

# SECTION 2 Step-by-Step Instruction

## Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Outline the essential beliefs of Hinduism.
- Analyze how the caste system shaped India.
- Understand the key teachings of the Buddha.
- Explore how Buddhism grew and changed as it spread beyond India.

## Prepare to Read

### Build Background Knowledge L3

Ask volunteers to describe anything they know about Hinduism and Buddhism and write their responses in a two-column chart on the board. Then have students brainstorm questions about both religions that they hope to answer as they read this section.

### Set a Purpose L3

- **WITNESS HISTORY** Read the selection aloud or play the audio.

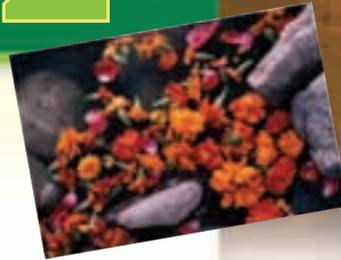
 **WITNESS HISTORY Audio CD,** River Waters Bring Salvation

Ask **What is the significance of the Ganges according to the quotation?** (*It imparts purity and freedom in life and after death.*)

- **Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 2 Assessment answers.*)
- **Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.
- **Note Taking** Have students read this section using the Paragraph Shrinking strategy (TE, p. T20). As they read, have students fill in the flowchart describing important stages in the development of Hinduism and Buddhism.

 **Reading and Note Taking**  
Study Guide, p. 27

# SECTION 2



A woman prays in the Ganges (right). The colors of marigolds floating in the water (left) have symbolic meaning.



## WITNESS HISTORY AUDIO

### River Waters Bring Salvation

“Thus said the God of Fire:—Now I shall describe the sanctity of the river Ganges, which imparts to men enjoyment of earthly cheers in this life and salvation in the next. The countries which the Ganges meanders through should be deemed as hallowed [holy] grounds. The river Ganges is the earthly door to salvation to men who long for emancipation [freedom] from this prison house of life. . . . Hundreds, nay thousands, of impious [immoral] persons become sinless and pure, by seeing, touching, or drinking of the river Ganges.”

—*Agni Puranam*, a Hindu sacred text

**Focus Question** In what ways were religion and society intertwined in ancient India?

# Hinduism and Buddhism

## Objectives

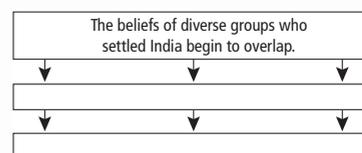
- Outline the essential beliefs of Hinduism.
- Analyze how the caste system shaped India.
- Understand the key teachings of the Buddha.
- Explore how Buddhism grew and changed as it spread beyond India.

## Terms, People, and Places

atman	caste
moksha	Siddhartha Gautama
reincarnation	Four Noble Truths
karma	Eightfold Path
dharma	nirvana
ahimsa	sect

## Note Taking

**Reading Skill: Recognize Sequence** Keep track of the development of Hinduism and Buddhism by filling in a flowchart like the one below with important stages, in the order they occurred.



Thousands of years ago, two major religions—Hinduism and Buddhism—emerged in ancient India. The ethical and spiritual messages of both religions profoundly shaped Indian civilization.

## The Beliefs of Hinduism Develop

Unlike most major religions, Hinduism has no single founder and no single sacred text. Instead, it grew out of the overlapping beliefs of the diverse groups who settled India. The process probably began when the Aryans added the gods of the Indus civilization to their own. Later people brought other gods, beliefs, and practices. As a result, Hinduism became one of the world’s most complex religions, with countless gods and goddesses and many forms of worship existing side by side. Despite this diversity, all Hindus share certain basic beliefs.

**One Force Underlies Everything** “God is one, but wise people know it by many names.” This ancient proverb reflects the Hindu belief that everything is part of the unchanging, all-powerful spiritual force called brahman. Hindus worship a variety of gods who give concrete form to brahman. The most important Hindu gods are Brahma, the Creator; Vishnu, the Preserver; and Shiva, the Destroyer. Each can take many forms, human or animal, to represent the various aspects of brahman with which he is associated. Some Hindus also worship various forms of the powerful goddess Shakti. She is both kind and cruel, a creator and a destroyer.

## Vocabulary Builder

Use the information below and the following resources to teach the high-use word from this section.

 **Teaching Resources, Unit 1, p. 46; Teaching Resources, Skills Handbook, p. 3**

**High-Use Word**  
aspiration, p. 80

### Definition and Sample Sentence

*n.* desire or ambition to achieve something

Kaylee’s **aspiration** was to go to college and medical school and eventually become a doctor.

**Sacred Texts Reveal Hindu Beliefs** Over many hundreds of years, Hindu teachings were recorded in the sacred texts of the Vedas. The Upanishads (oo PAN ih shadz) are a section of the Vedas that address mystical questions related to Hinduism. These sacred texts use vivid images to examine complex ideas about the human soul and the connect- edness of all life. In addition, literary works such as the *Bhagavad-Gita* were also revered for their representations of Hindu beliefs.

**Achieving Moksha Is the Goal of Life** To Hindus, every person has an essential self, or **atman** (AHT mun). Some view it as the same as brahman and others as a form of brahman. The ultimate goal of existence, Hindus believe, is achieving **moksha** (MAHK shuh), or union with brahman. To do that, individuals must free themselves from selfish desires that separate them from brahman. Most people cannot achieve moksha in one lifetime, but Hindus believe in **reincarnation**, or the rebirth of the soul in another bodily form. Reincarnation allows people to continue working toward moksha through several lifetimes.

In each existence, Hindus believe, a person can come closer to achiev- ing moksha by obeying the law of karma. **Karma** refers to all the actions of a person's life that affect his or her fate in the next life. To Hindus, all existence is ranked. Humans are closest to brahman. Then come ani- mals, plants, and objects like rocks or water. People who live virtuously earn good karma and are reborn at a higher level of existence. Those who do evil acquire bad karma and are reborn into suffering at a lower level of existence. In Indian art, this cycle of death and rebirth is symbolized by the image of the wheel.

To escape the wheel of fate, Hinduism stresses the importance of **dharma** (DAHR muh), the religious and moral duties of an individual. These duties vary according to class, occupation, gender, and age. Another key moral principle of Hinduism is **ahimsa** (uh HIM sah), or nonviolence. To Hindus, all people and things are aspects of brahman and therefore deserve to be respected. Many Hindus try to follow the path of ahimsa.

### Key Hindu Gods



▲ Brahma, the Creator



▲ Vishnu, the Preserver



▲ Shiva, the Destroyer

Artisans covered each Hindu temple with masterful carvings, including depictions of the various forms of the god to whom a temple was dedicated. This temple at Somnathpur honors Vishnu.

## Teach

### The Beliefs of Hinduism

L3

#### Instruct

■ **Introduce:** Display **Color Transparency 14: Hindu God Ganesh** (the elephant-headed son of Shiva) as an example of a Hindu god. Use the lesson suggested in the transparency book to guide a discussion.

📖 **Color Transparencies, 14**

■ **Teach** Using the Numbered Heads strategy (TE p. T23), help students understand the basic beliefs of Hinduism. Ask **What is the ultimate goal of existence for Hindus and how do they achieve it?** (*moksha, to achieve a union with brahman; by freeing themselves from selfish desires over several lifetimes*) **How do karma, dharma, and ahimsa relate to achieving this goal?** (*By living virtuously, people earn good karma; they acquire merit by obeying the rules of dharma, their moral and religious duties; they also earn credit for having respect for all living things, or ahimsa*)

■ **Quick Activity** Display **Color Transparency 15: The Spread of Hinduism** to investigate how Hinduism spread outside of India. Use the lesson suggested in the transparency book to guide a discussion about where and how Hinduism spread throughout Asia.

📖 **Color Transparencies, 15**

#### Independent Practice

Have students create charts that explain the basic beliefs of Hinduism. Then ask them to explain their charts to a partner, adding and revising chart entries as needed.

#### Monitor Progress

As students fill in their flowcharts, circulate to make sure they understand the important development stages of Hinduism and Buddhism and their sequence. For a completed version of the flowchart, see

📖 **Note Taking Transparencies, 58**

### History Background

**The Upanishads** Stories from the *Upanishads* section of the Vedas helped people understand the teachings of Hinduism. In the following parable, a man tries to show his son that the essence of life cannot be seen. He orders the boy to break open the fruit of a banyan tree:

“What do you see?”  
‘Very tiny seeds, sir.’  
‘Break one.’

‘I have broken it, sir.’  
‘Now, what do you see?’  
‘Nothing, sir.’  
‘My son,’ the father said, ‘what you do not perceive is the essence, and in that essence the mighty banyan tree exists. Believe me, my son, in that essence is the soul of all that is.’”  
—*Upanishads*

## The Caste System Shapes India

L3

### Instruct

- **Introduce: Key Terms** Ask students to find the key term **castes** (in blue) in the text and explain its meaning. Have students predict how the caste an Indian was born into may have affected his or her life.
- **Teach** Have students discuss India's caste system. Ask **How were lower castes treated in ancient India?** (*They were treated very harshly because they were viewed as being impure. They held unpleasant jobs, were segregated from other castes, and even had to use a clapper to let people know they were coming.*) **How could people change their caste?** (*They could only change their caste in the next life if they fulfilled their caste's duties in this life.*)

### Independent Practice

Have students work in groups to write paragraphs describing the caste system and why it might have developed and been perpetuated.

### Monitor Progress

Reread the title of this section, The Caste System Shapes India. Ask students to explain this statement by describing different ways that the caste system affected Indian life.

**Jainism Develops From Hinduism** About 500 B.C., the teacher Mahavira (mah hah VEE ruh) founded Jainism (JY niz um), a religion that grew out of Hindu traditions and that is still practiced today. Mahavira rejected the idea that Brahmin priests alone could perform certain sacred rites. Jain teachings emphasize meditation, self-denial, and an extreme form of ahimsa. To avoid accidentally killing a living thing, even an insect, Jains carry brooms to sweep the ground in front of their feet.

✓ **Checkpoint** How do the Hindu gods relate to brahman?

## The Caste System Shapes India

As you read in Section 1, the Aryans divided society into four groups. Non-Aryans held the lowest jobs. During the Vedic Age, class divisions moved more toward reflecting social and economic roles than ethnic differences between Aryans and non-Aryans. As these changes occurred, they led to a more complex system of **castes**, or social groups into which people are born and which can rarely be changed.

**Complex Rules Uphold the Caste System** Caste was closely linked to Hindu beliefs. To Hindus, people in different castes were different species of beings. A high-caste Brahmin, for example, was purer and therefore closer to moksha than someone from a lower caste. To ensure spiritual purity, a web of complex caste rules governed every aspect of life—for example, where people lived, what they ate, how they dressed, and how they earned a living. Rules forbade marrying outside one's caste or eating with members of another caste. High-caste people had the strictest rules to protect them from the spiritually polluted, or impure, lower castes. Because they had jobs such as digging graves, cleaning streets, or turning animal hides into leather, some people were considered so impure that they were called “untouchables.”

For the untouchables, today called dalits, life was harsh and restricted. Other castes feared that contact with an untouchable could spread pollution. Untouchables had to live apart and to sound a wooden instrument called a clapper to warn of their approach.

**Caste Affects the Social Order** Despite its inequalities, caste ensured a stable social order. People believed that the law of karma determined their caste. While they could not change their status in this life, they could reach a higher state in a future life by faithfully fulfilling the duties of their present caste.

The caste system gave many people a sense of identity and interdependence. Each caste had its own occupation and its own leaders. Caste members cooperated to help one another. In addition, each caste had its own special role in Indian society as a whole. Although strictly separated, different castes depended on one another for their basic needs. A lower-caste carpenter, for example, built the home of a higher-caste scholar. The caste system also adapted to changing conditions.

Over time, many additional castes and subcastes evolved. As people migrated into the subcontinent, they formed new castes. Other castes grew out of new occupations and religions. This flexibility allowed people with diverse customs to live side by side in relative harmony. By modern times, there were thousands of major castes and subcastes.

✓ **Checkpoint** How did caste provide a sense of order in society?

## Answers

- ✓ The Hindu gods give concrete form to the concept of brahman and may appear in many forms to represent the various aspects of brahman with which they are associated.
- ✓ by giving each person a specific place and role in society

# THE LIFE OF THE BUDDHA

Central to Buddhism is the idea that one must live a moral life. Over the centuries, as many Buddhists have strived to do this, they have taken lessons from the life and actions of the Buddha, Siddhartha Gautama. Reminders of the Buddha's traits and actions abound in Asia and throughout the world in the form of sculpture both colossal and small, paintings, and literature. A few climactic scenes from the Buddha's life are repeated consistently in this art.



▲ **Gaining Awareness** In this illustration, Prince Gautama sees a dead man for the first time. From this and other journeys out of the palace, Gautama was inspired to abandon his life of privilege—a model many Buddhists attempt to follow.

▶ **Meditating** This large bronze Buddha sits in a classic meditation pose—with legs crossed and hands resting face up in his lap. Buddhists believe that like Gautama, they can achieve enlightenment through meditation. ▶



◀ **Achieving Nirvana** Artwork of the Buddha lying down depicts his death—and final nirvana. In it he usually has a look of peace on his face.

### Thinking Critically

1. **Make Generalizations** Why do you think Buddhists find it important to tell the story of the Buddha's life in art?
2. **Recognize Ideologies** Which of the basic beliefs of Buddhism are revealed in the Buddha sculptures shown here?

## The Buddha Teaches the Path to Enlightenment L3

### Instruct

- **Introduce: Vocabulary Builder** Have students read the Vocabulary Builder term and definition. Ask students to name some of their own aspirations in life. Have them predict how the term *aspirations* might relate to Buddhism.
- **Teach** Discuss with students the origins and fundamental ideas of Buddhism. Have a volunteer explain the meaning of meditation. Then ask **What does the term *Buddha* mean?** (*enlightened one*) **What is nirvana and how does one achieve it?** (*Nirvana is the goal of union with the universe and release from the cycle of rebirth. One achieves it by understanding the Four Noble Truths, following the Eightfold Path, living a moral life, and meditating*) **How is nirvana in Buddhism similar to moksha in Hinduism?** (*Each is the ultimate goal in its religion, is achieved through proper actions, and puts an end to the cycle of rebirth, or reincarnation*)
- **Quick Activity** Ask students to study the Infographic on the Life of the Buddha. Discuss how the stages and key events of his life are depicted in the various images, and why the Buddha is depicted in these ways. Ask students why they think some of the images are so large.

### Independent Practice

Have small groups of students prepare and present a skit on the life and philosophy of Siddhartha Gautama, the Buddha.

### Monitor Progress

Watch students' skits to make sure they portray important events in the Buddha's life and explain some of his major teachings.

### Answers

#### Thinking Critically

1. Art is a concrete reminder of the Buddha's life, which Buddhists strive to imitate.
2. the importance of meditation and the achievement of nirvana

## Key Teachings of the Buddha

In the foothills of the Himalayas, a reformer appeared named **Siddhartha Gautama** (suh DAHR tuh gow TUH muh). His teachings eventually spread across Asia to become the core beliefs of one of the world's most influential religions, Buddhism.

**From Boy to Buddha** Gautama's early life is known mostly through various religious writings and literature. He was born a prince about 563 B.C. According to tradition, his mother dreamed that a radiant white elephant descended to her from heaven. Signs such as this led a prophet to predict that the boy would someday become a wandering holy man. To prevent that—in hopes of his son one day becoming a ruler—Gautama's father kept him in the family's palaces, surrounded by comfort and luxury. At age 16, Gautama married a beautiful woman and enjoyed a happy life.

### Differentiated

#### Instruction Solutions for All Learners

#### L1 Special Needs L2 Less Proficient Readers

After reading about Hinduism and Buddhism, ask students to create informational brochures about both religions. Brochures should contain illustrations as well as factual information about the origins, beliefs, spread, and practices of these two religions. Follow this activity with student presentations sharing the information they have used in their brochures.

#### L2 English Language Learners

Use the following resources to help students acquire basic skills:



#### Adapted Reading and Note Taking Study Guide

- Adapted Note Taking Study Guide, p. 27
- Adapted Section Summary, p. 28

## Buddhism Spreads Beyond India

L3

### Instruct

- **Introduce: Key Terms** Ask students to find the key term *sects* (in blue) in the text and explain its meaning. Tell students that sects may worship or interpret the same religion in different ways. Have students discuss sects they know of in other world religions.
- **Teach** Discuss with students how Buddhism spread from India across Asia. Ask **What is the *Tripitaka*?** (*a collection of three sacred texts containing the Buddha's teachings*) **What are some examples of the Buddha's teachings collected in the *Tripitaka*?** (*do your duty, don't get angry, avoid evil, and be truthful*) **What is the main difference between Theravada Buddhism and Mahayana Buddhism?** (*Theravada Buddhism requires a life devoted to hard spiritual work and therefore nirvana can only be achieved by very dedicated believers, such as monks and nuns, and not ordinary people. Mahayana Buddhism is easier for ordinary people to follow and allows them to use the religion to help solve everyday problems.*)

#### Vocabulary Builder

**aspiration**—(as puh RAY shun) *n.* desire or ambition to achieve something

At age 29, Gautama's life changed. One day he took a ride beyond the palace gardens and saw an old man. On following rides, he also saw a sick person and a dead body. For the first time, Gautama became aware of human suffering. Deeply disturbed, he bade farewell to his family and left the palace, never to return. He set out to discover "the realm of life where there is neither suffering nor death."

Gautama wandered for years, seeking answers from Hindu scholars and holy men whose ideas failed to satisfy him. He fasted and meditated. At some point, he took a seat under a large tree, determined to stay there until he understood the mystery of life. Throughout the night, legend tells, evil spirits tempted Gautama to give up his meditations, but he fended them off. When he rose, he believed he understood the cause of and cure for suffering and sorrow. He was no longer Gautama; he had become the Buddha, or "Enlightened One."

**Following the Four Noble Truths** The Buddha spent the rest of his life teaching others what he had learned. In his first sermon after reaching enlightenment, he explained the **Four Noble Truths** that lie at the heart of Buddhism:

1. All life is full of suffering, pain, and sorrow.
2. The cause of suffering is nonvirtue, or negative deeds and mindsets such as hatred and desire.
3. The only cure for suffering is to overcome nonvirtue.
4. The way to overcome nonvirtue is to follow the Eightfold Path.

The Buddha described the **Eightfold Path** as "right views, right aspirations, right speech, right conduct, right livelihood, right effort, right mindfulness, and right contemplation." The first two steps involved understanding the Four Noble Truths and committing oneself to the Eightfold Path. Next, a person had to live a moral life, avoiding evil words and actions. Through meditation, a person might at last achieve enlightenment. For the Buddhist, the final goal is **nirvana**, or union with the universe and release from the cycle of rebirth.

The Buddha saw the Eightfold Path as a middle way between a life devoted to pleasure and one based on harsh self-denial. He stressed moral principles such as honesty, charity, and kindness to all living creatures.

**Comparing Buddhism and Hinduism** Buddhism grew from the same traditions as Hinduism. Both Hindus and Buddhists stressed non-violence and believed in karma, dharma, and a cycle of rebirth. Yet the religions differed in several ways. Instead of focusing on the priests, formal rituals, and many gods of Hinduism, the Buddha urged each person to seek enlightenment through meditation. Buddhists also rejected the caste system, offering the hope of nirvana to all regardless of birth.

✓ **Checkpoint** What did Gautama hope to learn when he left home?

## Buddhism Spreads Beyond India

The Buddha attracted many disciples, or followers, who accompanied him as he preached across northern India. Many men and women who accepted the Buddha's teachings set up monasteries and convents for meditation and study. Some Buddhist monasteries grew into major centers of learning.

### History Background

**The *Tripitaka*** The *Tripitaka* is the total canon of Theravada Buddhism, which is prevalent in Sri Lanka and Southeast Asia. It is viewed differently by Mahayana Buddhists, who see it as being a preliminary body of teachings similar to the Old Testament in Christianity. The first of the three texts, or "baskets," of the *Tripitaka* is the "Basket of Discipline." This basket contains rules for monastic life and is the earliest and

shortest text. The second and largest basket is the "Basket of Discourse," which contains sermons and discussion of ethics and doctrine attributed to the Buddha or his disciples. The third basket, called the "Basket of Special Doctrine," is made up of additional doctrine. All three baskets contain legends and other narratives as well.

### Answer

- ✓ He hoped to learn about the realm of life where there is no suffering or death.

## Spread of Buddhism to A.D. 500

**Map Skills** Missionaries and merchants spread Buddhism to many parts of Asia. It still thrives there today—though it is not practiced much in India.

1. **Locate** (a) India (b) China (c) Sri Lanka (d) Korea

2. **Movement** How did Buddhism spread to Japan?

3. **Synthesize Information** Looking at both maps, which arrows on the large map do you think represent the spread of Theravada Buddhism?



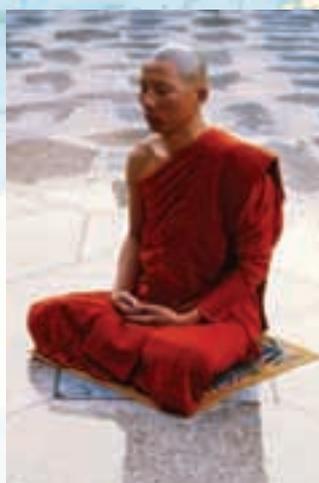
- **Analyze the Visuals** Have students find where Buddhism originated on the map and locate and name the countries that it spread to. Then ask them to describe the regions where Buddhism is practiced today. Point out the similarities between the spread of Buddhism to A.D. 500 and today. Review the differences between Theravada and Mahayana Buddhism and ask students to name the regions where each is practiced.

## Independent Practice

Have students access **Web Code nap-0321** to take the **Geography Interactive Audio Guided Tour** and then answer the map skills questions in the text.

## Monitor Progress

- Ask students to write the main idea for the text contained in each subheading in this section: Collecting the Buddha's Teachings, Buddhism Spreads and Divides, and Buddhism Declines in India.
- Check Reading and Note Taking Study Guide entries for student understanding.



A Buddhist monk today, meditating.

## Differentiated

### Instruction

### Solutions for All Learners

**L1 Special Needs** **L2 Less Proficient Readers**

To help students better understand the maps, remind them of basic map skills, such as reading titles and keys. Ask **How do the two maps differ?** (*The large map shows the spread of Buddhism from northern India to the rest of Asia; the smaller map shows where Buddhists live today.*) Help students to list all

**L2 English Language Learners**

the places that Buddhism spread to. Then have them explain in their own words where the different sects of Buddhists live in Asia today. Ask **What is the significance of the photo of the monk?** (*It shows that Buddhism is still a thriving religion today.*)

## Answers

### Map Skills

1. Review locations with students.
2. through China and Korea
3. the arrows to the southeast through Burma and Southeast Asia

## Assess and Reteach

### Assess Progress

L3

- Have students complete the Section Assessment.
- Administer the Section Quiz.

All in One Teaching Resources, Unit 1, p. 42

- To further assess student understanding, use

 Progress Monitoring Transparencies, 10

### Reteach

If students need more instruction, have them read the section summary.

 Reading and Note Taking Study Guide, p. 28

L3

 Adapted Reading and Note Taking Study Guide, p. 28

L1

L2

 Spanish Reading and Note Taking Study Guide, p. 28

L2

### Extend

L4

Have students research statistics on the distribution of Buddhism in Asia today. Then provide them with outline maps of Asia to use to create thematic maps showing this distribution. Symbols on the map key should indicate what percentage of a country's population is Buddhist. For example, the map key could have one symbol for more than 75 percent Buddhist, another for 50–75 percent Buddhist, and so on.

### Answer

- ✓ Sample: By collecting the Buddha's teaching in the *Tripitaka* texts, people had a source they could refer to and discuss with others as they moved beyond India.



#### Buddhist Stupas

Relics of the Buddha and other holy people are housed in Buddhist stupas, or large dome-shaped shrines like the Great Stupa at Sanchi, above. While stupas are quite plain, their gateways feature elaborate carvings that tell stories of the Buddha's life.

**Collecting the Buddha's Teachings** Legend holds that at age 80, the Buddha ate spoiled food. As he lay dying, he told his disciples, "Decay is inherent in all things. Work out your own salvation with diligence." After the Buddha's death, his followers collected his teachings into the *Tripitaka*, or "Three Baskets of Wisdom." One of the "baskets" includes sayings like this one, which echoes the Hindu emphasis on duty: "Let a man, after he has discerned his own duty, be always attentive to his duty." Other sayings give the Buddha's version of the golden rule: "Overcome anger by not growing angry. Overcome evil with good. Overcome the liar by truth."

**Buddhism Spreads and Divides** Missionaries and traders spread Buddhism across India to many parts of Asia. Gradually, Buddhism split into two major **sects**, or subgroups. These were Theravada (thehr uh VAH duh) Buddhism and Mahayana (mah huh YAH nuh) Buddhism.

Theravada Buddhism closely followed the Buddha's original teachings. It required a life devoted to hard spiritual work. Only the most dedicated seekers, such as monks and nuns, could hope to reach nirvana. The Theravada sect spread to Sri Lanka and Southeast Asia.

The Mahayana sect made Buddhism easier for ordinary people to follow. Even though the Buddha had forbidden followers to worship him, Mahayana Buddhists pictured him and other holy beings as compassionate gods. People turned to these gods for help in solving daily problems as well as in achieving salvation. While the Buddha had said little about the nature of nirvana, Mahayana Buddhists described an afterlife filled with many heavens and hells. Mahayana Buddhism spread to China, Tibet, Korea, and Japan.

**Buddhism Declines in India** Although Buddhism took firm root across Asia, it slowly declined in India. Hinduism eventually absorbed some Buddhist ideas and made room for Buddha as another Hindu god. A few Buddhist centers survived until the 1100s, when they fell to Muslim armies that invaded India.

- ✓ **Checkpoint** How do you think the collecting of the Buddha's teachings helped the religion to spread beyond India?

## 2 Assessment

### Progress Monitoring Online

For: Self-quiz with vocabulary practice  
Web Code: naa-0321

#### Terms, People, and Places

1. For each term, person, or place listed at the beginning of the section, write a sentence explaining its significance.

#### Note Taking

2. **Reading Skill: Recognize Sequence** Use your completed flowchart to answer the Focus Question: In what ways were religion and society intertwined in ancient India?

#### Comprehension and Critical Thinking

3. **Summarize** Explain the roles of karma, dharma, and reincarnation in the process of achieving moksha.
4. **Analyze Information** What aspects of the caste system relate to basic Hindu beliefs?
5. **Recognize Ideologies** According to the Buddha, how can people escape worldly suffering?
6. **Draw Conclusions** What about Mahayana teachings do you think appealed to many people?

#### Writing About History

**Quick Write: Gather Details** On some essay tests, you may be asked to compare and contrast two topics that you have studied. Before you write a response, you may find it useful to gather details related to the two topics and create a graphic organizer to compare and contrast those details. Gather details about Hinduism and Buddhism and create a graphic organizer to compare and contrast them.

## Section 2 Assessment

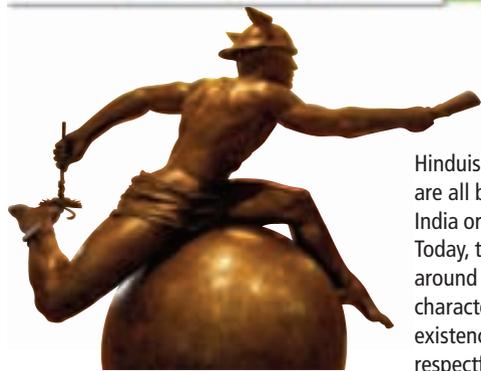
1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. Sample: The caste system was linked to the Hindu belief that people go through different stages on their way to moksha. Buddhism was linked to society by encouraging people to follow the Four Noble Truths and the Eightfold Path.

3. By earning good karma and obeying the rules of dharma, people will be reincarnated to a higher level in their next life until they eventually achieve moksha.
4. Different castes were closer or further from achieving moksha.
5. by understanding the Four Noble Truths, following the Eightfold Path, living a moral life, and meditating
6. Buddha and other holy beings offer compassionate help solving problems and achieving heavenly afterlife.

#### Writing About History

Students' graphic organizers will vary, but should contain accurate details that show how Hinduism and Buddhism are alike and different. Examples include a two-column chart or a Venn diagram.

For additional assessment, have students access **Progress Monitoring Online** at **Web Code naa-0321**.



▲ The Greek god Hermes is shown here as a messenger.

### What major belief systems have emerged over time?

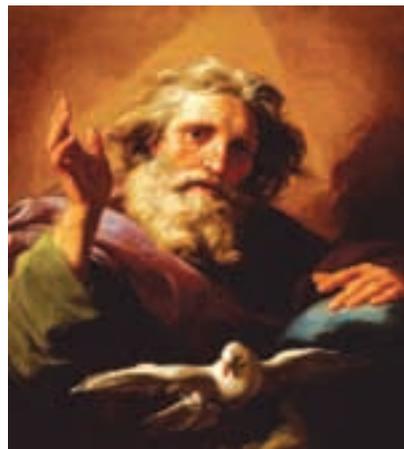
Hinduism, Buddhism, Confucianism, and Daoism are all belief systems that originated in ancient India or China and that still attract many followers. Today, thousands of different belief systems exist around the world. Most of them share certain characteristics—for example, belief in the existence of spiritual powers such as gods and respectful worship by followers, often through prayer. Belief systems vary in whether their followers worship gods and if so, how many, as the following examples show:

#### Many Gods

The earliest belief systems focused on the idea that a powerful spirit inhabited every element of nature. In later belief systems, followers often worshiped gods associated with natural forces—such as sun, rain, or fire—or forces related to life and death. Of the many Hindu gods, the three most important are a creator, a preserver, and a destroyer. Other belief systems, such as those of the Greeks and Romans, identified each god with human characteristics and behaviors. For example, the Greek god Hermes was known as a trickster and a thief.

#### One God

Judaism, Christianity, and Islam share the belief that one god created the universe and rules over it. Jews believe that God’s law is clear—“You shall have no other gods before me.” Jesus, among whose followers Christianity developed, was a Jew. For that reason, much of the Jewish belief system was incorporated into Christianity, including its monotheism. Muslims, or followers of Islam, believe they should serve God by accepting five basic duties. The first is the daily declaration of faith that “there is no God but Allah.”



An Italian artist depicted the Christian God as a father in this painting. ▶



▲ Many Daoists painted peaceful nature scenes like this one.

#### No Gods

Other major belief systems have no gods. Buddhism, Confucianism, and Daoism, for example, all arose in response to the inspiring ideas of wise, human teachers. Siddhartha Gautama, the Buddha, stressed moral principles that would lead people to a state of enlightenment. Confucius offered guidelines about how to live virtuously, his goal being to ensure social order and good government. Laozi, who was believed to be Daoism’s founder, taught his followers how to live in harmony with nature.

#### Thinking Critically

- Analyze Information** Do you think there is at least one element that all belief systems have in common? If so, what is it?
- Connections to Today** Do research to learn more about one of the belief systems described above. Write a summary telling how many people follow this belief system today, and in which countries.

## Belief Systems

### Objectives

- Identify major belief systems that have emerged over time.
- Understand that some belief systems worship many gods, some worship one God, and some worship no gods.

### Build Background Knowledge L3

Have students name some of the world’s major religions and list them on the board. Ask them to describe features of each religion and where these religions are most prominent in the world.

### Instruct L3

- Direct students’ attention to the question at the top of the page, **What major belief systems have developed over time?** Have students read the Concept Connector text and add to the list on the board, if necessary. Then have them use a three-column chart to sort the belief systems into categories: those that worship many gods, those that worship one God, and those that worship no gods.
- Ask students to compare and contrast the major belief systems. Challenge them to categorize the religions in new ways.

### Independent Practice

**Concept Connector** Have students fill in the Concept Connector worksheet on belief systems, which includes additional examples and critical thinking questions.

**Reading and Note Taking Study Guide, p. 317**

### Monitor Progress

Circulate to make sure that students are filling in their Concept Connector worksheets accurately.

### Thinking Critically

1. Possible response: Yes, all belief systems provide a guide for how to live one’s life.
2. Students’ summaries should include accurate information about the belief system of their choice, including the number of people who follow the religion and the countries where it is found.

## History Background

**Forms of Worship** The way that followers worship varies from belief system to belief system. In some religions, such as Christianity and Judaism, worshipers commonly gather in a central location—a church or synagogue—where a religious leader addresses the group. For Hindus, daily worship may take place at a shrine, at a temple, or in the home. In

each setting, Hindus worship different gods, such as one associated with a particular caste at a temple and their own family deity at their shrine at home. Muslims often take time out wherever they may be to pray toward Mecca at specific times each day. Buddhists may meditate at home, at a temple, or in nature, at anytime they choose.