korea and Japan. Through their work, missionaries taught Buddhism to millions of people.

**A Split within Buddhism**

Even as Buddhism spread through Asia, however, it began to change. Not all Buddhists could agree on their beliefs and practices. Eventually disagreements between Buddhists led to a split within the religion. Two major branches of Buddhism were created—Theravada and Mahayana.

Members of the Theravada branch tried to follow the Buddha’s teachings exactly as he had stated them. Mahayana Buddhists, though, believed that other people could interpret the Buddha’s teachings to help people reach nirvana. Both branches have millions of believers today, but Mahayana is by far the larger branch.

**REVIEWING IDEAS, TERMS, AND PEOPLE**

1. **Identify** Who was the Buddha, and what does the term Buddha mean?
2. **Summarize** How did Siddhartha Gautama free his mind and clarify his thinking as he searched for wisdom?
3. **Describe** Into what lands did Buddhism spread?
4. **Summarize** What role did missionaries play in spreading Buddhism?

**CRITICAL THINKING**

4. **Summarizing** Draw a diagram like the one shown here. Use it to identify and describe the Four Noble Truths as taught by the Buddha.

**FOCUS ON WRITING**

5. **Considering Indian Religions** Look back over what you’ve just read and the notes you took about Hinduism earlier. Perhaps you will want to focus your poster on ancient India’s two major religions. Think about how you could design a poster around this theme.
Indian Empires

If YOU were there...

You are a merchant in India in about 240 BC. You travel from town to town on your donkey, carrying bolts of colorful cloth. In the heat of summer, you are grateful for the banyan trees along the road. They shelter you from the blazing sun. You stop at wells for cool drinks of water and rest houses for a break in your journey. You know these are all the work of your king, Asoka.

How do you feel about your king?

**Building Background**  For centuries after the Aryan invasion, India was divided into small states. Each state had its own ruler and India had no central government. Then, in the 300s BC, a foreign conqueror, Alexander the Great, took over part of northwestern India. His armies soon left, but his influence continued to affect Indian society. Inspired by Alexander's example, a strong leader soon united India for the first time.

### Mauryan Empire Unifies India

In the 320s BC a military leader named **Chandragupta Maurya** (kuhn-druh-GOOP-tuh MOUR-yuh) seized control of the entire northern part of India. By doing so, he founded the Mauryan Empire. Mauryan rule lasted for about 150 years.

**The Mauryan Empire**

Chandragupta Maurya ruled his empire with the help of a complex government. It included a network of spies and a huge army of some 600,000 soldiers. The army also had thousands of war elephants and thousands of chariots. In return for the army's protection, farmers paid a heavy tax to the government.

In 301 BC Chandragupta decided to become a Jainist monk. To do so, he had to give up his throne. He passed the throne to his son, who continued to expand the empire. Before long, the Mauryas ruled all of northern India and much of central India as well.
Asoka
Around 270 BC Chandragupta’s grandson Asoka (uh-SOH-kuh) became king. Asoka was a strong ruler, the strongest of all the Mauryan emperors. He extended Mauryan rule over most of India. In conquering other kingdoms, Asoka made his own empire both stronger and richer.

For many years, Asoka watched his armies fight bloody battles against other peoples. A few years into his rule, however, Asoka converted to Buddhism. When he did, he swore that he would not launch any more wars of conquest.

After converting to Buddhism, Asoka had the time and resources to improve the lives of his people. He had wells dug and roads built throughout the empire. Along these roads, workers planted shade trees and built rest houses for weary travelers. He also encouraged the spread of Buddhism in India and the rest of Asia. As you read in the previous section, he sent missionaries to lands all over Asia.

Asoka died in 233 BC, and the empire began to fall apart soon afterward. His sons fought each other for power, and invaders threatened the empire. In 184 BC the last Mauryan king was killed by one of his own generals. India divided into smaller states once again.

Focus on Reading
What can you infer about the religious beliefs of Asoka’s sons?

Reading Check Finding Main Ideas How did the Mauryans gain control of most of India?

Mauryan Empire, c. 320–185 BC

Mauryan troops used war elephants in battle, striking fear in their enemies. As the elephants charged forward into battle, soldiers on top hurled spears at their enemies.

Geography Skills Interpreting Maps
Place Which cities were part of the Mauryan Empire?
Gupta Rulers Promote Hinduism
After the collapse of the Mauryan Empire, India remained divided for about 500 years. During that time, Buddhism continued to prosper and spread in India, and so the popularity of Hinduism declined.

A New Hindu Empire
Eventually, however, a new dynasty was established in India. It was the Gupta (GOOP-tuh) Dynasty, which took over India around AD 320. Under the Guptas, India was once again united, and it once again became prosperous.

The first Gupta emperor was Chandragupta I. Although their names are similar, he was not related to Chandragupta Maurya. From his base in northern India, Chandragupta’s armies invaded and conquered neighboring lands. Eventually he brought much of the northern part of India under his control.

Indian civilization flourished under the Gupta rulers. These rulers were Hindu, so Hinduism became India’s major religion. The Guptas built many Hindu temples, some of which became models for later Indian architecture. They also promoted a revival of Hindu writings and worship practices.

Although they were Hindus, the Guptas also supported the religious beliefs of Buddhism and Jainism. They promoted Buddhist art and built Buddhist temples. They also established a university at Nalanda that became one of Asia’s greatest centers for Buddhist studies.

Gupta Society
In 375 Emperor Chandragupta II took the throne in India. Guptan society reached its high point during his rule. Under Chandragupta II, the empire continued to grow, eventually stretching all the way across northern India. At the same time, the empire’s economy strengthened, and people prospered. They created fine works of art and literature. Outsiders admired the empire’s wealth and beauty.

Gupta kings believed the social order of the Hindu caste system would strengthen their rule. They also thought it would keep the empire stable. As a result, the Guptas considered the caste system an important part of Indian society.

This was not good news for women, whose roles were limited by caste rules. Brahmins taught that a woman’s role was to marry and have children. Women couldn’t even choose their own husbands.
Parents arranged all marriages. Once married, wives had few rights. They were expected to serve their husbands. Widows had an even lower social status than other women.

Gupta rule remained strong in India until the late 400s. At that time the Huns, a group from Central Asia, invaded India from the northwest. Their fierce attacks drained the Gupta Empire of its power and wealth. As the Hun armies marched farther into India, the Guptas lost hope.

By the middle of the 500s, Gupta rule had ended, and India had divided into small kingdoms yet again.

**READING CHECK** Summarizing What was the Gupta Dynasty's position on religion?

**SUMMARY AND PREVIEW** The Mauryas and Guptas united much of India in their empires. Next you will learn about their many achievements.

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**Section 4 Assessment**

**Reviewing Ideas, Terms, and People**

1. a. **Identify** Who created the Mauryan Empire?
   b. **Summarize** What happened after Asoka became a Buddhist?
   c. **Elaborate** Why do you think many people consider Asoka the greatest of all Mauryan rulers?

2. a. **Recall** What religion did most of the Gupta rulers belong to?
   b. **Compare and Contrast** How were the rulers Chandragupta Maurya and Chandragupta I alike, and how were they different?
   c. **Evaluate** Do you think the Gupta enforcement of caste rules was a good thing? Why or why not?

**Critical Thinking**

3. **Categorizing**
   - Draw a chart like this one. Fill it with information about India's rulers.

<table>
<thead>
<tr>
<th>Ruler</th>
<th>Dynasty</th>
<th>Accomplishments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**FOCUS ON WRITING**

4. **Comparing Indian Empires** Another possible topic for your poster would be a comparison of the Maurya and Gupta empires. Make a chart in your notebook that shows such a comparison.
Asoka

How can one decision change a man’s entire life?

When did he live? before 230 BC

Where did he live? Asoka’s empire included much of northern and central India.

What did he do? After fighting many bloody wars to expand his empire, Asoka gave up violence and converted to Buddhism.

Why is he important? Asoka is one of the most respected rulers in Indian history and one of the most important figures in the history of Buddhism. As a devout Buddhist, Asoka worked to spread the Buddha’s teachings. In addition to sending missionaries around Asia, he built huge columns carved with Buddhist teachings all over India. Largely through his efforts, Buddhism became one of Asia’s main religions.

Generalizing How did Asoka’s life change after he became Buddhist?

This Buddhist shrine, located in Sanchi, India, was built by Asoka.
Indian Achievements

If YOU were there...
You are a traveler in western India in the 300s. You are visiting a cave temple that is carved into a mountain cliff. Inside the cave it is cool and quiet. Huge columns rise all around you. You don’t feel you’re alone, for the walls and ceilings are covered with paintings. They are filled with lively scenes and figures. In the center is a large statue with calm, peaceful features.

How does this cave make you feel?

BUILDING BACKGROUND  The Mauryan and Gupta empires united most of India politically. During these empires, Indian artists, writers, scholars, and scientists made great advances. Some of their works are still studied and admired today.

Religious Art
The Indians of the Maurya and Gupta periods created great works of art, many of them religious. Many of their paintings and sculptures illustrated either Hindu and Buddhist teachings. Magnificent temples—both Hindu and Buddhist—were built all around India. They remain some of the most beautiful buildings in the world today.

Temples
Early Hindu temples were small stone structures. They had flat roofs and contained only one or two rooms. In the Gupta period, though, temple architecture became more complex. Gupta temples were topped by huge towers and were covered with carvings of the god worshipped inside.

Buddhist temples of the Gupta period are also impressive. Some Buddhists carved entire temples out of mountainsides. The most famous such temple is at Ajanta. Its builders filled the caves with beautiful wall paintings and sculpture.
Another type of Buddhist temple was the stupa. Stupas had domed roofs and were built to house sacred items from the life of the Buddha. Many of them were covered with detailed carvings.

Paintings and Sculpture
The Gupta period also saw the creation of great works of art, both paintings and statues. Painting was a greatly respected profession, and India was home to many skilled artists. However, we don’t know the names of many artists from this period. Instead, we know the names of many rich and powerful members of Gupta society who paid artists to create works of beauty and significance.

Most Indian paintings from the Gupta period are clear and colorful. Some of them show graceful Indians wearing fine jewelry and stylish clothes. Such paintings offer us a glimpse of the Indians’ daily and ceremonial lives.

Artists from both of India’s major religions, Hinduism and Buddhism, drew on their beliefs to create their works. As a result, many of the finest paintings of ancient India are found in temples. Hindu painters drew hundreds of deities on temple walls and entrances. Buddhists covered the walls and ceilings of temples with scenes from the life of the Buddha.

Indian sculptors also created great works. Many of their statues were made for Buddhist cave temples. In addition to the temples’ intricately carved columns, sculptors carved statues of kings and the Buddha. Some of these statues tower over the cave entrances. Hindu temples also featured impressive statues of their deities. In fact, the walls of some temples, such as the one pictured above, were completely covered with carvings and images.

**READING CHECK** Summarizing How did religion influence ancient Indian art?
Sanskrit Literature

As you read earlier, Sanskrit was the main language of the ancient Aryans. During the Maurya and Gupta periods, many works of Sanskrit literature were created. These works were later translated into many other languages.

Sacred Texts

The greatest of these Sanskrit writings are two sacred texts, the *Mahabharata* (muh-HAH-BAH-ruh-tuh) and the *Ramayana* (rah-MAH-yuh-nuh). Still popular in India, the *Mahabharata* is one of the world's longest sacred texts. It tells of the struggle between two families for control of a kingdom. Included within it are many long passages about Hindu beliefs. The most famous is called the *Bhagavad Gita* (BUG-uh-vuhd GEE-tah).

The *Ramayana*, according to Hindu tradition written prior to the *Mahabharata*, tells about a prince named Rama. In truth, the prince was the deity Vishnu in human form. He had become human so he could rid the world of demons. He also had to rescue his wife, a princess named Sita. For centuries, the characters of the *Ramayana* have been seen as models for how Indians should behave. For example, Rama is seen as the ideal ruler, and his relationship with Sita as the ideal marriage.

Other Works

Writers in the Gupta period also created plays, poetry, and other types of literature. One famous writer of this time was Kalidasa (kah-lee-DAHS-uh). His work was so brilliant that Chandragupta II hired him to write plays for the royal court.

Sometime before 500, Indian writers also produced a book of stories called the *Panchatantra* (PUN-chuh-TAHN-truh). The stories in this collection were intended to teach lessons. They praise people for cleverness and quick thinking. Each story ends with a message about winning friends, losing property, waging war, or some other idea. For example, the message below warns listeners to think about what they are doing before they act.

"The good and bad of given schemes
Wise thought must first reveal:
The stupid heron saw his chicks
Provide a mongoose meal."

—from the *Panchatantra*, translated by Arthur William Ryder

Eventually, translations of this collection spread throughout the world. It became popular even as far away as Europe.

**READING CHECK** Categorizing What types of literature did writers of ancient India create?

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In this illustration of the *Ramayana*, the monkey king sends the monkey general Hanuman to find Sita. Hanuman helped Rama defeat the demons and win back Sita. Many Indians view him as a model of devotion and loyalty.
Indian Science

**Vocabulary**
- **process**: a series of steps by which a task is accomplished

**Academic Vocabulary**

**Scientific Advances**

Indian achievements were not limited to art, architecture, and literature. Indian scholars also made important advances in metalworking, math, and the sciences.

**Metalworking**

The ancient Indians were pioneers of **metallurgy** (MET-uhl-uhr-je), the science of working with metals. Their knowledge allowed them to create high-quality tools and weapons. The Indians also knew **processes** for mixing metals to create **alloys**, mixtures of two or more metals. Alloys are sometimes stronger or easier to work with than pure metals.

Metalworkers made their strongest products out of iron. Indian iron was very hard and pure. These features made the iron a valuable trade item.

During the Gupta Dynasty, metalworkers built the famous Iron Pillar near Delhi. Unlike most iron, which rusts easily, this pillar is very resistant to rust. The tall column still attracts crowds of visitors. Scholars study this column even today to learn the Indians’ secrets.

**Mathematics and Other Sciences**

Gupta scholars also made advances in math and science. In fact, they were among the most advanced mathematicians of their day. They developed many elements of our modern math system. The very numbers we use today are called **Hindu-Arabic numerals** because they were created by Indian scholars and brought to Europe by Arabs. The Indians were also the first people to create the zero. Although it may seem like a small thing, modern math wouldn’t be possible without the zero.

The ancient Indians were also very skilled in the medical sciences. As early as the AD 100s, doctors were writing their knowledge down in textbooks. Among the skills these books describe is making medicines from plants and minerals.

Besides curing people with medicines, Indian doctors knew how to protect people against disease. The Indians practiced **inoculation** (i-nah-kyuh-LAY-shuhn), or injecting a person with a small dose of a virus to help him or her build up defenses to a disease. By fighting off this small dose, the body learns to protect itself.

**People still get inoculations against many diseases.**

**In this modern painting, the Indian surgeon Susruta performs surgery on a patient. The ancient Indians had an advanced knowledge of medicine.**
For people who were injured, Indian doctors could perform surgery. Surgeons repaired broken bones, treated wounds, removed infected tonsils, reconstructed broken noses, and even reattached torn earlobes! If they could find no other cure for an illness, doctors would cast magic spells to help people recover.

Indian interest in astronomy, the study of stars and planets, dates back to early times as well. Indian astronomers knew of seven of the nine planets in our solar system. They knew that the sun was a star and that the planets revolved around it. They also knew that the earth was a sphere and that it rotated on its axis. In addition, they could predict eclipses of the sun and the moon.

**Finding Main Ideas**

What were two Indian achievements in mathematics?

**Mathematics**

This book is a copy of an ancient one from about AD 500 that summarized Indian knowledge of mathematics. It discussed basic arithmetic, fractions, and a counting system.

**Astronomy**

The Gupta made great advances in astronomy, despite their lack of modern devices such as telescopes. They used devices like this one from the 1700s to observe and map the stars.

**Section 5 Assessment**

**Reviewing Ideas, Terms, and People**

1. **a. Describe** What did Hindu temples of the Gupta period look like?
   **b. Analyze** How can you tell that Indian artists were well respected?
   **c. Evaluate** Why do you think Hindu and Buddhist temples contained great works of art?
2. **a. Identify** What is the Bhagavad Gita?
   **b. Explain** Why were the stories of the Panchatantra written?
   **c. Elaborate** Why do you think people are still interested in ancient Sanskrit epics today?
3. **a. Define** What is metallurgy?
   **b. Explain** Why do we call the numbers we use today Hindu-Arabic numerals?

**Critical Thinking**

4. **Categorizing** Draw a chart like the one below. Use it to identify ancient Indian achievements in math and science.

<table>
<thead>
<tr>
<th>Metallurgy</th>
<th>Math</th>
<th>Medicine</th>
<th>Astronomy</th>
</tr>
</thead>
</table>

**FOCUS ON WRITING**

5. **Highlighting Indian Achievements** Make a list of Indian achievements that you could include on a poster. Now look back through your notes from this chapter. Which will you choose as the subject of your poster?
From anger comes confusion; from confusion memory lapses; from broken memory understanding is lost; from loss of understanding, he is ruined.

But a man of inner strength whose senses experience objects without attraction and hatred, in self control, finds serenity.

In serenity, all his sorrows dissolve; his reason becomes serene, his understanding sure.
Without discipline, he has no understanding or inner power; without inner power, he has no peace; and without peace where is joy?

If his mind submits to the play of the senses, they drive away insight, as wind drives a ship on water.

So, Great Warrior, when withdrawal of the senses from sense objects is complete, discernment is firm.

When it is night for all creatures, a master of restraint is awake; when they are awake, it is night for the sage who sees reality.

As the mountainous depths of the ocean are unmoved when waters rush into it, so the man unmoved when desires enter into him attains a peace that eludes the man of many desires.

When he renounces all desires and acts without craving, possessiveness, or individuality, he finds peace.

This is the place of the infinite spirit; achieving it, one is freed from delusion; abiding in it even at the time of death, one finds the pure calm of infinity.

**Guided Reading**

**Word Help**

- **insight** understanding; wisdom
- **discernment** understanding
- **restraint** holding back; self-control
- **sage** wise person
- **eludes** escapes
- **renounces** gives up
- **craving** longing, wanting
- **delusion** false belief

**1. Analyzing** Hindus believe that the world is an illusion that people must see through to be united with Brahman. How is this idea supported by Krishna’s discussion of how to find peace?

**2. Comparing** Krishna says the people who find peace will reach the “place of infinite spirit” and find the “pure calm of infinity.” How does this idea compare to the Buddhist concept of nirvana?
Interpreting Diagrams

Understand the Skill

Diagrams are drawings that illustrate or explain objects or ideas. Different types of diagrams have different purposes. The ability to interpret diagrams will help you to better understand historical objects, their functions, and how they worked.

Learn the Skill

Use these guidelines to interpret a diagram:

1. Read the diagram’s title or caption to find out what it represents. If a legend is present, study it as well to understand any symbols and colors in the diagram.

2. Most diagrams include labels that identify the object’s parts or explain relationships between them. Study these parts and labels carefully.

3. If any written information or explanation accompanies the diagram, compare it to the drawing as you read.

Practice and Apply the Skill

Here is another diagram of the Sanchi stupa. Interpret both diagrams on this page to answer the questions that follow.

1. Which letter in this diagram labels the torenas?
2. What part of the stupa does the letter A label?
3. The walkway and railing are labeled by which letter?
Standards Review

Visual Summary
Use the visual summary below to help you review the main ideas of the chapter.

- The Harappan civilization began in the Indus River Valley.
- Hinduism and Buddhism both developed in India.
- Indians made great advances in art, literature, science, and other fields.

Reviewing Terms and People

Fill in the blanks with the correct term or name from this chapter.

1. ________ are winds that bring heavy rainfall.
2. A ________ is a division of people into groups based on birth, wealth, or occupation.
3. Hindus believe in ________, the belief that they will be reborn many times after death.
4. ________ founded the Mauryan Empire.
5. The focusing of the mind on spiritual things is called ________.
6. People who work to spread their religious beliefs are called ________.
7. People who practice ________ use only peaceful ways to achieve change.
8. ________ converted to Buddhism while he was ruler of the Mauryan Empire.
9. A mixture of metals is called an ________.
10. The study of the stars and planets is called ________.

Comprehension and Critical Thinking

SECTION 1 (Pages 144–149) HSS 6.5.1, 6.5.2
11. a. Describe What caused floods on the Indus River, and what was the result of those floods?
   b. Contrast How was Aryan culture different from Harappan culture?
   c. Elaborate Why is the Harappan culture considered a civilization?

SECTION 2 (Pages 150–155) HSS 6.5.3, 6.5.4
12. a. Identify Who were the Brahmins, and what role did they play in Aryan society?
   b. Analyze How do Hindus believe karma affects reincarnation?
   c. Elaborate Hinduism has been called both a polytheistic religion—one that worships many deities—and a monotheistic religion—one that worships only one. Why do you think this is so?
SECTION 3 (Pages 156–161)  HSS 6.5.5

13. a. Describe What did the Buddha say caused human suffering?
    b. Analyze How did Buddhism grow and change after the Buddha died?
    c. Elaborate Why did the Buddha's teachings about nirvana appeal to many people of lower castes?

SECTION 4 (Pages 162–165)  HSS 6.5.6

14. a. Identify What was Chandragupta Maurya's greatest accomplishment?
    b. Compare and Contrast What was one similarity between the Mauryas and the Guptas? What was one difference between them?
    c. Predict How might Indian history have been different if Asoka had not become a Buddhist?

SECTION 5 (Pages 167–171)  HSS 6.5.7

15. a. Describe What kinds of religious art did the ancient Indians create?
    b. Make Inferences Why do you think religious discussions are included in the Mahabharata?
    c. Evaluate Which of the ancient Indians' achievements do you think is most impressive? Why?

Reviewing Themes

16. Religion What is one teaching that Buddhism and Hinduism share? What is one idea about which they differ?

17. Society and Culture How did the caste system affect the lives of most people in India?

Using the Internet  go.hrw.com

18. Activity: Making a Brochure In this chapter, you learned about India's diverse geographical features and the ways in which geography influenced India's history. Enter the activity keyword. Then research the geography and civilizations of India, taking notes as you go. Finally, use the interactive brochure template to present what you have found.

Reading Skills

19. Drawing Inferences Based on what you learned about the Gupta period, what inference can you draw about religious tolerance in ancient India? Draw a box like the one below to help you organize your thoughts.

<table>
<thead>
<tr>
<th>Question:</th>
<th>Inside the Text:</th>
<th>Outside the Text:</th>
<th>Inference:</th>
</tr>
</thead>
</table>

Social Studies Skills

20. Understanding Diagrams Look back over the diagram of the Buddhist temple in the skills activity at the end of this chapter. Using this diagram as a guide, draw a simple diagram of your house or school. Be sure to include labels of important features on your diagram. An example has been provided for you below.

```
Bedroom  Bathroom  Kitchen

Hallway

Bedroom  Bedroom  Living Room
```

FOCUS ON WRITING

21. Designing Your Poster Now that you have chosen a topic for your poster, it's time to create it. On a large sheet of paper or poster board, write a title that identifies the subject of your poster. Then draw pictures, maps, or diagrams that illustrate your chosen topic. Next to each picture, write a short caption. Each caption should be two sentences long. The first sentence should identify what the picture, map, or diagram shows. The second sentence should explain why the picture is important to the study of Indian history.
Standards Assessment

DIRECTIONS: Read each question, and write the letter of the best response.

1 Use the map to answer the following question.

![Map of India](image)

Civilization grew on the Indian subcontinent along the river marked on the map by the letter.

A W.
B X.
C Y.
D Z.

2 The people of which varna in early India had the hardest lives?

A Brahmins
B Kshatriyas
C Sudras
D Vaisyas

3 What is the main goal of people who follow Buddhism as it was taught by the Buddha?

A wealth
B rebirth
C missionary work
D reaching nirvana

4 The Mauryan emperor Asoka is known for all of the following except

A expanding the empire across most of India.
B spreading Hinduism.
C working to improve his people's lives.
D practicing nonviolence.

5 Early India's contributions to world civilization included

A developing the world's first calendar.
B creating what is now called algebra.
C inventing the plow and the wheel.
D introducing zero to the number system.

Connecting with Past Learnings

6 In this chapter you learned about two sacred epics, the *Mahabharata* and the *Ramayana*. Which of the following is also an epic poem that you have studied?

A Hammurabi's Code
B the *Book of the Dead*
C *Gilgamesh*
D the Pyramid Texts

7 As you learned earlier in this course, the ancient Egyptians held elaborate religious rituals. Which of these Indian religions also involved many rituals, including sacrifices?

A Buddhism
B Brahmanism
C Jainism
D Mauryanism