



Hinduism

3

✓ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Locate Asia and India on a map or globe
- ✓ Identify Hinduism as a major religion originating in Asia
- ✓ Identify Hindus as the name for the followers of Hinduism
- ✓ Identify the Ganges River as a holy place in Hinduism
- ✓ Identify Brahma, Vishnu, and Shiva as important gods in Hinduism
- ✓ Identify the Vedas/Rigveda as important holy texts of Hinduism
- ✓ Describe reincarnation as basic principles of Hinduism

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Identify that the main topic of the read-aloud is about Hinduism (RI.2.2)
- ✓ Describe the connection between the Ganges River and Hinduism (RI.2.3)
- ✓ Identify that the main purpose of the read-aloud is to explain and describe the religion, Hinduism (RI.2.6)
- ✓ Describe how facts from the read-aloud support the author's point that the Ganges River is important to the Hindus and that Hinduism has many gods (RI.2.8)
- ✓ Compare and contrast the Indus River and the Ganges River (RI.2.9)
- ✓ With assistance, review information from previous lessons and label information from the read-aloud "Hinduism" onto a map of Asia (W.2.8)

- ✓ With assistance, categorize and organize facts and information from “Hinduism” onto a Religion Comparison Chart (W.2.8)
- ✓ Use regular past tense verbs correctly in oral language exercises (L.2.1d)
- ✓ Create sentences using regular present and past tense verbs in shared language activities (L.2.1f)
- ✓ Use sentence-level context as a clue to the meaning of multiple-meaning word *club* (L.2.4a)
- ✓ Identify real-life connections between words—*Hinduism/Hindus*, *sacred*, *represents*, and *duty*—and their use (L.2.5a)

Core Vocabulary

existence, n. Having life; being real

Example: Some people wonder who or what the source of their existence is.

Variation(s): none

Hinduism, n. The most widely practiced religion in India and the third largest religion in the world

Example: People who practice Hinduism are called Hindus.

Variation(s): none

represents, v. Expresses or stands for

Example: A group of students represents their school at the county parade.

Variation(s): represent, represented, representing

sacred, adj. Holy; something used in or dedicated to the worship of God or gods

Example: The Ganges River is a sacred river in India.


Variation(s): none

Vocabulary Chart for Hinduism			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	Brahman Hinduism Hindus India reincarnation sacred Shiva Vedas/Rigveda Vishnu worship	existence holy represents* source symbolizes world	arms believe book god/goddess protection religion wash
Multiple Meaning		<u>club</u> creation	faces nature
Phrases	Ganges River spiritual force	fulfilling their duty* In fact, source of all . . .	
Cognates	Bracmán Hinduismo Hindú India reencarnación Veda Río Ganges	existencia representar* simbolizar universe creación	protección religión naturaleza

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Please note that it uses the same sequence as the *Tell It Again! Read-Aloud Anthology*.

1. 3A-1: Ganges River
2. 3A-2: Hindus gathering at holy river
3. 3A-3: Array of Hindu gods
4. 3A-4: Brahma
5. 3A-5: Vishnu
6. 3A-6: Shiva pictured as dancer
7. 3A-7: The Rigveda
8. 3A-8: Reincarnation cycle

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Learned?	Map Quest maps	15
	Introducing Hinduism	Map Quest maps; blue crayon; world map	
	Vocabulary Preview: Hinduism/ Hindus, Sacred	Instructional Master 3A-1	
	Purpose for Listening	Instructional Master 3A-2	
<i>Presenting the Read-Aloud</i>	Hinduism		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions	Response Card 2	10
	Word Work: Represents	Response Card 2	
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Multiple Meaning Word Activity: Club	Poster 2M (Club)	20
	Syntactic Awareness Activity: Regular Past Tense Verbs		
<i>Take-Home Material</i>	Vocabulary Instructional Activity: Duty	chart paper; pictures of people in different professions	
	End-of-Lesson Check-In	Religion Comparison Chart; Response Card 2	

Advance Preparation

For Introducing Hinduism, prepare a piece of blue construction paper cut into the shape of the Ganges River. (See Instructional Master 2B-1 for an example.)

Make a copy of Instructional Master 3A-1 for each student. Refer to it as Response Card 2 (Hinduism). Students can use this Response Card to discuss, review, and answer questions about this religion.

Copy the Religion Comparison Chart (Instructional Master 3A-2) onto chart paper or a transparency. You can use this chart to introduce the characteristics of religion. You may wish to fill in the chart as you read through the read-aloud and have students do the same on their own comparison chart. You can use this chart to review what students have learned about Hinduism during the End-of-Lesson Check-In.

Make a copy of Instructional Master 3A-2 for each student. Refer to it as the Religion Comparison Chart. Students can fill in their own chart as you fill in the classroom chart.

Note: Some students may be able to fill in this chart on their own. Consider pairing students who are not ready to fill out their charts independently with those who are able to do so.

For Vocabulary Instructional Activity, prepare a two-column chart and label the left side “Person” and the right side “Duty”. Bring in several pictures of people working in their profession (e.g., police officer, fire fighter, teacher, doctor, president of the United States, life guard). Lead students in a brief discussion about the duties of the people in the pictures.

Note to Teacher

The names of Hindu gods—Brahma, Vishnu, and Shiva—are pronounced as they are written.

Students who used the Core Knowledge Language Arts program in Grade 1 will have learned about three world religions in the *Early World Civilizations* domain. They learned about Christianity, Judaism, and Islam. You may wish to ask students what they remember about these religions. Below is information about these religions from *Early World Civilizations*.

	Judaism	Christianity	Islam
Number of gods	one	one	one
Name of followers	Jewish people	Christians	Muslims
Name of holy text(s)	Torah	Bible	Quar’an
Holy place	The Western/ Wailing Wall	Church of the Holy Sepulchre	Dome of the Rock
Important figures	Abraham, Moses	Jesus	Muhammad



Hinduism

3A

Introducing the Read-Aloud

15 minutes

What Have We Learned?

- Using the Map Quest maps, review the areas covered in the last two read-alouds on the Indus River Valley civilization. [You may also wish to show the Flip Book images for these areas.]
 - Himalayas (image 1A-6)
 - Indus River (image 1A-9)
 - Mohenjo-daro (image 1A-11)
- Remind students that these landmarks are part of the Indus River Valley during a time period called ancient India.
- Ask students where the Indus River Valley civilization was located.
 - in ancient India, which is present-day India and Pakistan

Introducing Hinduism

- Tell students that in today's read-aloud about ancient India, they will hear about another important river. They will hear about the Ganges (GAN-jeez) River. Have students say *Ganges River* with you three times.
- Show students the Ganges River on a world map. Then add the blue strip of construction paper, that represents the Ganges River, onto the class map and label it "Ganges River."
- Have students color the Ganges River blue on their map and label it "Ganges River."
- Have students discuss with their partner what they notice about the two rivers.
 - both flow down from the Himalayan Mountains; the Indus River flows east/west and is mainly in Pakistan; the Ganges River flows north/south and is mainly in India
- Tell students that the Ganges River is a very important river to many people who live in India. Tell students to listen carefully to the read-aloud to find out what is so special about this river.

Vocabulary Preview

Hinduism/Hindus

1. Today you will learn about a popular religion from ancient India called *Hinduism*. The people who practice Hinduism are called *Hindus*.
2. Say the word *Hinduism* with me three times.
Say the word *Hindus* with me three times.
3. Hinduism is the most widely practiced religion in India and the third largest religion in the world. The people who practice Hinduism are called Hindus.
4. There are many, many gods and goddesses in Hinduism.
Anika's family have been Hindus for many, many generations.
5. [Give students Response Card 2 from Instructional Master 3A-1.] Look at these pictures on Response Card 2 for Hinduism. Tell your partner what you see.

Sacred

1. In today's read-aloud you will hear that the Ganges River is a *sacred* river.
2. Say the word *sacred* with me three times.
3. Sacred means very holy; sacred items are related to religion and gods.
4. [Point to the items in the hands of the gods on Response Card 2.] The things that the gods are holding are sacred items.
The priests read sacred books.
5. Tell your partner what you think of when you hear the word *sacred*.

Purpose for Listening

Tell students that the title of today's read-aloud is "Hinduism." Ask them what they think they are going to learn from this read-aloud. Confirm that the main topic of this read-aloud is on Hinduism. Present the Religion Comparison Chart (Instructional Master 3A-2) and hand a student (or student pairs) their own chart to fill in. Read the characteristics on the chart. Tell students that you might stop at different points in the read-aloud to fill in this chart.

By the end of the lesson, students should be able to:

- ✓ Identify Hinduism as a major religion originating in Asia
- ✓ Identify Hindus, as the name for the followers of Hinduism
- ✓ Identify the Ganges River as a holy place in Hinduism
- ✓ Identify Brahma, Vishnu, and Shiva as important gods in Hinduism
- ✓ Identify the Vedas/Rigveda as important holy texts of Hinduism
- ✓ Describe dharma and reincarnation as basic principles of Hinduism



Hinduism

← Show image 3A-1: Ganges River

This is the Ganges (GAN-jeez) River in India. Like the Indus River, the Ganges River also flows down from the Himalayan Mountains. Like the Indus River, the Ganges River also provides fertile soil to the people of India.

[Ask students what the Indian people can do with the fertile soil.]

- grow crops

But to many Indians, the Ganges River is even more important than the Indus River. The Ganges River is the **sacred** river of the Hindus. The Ganges is a holy river used to worship Hindu gods. In fact, the Ganges is one of the most **sacred**—and holy—places in all of India.

[Mention to students that sometimes the Ganges River is referred to as the Ganges. On the Religion Comparison Chart, fill in *Holy place: Ganges River.*]



← Show image 3A-2: Hindus gathering at holy river

It is the dream of Hindu people from all over the world to someday visit the Ganges River and wash themselves in its **sacred**—and holy—waters. Hindus believe that the holy waters of the Ganges can wash away their sins—or the bad things they have done. Hindus practice a religion called **Hinduism**. **Hinduism** is the world's oldest religion and the third largest religion in the world. **Hinduism** is the most popular religion in India.

[Point to India on a world map.]

There are also many Hindus living all over the world.

[On the Religion Comparison Chart, fill in *Name of followers: Hindus.*]



← Show image 3A-3: Array of Hindu gods

How many gods do you see here?

[Point to and name the gods in this image.]

Unlike some religions that worship only one God, such as Christianity and Islam, **Hinduism** is a religion that worships many gods and goddesses. In fact there are over three hundred million gods and goddesses in **Hinduism**.

[On the Religion Comparison Chart, fill in *Number of gods: many/millions.*]

And the gods and goddesses take many different forms—or can be many different things. For example, Hindus believe that the Ganges River is the home of Ganga, a river goddess. That is why the river is such a holy place.

Each god and goddess **represents**—or stands for—something Hindus call Brahman.

[Have students repeat *Brahman* with you.]

Hindus believe that Brahman is a spiritual force that is the source of all **existence**—the source of life. Of all the gods and goddesses that represent Brahman, the three most important gods are known as Brahma, Vishnu, and Shiva.



← **Show image 3A-4: Brahma**

This is the Hindu god Brahma.

[Have students repeat *Brahma* with you. Emphasize that the god Brahma in this picture should not be confused with Brahman, the spiritual force that Brahma represents.]

Hindus believe Brahma is the god of creation, the one who created heaven and earth, the moon and the sun, the planets and the stars—the whole universe. Brahma is also the god of wisdom. In pictures and statues of Brahma, he has four faces and four arms.

[Invite a student to point to the four faces and four arms of Brahma. Ask students what they see in his hands: a book which symbolizes knowledge; a lotus flower which symbolizes the purity of life of all living things; a strand of beads (prayer beads) which symbolizes the things used in creation. On the Religion Comparison Chart, fill in *Important figure(s): Brahma.*]



← **Show image 3A-5: Vishnu**

This is the Hindu god Vishnu.

[Have students repeat *Vishnu* with you.]

Hindus believe that Vishnu is the protector of the world and life. Vishnu also has four arms. In each hand he holds Hindu symbols of the world.

[Point to each item as you explain.]

Vishnu holds a club, a weapon used for protection. In another arm he holds a discus, a spinning, disk-like weapon. He also holds a conch shell: when he blows into the shell, it announces his enemy's death. Finally Vishnu holds a lotus flower, which represents everything good and beautiful. Hindus believe it is Vishnu's job to keep order on Earth, making sure that everyone and everything is safe.

[On the Religion Comparison Chart, fill in *Important figure(s): Vishnu.*]



← **Show image 3A-6: Shiva pictured as dancer**

This is the third most important god in Hinduism—Shiva.

[Have students repeat *Shiva* with you]

Shiva is both a creator and a destroyer of the universe. He is often pictured as a dancer to show that he is the source of all movement in the universe. A third eye in the center of his forehead can shoot out fire. Shiva's powerful energy is believed to control nature. In fact, according to Hindu legend, Shiva's flowing, tangled hair calmed the violent waters of Ganga, the river goddess.

[On the Religion Comparison Chart, fill in *Important figure(s): Shiva.*]



← **Show image 3A-7: The Rigveda**

Hinduism has many gods, and it also has many **sacred**—or holy—books. Most important among these books are the Vedas (VEY-duhs), which are **sacred** hymns—or holy songs—and verses—or holy writings. Veda means knowledge. The most popular writing in the Vedas is the Rigveda. The Rigveda is a very ancient book, over three thousand years old!

[On the Religion Comparison Chart, fill in *Name of holy text(s): Vedas/Rigveda.*]

People who follow **Hinduism** believe in dharma. Dharma is one's duty—or responsibility—to do what is right. Hindus try to live their lives by working hard, telling the truth, and doing their duty for friends and family.



← **Show image 3A-8: Reincarnation cycle**

Hindus believe that all creatures, humans and animals alike, have invisible parts called souls that continue to live after they die. Hindus believe that souls can be reincarnated into—or put into—the body of another person or animal. Hindus believe that if they fulfill their

dharma—or their duty—and do what is right, they will be reincarnated into something better until eventually they will be at peace forever.

[Point out the reincarnation cycle on the image.]

Discussing the Read-Aloud

10 minutes

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses. Model answers using complete sentences as necessary.

1. *Literal* What is the main topic of this read-aloud?
 - The main topic of this read-aloud is on Hinduism.
2. *Inferential* What two rivers flow down from the Himalayan Mountains? Which river do the Hindus believe is sacred?
 - The two rivers that flow down from the Himalayan Mountains are the Indus and Ganges Rivers. Hindus believe the Ganges River is sacred.
3. *Inferential* Why is the Ganges River sacred to Hindus?
 - The Ganges River is sacred to Hindus because they believe it is the home of the river goddess, Ganga. Hindus believe the waters can wash away the bad things they have done.
4. *Inferential* How many gods does Hinduism have?
 - Hinduism has many, many (millions) of gods.

What are the three most important Hindu gods that you learned about in this read-aloud?

- The three most important Hindu gods are Brahma, Vishnu, and Shiva.
[Have students point to these gods on Response Card 2.]
5. *Inferential* What do all the Hindu gods and goddesses represent or stand for?
 - All the Hindu gods and goddesses stand for Brahman, the spiritual force that is the source of all life.



← **Show image 3A-7: The Rigveda**

6. *Inferential* What is the important holy book in Hinduism called: Is it called the Quar’an or the Rigveda?

- The important holy book in Hinduism is called the Rigveda.

What do you think the Rigveda is used for?

- Answers may vary and may include that the Rigveda tells Hindus how they should behave and how they should honor the gods.



← **Show image 3A-8: Reincarnation cycle**

7. *Inferential* Using this picture, try to explain to your partner what Hindus believe about reincarnation.

- Hindus believe that if someone fulfills his dharma, his soul will be reincarnated into something better until he is at peace forever.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames:

Do you think Brahma/Vishnu/ Shiva is the most powerful Hindu god? (Yes/No)

I think _____ is the most powerful Hindu god because . . .

_____ can . . ., that makes him the most powerful Hindu god.

8. *Evaluative Think Pair Share:* Look at the Hindu gods on Response Card 2. Which one do you think is the most powerful and why?

9. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Represents

1. In the read-aloud you heard, “Each god and goddess *represents*, or stands for, something Hindus call Brahman.”
2. Say the word *represents* with me three times.
3. The word *represents* means stands for or is a sign and symbol for something else.
4. Each of the fifty stars on the U.S. flag represents a state.
5. Using Response Card 2, tell your partner what each Hindu god represents. Try to use the word *represents* when you tell about it.

[Ask two or three students. If necessary, guide and/or rephrase the students' responses: "_____ represents _____." (e.g., "Brahma represents creation.")]

6. What's the word we've been talking about?

Use a *Brainstorming* activity for follow-up. Directions: I am going to say something and you will brainstorm what that thing represents.

1. dollar sign
 - money; costs
2. musical notes
 - songs
3. smiley face
 - happiness
4. male/female image on the bathroom door
 - boys/girls bathroom
5. an airplane on a road sign
 - airport
6. [school mascot]
 - school
7. White House
 - president of the United States
8. Ganges River
 - Ganga, a river goddess



Complete Remainder of the Lesson Later in the Day



Hinduism

3_B

Extensions

20 minutes

↔ Multiple Meaning Word Activity

Multiple Choice: Club

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

1. [Show Poster 2M (Club).] In the read-aloud you heard, “In each hand [Vishnu] holds Hindu symbols of the universe, including a *club*, a discus, a conch shell, and a lotus flower.” Which picture shows the meaning of the word *club* that means a heavy wooden stick?
 - one
2. *Club* can mean other things. *Club* can also mean a playing card marked with a black shape that looks like three round leaves. Which picture shows a playing card with the shape of a club?
 - three
3. *Club* can also mean a group of people who meet to participate in an activity, such as a sport or hobby. Which picture shows this type of club?
 - two
4. Now that we have gone over the different meanings for *club*, quiz your partner on these different meanings. Try to use complete sentences. For example, you could say, “I belong to the karate club.” And your partner should respond, “That’s ‘two’.”

↔ Syntactic Awareness Activity

Regular Past Tense Verbs

Note: The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds.

There may be variations in the sentences created by your class. Allow for these variations, and restate students' sentences so that they are grammatical.

1. Many verbs are action words. We can change the way we say action words to show whether something is happening *now* or whether something *already happened* and is over and done with.
2. I will read two sentences related to something you heard in today's read-aloud about Hinduism. One sentence will talk about something that is happening *now*, and the other sentence will talk about something that has *already happened*.
 - The Hindus *wash* themselves in the Ganges River.
 - The Hindus *washed* themselves in the Ganges River.
3. What is the action word in my sentences?
 - *wash*

How does the action word change to let you now the action already happened?

 - add /d/
4. When you are *writing* about actions that have already happened, what can you add to the end of the verb or action word?
 - add *-ed*

When you are *talking* about actions that have already happened, the end of the action word sounds like /t/, /d/, or /ed/, depending on what sound the action word ends in. What sound did we add to *wash* to show that it has already happened?

 - add /d/
5. Let's play a quick review game. I'll say something that is happening now, and you tell me how to say it already happened yesterday:
Note: You may mimic the action for students and have them mimic it back to you to increase kinesthetic association.
 - a. Today, we call grandma. > Yesterday, we called grandma.
 - b. Today, we hop on one foot. > Yesterday, we hopped on one foot.
 - c. Today, we reach to the sky. > Yesterday, we reached to the sky.
 - d. Today, we jump rope. > Yesterday, we jumped rope.

- e. [Have partner pairs make up their own sentences using present and past tense verbs. If they add /t/, /d/, or /ed/ to an irregular verb, restate the sentence using the correct past tense form of the irregular verb.]

↔ Vocabulary Instructional Activity

Word Chart: Duty

Materials: chart paper; different pictures showing people working in their profession

1. In the read-aloud you heard, “Dharma is one’s *duty*—or responsibility—to do what is right.”
2. Say the word *duty* with me three times.
3. A duty is a job or a task. Duty is also something that should be done because it is right or the law requires you to do it.
4. Who has the duty of being the line leader today?
5. We will make a two-column chart for the word *duty*.

[Show each picture you have prepared one at a time. Have students discuss what the duties are of that profession. Place the picture on the left and write students’ responses to the right.]

6. Talk with your partner using the word *duty* and what you have learned about the word *duty* from the Word Chart. Try to use complete sentences.

⑩ End-of-Lesson Check-In

Hinduism

Choose four students to focus on, and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students’ understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- You may wish to finish or review the Religion Comparison Chart for Hinduism.
- Invite students to share their interesting fact from their chart.

- Using Response Card 2 and their Religion Comparison Chart, have students share with their partner what they have learned in this lesson.

Characteristics	Hinduism	Buddhism
Number of gods	many millions	
Name of followers	Hindus	
Name of holy text(s)	Vedas Rigveda	
Holy place	Ganges River	
Important figure(s)	Brahma, Vishnu, Shiva	
Interesting fact	Answers may vary.	