

Note to teachers:

The following set of lesson plans as been prepared at the request of Hinduism Today magazine to assist with the teaching of it series on Hindu history.

Teachers are invited to improve upon the plans and offer suggestions to Arumugaswami, managing editor of Hinduism Today, at ar@hindu.org.

Not all web sites listed in the plans have been thoroughly vetted, so teachers should explore them first.

The plans are preceded by an explanation of the teaching method employed in their creation.

Dear Educators:

The following lesson plans are suggestions for how to implement the educational materials produced by Hinduism Today in response to the controversy over Hinduism's treatment in Californian public-school history textbooks. These materials only follow the California standards for sixth-grade social studies to the extent that these standards are historically accurate. Hence, Standards 6.5.2 ("Discuss the significance of the Aryan invasions") and 6.5.3 ("Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism") have been deliberately ignored, as most modern historians have rejected the theories on which they are based.

The structure of these lessons is based on a slightly reworked version of the workshop model promoted by Columbia University's Teachers College. It will be explained in detail below, but the overall idea of workshop model is that sixth grade teachers are more effective when they act as facilitators of knowledge who enable students to learn independently or in small groups. This promotes student independence, cooperation, and ultimately accountability. It frees the teacher to circulate through the class, assess student understanding, and provide for individual student needs. In the original version of workshop model, the majority of each class period (about seventy percent) was dedicated to independent work; our reworked model devotes more time for whole-group discussion and scaffolding (defined below), so it ends up that about half of the period is dedicated to independent work.

Each lesson is accompanied by a worksheet, which students complete during and after reading selections from the text. Reading for specific information is an important skill for students to acquire, and completing "guided notes" by filling in blanks and organizing information helps with comprehension and retention. If your students have three-ring binders, you should punch holes in these worksheets and, after you have graded them, they can serve as class notes. If not, the worksheets can go into a social studies folder, where students can refer to them at the end of the chapter, when it is time for a project on Hinduism.

These lessons are based on a 42-minute period; if you have more or less time in your social studies classroom, you can expand or delete sections accordingly. The time is roughly structured:

Do Now (2-5 mins)
Whole Group Instruction (10-15 mins)
Scaffolding (5 mins)
Independent Work (15-20 mins)
Summary (5-10 mins)

Each lesson begins with a **Learning Objective**. The purpose of the Learning Objective is to let students know what they are expected to do during the class period. The learning objective should be visible to the students at the beginning of each period; it is your decision if you want to read it aloud to the class, have a student read it aloud, or have

them copy the objective into their notebooks, onto looseleaf paper, or the handouts that accompany each lesson.

The students begin each lesson by answering a **Do Now** question in writing. Coupled with reading the learning objective, the Do Now provides an effective ritual for beginning the class period. Do Now questions are intended to only take a few minutes to answer and should be two or three sentence responses. They are composed to activate students' prior knowledge on the subject they are about to learn. If this knowledge was learned in a prior lesson, this is called **Spiraling**. Spiraling, or reviewing previously learnt material in preparation for new material that builds thereon, is an effective method to promote retention of information and ideas.

Whole Group Instruction typically begins with a review of student answers to the Do Now. The teacher can choose to chart student responses by writing them on the board or chart paper. By returning to this chart during the Summary period at the end of the lesson, students can add to or revise their answers to the Do Now. Whole Group Instruction techniques can vary, but this is not where the bulk of the lesson content is given. Rather, this is where the teacher begins to shape the ideas that are at the center of the lesson, which the student develops during the Independent Work Period. The Whole Group Instruction should take between ten and fifteen minutes, or between one-third and one-fourth of class time.

Scaffolding is only about five minutes long, but as it is the transition between instruction and work time, it can be one of the most crucial parts of any lesson. During scaffolding, the teacher works with the class to assist with the beginning of an assignment. This assistance is analogous to the scaffolding around a building under construction. One or two questions are solved as a class through effective questioning, and the teacher models how to answer them on the board or chart paper. Once students are confident that they understand the assignment, the "scaffolding" is no longer needed and they continue to work on their own or in small groups.

Teachers must decide whether students should work on their own, with a partner, or in small groups during **Independent Work Time**. Every class has students with diverse abilities; if the text is far above some students' reading levels, use of peer tutoring will be necessary during this period. It is important to ensure that every student participates, though. If one student has a difficult time reading and writing, give them another assignment within the group, like leading discussions and keeping other students on task. The more students are able to help one another, the more you will be freed up to make assessments and help those who are really struggling.

Just five to ten minutes long, **Summary** is another crucial part of the lesson. At this time, students review the work that they have done by sharing it with the class. Students should feel free to disagree with one another, but if their answer is incorrect, they should make revisions at this time. During Summary, it is good to look back at the Learning Objective and Do Now to see what students learned during the course of the period.

Assessment can be one of the trickiest parts of education. Any work that you look over, from the few sentences of a Do Now response to a carefully composed essay can be the subject of **Formal Assessment**. Formal Assessment is usually written in a grading book, whether as a number grade, a letter grade, or a simple scale like “0, √-, √, √+”.

A useful tool for Formal Assessment can be the **Rubric**, which is a matrix of the expectations for student achievement. The rubrics used in these lessons are based on a four-point scale, where a “4” indicates that the student surpasses the expectation for a grade-level response, a “3” satisfies those expectations, a “2” approaches those expectations, and a “1” does not meet those expectations. These numbers can be averaged to determine an overall grade for the assignment. Rubrics are most effective when students are familiar with them beforehand; if you choose to grade with a rubric, you may want to either review that rubric with students or even develop the rubric cooperatively so that your expectations are clearly communicated.

Informal Assessment is also important, and can be used to grade students on factors like participation and cooperation. You may want to have a column in your grade book regularly assigned for student participation.

Homework is an important tool for reinforcing the content of the day’s lessons and reinforcing good work habits and written communication. However, teachers must always use their discretion in the amount and length of assignments. Most of the questions assigned in these lesson plans are designed to be answered in one or two paragraphs. If your students are capable of more, feel free to supplement any of these homework assignments with questions from the text, or expand one into a full-length composition. If your students have difficulty with writing, you can simplify the question so that it requires a shorter answer, or modify it so students can respond with a drawing or oral argument.

With the educational technologies available today, teachers may choose to work with chalk on a blackboard, markers on chart paper, or project their notes with an overhead or digital projector. Each has its advantages, and the lesson plans mention some times when use of an overhead would be advantageous. Also, as more and more students have access to computers, many web-based **Resources** are listed as well, which could effectively be worked into either whole group instruction or the independent work period. The advent of search engines like Google Images and digital streaming video makes it even easier for a computer-enhanced classroom to meet the needs of visual learners. If you have limited or no access to the Internet or a digital projector in your classroom, you can also print images on overheads or show short video clips from DVDs to supplement the visual components of these materials. These can be shown during the Whole Group Instruction period, or incorporated into any of the other sections, such as the Do Now or the Summary.

We here at [Hinduism Today](#) hope that these educational materials help teachers provide engaging lessons that give sixth grade students accurate and appropriate understandings of Hinduism’s rich history, beliefs, and traditions.

Hinduism Chapter Three
Lesson Plan #1 –Violent Pasts, Peaceful Futures?

Learning Objective: Students will explain the difficulty and importance of discussing violent events from the past.

California State Standards:

English Language Arts

- 2.0 Read and understand grade-level-appropriate informational materials.
- 2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.

Historical and Social Sciences

- Historical Interpretation 3** – Explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
- 7.2.4 Discuss the expansion of Muslim rule through military conquests and treaties

Hinduism Today's Teaching Standards

- 1 Explain the difficulty in discussing violent historical events that continue to impact us today.

Materials: Blackboard / chalk
or
Chart paper / markers
Text (p. I-2 to I-3)
Understanding a Violent Past worksheets

Motivation and Do Now (6 mins): Before class, create a graphic organizer on the board or on a piece of chart paper just as it is on the worksheet: write the word “Violence” with three columns under it titled “Examples?” “Causes?” and “Why study it?” As you distribute worksheets to students, inform them that this next chapter describes a violent time in Hindu history, so as an introduction to the chapter, the class will start off by having a discussion about violence.

“What is violence? What causes violence? Why should we study violence?”

Tell students to take about three minutes to fill in the top half of the worksheet. You can remind them at any point that there aren’t necessarily right or wrong answers to these questions, but the most important thing in brainstorming is to get some ideas down on paper. While students are working, you can circulate and spot-check who’s on task. When about a minute remains, let them know and ask them to make sure they address the final question.

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Direct Instruction (6 mins): Quickly collect and record student responses to the first question: “What are some examples of violence?” Any examples will work, but there should be a variety, from schoolyard bullying and fights to domestic abuse, hate crimes, and war. Before moving on, you might want to ask, “Can you think of any examples when there has been violence, even murder, against a group of people based on their religion?” Student responses might include the persecution of ancient Christians, the Holocaust, or recent acts of terrorism.

For the second question, ask students, “What causes violence?” After a few responses or in case you need to stimulate or direct the conversation, you can follow up on the idea of religious violence: “What would cause people of one religion to want to kill members of another religion?” If any students bring up “revenge for past wrongs,” this could work as a good transition to the final question.

“Why should we study violence?” Some students may have a hard time with this question. Some students may answer jokingly along the lines, “so we can get better at it.” This is an important time to be a moral presence. Some students may well come up with this answer on their own but, if necessary, guide students towards the understanding that studying the violence of the past can help create a more peaceful future. Try to elicit examples. They may include the creation of the U.N. after World War Two, or how publicizing the horrors of slavery and colonialism helped to put an end to those practices and continues to illustrate the evils of coercive domination today.

Scaffolding (6 mins): Tell students that today they are going to start by reading the introduction to the text together and answering some questions. This is a good time to model the reading strategy of starting by reading the questions first. Ask students, “Why is it a good strategy to read the questions about a short passage before you read the passage?” (Elicit: *because it gives you focus or a purpose while you read*). Point out to students how the first question says exactly where the answer will occur. “Where will we find the answer to the first question?” (Elicit: *in the first paragraph*)

Begin reading the first paragraph out loud. After you read the third sentence (ending in “. . . exploitation of the subcontinent”), ask students what the word “subjugation” means. (Elicit: *to bring under control by force*) Follow up by asking the student where they found the definition (Elicit: *in the glossary in the margin of page I-3*). Ask them how they knew to look there (Elicit: *because the word was in boldface*). If no student is able to find the definition, explain that, in textbooks, the definitions of words in boldface are usually provided in a glossary.

Finish reading the first paragraph as a class. After the last sentence, ask students the definition of “famine” (Elicit: *extreme shortage of food*). Then, ask students to turn to the worksheet and tell them they have one minute to answer the first question. When they finish, review student responses. (Possible answer: *This is a “difficult period” of Indian history because it is full of death and destruction.*)

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Independent Work (10 mins): Give students about ten minutes to read the second paragraph and answer questions two and three. Circulate to help students who are having difficulty. They may not understand the word “discord” – you can tell them it is a synonym for “conflict.” Make sure they understand what the questions are asking. If they don’t understand the word “reconcile,” point out that it is a version of the vocabulary word “reconciliation” from the text.

If students finish early, tell them to write a short paragraph on the back about why it is important to study about violent events of the past, which they can also incorporate into their homework assignment. Ask them to give examples.

Summary (6 mins): Review student responses. Make sure to elicit the full responses from the text. If one student only has part of the answer, ask other students if they have anything to add as well. You can follow up with questions about where they found the information in the text or their own opinions on the final question.

2. Hindus and Muslims have had over a thousand years of discord, but there have also been long periods of harmony, especially in villages.

3. In order to reconcile conflicts, people must face the past honestly, forgive one another, respect each other's traditions, and promise to move forward peacefully.

Homework: Do you think it is important to study violent events in the past? Why? How does it affect people living today? Give an example and explain why or why not it is something important to study.

Formal Assessment: You may want students to take their worksheets home as a reference for the homework. In that case, you can either spot-check them in the classroom or collect them the following class.

Informal Assessment: Participation in the Do Now reading, recording, and discussion in independent work.

Resources:

http://www.un.org/works/goingin/ireland/lessonplan_tolerance.html

This is a lesson plan published by the United Nations on the religious violence in Northern Ireland that contains a series of activities that would also be appropriate for this grade level.

<http://www.religioustolerance.org/relconcaus1.htm>

An interesting page on the causes of religious violence by the Ontario Consultants on Religious Tolerance. You may wish to incorporate some of these ideas into your discussion of the causes of violence.

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<http://www.religioustolerance.org/brodkin01.htm>

An article about the role of scripture in religious violence. It focuses on the Abrahamic faiths (Judaism, Christianity, and Islam) but is applicable to broader studies. Not at grade level, and could be a controversial classroom reading if read in its entirety, but it's food for thought and may contain passages you would like to adapt to spark discussion among your students.

Name: _____

Class: _____

Date: _____



Examples?

Causes?

Why study it?

Understanding a Violent Past (p. 1-2)

1. According to the first paragraph, what makes this a “difficult period” of Indian history to study?

2. How would you describe the relationship between Hindus and Muslims in Indian history?

3. According to the passage, what must people do to reconcile historic conflicts?

Hinduism Chapter Three
Lesson Plan #2 – The Gradual Conquest of India

Learning Objective: Students will explain how and why India was conquered, first by Muslims and then by the British.

California State Standards:

English Language Arts

- 2.0 Read and understand grade-level-appropriate informational materials.
- 2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.
- 2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.

Historical and Social Sciences

Chronological and Spatial Thinking 3 – Use a variety of maps and documents to explain the historical migration of people and the expansion of empires.

- 7.2.4 Discuss the expansion of Muslim rule through military conquests and treaties

Hinduism Today's Teaching Standards

- 2. Describe successive invasions of India by Arabs, Turks, and Mughals and the unyielding Hindu resistance
- 3. Explore the founding of the Mughal Empire, its expansion and ultimate decline.
- 4. Explain the origins of the East India Company and how it gained control of India.

Materials: Blackboard / chalk (optional)
Text (pp. I-2 to I-5)
The Gradual Conquest of India Worksheet (two page handout – may want to make double sided copies)

Do Now (7 mins): Read the “If YOU Lived Then” on the top of page I-2 as a class. Ask students to write their responses to the question on looseleaf, in their notebooks, or on the back of the worksheets. Review student responses to the question. Either answer (either staying and fighting off the invaders or migrating to another kingdom) is acceptable, so long as it is supported by reasoning. You may want to ask follow-up questions like: Is defending your homeland worth giving up your life? If your family are farmers, how will you be able to start a new life once you leave your kingdom?

Spiraling and Scaffolding (5 mins): Remind students what they learned in Lesson 3-1 about the conquest of India by Muslim invaders. Look together at the maps on page I-3.

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Ask them how they think Muslim armies were able to take over so much land, especially in this period before modern transportation. Read the “Building Background” section on the importance of horses for armies of Western and Central Asia, where the Muslim armies came from.

Instruct students to look at the top map. “Which two cities were the birthplaces of Islam?” (Elicit: *Medina and Mecca*). Inform students that these cities are on the Arabian Peninsula, in the modern-day country of Saudi Arabia, and link the place “Arabia” to the Arab people. If time allows, you can continue with a review of the region's geography and ask, “Where did Islam spread between 632 and 751 C.E.?” (Elicit: *Islam spread from the Arabian Peninsula to North Africa, Central Asia, and throughout the Middle East or Western Asia*)

Ask students to look at the second map. “In what part of India did the Mughal Empire begin?” (Elicit: *The north of India*). If time allows, you can assess their ability to analyze dates and ask: “How long did it take the Mughal Empire to expand its boundaries to their maximum extent?” (Elicit: *About 170 years.*)

Independent Work (22 mins): Distribute worksheets if you haven't done so already (this can be done during the Spiraling and Scaffolding section). Instruct students to complete the worksheet on their own, with a partner, or in small groups (teacher's choice). Circulate during independent work time to answer questions and conduct informal assessment.

Summary (8 mins): Review student responses as a class.

1. *b) Islam spread the fastest between 632 and 751 C.E.* This is indicated by the relatively large swath of light green land that was conquered in just 120 years, as opposed to the larger dark green area that required an additional 650 years to obtain.
2. *c) between 1605 and 1707 C.E.* Students should be able to find Orissa, in east-central India, and tell that it was conquered between these dates as it lies between the blue and green boundaries.
3. *Muslim Arabs first conquered part of India in 712 C.E.* (when they took the temple towns of Debal and Multan in the Sindh region).
4. Possible answers include: *he was a Turk, he was from Central Asia, he personally raided India 17 times, he destroyed temples, he enslaved Indians.*
5. Possible answers include:
 1. *Babur – descendent of Genghis Khan and Timur, attacked India from base in Kabul, defeated Delhi sultanate and Rajput confederacy, founded Mughal Empire.*
 2. *Akbar – expanded Mughal Empire, made alliances with Hindu kings, tolerant of other religions.*
 3. *Aurangzeb – Akbar's great-grandson, destroyed Hindu temples, reinstated jizya tax*
6. *A number of regional powers, including the Sikhs, Jats, Rajputs, Marathas, and*

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Lesson Plan #2 – The Gradual Conquest of India

- nawbabs, became independent of the Mughals, leaving India with no strong central government.*
- 7. Between 1600 and 1857, the British went from being merchants in India to being rulers of India. They did this by becoming involved in local politics, creating divisions between local rulers, and exploiting these divisions to gain control and set up puppet rulers. Key events in this change were the overthrow of the Nawab of Bengal in the 1757 Battle of Plassey and the control of Bengal's finances following the Battle of Buxar in 1764.*
 - 8. Possible answers include: superior military organization, strategy, training, weapons, horses, and mobility; British military experience in European wars and use of proxies. The Indian kingdoms could have better defended themselves if they had worked together to fight off the invaders, if they had better military organization and training, and if they had improved their weaponry and mobility.*
 - 9. Basham argues that the caste system was not a major factor in the defeat of the Hindu kingdoms because, in contrast to allegations by other historians, Hindu armies were made up of people from all castes, not just the warrior caste. Also, Muslim armies, not subject to the caste system, were also defeated by other invaders. Answers to the evaluation section will vary. Students who agree with Basham will do so because they find his reasoning convincing. Students who do not must provide reasons why. Either position is acceptable if well-reasoned, and will be strengthened by supporting details or examples.*

Homework: As students may be unable to finish the worksheet in class, you may want to assign questions 8 and/or 9 for homework.

Formal Assessment: Collect student worksheets and assign a grade based on their responses. Especially if you went over the answers in the Summary, students should have acceptable answers to all questions.

Informal Assessment: Group participation in reading, recording, and discussion in independent work.

Resources:

http://en.wikipedia.org/wiki/Muslim_conquest_of_the_Indian_subcontinent

Probably the single most informative webpage on the history of this time period. Extensive sections on the controversies surrounding theories of conversion to Islam, various periods of invasion, and the various Muslim rulers of India. Well beyond appropriate grade-level, but highly informative.

<http://www.sscnet.ucla.edu/southasia/History/Mughals/mughals.html>

Grade-level in-depth reading about the history of the Mughal Empire. Has links to biographies of major figures, including Mahmud of Ghazni, Babur, and Aurangzeb.

<http://history.howstuffworks.com/asian-history/history-of-india1.htm>

Brief history of Mughal Empire, including more background regarding the time period

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prior to Babur.

<http://www.indhistory.com/somnath-temple.html>

This history of the temple town of Somnath focuses on its destruction in 1025 by Mahmud of Ghazni, but provides context for its history before and after this event, including its destruction again by Aurangzeb in 1706. Not at grade level, but full of rich details.

<http://history.howstuffworks.com/european-history/east-india-company-influence.htm/printable>

This well-written article about history of the British East India Company is at about a ninth-grade reading level, but would be appropriate for strong readers. The final subsection, about India, contains interesting information about the EIC's militarization in India, as well as its cultivation of opium to sell to China.

http://encyclopedia.kids.net.au/page/br/British_East_India_Company

Brief and informative grade-level-appropriate article on the history of the East India Company.

<http://www.eic-game.com/>

PC-based computer strategy game where the player is a Governor Director of the EIC, trying to create a trade empire. Might be interesting to show the demo to the class to get them excited about the time period.

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Lesson Plan #3 –Timeline of the Invasions of India

Learning Objective: Students will work in groups to construct timelines describing a period during which India was invaded and ruled by foreigners.

California State Standards:

English Language Arts

- 2.0 Read and understand grade-level-appropriate informational materials.
- 2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.

Historical and Social Sciences

- Chronological and Spatial Thinking 1** – Students explain how major events are related to each other in time.
 - Chronological and Spatial Thinking 2** – Students construct various time lines of key events, people, and periods of the historical era they are studying.
 - Chronological and Spatial Thinking 3** – Use a variety of maps and documents to explain the historical migration of people and the expansion of empires.
- 7.2.4 Discuss the expansion of Muslim rule through military conquests and treaties

Hinduism Today's Teaching Standards:

- 2. Describe successive invasions of India by Arabs, Turks, and Mughals and the unyielding Hindu resistance.
- 3. Explore the founding of the Mughal Empire, its expansion and ultimate decline.
- 4. Explain the origins of the East India Company and how it gained control of India.

Materials: Blackboard / chalk
or
Chart paper / markers
Text (p. I-3 to I-5)
Timeline: Invasions of India worksheets
6 sets of colored pencils, crayons, or markers (optional)
6 or more rulers (optional)

Do Now (2 mins): Students should be arranged into six groups for this lesson. Ask students to look at the timeline on pages I-4 and I-5 with their group and be prepared to answer the following questions: “What is a timeline? What is the purpose of using a timeline?”

Direct Instruction (2 mins): Elicit responses to these questions, which you can write on

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Lesson Plan #3 –Timeline of the Invasions of India

the board or chart paper. (*A timeline is a kind of graphic organizer that lists events in chronological order. It is a useful way to show how events are related to each other in time or how something has changed over time.*) Ask students to look at the timeline on pages I-4 and I-5 as an example and say some things that are effective (or are not effective) about this timeline. Answers will vary, but may include: *the way events are listed both above and below the line; the scale; the number of events chosen to represent the time period; or the use of images.*

You should point out that this timeline (like the chapter itself) covers a very long period of time. You can ask approximately how long is this period (Elicit: *about 750 years*). Explain that in this class period, students will be working in groups to produce timelines for a particular piece of this time period. Working together, the class will be able to produce a much more detailed timeline than the one in the book.

Motivation and Scaffolding (6 mins): Ask students, “What is the first date on this timeline?” (Elicit: *1030 CE*). Explain that we can start improve this timeline, because the text describes events that happened before this. Give students thirty seconds to find the earliest events in the text and, while they are reading, draw a timeline on the board from 600 to 1100 CE. Label the dates in increments of one hundred years.



| 600 CE | 700 CE | 800 CE | 900 CE | 1000 CE | 1100 CE

Ask students what the first date should be on the timeline (Elicit: *636 CE*). Ask what event happened in that year (Elicit: *The first Muslim Arab attacks on India*). Ask where they found this information (Elicit: *on page I-3 of the text*). Ask where you should draw 636 on your timeline (Elicit: *Between 600 and 700 CE, but closer to 600 CE*). This is a good opportunity to point out how a good timeline can be used a measurement tool, like a ruler, to measure the length of time periods or how far apart certain events are in time. You can draw a connection to the number lines that they use in math class.

Also point out the importance of just taking the most relevant information from the text. Ask if “soon after Islam was founded” should go on your label (Elicit: *No, because it didn't is unclear when exactly Islam was founded*). Ask how your timeline could show how long it was between the founding of Islam and the first Muslim attacks on India (Elicit: *By adding the date when Islam was founded to the timeline*). You may want to say, “If Islam was founded in 622, where could we put this on our timeline?” (Elicit: *Between 600 and 636 CE, but closer to 636*).

Continue to fill in the other dates from that paragraph (the conquest of the Sindh region in 712 and the Arabs conquering the Hindu kingdoms of southwestern Afghanistan in 870), and ask students about the dates around the year 1000. First, what happened around the

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Lesson Plan #3 –Timeline of the Invasions of India

year 1000 (Elicit: *the next wave of invasions began*). If students don't mention who was invading India at this time, elicit *Turks from Central Asia who had converted to Islam*. Ask what you should write for the year 1000 CE (Elicit: *Muslim Turks from central Asia began to invade India*). Point out that the text says "around the year 1000" and ask if anyone knows how to indicate an approximate date on a timeline (Elicit: *with the abbreviation "c." that stands for the term "circa", as in "c. 1000 CE"*).

Finally, ask how to represent the raids of Mahmud of Ghazni, which occurred over a period of twenty-six years (Elicit: *you can have an event on your timeline with a range of dates*). If students have difficulty answering, ask them to look at the timeline in the text and whether they see any events that took place over a range of time (Elicit: *The building of the Sun Temple and the golden age of Carnatic music*). Demonstrate that you can write the years 1001-1027 on your timeline for the event "Mahmud of Ghazni raided India 17 times." Also explain that, if you have enough space, you can add more detail: "his armies looted and destroyed temples and killed or enslaved inhabitants."

Finally, ask students for an event that happened in 1030 CE (Elicit: *Al-Buruni writes an extensive account of Indian religion, science, and geography*). If they have difficulty finding it, you can give them a hint that it's in the textbook, but not in the text. Ask students where they found that event (Elicit: *in the timeline on p. I-3*).

Independent Work (20 mins): Assign each group a particular time period from the table below. Explain that each group has to use both the text and the timeline in the book to find five or six events to put on a timeline of that period in Hindu-Muslim Relations. If you think your class might have difficulty with this assignment, you can help them by providing them with the dates listed below and simply instruct them to find the events that correlate with those dates.

Group	Time Period	Dates (optional)
1	1000-1206	c. 1000, 1001-1027, 1030, 1192, 1193, 1206
2	1200-1300	1206, c. 1220, 1221, 1230-1260, 1270, 1300
3	1300-1527	c. 1300, 1350, 1398, 1469, 1504, 1526-1527
4	1526-1600	1526-1527, 1541, 1556, 1574, 1600
5	1600-1757	1600, 1674, 1688, 1699, 1757
6	1757-1857	1757, 1764-1770, 1780-1830, 1834, 1835, 1857

You can suggest that the group work together to first list the five or six dates on a separate piece of paper so that everyone agrees on the order of events and descriptions before starting to mark up their worksheets. Alternatively, you can provide an extra copy of the worksheet to each group to use as a rough draft. Explain your expectations to the class. It is up to you whether you want every member of the group produce his or her individual timeline or if you'll allow them to work with a partner or their other members to produce a timeline together.

In terms of group differentiation, group 1 is the easiest in some ways as you've already covered the first two events in the scaffolding. Groups 4 and 5 are also fairly

Hinduism Chapter Three
Lesson Plan #3 –Timeline of the Invasions of India

straightforward and only have five dates whereas the others have six. Groups 2, 3, and 6 have more difficult tasks, because they have to integrate a good deal of information from the text with events on the timeline; of these, group 6 may have the most difficult of all.

Depending on how long this activity takes groups, you may want to have colored pencils, crayons, or markers available for students to add color to their completed timelines while waiting for other groups to finish. Explain that each group must present their timeline to the class during the summary period; again, it is up to you whether you want the group to elect a presenter or whether you want each member to read at least one date and event from the timeline.

During their work, circulate and make sure that the group has identified all of the dates from the table (they need to use both the text and the timeline in the text), has written accurate and complete descriptions of the event, that they are properly placing the dates on the timeline worksheet, and that they are neatly and accurately labeling the events. You may want to provide rulers for students to draw straight lines.

Summary (12 mins): Go around the room, giving each group a minute or two to present the events from their timeline. Answers should resemble the responses below. If their answer differs greatly from what is below, and you have sufficient time, you may want to ask them where they found their information, go back to the text as a class, and try and come up with a better label for the event. Also, point out that several of the time periods overlap, so groups may end up repeating an event that another group already mentioned.

Group 1:

1000	Muslim Turks from central Asia began to invade India
1001-1027	Mahmud of Ghazni raided India 17 times
1030	Al-Biruni writes extensive account of Indian religion, science, and geography
1192	Muhammad of Ghur defeats Hindu rulers of Delhi-Ajmer region and Ganga valley
1193	Buddhist university at Nalanda is destroyed; Buddhism begins to severely decline
1206	Establishment of the Delhi Sultanate

Group 2:

1206	Establishment of the Delhi Sultanate
c. 1220	Genghis Khan created largest empire the world had ever seen
1221	Invading Mongols under Genghis Khan reach India's border
1230-1260	Surya Temple is built in Konark, Orissa
1270	Maratha Vaishnava saints Jnanshvara and Namdeva are born
c. 1300	Delhi Sultanate secured stable rule around their main strongholds of the North and sent raiding armies into the South

Hinduism Chapter Three
Lesson Plan #3 –Timeline of the Invasions of India

Group 3:

- c. 1300 Delhi Sultanate secured stable rule around their main strongholds of the North and sent raiding armies into the South
- 1350 Appaya Dikshitar, South Indian philosopher-saint, compiles a priest manual still used today
- 1398 Timur, a descendent of Genghis Khan, attacked and conquered Delhi because he felt its Muslim leader was too tolerant of Hindus. His armies killed tens of thousands of residents and carried off great wealth and many slaves.
- 1398 Kabir is born and preaches the unity of all religions
- 1469 Guru Nanak, founder of Sikhism, is born
- 1504 Babur, descendent of Genghis Khan and Timur, seized Kabul, a base from where he could attack India.
- 1526-1527 Babur defeats the sultan of Delhi and the Rajput confederacy to found the Mughal Empire

Group 4:

- 1526-1527 Babur defeats the sultan of Delhi and the Rajput confederacy to found the Mughal Empire
- 1541 Jesuit missionary St. Francis Xavier arrives in Goa; eventually calls for an Inquisition which leads to many deaths and forced conversions
- 1556 Babur's grandson, Akbar, becomes emperor; expands Mughal Empire by entering alliance with Hindu kings
- 1574 Tulsidasa writes popular Hindi version of *Ramayana*
- 1600 A group of English merchants set up the East India Company

Group 5:

- 1600 A group of English merchants set up the East India Company
- 1674 Shivaji founds Maratha Empire; frees large areas from Muslim control
- 1688 Mughal Emperor Aurangzeb demolishes all temples in Mathura, said to number 1,000, and many in Varanasi
- 1699 Guru Gobind Singh founds Sikh Khalsa order, militarizing his followers
- 1757 Battle of Plassey; Robert Clive leads East India Company's army to overthrow the Nawab of Bengal

Group 6:

- 1757 Battle of Plassey; Robert Clive leads East India Company's army to overthrow the Nawab of Bengal
- 1764-1770 British East India Company takes direct rule of Bengal; a

Hinduism Chapter Three

Lesson Plan #3 –Timeline of the Invasions of India

	devastating famine and other ruin results from heavy taxes, unfair trade restrictions, and corrupt practices
1834	The first indentured Indians are sent to British plantations abroad: Mauritius, Guyana, and the West Indies
1835	Lord Macaulay makes English the official language of schools in India; the teaching of Sanskrit was drastically curtailed.
1857	Hundreds of thousands of Indian soldiers revolt in widespread uprising called India's First War of Independence or the Sepoy Mutiny. After brutal suppression, the British East India Company had direct rule over much of India and controlled the rest through puppet rulers.

Depending on how much time you have remaining, you may want to begin discussing the homework question, which leads into lesson 3-4. It is your choice whether you want to collect the timelines or allow students to finish them at home or use them to answer the homework question.

This assignment makes for a good display on a bulletin board or on the chalkboard. You can line up all of the group's timelines in order and you will have a detailed timeline of about 750 of Indian history. If you make one based on the dates from the scaffolding exercise, it will cover over 1000 years. This is also an extension activity, if you would like to spend more than one class period on timeline construction.

Homework: Based on your reading and your timeline, summarize the history of your time period. What happened to Hindus and Hinduism during this period when India was invaded and conquered?

Formal Assessment: Completion of a comprehensive, accurate, neat timeline outlining the appropriate events listed above.

Informal Assessment: Participation in the Do Now, questioning, discussion, independent work, and summary.

Resources:

http://www.teach-nology.com/web_tools/materials/timelines/

Free, easy to use website where you can make printable timelines with up to six events – if you have Internet access in your classroom, you may choose to have students type up their timelines instead of doing them by hand.

<http://bit.ly/j890GZ>

A colorful timeline of the world's religions. You may find it useful to project this for the class to show the relative youth of Islam, especially when compared to Hinduism.

Hinduism Chapter Three
Lesson Plan #3 –Timeline of the Invasions of India

<http://www.kamat.com/kalranga/timeline/timeline.htm>

A very broad timeline of Indian history, covering about four thousand years from left to right.

<http://www.simile-widgets.org/timeline/>

This website for a free piece of sophisticated Mac-based timeline software has an interesting example of a very detailed timeline of the Kennedy assassination on the top of its page. The full timeline is accessible by clicking and dragging, and each event is supported by textual evidence by clicking on it. Furthermore, the entire scale of the timeline is visible on the bottom, whereas details are shown on the top. If you choose to show the timeline to students as an example, point out how the scale changes from increments of days to increments of ten minutes to better illustrate the day of November 22. Also, the timeline is easier to read if you click the “switch theme” button on the right.

Name: _____ Group: _____ Class: _____ Date: _____

Timeline: Invasions of India



Hinduism Chapter Three
Lesson Plan #4 – Hinduism Under Non-Hindu Rule

Learning Objective: Students will explain how the rise of devotional Hinduism, called the Bhakti Movement, helped Hindus resist persecution by Muslim rulers.

California State Standards:

English Language Arts

- 2.0 Read and understand grade-level-appropriate informational materials.
- 2.3 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.

Historical and Social Sciences

Historical Interpretation 2 – Students understand and distinguish cause, effect, sequence, and correlation in historical events

Hinduism Today's Teaching Standards

- 5. Describe how the saints of the Bhakti Movement were able to inspire Hindus to new levels of religious devotion.
- 6. Give examples of how loyalty and religious devotion inspired Hindus to resist conversion and alien rule.

Materials: Blackboard / chalk (optional)
Text (pp. I-6 to I-8)
Hinduism Under Non-Hindu Rule Worksheet

Do Now (7 mins): Read the “If YOU Lived Then” on the top of page I-6 as a class. Ask students to write their responses to the question on looseleaf, in their notebooks, or on the back of the worksheets. Review student responses to the question. Either answer (either converting or not converting) is acceptable, so long as it is supported by reasoning. Extend the discussion by giving details: the tax (called the *jizya* tax) for non-Muslims was up to one-half the family income. Converts to Islam and their descendents were called Ajlafas (one of the vocab words for the next lesson) and still suffered discrimination.

Spiraling (3 mins): Remind students what they learned in the lessons so far that Muslims weren't the only foreign forces to set up rule in India. European powers also set up colonies and, while the British largely let their subjects practice their religions freely, other colonizers did not. Read aloud the “Building Background” about the Goa Inquisition as an example of the persecution of Indian religions by Christian Europeans.

Independent Work (22 mins): Distribute worksheets if you haven't done so already. Instruct students to complete the worksheet on their own, with a partner, or in small groups (teacher's choice). Circulate during independent work time to answer questions and conduct informal assessment.

Hinduism Chapter Three
Lesson Plan #4 – Hinduism Under Non-Hindu Rule

Summary (10 mins): Review student responses as a class. Ask for textual evidence to back up their answers.

1. *False* – “He [al-Biruni] described Hindu beliefs, scriptures, and practices that were little different than those today.”
2. *True* - “He . . . praised India's religious tolerance.”
3. *False* - “Al-Biruni noted, with approval, that the Muslim raids had 'utterly ruined the prosperity of the country.’”
4. *True* - “Hindus survived this long period of adversity through devotion to God and continued loyalty to community and tradition.
5. *One's personal relationship with God is at the center of the Bhakti Movement. Examples of Bhakti practices include: chanting God's name, singing bhajana or meditating on God. These practices gave Hindus spiritual strength to endure hardships.*

1. c
2. g
3. b
4. a
5. f
6. e
7. d

For the “Saint and King” prompt, student answers may vary. Possible answer: *The religious devotion of the Maratha people to Lord Rama inspired the Marathas to fight for their independence from Muslim rule. This is expressed through the popular mantra, “Victory to Lord Rama.” Shivaji's tolerance towards the Islamic faith encouraged Muslims to also serve him with zeal. The devotion of his Hindu and Muslim followers were important factors in his military victories over the Mughals.*

Homework: You can assign questions 1 and 2 on page I-9 for homework, or ask students to rewrite their responses to the “Saint and King” prompt after the class discussion during the Summary.

Formal Assessment: Collect student worksheets and give a grade based on their responses. Especially if you went over the answers in the Summary, students should have acceptable answers to all questions.

Informal Assessment: Group participation in reading, recording, and discussion in independent work.

Resources:

<http://www.scribd.com/doc/18177519/Themes-in-Indian-History-2>

This is an Indian history textbook that is somewhat of an apologist account of the period of Muslim rule, but they have some interesting primary sources. For example, pages

Hinduism Chapter Three
Lesson Plan #4 – Hinduism Under Non-Hindu Rule

124-125 has information about Al-Biruni's analysis of Hindu texts, including a translation of his account of the *varna* system. 140-152 and 161-165 have valuable supplementary information about the Bhakti saints.

<http://www.kamat.com/indica/faiths/bhakti/ramanand.htm>

A brief piece on the Bhakti saint Ramananda that includes some of his own writings.

<http://www.womeninworldhistory.com/heroine12.html>

A short biography of the Bhakti saint Mirabai.

<http://fateh.sikhnet.com/s/SikhStories>

A collection of stories written for kids about the Sikh Gurus. Story 1 is about Nanak and stories 10-12 are about Gobind Singh (who they call Gobind Rai).

<http://www.rajshri.com/searchresults.aspx?seval=shivaji>

Some Indian-made English language films about Shivaji's life, including fifteen-minute and 37-minute animated versions.

<http://www.hindu-blog.com/2009/10/mud-forts-or-shivaji-kill-made-during.html>

Brief story about kids making mud forts in honor of Shivaji.

Name: _____

Class: _____

Date: _____

Hinduism Under Non-Hindu Rule (p. I-6)

Indicate whether the following statement are True or False:

- 1. The writings of al-Biruni suggest that the beliefs and practices of Hinduism have significantly changed in the last 1000 years. _____
- 2. Al-Biruni admired Hinduism's religious tolerance. _____
- 3. Al-Biruni mourned the destruction of Hindu temples. _____
- 4. Hinduism endured centuries of violent persecution. _____

Responding with Devotion (pp. I-6 to I-8)

- 5. What relationship is at the center of the Bhakti Movement? Give an example of a Bhakti spiritual practice. How did this practice help Hindus endure hardship?

Match each Indian saint with the detail from the text that corresponds to his or her life.

- | | | |
|---------|--------------|---|
| 1. ____ | Jayadeva | a. taught that all religions worship one God |
| 2. ____ | Ramananda | b. ecstatic worship of a personal God |
| 3. ____ | Mirabai | c. wrote the <i>Gita Govinda</i> |
| 4. ____ | Kabir | d. influential saint from South India |
| 5. ____ | Guru Nanak | e. executed for defending religious freedom |
| 6. ____ | Tegh Bahadur | f. founded the Sikh religion |
| 7. ____ | Meykandar | g. encouraged disciples of all castes to worship Hari |

Saint and King (p. I-8)

How did religious devotion and religious tolerance help make Shivaji a powerful leader and achieve military victory over the Mughals?

Hinduism Chapter Three
Lesson Plan #5 – Conversion Attempts

Learning Objective: Students will explain how and why Muslim and Christian rulers in India attempted to convert Hindus to their own religions.

California State Standards:

English Language Arts

- 2.0 Read and understand grade-level-appropriate informational materials.
- 2.3 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.

Historical and Social Sciences

- Historical Interpretation 2** – Students understand and distinguish cause, effect, sequence, and correlation in historical events
- 7.2.4 Discuss the expansion of Muslim rule through military conquests and treaties
- 7.9.6 Understand the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods

Hinduism Today's Teaching Standards

- 7. Analyze the rationale and strategies behind attempts to forcibly convert Hindus to Islam and Christianity

Materials: Blackboard / chalk (optional)
Text (pp. I-8 to I-9)
Conversion Attempts Worksheet

Do Now (3 mins): Distribute worksheets. Ask students to turn to p. I-8 and use the first two paragraphs to define the first two key terms: “*kafir*” and “polytheism.” Circulate while students work and, if they have difficulty finding a definition for “polytheism,” ask them where they can find the definitions of boldfaced vocabulary in a textbook (Elicit: *in the glossary* or, in this case, *in the margin*). If students finish quickly, you can encourage them to finish the key terms on the next page.

Scaffolding and Spiraling (6 mins): Ask, “Where did you find the definition of ‘*jizya*’?” (Elicit: *in the first sentence of the second paragraph*) Ask what the definition is (Elicit: *non-believers*). Ask if any students wrote “lowly nonbelievers.” Regardless of their response, ask, “Why doesn't the word “lowly” belong in the definition?” (Elicit: *because it's an opinion*). Ask what other information can go in the definition. (Answers can include: “a Muslim term,” “usually derogatory”). If students have a hard time developing additional information for the definition, guide them with questions like, “Who might

Hinduism Chapter Three
Lesson Plan #5 – Conversion Attempts

have used this term?” and “Was this term a compliment or an insult?” A good final definition might be: *A Muslim term for non-Muslims; derogatory.*

For “polytheism,” stress the difference between a belief and a follower. The definition for “polytheist” in the “Academic Vocabulary” in the margin must be altered. Give the example of how “Christianity” refers to a whole religious system of belief and worship, while “Christian” refers to a single person. A good definition for “polytheism” might be: *The belief or worship of more than one God.*

Refer to the Learning Objective and ask students if they can remember when you previously discussed conversions. (Elicit: *in the Do Now from the previous lesson or in the “What Would YOU Do?” from page I-6*). Look back at the top of I-6 and review the *jizya* tax for *kafirs* as well as the Goa Inquisition. Ask students how Hindus were able to resist these attempts to convert them to Islam or Christianity. (Elicit: *they used their spiritual strength from the devotional religious practices known as the Bhakti Movement*).

Inform students that the rest of this section will describe ways that Muslim and Catholic rulers tried to convert Hindus and explain the reasoning behind these conversion attempts.

Independent Work (22 mins): Instruct students to complete the worksheet on their own, with a partner, or in small groups (teacher's choice). Circulate during independent work time to answer questions and conduct informal assessment.

Summary (10 mins): Review student responses as a class. Ask for textual evidence to back up their answers. Some student responses might spark discussion that could segue way nicely into the Homework question.

Possible definitions for the Key Terms:

Sufism: *A mystical tradition within Islam with some elements similar to the Bhakti Movement in Hinduism*

Ajlaf: *A person who has converted to Islam from Hinduism.*

1. *Muslim invaders religiously dominated the people they conquered by forcing them to convert to Islam.*
2. *They made an exception for Christians and Jews because they consider parts of the Torah and the Bible to be revealed scripture. Christians and Jews were not forced to convert, but they were still humiliated and forced to pay the jizya tax.*
3. *As monotheists, Muslims and Christians find polytheism unacceptable. Even though Hindus worship One Supreme God in addition to the Gods and Goddesses, they are considered to be polytheistic by Muslims and Christians, which led to the violent persecution of Hindus during this period.*
4. *The Arabs were the first invaders of India who were not absorbed into*

Hinduism Chapter Three
Lesson Plan #5 – Conversion Attempts

mainstream society; they largely made attempts to convert the Hindus to their own religion.

5. Possible answers include: *Threats, violence, the jizya tax, persuasion, legal discrimination, destroying and looting Hindu temples, enslavement, persuasion (especially by Sufis).*

Homework: Based on the reading, their responses to the worksheet, and the class discussion, students should write a paragraph responding to the questions: “Why did Muslim and Catholic rulers in India try and convert Hindus? What are some strategies that they used in their conversion attempts?” If you want to let them bring the worksheets home, they can write their responses on the backs of the worksheets.

Formal Assessment: Collect student worksheets and give grades based on their responses. Especially if you went over the answers in the Summary, students should have acceptable answers to all questions.

Informal Assessment: Group participation in reading, recording, and discussion in independent work.

Resources:

http://india_resource.tripod.com/Forced-Conversions-Islam.html

Highly informative page on forced conversion of Hindus to Islam. Includes primary sources as well as secondary analysis by modern historians. Following the bibliography, there is a whole section on the role of Sufis, including excerpts from the letters of Ahmad Sirhindi.

http://en.wikipedia.org/wiki/Persecution_of_Hindus

Highly informative page on persecution by Muslim rulers and has a link to a page on the Goa Inquisition.

http://www.christianaggression.org/item_display.php?type=articles&id=1111142225

Article on the violent tactics used by Catholics to convert Hindus during the Goa Inquisition.

<http://bluelegends.sulekha.com/blog/post/2007/06/ten-ways-to-convert-a-hindu-shocking-insight-in-to.htm>

These ten tips to modern evangelical Christian missionaries trying to convert Hindus might make an interesting extension opportunity about proselytization.

Name: _____

Class: _____

Date: _____

Key Terms

kafir (p. I-8): _____

polytheism (p. I-8): _____

Sufism (p. I-9): _____

Ajlafs (p. I-9): _____

The Conqueror's Religious Goals (pp. I-8 to I-9)

1. How did Muslim invaders religiously dominate the people whom they conquered?

2. Why didn't Muslim rulers force Christians and Jews to convert? How did they treat these "People of the Book"?

3. How did the religious beliefs of Muslims and Christians lead to the violent persecution of Hindus during this period?

Centuries of Conversion Attempts and The Common Man's Plight (p. I-9)

4. According to the first paragraph, how were the Muslims who invaded India different from the foreign invaders who preceded them?

5. Based on these two sections, describe four different ways that Hindus under Muslim rule were pressured to convert to Islam.

Hinduism Chapter Three
Lesson Plan #6 – Hinduism, Islam, and the Arts of India

Learning Objective: Students will describe how Islamic culture influenced some forms of Indian art, while other went largely unaffected.

California State Standards:

English Language Arts

- 1.4 Monitor expository text for unknown words by using word, sentence, and paragraph clues to determine meaning.
- 2.0 Read and understand grade-level-appropriate informational materials.
- 2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.

World History and Geography: Ancient Civilizations

- 6.5.7 Discuss the important aesthetic and intellectual traditions of India

Historical and Social Science Analysis Skills

Historical Interpretation 3 – Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.

Hinduism Today's Teaching Standards

- 8. Describe the relationship between Hinduism and traditional forms of Indian art, including music, dance, drama, painting, and architecture
- 9. Explain how the Muslim conquests in the subcontinent influenced the painting and architectural styles of northern and central India.

Materials: Blackboard / chalk or Chart paper / markers
Text (pp. I-13 to I-16)
Indian Arts Worksheet (two pages – you may want to make double-sided copies)

Do Now (2 mins): Display the questions, either on the blackboard or on chart paper: “Can art be influenced by religion? Can art be influenced by the artistic styles of other cultures? Try to give examples of each.” You can either ask students to write responses in their notebooks or on looseleaf paper, or simply have them respond orally.

Scaffolding and Spiraling (6 mins): Review student responses. You may want to have examples of arts influenced by religion, either on a projector, as posters, or as reproductions to pass around. These can include images of paintings, sculptures, or architecture, as well as music or videos of performance arts.

Hinduism Chapter Three
Lesson Plan #6 – Hinduism, Islam, and the Arts of India

Examples could include:

- Famous pieces of European Judeo-Christian art, such as DaVinci's "Last Supper," Michaelangelo's "Creation of Adam" or "David," one of Chagall's paintings of Moses
- Buddhist sculpture or painting
- Religious architecture and design, such as cathedrals or temples, stained glass, etc.

Then ask for examples of arts influenced by the traditions of another culture. You should have a few examples to show or play.

- Gandhara Buddhist statues (<http://www.youtube.com/watch?v=4z4UhsK4W2U>) clearly show influence from Greek and Roman sculpture (<http://www.youtube.com/watch?v=JyIJ9Aq7EMo>) in their flowing robes and realistic musculature - be warned that Greco-Roman sculptures (including many of those in this video clip) are often nudes – you may want to prepare students beforehand if you choose to show this clip
- Early reggae music (like Bob Marley's first hit, "Simmer Down," recorded in 1962 <http://www.youtube.com/watch?v=ybmPHD7FPcQ>) was highly influenced by American doo-wop and R&B (i.e. Gene Chandler's "Duke of Earl," also from 1962 <http://www.youtube.com/watch?v=eNMjxtILk-E>)
- Jay-Z's 2003 single "Beware of the Boys" featuring Panjabi MC (<http://www.youtube.com/watch?v=kYAmTonSxOM>) mixes Indian bhangra music with American hip-hop

Tell students that they are going to become experts on a particular type of Indian art during the period of Muslim rule. Make sure they understand that they will be responsible to teach the rest of the class about their art forms. Tell students to pay particular attention to whether or not their art form was influenced by Islam during the period of Muslim rule.

Independent Work (20 mins): Divide the class in half. One half of the class will fill out the worksheet page titled "Indian Music and Dance" and the other half will fill out the page titled "Indian Painting and Architecture."

Based on your class, you may choose to have students complete the worksheets on their own, with a partner, or in small groups. Circulate during independent work time to answer questions and conduct informal assessment.

Summary (14 mins): Review student responses as a class. As one half of the class answers the questions, the other half should be busy filling out their blank worksheets.

Possible answers:

Indian Music and Dance

Hinduism Chapter Three
Lesson Plan #6 – Hinduism, Islam, and the Arts of India

Bhajana: A devotional Hindu song with call-and-response

Khata: A popular form of storytelling, often spanning many days

Raga: A pattern of notes on which a melody is made

Tala: A rhythmic pattern

Mudras: Sacred or symbolic hand gestures

1. *Singing can make work easier by coordinating effort and accompanying daily tasks.*
2. *Traditional Indian music is connected to Hinduism because many songs and stories have religious content and themes. Also, dance and music were considered to be offerings made during Hindu worship.*
3. *Indian classical music is more like jazz than Western classical music because it includes improvisation, so each performance is a spontaneous creation within the given raga and tala.*
4. *Classical Indian dance can be a “religious experience” because it was one of the original offerings of the puja ritual, and also because the dancers are reenacting religious stories.*

Indian Painting and Architecture

Go over the sequence in alphabetical/chronological order (*i.e.*, ask “Which of these events happened first?” (Elicit: 2. *Chinese artists were brought to Persia by the conquering Mongols.*) Then you can read the commentary below. After, ask, “What happened next?” (Elicit: 4. *Muslim leaders brought Persian artists to India to illustrate handwritten books.*) And so on.

1. E – Unemployed artists from the Bureau found work illustrating Hindu texts.
2. A – Even though it's not the first thing in the narrative, this happened before the Persian artists came to India.
3. D – Aurangzeb disbanded the Bureau founded by his great-grandfather, Akbar.
4. B – Persian artists, influenced by Chinese painting styles, were brought into India.
5. F – During the colonial period, “the Company” referred to the British East India Company.
6. C – At the Royal Bureau of Books, Persian styles synthesized with Indian styles
7. There were many artistic advancements made in Indian painting during the Mughal period. Some include: *the development of three-dimensional perspective, more delicate brush lines, better lighting effects, greater range and depth of color.* Students might say that Chinese, Persians, or Mughals were responsible for these innovations; as long as their response is backed up with reasoning, any of these answers are acceptable.
8. *While both North and South India had spectacular achievements in temple architecture*

Hinduism Chapter Three
Lesson Plan #6 – Hinduism, Islam, and the Arts of India

in this period, South Indian architecture continued to follow principles found in the ancient Agama texts, while North Indian architecture was strongly influenced by Persian design, such as the dome and the arch. These differences were caused by the presence of Muslim rulers.

[If students have a hard time figuring out what caused these differences, direct them to the map on page I-3, and ask them what was different about North India and South India at the time (Elicit: *North India was under Mughal control starting in the 16th century, but most of South India was not conquered for centuries.*)]

9. *The Taj Mahal might be considered a good example of North Indian architecture from the period because it demonstrates the blending of Hindu and Persian styles.*

Homework: Students should write a paragraph or two on one of the following prompt: Pick an example of art that is either: a) influenced by religion, b) influenced by another culture, or c) both. It can be a piece of painting, sculpture, architecture, music, dance, or literature. Explain why you chose this piece, and what its influences are.

Formal Assessment: Collect student worksheets and grade their responses. Especially if students went over their answers during the Summary, everyone should have acceptable answers to all questions.

Informal Assessment: Group participation in reading, recording, and discussion in independent work.

Resources:

<http://www.religion-cults.com/art.htm> Great resource for images of religious art from around the world

http://www.youtube.com/watch?v=Joyk_EMtzn0 Ravi Shankar and Alla Rakha explain the basics of raga and tala and demonstrate the melodies and rhythms of the tabla drums

<http://www.medieval.org/music/world/india.html> This website is not at student reading level, but it provides more information about Indian classical music, especially Carnatic music, which is described in the text.

<http://www.sridevinrithyalaya.org/videosolo.html> A number of examples of the Bharatanatyam dance described in the text, accompanied by Indian classical music. The dancer Harini Jeevitha is only 11 years old, which might be of interest to your students.

<http://www.kamat.com/kalranga/art/paintings.htm> Lots of examples of different styles of Indian painting

http://www.metmuseum.org/toah/hd/mugh/hd_mugh.htm
http://www.metmuseum.org/toah/hd/mugh_2/hd_mugh_2.htm A history and a number of

Hinduism Chapter Three

Lesson Plan #6 – Hinduism, Islam, and the Arts of India

beautiful examples of Mughal art, including paintings of Hindu themes. The former is up to 1600, the latter is after 1600.

<http://www.taj-mahal.net/> Virtual tour of the Taj Mahal, includes downloadable elements for classroom use.

Name: _____

Class: _____

Date: _____

Indian Music and Dance

Key Terms

bhajana (p. I-12): _____

katha (p. I-13): _____

raga (p. I-13): _____

tala (p. I-13): _____

mudras (p. I-15, box): _____

A Rich History of Music (pp. I-12 to I-13)

1. How can singing help make work easier?

2. How are traditional Indian music and storytelling connected to the Hindu religion?

3. Is Indian classical music more like Western classical music or more like jazz? Why?

India's Sacred Dance: Religion Through Movement (p. I-15)

4. Based on the passage, describe two reasons why classical Indian dance can be described as “a religious experience for both the dancer and the audience.”

Name: _____

Class: _____

Date: _____

Indian Painting and Architecture

A Meeting of Art Styles (pp. I-13 to I-14)

Use the passage to put the following events in the correct order. Write 'A' next the first event, 'B' next the the second event, and so on.

1. ___ Hindu and Muslim artists used the Mughal style to illustrate Hindu texts.
2. ___ Chinese artists were brought to Persia by the conquering Mongols
3. ___ Emperor Aurangzeb dismissed royal artists and banned music and dance
4. ___ Muslim leaders brought Persian artists to India to illustrate handwritten books
5. ___ Indian styles of painting were blended with European styles to create "Company style"
6. ___ Emperor Akbar commissioned the Royal Bureau of Books

7. In comparison to earlier styles, what advancements were made in Indian painting during the Mughal period? Who do you think was most responsible for these innovations? Why?

Architecture (p. I-14 to I-15)

8. Contrast the developments of South Indian and North Indian architecture during this period. What do you think caused these differences?

9. Why might the Taj Mahal be considered to be a good example of North Indian architecture from this period?
