Student Material

Spotlight on Ancient India



When you think of ancient civilizations, what comes to mind? The Greeks, Romans, or Egyptians might stand out for their well-known achievements. But the ancient civilization of the Indus River Valley made major contributions, too! They changed the world in ways we often don't realize.

For example, the ancient Indians were the first to use flushing toilets. They created a sophisticated sewage system. They also introduced the concept of zero to mathematics. This concept forms a foundation for everything from computers to space travel! They were the first to process plant fibers such as cotton into clothing. And they had advanced systems of trade and social organization.

But despite these impressive accomplishments, India is often left out. It's not often part of the conversation or covered in movies, books, or history lessons. Think of blockbuster films like *The Mummy* or *Gladiator*. They focus on ancient Egypt and Rome. Even popular stories such as *Percy Jackson* are set in the world of Greek myths. How often does a movie or book shine a spotlight on the incredible history of ancient India?

Why doesn't the Indus River Valley get the same attention as other ancient cultures? What misconceptions or misunderstandings are prevalent regarding India's contributions to modern society? How could you advocate for the recognition of ancient India? How can you highlight the impact of this civilization? How can you show what it did for on social systems, religion, art, literature, technology, and mathematics?

It's India's turn in the spotlight. You can help! Communicate to others how ancient India influenced and shaped today's global society!

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Spotlight on Ancient India *Design Journal Rubric (Individual)*

	Novice	Apprentice	Practitioner	Expert
Formulate	• describes ancient Indian contributions missing from greater understanding of today's world	• describes extent to which ancient Indian contributions are missing from greater understanding of today's world	• explains impact of minimizing ancient Indian contributions to today's society • describes possible positive impact of communicating ancient Indian contributions to others	all of *Practitioner* plus: hypothesizes possible outcomes if problem is left unaddressed
Explore: Social Structure	• describes Aryan migration to Indus Valley • names four castes and members of society found in each	• describes and maps Aryan migration to Indus Valley • describes each caste (including untouchables) and members of society within it	• describes and maps Aryan migration to Indus Valley • connects Aryan migration with possible establishment of caste system • explains Hindu beliefs for having caste system • describes each caste (including untouchables) and members of society within it	all of *Practitioner* plus: describes current Indian policy on caste system

Explore: Religions	• identifies and describes the two major religions of ancient India	• compares and contrasts the two major religions of ancient India, including:
		  • origins
		  • ultimate goal(s) of followers
		  • afterlife
		• describes how each religion is practiced today
			• compares and contrasts the two major religions of ancient India, including:
			  • origins
			  • ultimate goal(s) of followers
			  • afterlife
			• describes evolution of each religion and how they are practiced today
				all of *Practitioner* plus: compares at least one myth from each religion with a similar myth of another ancient civilization (e.g., Egypt, Greece, Rome, Sumer, etc.)

Explore: Time Periods and Empires	establishes a timeline of ancient India, including:
	• establishment of Indus Valley civilization
	• Iron Age
	• Mauryan Empire
	• Satavahana Empire
		• establishes a timeline of ancient India, including:
		  • establishment of Indus Valley civilization
		  • Iron Age
		  • Mauryan Empire
		  • Satavahana Empire
		• describes major events and key figures for each time period
			• establishes a timeline of ancient India, including:
			  • establishment of Indus Valley civilization
			  • Iron Age
			  • Mauryan, Satavahana, Kushan, and Gupta Empires
			• describes major events and key figures for each time period
			• describes technological advances for each time period
				all of *Practitioner* plus: describes overlapping events and key figures of other ancient civilizations (e.g., Alexander the Great, a Greek, invaded India)

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Spotlight on Ancient India *Rubric (Group)*

Student Material

	Novice	Apprentice	Practitioner	Expert
Solution Selection	• ideates two solutions for communicating importance of ancient India • solutions relate to social structure, religion, and time periods/empires separately • sifts pros and cons of each solution	• ideates three solutions for communicating importance of ancient India • solutions relate to social structure, religion, and time periods/empires separately • identifies feasibility of each solution • identifies possible unintended consequences of each solution	• ideates four or more possible solutions • at least one solution includes synthesis of information related to social structure, religion, and time periods/empires • compares feasibility of each solution • compares possible unintended consequences of each solution • provides explanation of why final solution was chosen	all of *Practitioner* plus: provides explanation of why other solutions were not chosen
Simulate: Informative Draft	includes: • introduction of topic • one of each: facts, definitions, and quotations to develop the topic • transitions • clarity of relationships among ideas • academic vocabulary related to topic • concluding statement	includes: • introduction of topic • preview of organization of information • four or more details used to develop topic, including one of each: facts, definitions, and quotations • transitions • clarity of relationships among ideas • academic vocabulary related to topic • concluding statement	includes: • introduction of topic • preview of organization of information • six or more details used to develop topic, including one of each: facts, definitions, and quotations • varied transitions • cohesion and clarity of relationships among ideas • academic vocabulary related to topic • objective tone • concluding statement	all of *Practitioner* plus: applies peer and teacher feedback to simulation in order to produce a higher-quality product

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Advocate	• selects appropriate audience based on topic • selects appropriate format/medium for final product based on audience	• explains reasoning for selecting audience • explains reasoning for selecting format/medium for final product • establishes a plan for sharing final product	• explains reasoning for selecting audience • explains reasoning for selecting format/medium for final product • establishes a plan for sharing final product • provides means for others to share final product	all of *Practitioner* plus: plans for a follow-up with at least one audience member to determine effectiveness of final product

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Spotlight on Ancient India *Scaffold for Learning*

Teacher Material



Benchmark Video and Discussions
- *IDE Design Process*
- What's a caste?
- Ancient Indian Civilizations

Instructional Activities: Learning

Instructional Texts/Websites
- The Story of India (**I/P**)
- Ancient Civilizations: India (**I/P**)
- The Indus Valley Civilization (**I/P**)
- BBC History: Ancient India (**I/P**)
- Ducksters (**I/P**)
- National Geographics (**I/P**)
- Brittanica.com (**I/P**)

Instructional Videos
- Use the *IDE Design Process* (**I, P, SG**)
- Explore: Identify what you know and need to know (**I, P, SG**)
- Write an objective summary (**I, P, SG**)
- Caste system of ancient India (**I, P, SG**)
- Map migration of Aryans (**I, P, SG**)
- Understand establishment of Hinduism (**I, P, SG**)
- Identify author's use of text structure (**I, P, SG**)

How-to Sheets
- Set up your *Design Journal*
- Take notes
- Set up a KWL chart
- Set goals using the *analytic rubric*
- Summarize a primary source
- Summarize a secondary source

Interactive Websites
- *IDE Design Process* (**I, P, SG**)
- Interactive Timeline of India (**I/P**)
- Google Earth (**I, P, SG**)
- BBC.co.uk (**I/P**)

Learning Centers
- Categorize steps in the *IDE Design Process* (**P/SG**)
- Explore: Identify what you know and need to know (**P/SG**)
- Categorize summaries: Objective v. subjective (**P/SG**)
- Categorize and describe members of each caste (**P/SG**)
- Map migration of Aryans (**P/SG**)
- Categorize text structures (**P/SG**)

Small-Group Mini-Lessons
- Setting goals using the *analytic rubric* (**SG**)
- Writing an objective summary (**SG**)
- Creating a map from oral or written directions (**SG**)
- Understanding the Caste System (**SG**)
- Exploring Religious Beliefs and Cultural Traditions of Ancient India (**SG**)

Instructional Activities: Additional

Practice
- Read texts about Aryan migration; create objective summary
- Read texts about caste system; identify facts and opinions within texts
- Identify four levels of caste system
- Read texts about Hinduism; identify text structure

Application
- Compare castes with current social structure (of India and America)
- Analyze *Design Journal* rubric to identify what you know and need to know
- Research modern social stratifications in America and globally

Assessment
- Compare and Contrast Essay: Ancient India vs. Another Civilization (**I**)
- Impact of the Caste System on Ancient Indian Society Exit Ticket
- Key Contributions and Historical Impact of Ancient India Unit Test

Reflection
- How has learning about ancient India's contributions changed your understanding of world history?
- What surprised you the most about the caste system and its impact on Indian society?
- Which aspect of ancient Indian civilization do you feel is the most relevant to modern society, and why?

Key: Individual **(I)**, Pairs **(P)**, Small Groups **(SG)**, Activities suitable for homework **(HW)**, Insights Video **(IV)**

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Spotlight on Ancient India *Content Facilitation Grid (Week 1 Sample)*

Teacher Material

	Design Process				Reading						World History								
Student	Identifies steps of the *IDE Design Process*	Correctly sets up *Design Journal*	Demonstrates understanding of identifying important information for notetaking	Uses rubric to set goals for learning	Identifies objective summaries	Identifies subjective summaries	Writes objective summaries	Supports summary with key ideas and details from the text	Identifies chronological text structure	Identifies cause-and-effect text structure	Identifies time period of Indus Valley civilization	Understands Aryans migrated to India from central Asia	Names one possible reason for Indus Valley civilization collapse	Connects arrival of Aryans with beginnings of Hinduism	Names four castes within Hinduism	Describes Brahmin as intellectual and spiritual leaders	Describes Kshatriyas as public servants	Describes Vaisyas as skilled laborers	Describes Shudras as unskilled laborers

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Spotlight on Ancient India *Facilitation Questions*

Teacher Material

COMPREHENSION: *Ask questions that ensure students understand content and skills needed to solve the problem.*	• What is the caste system? • What are the four castes called? • What is the name of the fifth group of people not included in the caste system? • When was the beginning of India's Iron Age? • What are the two major religions of ancient India? • What is the *Design Process*?
APPLICATION: *Ask questions that ensure the ability of students to apply learning to new situations.*	• How are the origins of Hinduism and Buddhism the same and different? • How could you move up and down within the caste system? • How did Aryabhata impact ancient Indian society and today's society? • How did Buddhism spread beyond India?
CONNECTION: *Ask questions that ensure the ability of students to apply learning to their lives.*	• What is your dream job? Where would this job be located within the caste system? • Name one way your life has been personally impacted by the technological achievements and/or societal advancements of ancient India. • Who is your audience? • What product will you develop?
SYNTHESIS: *Ask questions that encourage students to create new information from existing data.*	• During which time period or empire do you believe the most important advances in technology occurred? Why? • During which time period or empire do you believe the most important changes in societal structure occurred? Why? • During which time period or empire do you believe the most important religious developments occurred? Why? • How does the caste system resemble (or not resemble) social stratification within our school? Community?
METACOGNITION: *Ask questions that prompt students to think about their own thinking process.*	• How did you determine which audience to target? • How did you decide on the format or medium of your final product? • Which step in the *Design Process* was the most difficult? Why? • Which step in the *Design Process* was the easiest?

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Spotlight on Ancient India *Performance Task*

Student Material

You utilized the *Design Process* to create an innovative solution for highlighting the importance of ancient India to today's global society. Now you will create a reference guide that could be displayed in a library or media center.

Be sure to include the following:

- Three important time periods of ancient India
- One influential person or group of people for each time period
- One technological advance for each time period
- Common religious practices for each time period

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Spotlight on Ancient India *Teacher Notes*

Teacher Material

Unit Overview	
Is it possible that ancient India is underrepresented with regard to recognition and understanding of its impact on today's society? Students in 6th–8th grade use the *IDE Corp. Design Process* to explore this possibility and advocate for the integration of ancient India in the ancient civilization narrative.	
Enduring Understandings	**Essential Questions**
• In addition to Egypt, Greece, and Rome, ancient India provided modern society with technological advancements and new ways of understanding the world. • Intellectual progress in the areas of engineering and mathematics were made across ancient civilizations at similar times. • Migration led to the blending of cultures and civilizations. • Today's society is influenced by history.	• How are the technological advancements of ancient India similar to and different from those of other ancient civilizations? • How did advances within the ancient Indian civilization impact today's society? • How can you use the *Design Process* to create innovative solutions to problems?
Common Core State Standards Addressed	
CCSS.ELA-LITERACY.RH.6-8.1; CCSS.ELA-LITERACY.RH.6-8.2; CCSS.ELA-LITERACY.RH.6-8.4; CCSS.ELA-LITERACY.RH.6-8.5; CCSS.ELA-LITERACY.RH.6-8.7; CCSS.ELA-LITERACY.RH.6-8.8 CCSS.ELA-LITERACY.WHST.6-8.2; CCSS.ELA-LITERACY.WHST.6-8.5; CCSS.ELA-LITERACY.WHST.6-8.6; CCSS.ELA-LITERACY.WHST.6-8.8	
Other National Standards Addressed	
NSS-WH.5-12.2; NSS-WH.5-12.3	
21st Century Skills Addressed	
Core Content and Interdisciplinary Themes • Subject-Area Mastery • Global Awareness *Learning and Innovation* • Critical Thinking and Problem Solving • Communication and Collaboration • Creativity and Innovation	*Information and Media Literacy* • Information Literacy • Media Literacy *Life and Career* • Productivity and Accountability • Leadership and Responsibility • Initiative and Self-Direction • Social and Cross-Cultural Skills

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