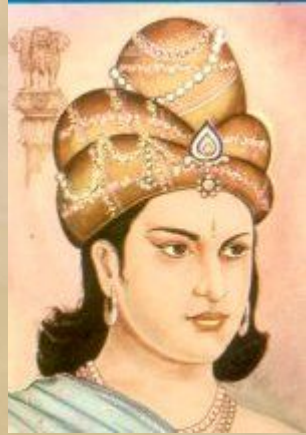


# Ashoka in Ancient India



**Maggie McCaffrey, Sonia Bermudez,  
Francis Sommers & Hannah Cariddi**

# ESSENTIAL QUESTION

How did the character of Ashoka shape Ancient India?



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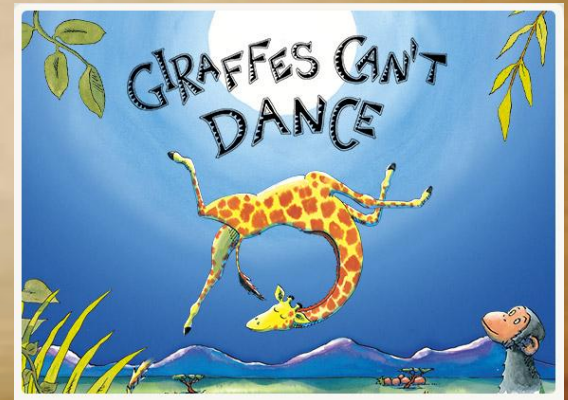


## DAY 1: FRAMING THE MIND

1. What are your strengths?
2. What are your weaknesses?
3. Do you think it is more important to focus on our strengths or try to fix our weaknesses?

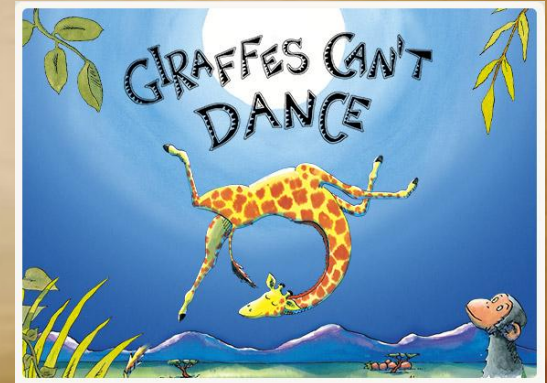
## DAY 1: READ ALOUD AND DISCUSSION

1. Can you identify Gerald the Giraffe's weaknesses?
2. What about Gerald made dancing difficult for him?
3. How did he learn to dance? Have you ever not been able to do something that others could?



## DAY 1: READ ALOUD AND DISCUSSION

1. At the beginning of the story, does Gerald focus more on his strengths or his weaknesses?
2. Has there ever been a time in your life where you froze up and felt embarrassed that you couldn't do something that others could?



# 8 CHARACTER STRENGTHS

|  |  |  |   |
|--|--|--|---|
| <p><b>Love of Learning</b></p> <p>Mastering and enthusiasm for new skills, topics and knowledge</p>        | <p><b>Kindness</b></p> <p>Doing favors and good deeds for others</p>                 | <p><b>Bravery</b></p> <p>Not shrinking from a challenge; acting on convictions even if not popular</p> | <p><b>Fairness</b></p> <p>Treating all people the same; not letting personal feelings bias decisions about others</p> |
| <p><b>Forgiveness</b></p> <p>Forgiving those who have done wrong, accepting the shortcomings of others</p> | <p><b>Hope</b></p> <p>Expecting the best in the future and working to achieve it</p> | <p><b>Humor</b></p> <p>Liking to laugh, bringing smiles to others, seeing the lighter side</p>         | <p><b>Creativity</b></p> <p>Thinking of new and productive ways to view things, imaginative</p>                       |

# DIRECTIONS

1. After reading the story and answering the questions students will get into pairs.
2. You will look at the 8 character strengths that were provided and pick 3 character strengths that you believe your partner possesses. **\*\*MUST PROVIDE REASONING\*\***
3. After you both pick your character strengths, you will write a paragraph on the character strengths your partner picked for you. The paragraph will consist of what your character strengths are --- do you agree with what your partner picked for you? Remember that you must provide reasoning. **\*\*\***

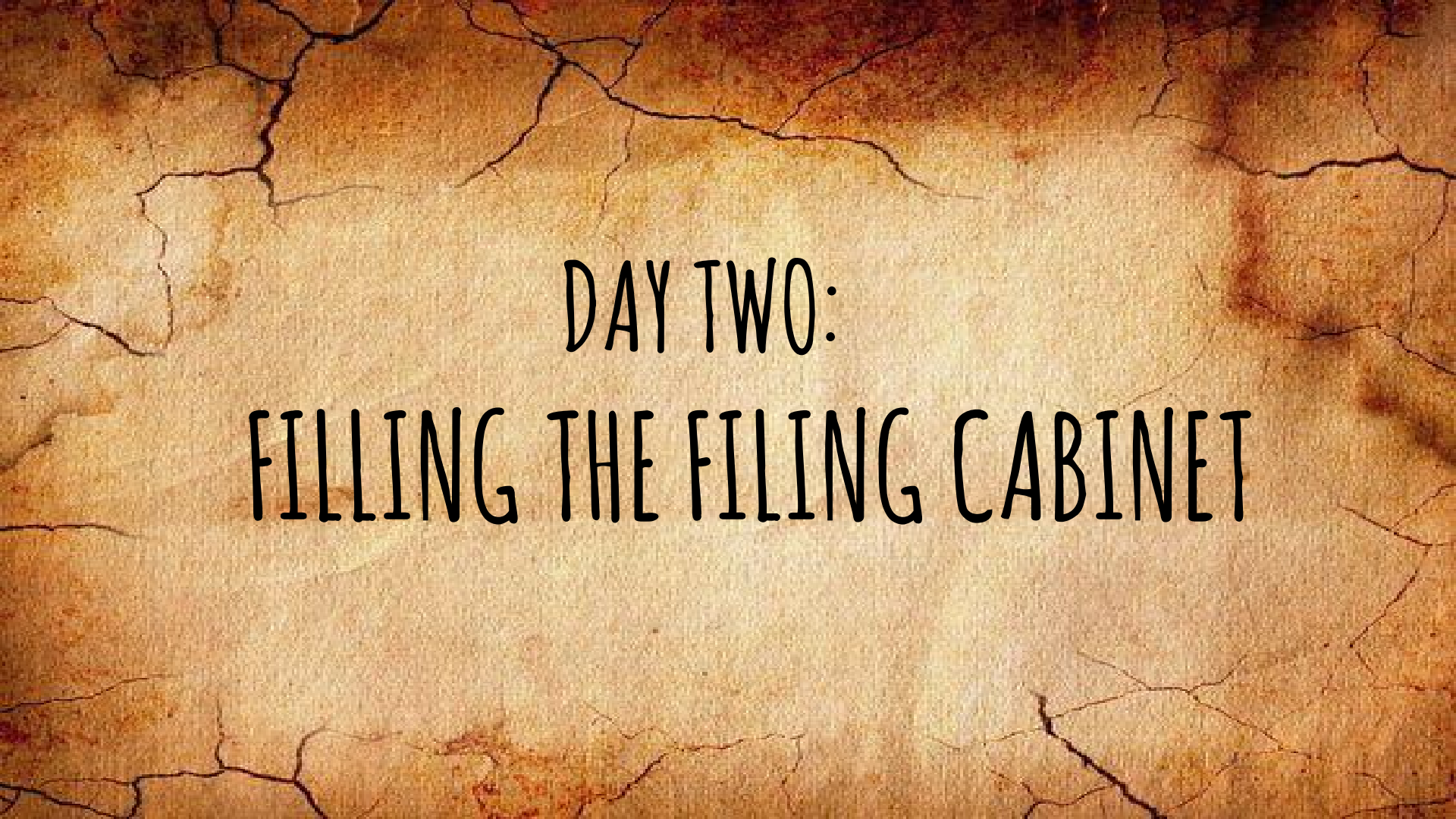


## DAY 1: HOMEWORK

1. Tell your parents what you think their character strengths are and why. Ask your parents to do the same for you.
2. Find a song that relates best to your personality and write a short paragraph stating what character strength you chose and why you picked the song.



homework

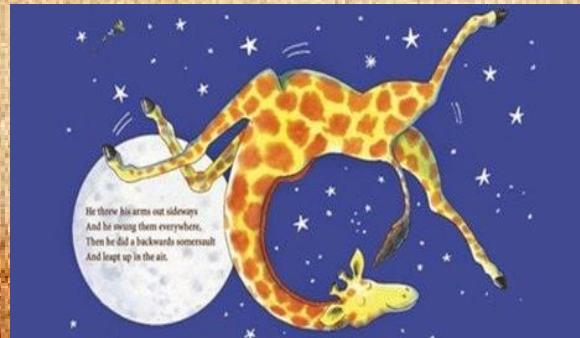
The background is a textured, aged parchment or leather surface with a network of dark brown cracks. The color is a mix of light tan and deep brown, giving it an antique appearance.

DAY TWO:  
FILLING THE FILING CABINET

# Reframing the Lesson



- **Review the homework**
  - **What character strength did your parents choose for themselves?**
    - **What character strength did your parents pick for you?**
  - **Is there another character strength that would describe your parents?**
  - **Do you think it is important to have more than one character strength?**
    - **Students will share their character strength paragraph.**



# Listen and Retell

## Directions

1. Students will listen to a passage read by the teacher.
2. Students will listen to the passage a second time and write down five keywords that are important to the passage on their index card.
3. Students will partner up.
4. One student will retell the passage using their five keywords they wrote down on their index card.
5. The student who was listening will try to guess the five key words their partner wrote down on their index card.
6. Partners will switch roles and repeat steps 4 and 5.

# Passage 1

**In 269 B.C.E. Ashoka Maurya inherited the throne of the Mauryan Empire in India. When Ashoka became the king of the Mauryan Empire he continued to fight wars like his family to expand the empire. Kalinga was a coastal kingdom that had a large and long coast that had numerous ports. Kalinga was once under the Magadha control, but regained independence when the Mauryas began to rule the country. Kalinga was considered to have a strong army. However, Ashoka was determined to regain control of Kalinga because he knew that Kalinga was going to be beneficial to the empire. Ashoka who was an aggressive man possessed the resources for the Indian empire to feel bold and invaded Kalinga. He started a war against the rulers of Kalinga known as the Kalinga war.**

## Passage 2

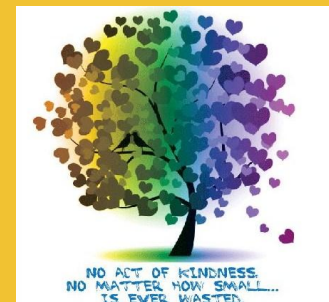
Ashoka's army won the Kalinga War in which, according to historical sources, 100,000 people were killed and 150,000 people were forced to leave their homes. Ashoka felt profound sorrow and regret for the slaughter, death, and deportation his war caused. As a result, Ashoka converted to the peaceful religion of Buddhism. From that point onwards he based all of his government policies on Buddhist teachings. Ashoka believed that his empire should live under freedom and his people should live in peace. He had his new laws inscribed on rocks and stone pillars that were put up in public places throughout the empire. These policies are known as Ashoka's Rock and Pillar Edicts.



# CHARACTER STRENGTHS



|  |  |
|--|--|
| <p><b>INTEGRITY:</b><br/>Presenting oneself in a genuine way; taking responsibility for one's feeling and actions.</p>                           | <p><b>FORGIVING:</b><br/>Forgiving those who have done wrong; accepting the shortcomings of others; giving people a second chance.</p> |
| <p><b>SPIRITUALITY:</b><br/>Having coherent beliefs about the higher purpose, the meaning of life and the meaning of the universe.</p>           | <p><b>HUMOR:</b><br/>Liking to laugh and tease; bringing smiles to other people; seeing the light side.</p>                            |
| <p><b>APPRECIATION OF BEAUTY AND EXCELLENCE:</b><br/>Appreciating beauty, excellence, and/or skilled performance in serious domains of life.</p> | <p><b>CURIOSITY:</b><br/>Taking an interest in ongoing experiences for its own sake; exploring and discovering.</p>                    |
| <p><b>HOPE:</b><br/>Expecting the best in the future and working to achieve it.</p>  | <p><b>LOVE OF LEARNING:</b><br/>Mastering and enthusiasm for new skills, topics, and knowledge.</p>                                    |



# Questions

- **In what year did Ashoka inherit the throne?**
  - **Do you agree with the attitude of the Mauryan Empire to conquer territory through wars?**
  - **Why do you think that Ashoka changed his philosophy after the Kalinga War?**
  - **After listening to the second passage, what character strength best relates to Ashoka?**
- 
- **Character strength will be written in the graphic organizer**





## Passage 3

**Major Rock Edict VII- Ashoka requests tolerance for all religions.**

**Ashoka created edicts that shaped India. An example is the major rock edict VII that requests tolerance for all religions. This created peace and the ability to have an open mind in the population all over India. Ashoka was determined to promote equality and the freedom to practice any religion without being bothered. Tolerance of religion allowed India to prosper as a country and it prompted individuals to practice their own beliefs.**

## Passage 4

Ashoka served as an inspiring model because he propagated Buddhism, distributed wealth, built monasteries and looked after peace. Throughout his life Ashoka followed a policy of nonviolence. The slaughter of animals were prohibited. He promoted the concept of vegetarianism. The caste system (class system determined by birth) was brought to an end because in Ashoka's eyes everyone was equal and everyone had the right to be treated equal.



# Questions

- **What major Edict was described?**
  - **Do you agree with the way Ashoka shaped the Mauryan Empire?**
  - **Why do you think Ashoka allowed religious freedom in the Mauryan Empire?**
  - **After listening to the last passage, what character strength best describes the Mauryan Empire?**
- 
- **Character strength will be written in the graphic organizer**



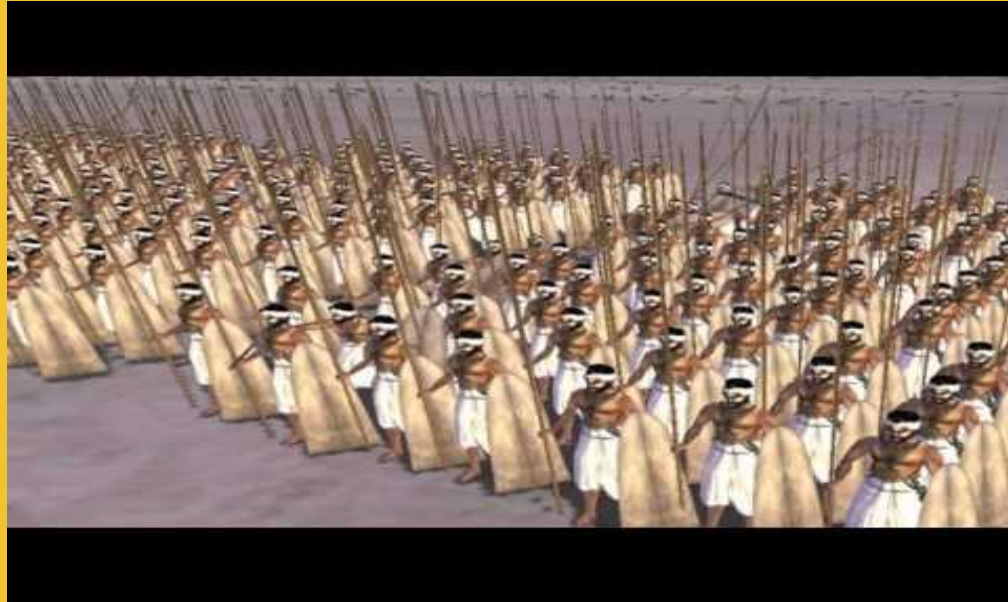
# Independent Assessment

## EXIT SLIP

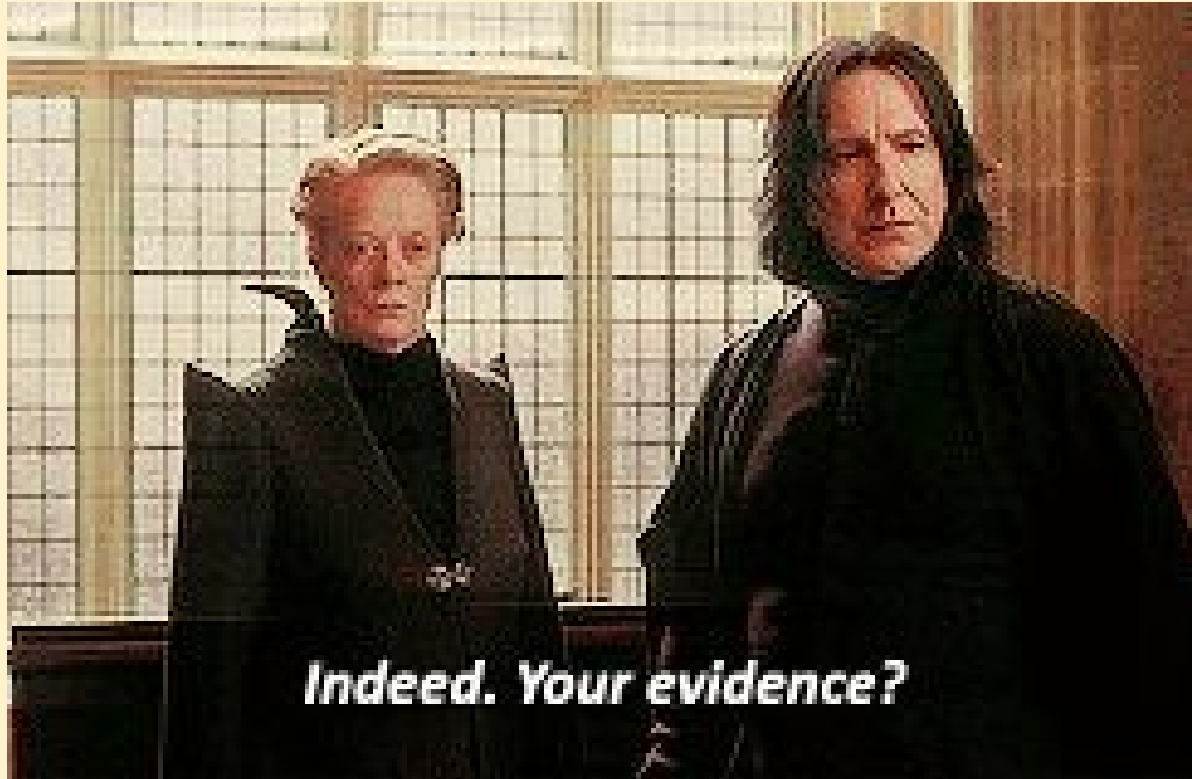
- **Did Ashoka change his attitude from when he first ruled the Mauryan Empire? How?**
- **What changes did Ashoka implement in the Mauryan Empire? Why do you think he implemented these changes?**
  
- **List another character strength other than the one you chose in class with your partner to describe Ashoka and the Mauryan Empire.**

# Homework

- Watch the Youtube video **Mauryan Empire under Ashoka**
  - Using evidence from the video, does the video support the character strengths discussed in class? How?

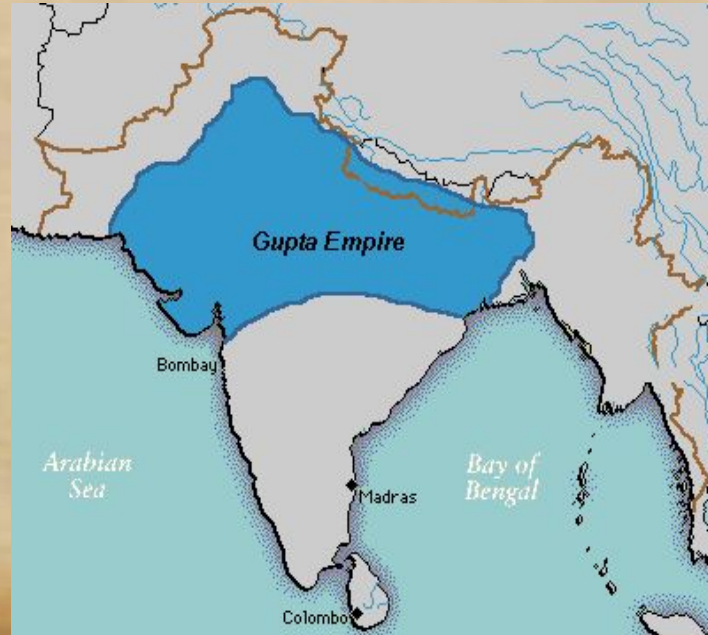


# DAY 3: THINKING LIKE AN HISTORIAN: **The Hard Evidence & Document Analysis**



# ESSENTIAL QUESTION

How did the character of Ashoka shape Ancient India?



# DIRECTIONS:

1. Read document and take note of important details while reading. This includes the author, time period of document, intended audience(s), and possible bias of the author.
2. Answer all three questions for each document in full sentences and use evidence from the document to support your answer.



## DOCUMENT #1

Ashoka Maurya was the first Buddhist king of India. After conquering Kalinga in 260 BCE, he saw the death caused by his army and became a Buddhist. Ashoka created huge pillars (cylinders) and rocks with his edicts (laws) written on them. Ashoka believed that these edicts would create safe communities throughout his empire. These laws later became known as the "Ashoka's Rock and Pillar Edict." The following are examples of his edicts:

**Rock Edict XII:** The faiths of others all deserve to be honored for one reason of another. By honoring them, if one holds someone in high regard in his own faith and at the same time performs a service to the faith of others.

Source: "The Edicts of King Asoka: An English Rendering" by Ven. S. Dhammika (The Wheel Publication No. 386/387) [ISBN 955-24-0104-6](#)

(adapted)

# DOCUMENT #1 QUESTIONS

- 1) Who created the Rock Edicts? And why?
- 2) Does the edict in document #1 favor King Ashoka or the people of his empire and why?
- 3) What did the author mean in Rock Edict XII when he said "The faiths of others all deserve to be honored for one reason of another"? What evidence suggests that Ashoka would have not made Edict XII before conquering Kalinga?

## **DIRECTIONS:**

- 1. Read the document and take note of important details while reading. This includes the author, time period of document, intended audience(s), and possible bias of the author.**
- 2. Create three questions for the document and answer the questions in full sentences and use evidence from the document to support your answer.**
- 3. Your three questions should be three different types Sourcing, Close Reading, and Close Reading & Perspective**

# TYPES OF QUESTIONS:



**Sourcing:** Who wrote the article and what might be the motivation and personal interest.

- Ex. Who wrote the Declaration of Independence? Why might America have drafted this document?

**Close Reading:** (Inferential and Academic): What does the document actually say and what do the specific words or phrases refer to.

- Ex What does it mean when Jefferson said "that all men are created equal & independent"? What audience does this phrase target?

**Close Reading and Perspective:** This is a question that asks the reader to gauge the perspective of the author.

- Ex. Would British citizens have the same feelings toward the King of England as Jefferson and the Americans? Why?

## DOCUMENT #2:

Under the rule of Ashoka, the Gupta Empire experienced a golden age with advancements in education, architecture, and mathematics. This golden age occurred because of a long period of peace for the people of the Gupta Empire. In India people could obtain a higher education by going to Buddhist monasteries. The decimal system was also created during this period of prosperity in India. Architecture experienced great growth in India as stone temples and buildings were constantly being constructed.

### DOCUMENT #3:

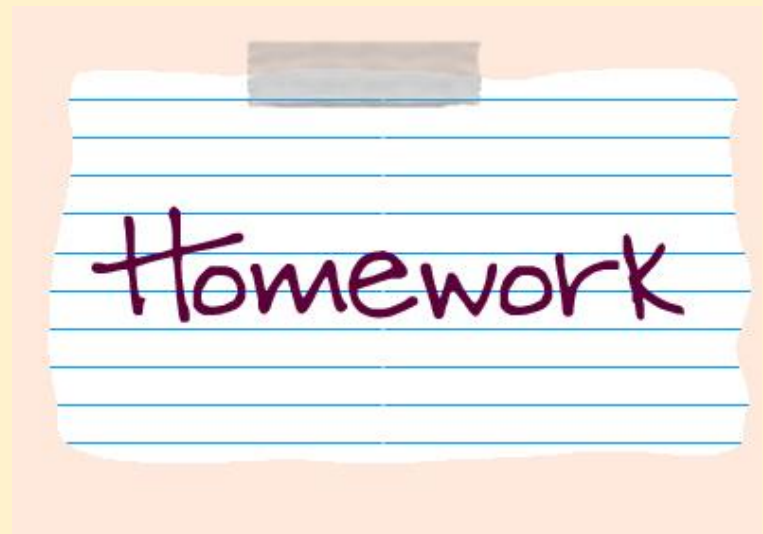
"Whoever honors his own [religion] and insults another man's whether from blind loyalty or with the intention of showing his own [religion] in a favorable light, does his own [religion] the greatest possible harm.

Acceptance is best, with each hearing and respecting the other's teachings. It is the wish of the [king] that members of all religions should learn from one another and should teach virtue."

—From the Edicts of Ashoka (268 B.C.)

# DAY #3: HOMEWORK

- 1) Students will need the character strength graphic organizer from Day #2
- 2) Students will determine after reading the documents what is a character strength of Ashoka's
- 3) After students select a strength, they will write 4-6 sentences about how that character strength is reflected in Ashoka's actions as a ruler and how that shaped the Gupta Empire.
- 4) Students must cite two documents in their response from the "Thinking Like a Historian: Gupta Empire" packet.



DAY 4:

History  
Alive!

Established 1991

The logo for History Alive! is centered on a white rectangular background. The word "History" is written in a large, elegant black cursive font. The letter "H" is the largest. A small illustration of a Revolutionary War soldier in a brown uniform and bicorne hat stands between the "H" and the "i". The letter "o" is replaced by a small globe showing the Americas. Below "History" is the text "Established 1991" in a smaller, black serif font. The word "Alive!" is written in a large, black cursive font below "History". A small illustration of a Revolutionary War soldier stands between the "i" and the "v". The letter "e" is replaced by a small globe showing the Americas. A large quill pen is positioned to the right of the "e".





**Directions: Each group will create 1 of 2  
opposing scenes ...**

**Scene 1:** Ashoka changed his beliefs after the war. Why did this happen? Create a scene of a news reporter interviewing Ashoka. Incorporate his beliefs, why they changed, what the future looks like, etc.

**Scene 2:** Create a scene from the Indians' point of view before the war. Include how they felt about the empire, daily/family life, etc.

**...Now let's make history COME TO LIFE!!!**

**HISTORY  
ALIVE**

**"ACT  
IT  
OUT"**

**RUBRIC  
---->**

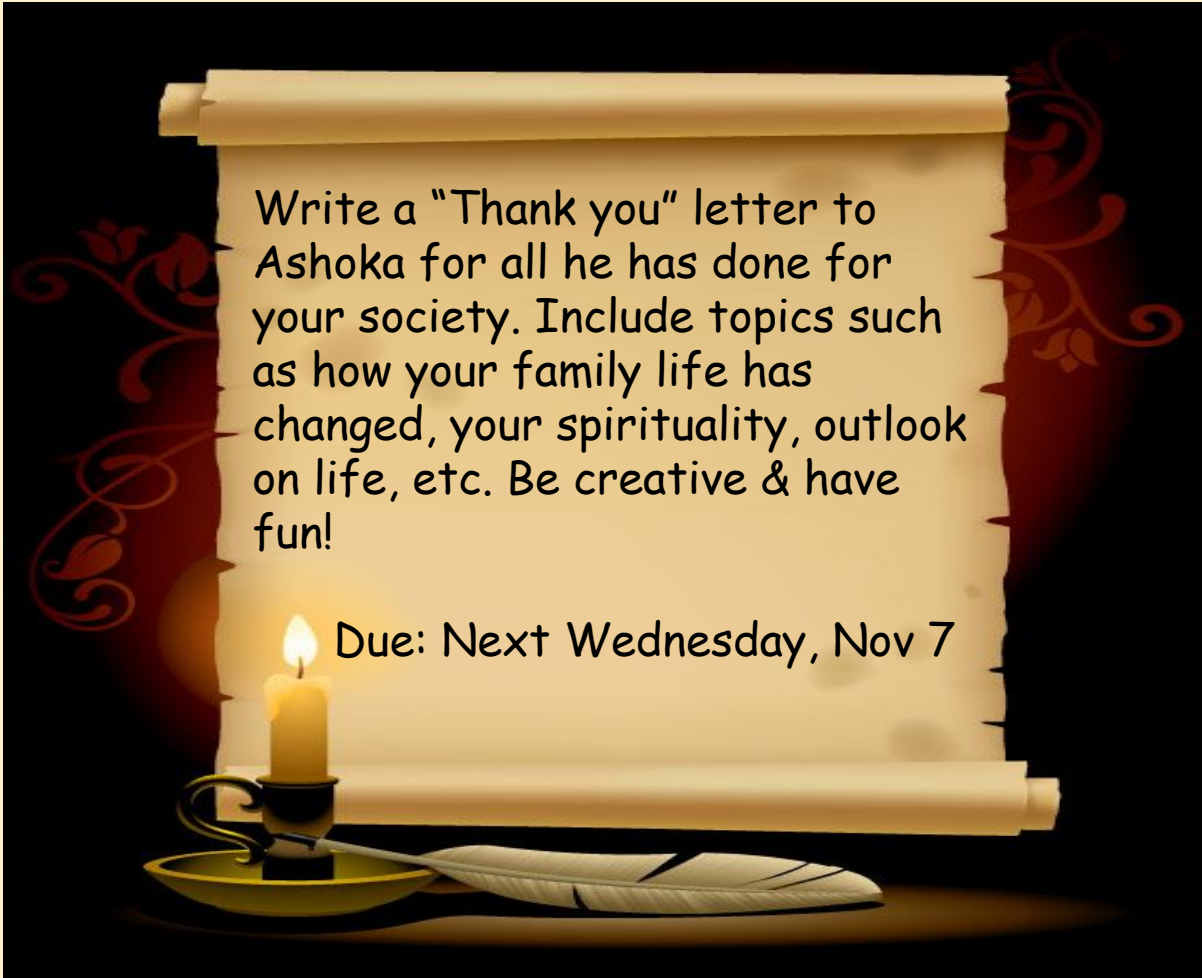
|  |  |  |  |
|--|--|--|--|
| <p><b>Historical Accuracy</b></p> <p><i>(6 points)</i></p>                         | <p>Contains three accurate facts from the reading.</p>   | <p>Contains one to two accurate facts from the reading.</p>  | <p>Contains no accurate facts from the reading.</p>  |
| <p>Performance Quality</p> <p><i>(2 points)</i></p>                                | <p>The actors wait for each other to present lines and can be clearly heard. The actors do not need to read lines but actually speak the parts. All students involved.</p>   | <p>The actors wait for each other to present lines and can be clearly heard. The actors may need to read lines but these lines can be clearly understood. All students involved but some only minimally.</p> | <p>The actors speak at the same time and/or the actors cannot be heard. Not all students are a part of the presentation.</p> |
| <p><b>Creativity and Passion for the Performance</b></p> <p><i>( 2 points)</i></p> | <p>The performance is especially creative and captures the imagination of the audience and brings to life the concept in a unique way.</p> <p>Or</p> <p>Actors dramatically and creatively use props and/or quote.</p> | <p>The performance is creative and entertains the class but does not bring to life the concept.</p> <p>Or</p> <p>Actors use props or and/or quote.</p>   | <p>The performance lacks creativity and the actors lack passion.</p> <p>Or</p> <p>Actors do not use props and/or quote.</p>  |

**Now it's time to KaHOOT!**



**Game Pin: 344339**

**Now it's your  
turn to become  
a Historian...**



Write a "Thank you" letter to Ashoka for all he has done for your society. Include topics such as how your family life has changed, your spirituality, outlook on life, etc. Be creative & have fun!

Due: Next Wednesday, Nov 7

**THE END**