

Domain-Based Unit Overview

Title of Domain: Ancient India, Grade 2

Learning Time: 10

Big Idea

Like any other early civilization, such as Mesopotamia and ancient Egypt, the Indus valley civilization developed along a river - the Indus River. The beliefs and practices of people who lived in this ancient civilization led to the development of Hinduism and Buddhism. Both religions continue to be practiced today by people throughout the world.

What Students Need to Learn

- Review all geography concepts and map skills
- New geological terms: valley
- Indus River and Ganges River
- Hinduism
 - Brahma, Vishnu, Shiva
 - Many holy books, including the Rig Veda
- Buddhism
 - Prince Siddhartha becomes the Buddha, “the Enlightened One.”
 - Buddhism grows in India and then spreads through many countries in Asia.
 - King Asoka (also spelled Ashoka)

MN Academic Standards

2.3.1.1.4 Use maps, photos, or other geographic tools to answer basic questions about where people are located.

2.4.1.2.1 Use historical records and artifacts to describe how people's lives have changed over time.

2.4.2.4.2 Describe how the culture of a community reflects the history, daily life or beliefs of its people.

Pre-Assessment

Display a KWL chart on the Smartboard and fill it out together.

Domain Lesson 1	Chapter 1 - Mystery of the Indus
MN Academic Standards	2.3.1.1.4 2.4.1.2.1

	2.4.2.4.2
Objectives	Locate ancient India on a map or globe. Understand that the Indus civilization was an ancient civilization in the Indian subcontinent.
Vocabulary	Valley, symbols, and artifacts.
Procedure	<ul style="list-style-type: none"> -Introduce this domain by telling students that they will be learning about Ancient India. -Introduce the concept of ancient to students and compare ancient things with modern things. -Review what they learned in Grade 1 about the characteristics of a civilization. -Locate Asia, India, and the Indus River on a map or globe. -Give each student a copy of the CKHG Student Book. -Tell students that they are going to pretend to use time machines to travel back in time during this unit. -Read “Chapter 1: Mystery of the Indus” aloud to the class and have students follow along using the student books. Pause often for discussion or to ask comprehension questions. -Ask literal questions following the chapter and think-pair-share with students about what they learned about the ancient Indus valley civilization. -Complete Extension Activity: Using Maps on pages 17 and 18 of the Teacher Guide.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 2	Chapter 2 - Hinduism
MN Academic Standards	2.4.2.4.2
Objectives	Understand the Aryan invasion of Ancient India. Identify Hinduism as a religion that began in ancient India.
Vocabulary	Invaders, chariots, religion, holy books, god, and castes.
Procedure	<ul style="list-style-type: none"> -Review what students learned in Chapter 1 of the CKHG Student Book. -Have students take out their Student Book. -Read “Chapter 2: Hinduism” aloud to the class and have students follow along using the student books. Pause often for discussion or to ask comprehension questions. -Ask literal questions following the chapter and think-pair-share with students about what they learned regarding Hindu gods and the most important holy Hindu books.

	-Read <i>The Tiger, the Bhramin, and the Jackal</i> or <i>The Blind Men and the Elephant</i> aloud to students and discuss that these are traditional Indian folktales.
Poetry	<i>If Applicable</i>
Fiction	<i>The Tiger, the Bhramin, and the Jackal</i> <i>The Blind Men and the Elephant</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 3	Chapter 3 - Festival of Lights
MN Academic Standards	2.4.2.4.2
Objectives	Identify Diwali, the festival of lights. Understand the importance of the Ganges River.
Vocabulary	Festival, goddess, wick, and temples.
Procedure	-Review what students learned in Chapter 2 of the CKHG Student Book. -Have students take out their Student Book. -Read “Chapter 3: Festival of Lights” aloud to the class and have students follow along using the student books. Pause often for discussion or to ask comprehension questions. -Ask literal questions following the chapter and think-pair-share with students about what they learned regarding how people in India celebrate Diwali. -Complete Extension Activity: The Festival of Lights on page 33 of the Teacher Guide.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 4	Chapter 4 - The Story of the Buddha
MN Academic Standards	2.4.2.4.2
Objectives	Understand how Prince Siddhartha became the Buddha. Identify Buddhism as an important world religion.
Vocabulary	Royal, suffering, wisdom, and enlightenment.
Procedure	-Review what students learned in Chapter 3 of the CKHG Student Book. -Have students take out their Student Book. -Read “Chapter 4: The Story of the Buddha” aloud to the class and have students follow along using the student books. Pause often for discussion or to ask comprehension questions.

	-Ask literal questions following the chapter and think-pair-share with students about what they learned regarding what Prince Siddhartha discovered when he left the royal palace and how he became the Buddha. -Complete Extension Activities: All About Hinduism and All About Buddhism on pages 26 and 39.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 5	Chapter 5 - A Jataka Tale
MN Academic Standards	2.4.2.4.2
Objectives	Listen to a Buddhist Jataka tale and understand its lesson.
Vocabulary	Cliff top and hooves.
Procedure	-Review what students learned in Chapter 4 of the CKHG Student Book. -Have students take out their Student Book. -Read “Chapter 5: A Jataka Tale” aloud to the class and have students follow along using the student books. Pause often for discussion or to ask comprehension questions. -Ask literal questions following the chapter and think-pair-share with students about what they learned about the frightened rabbit and what message all the animals learned in the story. -Complete Extension Activity: Write a Story on pages 44 and 45 of the teacher guide.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>Write a story as a class that teaches a lesson/conveys a message.</i>

Domain Lesson 6	Chapter 6 - King Asoka
MN Academic Standards	2.4.1.2.1 2.4.2.4.2.
Objectives	Identify King Asoka. Understand how King Asoka spread Buddhism.
Vocabulary	Empire, conquered, victory, destruction, monk, and deeds.
Procedure	-Review what students learned in Chapter 5 of the CKHG Student Book. -Have students take out their Student Book. -Read “Chapter 6: King Asoka” aloud to the class and have students follow along using the student books. Pause often for discussion or to ask comprehension questions.

	-Ask literal questions following the chapter and think-pair-share with students about what they learned about how King Asoka became a better ruler. -Complete Extension Activity: The Great Stupa on pages 51 and 52 of the teacher guide.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 7	Review Day
MN Academic Standards	2.3.1.1.4 2.4.1.2.1 2.4.2.4.2
Objectives	Understand that the Indus valley civilization developed along a river - the Indus River. Understand that the beliefs and practices of people who lived in this ancient civilization led to the development of Hinduism and Buddhism.
Vocabulary	-Vocabulary from the entire unit.
Procedure	-Students will review vocabulary and main concepts from the entire unit.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 8	Unit Assessment
MN Academic Standards	2.3.1.1.4 2.4.1.2.1 2.4.2.4.2
Objectives	Understand that the Indus valley civilization developed along a river - the Indus River. Understand that the beliefs and practices of people who lived in this ancient civilization led to the development of Hinduism and Buddhism.
Vocabulary	-Vocabulary from the entire unit.
Procedure	-Students will take unit assessment.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 9	Making a Mural Day 1
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MN Academic Standards	2.4.2.4.2
Objectives	Collaborate with others to create an image/set of images depicting an aspect of the ancient Indian civilization.
Vocabulary	Hinduism, Buddhism, civilization, and folktales.
Procedure	<p>-Students will participate in the Culminating Activity: Make a Mural About Ancient India on page 54 of the teacher guide.</p> <p>-Have students make a collaborative mural that illustrates the history of ancient India.</p> <p>-Organize students into four small groups, and assign each group a different segment of the mural:</p> <ul style="list-style-type: none"> • The Indus valley civilization—Encourage students to depict different characteristics of civilization, such as farming, cities, and writing. • Hinduism—Encourage students to depict such aspects of Hinduism as various Hindu gods, Diwali, and Hindu customs. • Buddhism—Encourage students to depict the story of Prince Siddhartha and his Buddhist teachings. • Ancient Indian Folktales—Encourage students to depict the Jataka tale told in this unit, as well as “The Tiger, The Brahmin, and the Jackal” and “The Blind Men and the Elephant”.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 10	Making a Mural Day 2
MN Academic Standards	2.4.2.4.2
Objectives	Collaborate with others to create an image/set of images depicting an aspect of the ancient Indian civilization.
Vocabulary	Hinduism, Buddhism, civilization, and folktales.
Procedure	<p>-Students should finish working on their murals.</p> <p>-After students finish coloring and assembling their portion of the mural, reconvene the entire class and invite each group to describe what is depicted in its portion of the mural.</p> <p>-Display the mural in the hallway.</p>
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>