

# Lesson-4: The Life of Emperor Ashoka

Theme 3: How Do We Adapt?

12 Periods (40 minutes each)



Learn better (Main Course Book), Stay Ahead (Workbook), Book of Holistic Teaching, Book of Project Ideas, CRM signs, Posters, Gratitude sheet.



Animation, Animated activities, Dictionary, eBook, I Explain, Infographic, Quiz, Concept Map, Slideshow

Continuing better

Change is an opportunity to grow.

## Curricular Goals and Objectives (NCF)

### To enable the students:

- to understanding Ashoka's rule, the extent of the Maurya Empire and the role of Pataliputra as the centre of administration.
- to analysing the Kalinga War as a turning point in Ashoka's life, leading to his shift from conquest to peace.
- to exploring Ashoka's Dhamma, focusing on non-violence, compassion and ethical leadership.
- to learning about Ashoka's justice system, public welfare initiatives and administrative reforms for a more humane empire.
- to recognizing how Ashoka's edicts, trade networks and diplomatic efforts shaped Indian and global history.
- to connecting Ashoka's values of kindness, empathy and non-violence to modern-day society, fostering responsible citizenship.

## Methodology

### Period 1

**Teacher:** Good morning, class. Today, we will explore the life of a powerful ruler who changed the course of history—Emperor Ashoka. Let me ask you a few questions before we begin.

SHOULD DO

10 MIN.

**Teacher:** Imagine you are a ruler of a great empire. What would you do to make your kingdom strong?

**Teacher:** That is interesting. Now, what do you think happens when a ruler chooses war to expand his kingdom?

### Affirming better



Affirming better Change is an opportunity to grow. PLH

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**Teacher:** Very good. Before we move further, let us take a moment to reflect on an important thought for today:

**Teacher:** Change is an opportunity to grow. This is something we can learn from Emperor Ashoka. He changed from a ruler focused on war to a leader who chose peace and kindness. Change helped him become a better person and a stronger emperor.

**Teacher:** Let us all say this together: Change is an opportunity to grow.

(Students repeat the affirmation aloud.)

**Teacher:** Now, take out your notebooks and write this down as a reminder that change helps us learn and improve.

**Teacher:** Well done, everyone. We will begin a new chapter 'The Life of Emperor Ashoka'. We are going to use a KWL chart to help us organise our thoughts and learning. Please take out your notebooks and draw the chart.

K	W	L

**Teacher:** The KWL chart has three columns. The first column is labelled 'K', in which you will write what you know about Emperor Ashoka so far. Encourage the students to share any facts they know about Ashoka.)

In the second column 'W', you will write what you want to know about Ashoka and the third column is labelled 'L' which is what you have learnt and will fill it at the end of the chapter.

**Teacher:** Take a few minutes to think and write. If you have any questions, feel free to ask.

**Teacher:** You all are amazing in this activity. Let us move to Re-KAP activities. We will use Kinaesthetic, Auditory and Pictorial activities today to make our learning exciting. Let us start with the Kinaesthetic activity.

### Kinaesthetic

#### Kinaesthetic

Team up with your partner and draw a tree on an A4 sheet. Take turns to write or draw simple symbols that show values, such as kindness, respect or non-violence on cut-out leaves. Once you are done, stick the leaves together onto the tree you have drawn on the sheet. 24

**Teacher:** Now, let us get our bodies moving. We are going to create a tree on an A4 sheet of paper. On this tree, we will draw or write simple symbols that represent important values like kindness, respect or non-violence. These values are very important in Ashoka's life.

**Teacher:** Team up with a partner and take turns writing or drawing these symbols on leaves. Once you are done, stick the leaves onto the tree. (Students work together, creating their trees and values.)

**Teacher:** This tree represents the values Emperor Ashoka stood for, especially after his transformation. How do you feel about the values you have added to your tree? (Discuss students' reflections after the activity.)

### Auditory

#### Auditory\*

Listen to your teacher carefully. Answer the questions. 24

**Teacher:** Now, let us have a fun and interactive listening activity. I will read some sentences aloud and I want you to listen carefully. After I read each sentence, I will ask you to raise your hand if the sentence shows kindness.

1. Share your toys with your friend.
2. Help the teacher organize books.
3. Greet elders.
4. Put out water for birds and animals.
5. Wash your hands before eating.

**Teacher:** As I read these, think about how these actions show kindness. Once I finish reading, let us discuss why these actions are considered kind. Are they part of the values Emperor Ashoka promoted?

(Read aloud each sentence and pauses for student responses. Afterward, you may ask students to reflect on how these actions show kindness.)

### Pictorial

#### Pictorial -PS

The national emblem of India is inspired by the Lion Capital of Ashoka. It has three visible animals. Write their names.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

Also, find out which is the fourth animal that is hidden from view in the emblem?

Tick (✓) your answer.

- a. Elephant
- b. Deer
- c. Tiger



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**Teacher:** Let us now use visuals to understand Ashoka better. I want you to look at the national emblem of India, which was inspired by the Lion Capital of Ashoka. (Show the emblem on the board.)

**Teacher:** This emblem has three visible animals. Let us see if you can name them. Write the names of the animals in your notebooks.

**Teacher:** Also, can anyone tell me which animal is hidden from view in the emblem? Let us think about it. (Allow the students to write and discuss.)

**Teacher:** Fantastic work. You have connected Ashoka's life with the symbols that represent his legacy. The national emblem is a great reminder of his contributions.

**Teacher:** You all did a wonderful work today. Before we finish, can anyone share one thing you learnt about Emperor Ashoka? (Encourage a few students to share.)

**Teacher:** Excellent. Ashoka's life teaches us about change, leadership and the power of positive values. Keep these lessons in mind as we continue our journey into history.

### Differentiated Activity

**110km/hr**



Form groups and discuss three ways you can show kindness in your community.

**80km/hr**



Complete the KWL chart in their notebooks, listing at least three things you know and three questions you have.

**40 km/h**



Draw a symbol of peace inspired by Ashoka's values (e.g., a dove, a tree, a helping hand) with teacher guidance.

### Home Task

Write three sentences about what you learnt in the lesson.

## Period 2

**Teacher:** Good morning, everyone. How are you today?

**Students:** Good morning, teacher.

**Teacher:** Fantastic. To start our lesson, let us play a quick fun game. It is called Kindness Charades. I will give you a few examples of kind actions and you will act them out while your classmates guess what you are doing. Ready? Let us go.

(Provide some examples of kind actions, such as helping a friend, sharing toys, etc. and students act them out while others guess.)

**Teacher:** Great work, everyone. You did wonderfully acting out those kind actions. Now, let us dive deeper into today's lesson.

 You may show the **eBook** of the story given on digital platform.

### Interactive better

 **Interacting better** ICL  
Think about a time when you showed kindness to someone. Discuss with your partner. After discussing, share your stories with the class and explain why kindness is important. 25

**Teacher:** Now, let us move on to our next activity called Interactive better. Think about a time when you showed kindness to someone. Discuss it with your partner and after your discussion, share your stories with the class.

**Teacher:** Remember, kindness can be simple, like helping someone or just listening. So, why is kindness important to us and our community?

(Students discuss with their partners and share their thoughts with the class.)

**Teacher:** Wonderful. You all made excellent points about kindness. Remember, just like Ashoka in the story, kindness helps build unity and peace.

María and her parents went to Sanchi, a city in Madhya Pradesh. There, they visited a special place.

María, this is Sanchi Stupa. It is a Buddhist temple. It was built by a great warrior. His name was Ashoka.

Really, a warrior? Why did he build this stupa then?

Well, after witnessing the horrors of a war, he decided to change. He adapted his life's purpose to focus on spreading peace and understanding.

Emperor Ashoka belonged to the Mauryan dynasty and ruled more than 2,000 years ago. 25

(Students will read and you may ask questions through which you describe about the picture.)

**Teacher:** Alright, everyone, let us focus on the picture given on page 26. Can anyone see what is in the image? (Point to the image of Sanchi Stupa.)

**Teacher:** What do you think this structure is? What does it remind you of? (Wait for responses.)

**Teacher:** Great answers. Now, what do you notice about the design? Are there any symbols, carvings or anything interesting that you can spot?

(Encourage the students to describe the picture in detail.)

**Teacher:** Fantastic. Now, let me explain a little more about what we are looking at. This is the Sanchi Stupa, located in Madhya Pradesh, India. It is a Buddhist temple that was built by Emperor Ashoka.

**Teacher:** Why do you think Emperor Ashoka built this stupa? What could it symbolize? (Allow students to discuss and share their thoughts.)

**Teacher:** Yes, you are correct. This stupa is a symbol of peace and unity. Ashoka built it after he converted to Buddhism, a religion that emphasizes kindness, peace and non-violence.

**Teacher:** Ashoka wanted to spread these values across his kingdom and the stupa became a place where people could come to reflect on peace and kindness.

**Teacher:** So, what do you think is the most important message that the Sanchi Stupa sends to us? (Allow students to share their reflections.)

**Teacher:** Wonderful. Now that we have learnt about the Sanchi Stupa, let us think about how we can spread kindness in our own lives. What is the one small act of kindness you can do today? I will ask you about this in the next class.

 You may show the **Animation** given on digital platform.)

### Differentiated Activity

110km/hr

 How does Sanchi Stupa represent peace and kindness?

80km/hr

 Write three sentences about how the Sanchi Stupa help in spreading Ashoka's values.

40 km/hr

 Colour & label a picture of the Sanchi Stupa with its key features.

### Home Task

Research and write five sentences about another historical monument that represents peace. (e.g., The Lotus Temple, Mahabodhi Temple).

## Period 3

**Teacher:** Good morning, everyone. How are you today?

**Students:** Good morning, teacher. We are well. **SHOULD DO** 

**Teacher:** Before we dive into our exciting history lesson, let us start with something fun. We are going to spread some positivity around the room. I want each of you to think of one kind or encouraging word that you can say to your partner. It could be something like 'You are amazing' or 'You bring joy to everyone.'

**Teacher:** Once you have written your kind word on a piece of paper, you will pass it to your partner and read what they have written for you. Let us see how much happiness we can share today. Ready?

(The students write kind words, pass them to their partners and read what they have received.)

**Teacher:** Wonderful. Now, let us keep that positive energy going as we begin our lesson.

 You may show the **I Explain** given on digital platform. **MUST DO** 

## A brief history of the Mauryas and Patliputra

### A BRIEF HISTORY OF THE MAURYAS

The Mauryas established the first ever 'empire' in the history of India. It was called an empire because it was larger than a kingdom and was spread over a vast area. Map 4.1 shows the extent of Ashoka's empire. The Mauryas controlled more land than any previous ruler or dynasty. The first ruler of the Mauryan dynasty was Chandragupta Maurya. He was succeeded by his son, Bindusara. Under him, the Mauryan Empire spread across the whole of the Indian subcontinent\*. After Bindusara, Ashoka became the ruler of the Mauryan empire. He was the most famous Mauryan king and one of the greatest rulers ever. 

**Teacher:** I have a question for you. What do you think life was like in ancient India? Have you ever heard of a king named Ashoka or a city called Pataliputra?

**Teacher:** Those are wonderful ideas. Let me write them on the board. Today, we will dive into history to uncover the story behind these fascinating names.

(Read the topic about the Mauryas and Pataliputra together, followed by a classroom discussion.)

(Explains the Mauryan dynasty using a short timeline to show the hierarchy.)

## Discovering better

 **Discovering better**

**warrior:** someone who fights in a war **LAD**

**dynasty:** a series of rulers belonging to the same family

**succeeded:** here, took someone's position after the person died 

**MUST DO** 

**Teacher:** Let us explore some important terms we came across today in an interactive way. I will split you into three groups. Each group will take one term: warrior, dynasty or succeed.

**Teacher:** Group 1, your term is 'warrior'. Imagine you are

warriors preparing for battle. What qualities do you think warriors need to have? How would they behave? Prepare a short scene to show us.

**Teacher:** That was excellent. Can someone from the group explain what a warrior is?

**Teacher:** Very good. Now, let us move to Group 2, your term is 'dynasty'. Imagine you are a royal family. Create a family tree by deciding who is the king, queen and children. Show us what a dynasty might look like.

**Teacher:** Wonderful work. Can someone explain what a dynasty is?

**Teacher:** Excellent explanation. Now, let us move to Group 3, your term is 'succeeded'. Imagine one ruler is stepping down and another is taking their place. Prepare a short scene to show us.

**Teacher:** Well done. Can someone explain what 'succeeded' means?

(The students answer, sharing their understanding of the terms while the teacher provides clarification and encouragement.)

**Teacher:** You have all done amazing work today. Before we finish, let us quickly review what we learnt. Who can tell me the name of the first ruler of the Mauryan Empire?

**Teacher:** Excellent. Which city was the capital of the Mauryan Empire?

**Teacher:** That is right. You all have learnt so much today. I cannot wait to see your homework tomorrow. Have a wonderful day.

## Differentiated Activity

**110 km/hr**

 Create a mini timeline of the Mauryan dynasty with illustrations or symbols for each ruler.

**80 km/hr**

 List three important facts about the Mauryan dynasty.

**40 km/hr**

 Define terms: dynasty, warrior, succeed and write one sentence using each word.

## Home Task

Write the key words we discussed in the 'Discovering better' activity in your notebooks and bring a map of India to class tomorrow.

## Period 4

**Teacher:** Good morning, class. How are you today?

**Students:** Good morning, teacher. **SHOULD DO** 

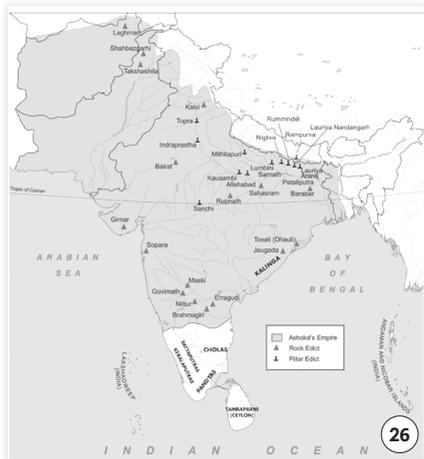
**Teacher:** Let us start today with a quick refreshing activity. Stand up and stretch your arms high in the air.  Now, take a deep breath in and reach up even higher. Let us make sure we are fully energized for today's lesson.

(The students do a quick stretch and take a deep breath.)

**Teacher:** Excellent. Now that we are refreshed, let us let us dive into today's lesson on the life of Emperor Ashoka.

## Pataliputra

Map-4.1 the empire of Ashoka



**Teacher:** Now, let us move on to map work. We will learn about the vast empire of Ashoka. Can everyone please take out the map you brought from home or use the one provided in your books?

**MUST DO**

20 MIN.



(The students take out their maps.)

**Teacher:** We are going to look closely at Ashoka's empire and learn how far it extended. The empire was massive, stretching across large parts of India.

**Teacher:** As we look at the map, let us first identify the capital city, Pataliputra. Can anyone point out where Pataliputra was located on the map?

(Help students to locate and highlight the regions of Ashoka empire, their rock and pillar edicts on the map)

**Teacher:** Let us do a quick review of what we learnt from the map. Can anyone tell me where the capital city of Ashoka?

**MUST DO**

10 MIN.



**Teacher:** Correct. Pataliputra was the capital. Now, can anyone explain why the Indus River was important?

(The students share their thoughts.)

**Teacher:** Ashoka made a famous Rock Edict. Can anyone guess what these edicts were about? Why do you think they were important?

(The students share their thoughts.)

**Teacher:** Before we finish, let us take a moment to reflect. What did you learn about Ashoka's empire today that you found interesting?

**COULD DO**

5 MIN.



(Pause for responses from students.)

**Teacher:** Excellent, everyone. Remember, Ashoka ruled a huge empire and understanding its geography helps us learn more about how he governed.



You may show the **Concept Map** given on digital platform.

## Differentiated Activity

110 km/hr



Compare Ashoka's empire with a modern country. How are their governments similar or different?

80 km/hr



Label a blank map of India with:

- Pataliputra (Capital)
- Kalinga (War site)

- Two Ashokan Edict locations

40 km/hr



Fill in the blanks:

1. Ashoka's empire was ruled from \_\_\_\_\_.
2. He wrote messages on \_\_\_\_\_.
3. The Indus River was important because \_\_\_\_\_.

## Home Task

- Draw and label a map of India, marking three locations from Ashoka's empire.
- Write two sentences explaining why Ashoka chose Pataliputra as his capital.

## Period 5

**Teacher:** Good morning, class. Before we dive into today's lesson, let us give our eyes a little exercise to get them refreshed and ready for the lesson. Follow along with me

**SHOULD DO**

5 MIN.



- Focus on your finger (5 seconds): Hold your finger in front of your face and move it slowly left and right. Keep your eyes focused on it.
- Blink and relax (5 seconds): Blink rapidly 10 times, then close your eyes and relax for 5 seconds.
- Look in different directions (10 seconds): Look up, down, left and right, holding each direction for 2 seconds.
- Palm massage (5 seconds): Rub your palms together until warm, then place them gently over your eyes for 10 seconds.

**Teacher:** Great. Now your eyes are all refreshed and we are ready to begin today's lesson on the life of Ashoka and the Kalinga War. Let us dive in:

## The Kalinga War

### THE KALINGA WAR

Ashoka ruled over a major part of India, except Kalinga (present-day Odisha). Kalinga was an important kingdom, since it controlled major land and sea routes. To bring Kalinga under his empire, Ashoka fought the Kalinga War and brought it under his control. This war became a turning point in Ashoka's life. The death

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and destruction from the war made him remorseful. He realised that fighting wars was pointless because it led to losses only, especially that of human life. So, he decided not to fight any more wars. Emperor Ashoka devoted the rest of his life towards welfare measures for serving his people.

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**Teacher:** We have learnt about Ashoka's rule, but one of the most important events in his life was the Kalinga War. Let us read and discuss what happened.

**MUST DO**

10 MIN.



(Read and discuss about the Kalinga war with the students)

**Teacher:** Ashoka fought the Kalinga War to bring Kalinga (now Odisha) under his empire. It was a turning point in his life. Can anyone guess what happened after the war? (Allow the students to respond.)

**Teacher:** That is right. The death and destruction from the war made Ashoka realise how pointless violence was. He became remorseful. Let us talk about how this war changed Ashoka's life.

(Ask the students to raise hands and share their thoughts.)

## Ashoka and Dhamma

### ASHOKA AND DHAMMA

After the Kalinga War, Ashoka began following the teachings of Lord Buddha. He gave up the policy of conquest through war and began to follow a policy of conquest through the path of Dhamma. Dhamma is a Sanskrit term for religious duty. Emperor Ashoka spread the message of Dhamma throughout his empire. It involved following a code of conduct and morals. Ashoka asked people to be kind to everyone, respect their elders and always speak the truth. His messages were carved\* on rocks and pillars. These were called edicts. These edicts were put up at various places throughout his empire. Ashoka spread the message of peace. Through Dhamma, Ashoka wanted to instill the spirit of tolerance, coexistence, non-violence and respect for elders in the people.



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You may show the **Dictionary** given on digital platform.

**Teacher:** After the Kalinga War, Ashoka started following the teachings of Lord Buddha. He embraced Dhamma, a code of conduct, which focused on kindness, non-violence and respect for all living beings. Let us look at the teachings of Dhamma.

**MUST DO**

20 MIN.



**Teacher:** What do you think is Dhamma? Can anyone tell me?

**Teacher:** Dhamma is a set of principles like being kind to everyone, respecting elders and speaking the truth. Let us discuss how Ashoka spread these teachings through his empire.

**Teacher:** Ashoka had edicts carved on rocks and pillars. These edicts were spread all over the empire. Can you see the Ashokan Pillar in the picture?

(Point to the image of Ashoka's pillar)

(Engage the students by asking them to imagine they are living during Ashoka's time. What changes would they feel with these teachings? How would their lives be different?)

**Teacher:** Now that we know about the Kalinga War and Ashoka's change of heart, how do you think his teachings of kindness and non-violence affected his people? Let us take a moment to reflect and share one thing you found most interesting from today's lesson.

**COULD DO**

5 MIN.



(Allow the students to share their reflections.)

**Teacher:** Well done. We have learnt a lot today. Ashoka's transformation shows us how one person can make a huge difference by changing their ways for the better. Keep thinking about how you can show kindness in your life.

## Differentiated Activity

110 km/hr



Create a chart comparing Ashoka's leadership before and after the Kalinga War.

80 km/hr



Imagine you are Ashoka announcing his new peaceful policies to his people. Prepare a speech explaining his viewpoints.

40 km/hr



Write three sentences explaining why the Kalinga War was a turning point in Ashoka's life.

- Home Task
- Write a short paragraph on Ashoka's transformation after the Kalinga War.
  - Create an illustration of Ashoka's Pillar with one of his edicts carved on it.

## Home Task

Draw and colour Ashoka's Pillar with one of his edicts written on it. Write a simple message of peace like Ashoka did. Give that message to your friend and discuss why kindness is important.

## Period 6

**Teacher:** Good morning, everyone. How are you all feeling today?

**Students:** Good morning, teacher, We are great.

**SHOULD DO**

5 MIN.



**Teacher:** Now, take a sip of water to refresh yourselves. Ready?

**Teacher:** Wonderful. Now that we are all set, let us quickly check on our homework. Can anyone remind me what we had to do for homework?

**Teacher:** Yes, you were asked to think about the teachings of Ashoka and write down one thing you can do to be kinder and more tolerant to others. Let us take a moment and share a few ideas. Who would like to go first? (The students share their homework ideas.)

**Teacher:** Great work, everyone. Now, let us move on to today's lesson.

## Discovering better



### Discovering better

**remorseful:** to feel very sorry for what one has done

**edicts:** orders issued by an authority

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**Teacher:** Alright, class. Today, we will focus on Ashoka's welfare measures and the teachings of Dhamma. Before we start, let us first think about two important words: remorseful and edict.

**MUST DO**

10 MIN.



**Teacher:** Who can tell me what the word 'remorseful' means?

**Teacher:** Yes, remorseful means feeling sorry or regretful about something one has done. Now, what do we think 'edict' means?

**Teacher:** Good. An edict is an official order given by a ruler. Ashoka used edicts to spread his message to his people and he wrote them on rocks and pillars.

**Teacher:** Now, think about this for a moment—What makes a leader a good? Do you think Ashoka was a good leader? Why or why not?

(The students share their ideas with their partner first, then some share with the class.)

**Teacher:** Excellent thoughts, everyone. Ashoka is an example of a leader who learnt from his mistakes and used his power to help his people. Let us take a deeper look at how he did that.

(Continue with the next part of the lesson, encourage students input.)

## Welfare Measures

### WELFARE MEASURES

After the Kalinga War, Ashoka spent most of his time doing good for the people. He built roads and rest houses, planted trees, dug wells, built hospitals for people and animals. He regularly went on tours and tried to solve the problems of his people<sup>27</sup>

(read and explain about welfare measures of Ashoka through the activity)

**MUST DO**

15 MIN.



**Teacher:** Today, we are going to learn about Ashoka's welfare measures by doing a fun, quick activity. You will work in small groups to create a mini poster that represents one of Ashoka's key welfare actions.

(Divide the class into small groups of 3-4 students).

Each group will be assigned one of Ashoka's welfare measures:

Group 1: Building Roads and Rest Houses

Group 2: Planting Trees

Group 3: Digging Wells and Building Hospitals

Group 4: Going on Tours to Solve Problems)

Create a mini poster (on paper and using markers) to represent how Ashoka's action helped people. Use

drawings, symbols and short descriptions to explain the welfare measure.

After 15 minutes, each group will present their mini-poster and explain why Ashoka took these actions and how it helped the people.

Example: Show a picture of a road with a rest house for travelers and write a simple sentence like, 'Ashoka built roads and rest houses to help travelers and merchants.'

**Teacher:** Fantastic work, everyone. This was a quick and creative way to understand Ashoka's efforts. Now, let us take a few minutes to discuss the importance of these measures and how they reflect Ashoka's change of heart after the Kalinga War.

## Understanding better

### Understanding better

Answer the following.

1. On whose teachings was the policy of Dhamma based?<sup>27</sup>
2. What are edicts?

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**Teacher:** Let us answer a few questions based on the text. I want you to listen carefully and raise your hand to answer.

**MUST DO**

10 MIN.



**Teacher:** First, let us see who can answer the following questions:

Whose teachings was the policy of Dhamma based on?

**Teacher:** Yes, that's right. The policy of Dhamma was based on Lord Buddha's teachings. Lord Buddha taught kindness, peace and non-violence.

What are edicts and how did Ashoka use them?

**Teacher:** Great answers. Edicts are messages carved by Ashoka on rocks and pillars to spread his teachings. He used these to tell his people about kindness, truth and peace.

**Teacher:** Now, I want you to work in pairs with your classmates. Here's what we are going to do:

Pair 1: Pretend that you are Ashoka. What message would you write on an edict for your people to encourage kindness? Think of a short and kind message you would carve on a stone. Write it down.

Pair 2: Imagine you are going to show kindness, just like Ashoka taught. Act out how you would help someone—like sharing something or helping an elder.

**Teacher:** Who would like to share the message you wrote on your edict? What did you write to help others?

**Teacher:** Amazing. Now, let us hear from Pair 2. How did you show kindness? Can you act it out for us?

**Teacher:** Fantastic work, everyone. Ashoka's teachings continue to inspire us even today. Let us always remember to be kind and helpful in our daily lives.

 You may show the **Slideshow** given on digital platform.

### Differentiated Activity

**110 km/hr**

 Design a Pamphlet: Create a mini pamphlet promoting one of Ashoka's welfare initiatives with a slogan and illustrations.

**80 km/hr**

 Define the terms edict, welfare, Dhamma and write one sentence using each word.

**40 km/hr**

 Discuss in small groups and write three sentences on why Ashoka's welfare measures were important.

### Home Task

Research and write about modern leader who introduced social reforms like Ashoka.

### Period 7

**Teacher:** Good morning, class. How are you today?

**Students:** Good morning, teacher.

**Teacher:** Great. Let us start today by recalling what we have learnt about Ashoka. Who can remind me of one thing we have talked about in our last lesson? (Pause for responses.)

**SHOULD DO**

5 MIN.



### Connecting better

#### Connecting better

English

Maria is telling Mumma about Ashoka. She says, "As we learn about Ashoka, we can say that he promotes peace and kindness through his Dhamma teachings. His commitment to non-violence is influencing the way people think and act even today." Mumma reminds her how she has used present continuous tense.

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**Teacher:** Today, we will talk about Ashoka. Maria says, 'Ashoka promotes peace and kindness through his Dhamma teachings'. His commitment to non-violence still influences people today. What tense is Maria using here?

**MUST DO**

10 MIN.



**Teacher:** Yes, it is the present continuous tense. Does anyone remember how we form the present continuous tense? Think about it—what do we use in this tense?

**Teacher:** That is right. We use the verb 'to be' (am/are/is) followed by the verb with '-ing.' For example, 'I am learning.' Can you think of any other sentences in the present continuous tense? What about something you are doing right now?

**Teacher:** Now, let us connect Ashoka's teachings with our own actions. He promoted peace and kindness and his commitment to non-violence influenced the way people thought and acted. How do you think this relates to how we treat the environment today? Can kindness and non-violence be applied to nature?

**Teacher:** Great. Now that we have thought about how we can apply Ashoka's teachings to the environment, let us reflect on how we can show kindness and non-violence to animals and nature. What are some ways we can take care of the Earth in our community? What can we do as a class to make a difference?

**Teacher:** Remember, just as Ashoka's commitment to non-violence changed the way people acted, our small actions towards kindness can make a big difference to the environment and the world around us. Let us all think about one action we can take today to help care for the Earth.

### Helping better

#### Helping better

Conduct events where you can teach sustainable habits, such as making reusable shopping bags, upcycling old clothes or creating eco-friendly household cleaners in your community park.

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**Teacher:** Now, let us think about how we can put our ideas into action, just like Ashoka spread his teachings. We can teach others sustainable habits that help the environment. Imagine we are going to organize an event in our community park. What kind of activities could we do to teach people about sustainability?

**SHOULD DO**

10 MIN.



**Teacher:** We could make reusable shopping bags, upcycle old clothes or even create eco-friendly household cleaners. What do you think?

**Teacher:** That's a fantastic idea. Reusing old clothes is a great way to reduce waste. What other activity could we organise?

**Teacher:** Great. Eco-friendly cleaners are perfect for sustainability. What materials do you think we would need for these activities? For the reusable bags, what kind of fabric would be best?

**Teacher:** Exactly. Upcycling old materials is a smart way to reduce waste. Now, let us think about how we can make sure our event is eco-friendly. What should we avoid using at the event?

**Teacher:** That is right. We need to make sure everything we use supports our goal of sustainability. Now, how can we encourage others to join our event? How can we

spread the word and get people excited about helping the environment?

**Teacher:** Great ideas. Spreading the word is important to make sure lots of people join and learn how to be more sustainable.

### Grasping better

**Grasping better** **DING**

**subcontinent:** a large land mass that forms part of a continent  
**carved:** to cut or shape wood or stone with a sharp tool, such as a knife or chisel

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**Teacher:** Class, today we are going to learn two new words: 'subcontinent' and 'carved'. **MUST DO** Let us start with 'subcontinent'. Who can tell me what a subcontinent is? **10 MIN.**

**Teacher:** Yes, that is right. A subcontinent is a large landmass that forms part of a continent. Can you think of a subcontinent you know?

**Teacher:** Exactly. India is a subcontinent because it is a large landmass, but it is part of the continent of Asia. Now, let us move on to the next word— 'carved'. Who can tell me what it means to carve something?

**Teacher:** Great. So, when you carve something, like a piece of wood or stone, you use a sharp tool such as a knife or chisel to shape it. Now, let us think, what kinds of things can be carved? Have any of you ever carved something?

**Teacher:** That's a great example. You used a knife to carve the pumpkins. Now, think about how people in history might have carved important structures, like statues or buildings, out of stone. How do you think carving plays a role in shaping history and culture?

**Teacher:** For your next task, I want you to imagine you are carving something out of stone or wood. What would you carve? Why? What tool would you use? Let us

**Teacher:** To finish, think about this. **COULD DO** What is one small thing you can do today to help the Earth, just like Ashoka made a difference with his actions? Let us take a moment to think about how we can make the world a better place with kindness and non-violence. **5 MIN.**

**Teacher:** Take a moment and think about it—maybe it is turning off lights when you leave a room or picking up litter in the park. What can you do in your daily life to show kindness to the Earth?

**Teacher:** Now, I want you to share your idea with a partner. Discuss with them what action you can take to help the environment. How will you make sure you follow through with your idea?

(Let the students discuss with a partner.)

**Teacher:** Great. Now, let us share a few of your ideas with the whole class. What small action will you take today to help care for the Earth? How do you think it will make a difference?

(Encourage the students to share their reflections with the class.)

**Teacher:** Remember, every small action counts. I am excited to see how you apply these ideas in the future. Keep thinking about ways to make the world a better place with kindness and non-violence.

You may show the **Quiz** given on the digital platform.

### Differentiated Activity

110 km/hr

Create a poster and a slogan promoting sustainability, using Ashoka's principles.

80 km/hr

List three ways we can protect the environment like Ashoka protected his kingdom.

40 km/hr

Can you describe what you see on an Ashokan Pillar?

### Home Task

Write a short paragraph on how Ashoka's Dhamma teachings can be applied in modern times to protect the nature.

### Period 8

**Teacher:** Good morning, class. Today, we are going to step into the world of a great ruler—Emperor Ashoka. **SHOULD DO** Before we begin, let me take you back in time with a quick story. **5 MIN.**

**Teacher:** Imagine a powerful king who had everything—wealth, a mighty army, and a vast empire. But after a great war, he saw suffering all around him. He had a choice to make—continue conquering or choose a different path. What do you think he did?

(Encourage students to raise their hands and share their choices.)

**Teacher:** Interesting answers. Some of you want to keep conquering, while others want to stop fighting. Now, let me tell you what Ashoka did. He chose peace over war and decided to rule with kindness. He followed the path of Dhamma, focusing on helping his people instead of fighting more battles.

**Teacher:** Today, we will explore how this decision changed Ashoka's empire and why he is still remembered. Now, let us move on to a fun recap of what we have learned so far.

## Recalling better

**Recalling better** CING

- Emperor Ashoka belonged to the Mauryan dynasty and ruled more than 2,000 years ago.
- The capital of Ashoka's empire was Pataliputra.
- After the Kalinga War, Ashoka began to follow a policy of conquest by following the teachings of Lord Buddha. This policy was known as Dhamma.

**28**

**Teacher:** Today, we are going to have a quick recap of what we have learnt about Ashoka. I am going to divide you into two teams and I will ask some questions. The team that answers correctly will score a point. Ready? Here we go.



(Divide the class into two teams and ask questions to recap like:

Which dynasty did Emperor Ashoka belong to?

Name the capital of Ashoka's empire.

What is Dhamma, the path that Ashoka followed the Kalinga War?)

## Learning better

### Exercise A and B

**Learning better** CBA

**A** Tick (✓) the correct answer.

1. The capital of Ashoka's empire was in present-day \_\_\_\_\_.  
 a. Gaya     b. Patna     c. Ranchi
2. Under \_\_\_\_\_, the Mauryan Empire spread across the whole of the Indian subcontinent, except Kalinga.  
 a. Ashoka     b. Kautilya     c. Bindusara
3. Ashoka gave up the policy of conquest through war and began to follow a policy of conquest through \_\_\_\_\_.  
 a. negotiations     b. trade     c. Dhamma
4. \_\_\_\_\_ were the messages of Ashoka that were carved on rocks and pillars.  
 a. Inscriptions     b. Edicts     c. Commands
5. After the Kalinga War, Ashoka did his best to ensure that people of his kingdom were \_\_\_\_\_.  
 a. sad     b. happy     c. disappointed

**B** Fill in the blanks with correct answers.

1. The Mauryas established the first ever \_\_\_\_\_ in the history of India.
2. After \_\_\_\_\_, Ashoka became the ruler of the Mauryan empire.
3. The capital of Ashoka's empire was called \_\_\_\_\_.
4. Ashoka began following the teachings of \_\_\_\_\_.
5. Ashoka issued \_\_\_\_\_ that contained the principles of Dhamma of the reforms he undertook.

**28**

**Teacher:** We have been learning a lot about the life of Ashoka. It is equally important to check our understanding. We will start this by answering a few questions.



**Teacher:** Now, let us start with our quiz. I am going to guide our quiz masters as they ask the questions to each team. Remember, you need to choose the correct answer from the options given. Ready?

(Tell the students to open Page 28 and look at exercises A of the section 'Learning better'. Ask them to read the questions carefully and answer. Discuss every question and the correct answer once done).

**Teacher:** Now, for Exercise B, we will have some fun with a quick true or false game. Turn to page 24 in your books.

**Teacher:** I am going to read each statement and I want

you to answer by saying 'serious' if the statement is true and 'joking' if the statement is false. Ready? Let us begin. (During the True or False activity, encourage students to respond with 'serious' for true and 'joking' for false. Review each answer together, providing explanations to clarify misunderstandings and reinforce key concepts.)

**Teacher:** Excellent work today, everyone. You all did a great work answering the questions and engaging in the activities. Before we finish, let us quickly review what we have learnt about Ashoka today. What is Dhamma and how did Ashoka use it to help his kingdom after the Kalinga War?'



(Allow students to share their thoughts and answers.)

**Teacher:** Wonderful. Keep thinking about the lessons from Ashoka's life and how they can still help us today. Well done, everyone. That is all for today.

You may show the **Infographic** given on digital platforms.

## Book of Holistic Teaching

**Chapter 4: The Life of Emperor Ashoka** **Theme 3: How Do We Adapt?**

**HoLL MDA**

**A English**

**Read the sentences. Change their form to simple present tense.**

1. Ashoka ruled over a major part of India.  
\_\_\_\_\_
2. Ashoka spread the message of peace.  
\_\_\_\_\_

**B Maths**

Imagine that you are the chief administrator in Ashoka's capital. You plan to build 1,008 public facilities throughout the empire. These will include rest houses, hospitals, wells and so on. He asks you to equally divide these facilities in two parts of the empire. What is the number of facilities that you need to build in each of these two parts? Write the answer in the space provided.

\_\_\_\_\_

**31**

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**C Science**

Emperor Ashoka planted many trees. Why are plants important for human beings? Write in your notebook.

**32**

(Refer to the Book of Holistic Teaching, page number 31 and 32 under the title 'The life of emperor Ashoka.' Complete the activities mentioned in this section and ensure that the students complete them. These activities are designed to enhance their holistic understanding and engagement with the topic. Provide any necessary support and materials to help the students successfully finish the activities.)

## Differentiated Activity

110 km/hr



Imagine and write a dialogue between Ashoka and a villager discussing the impact of Dhamma.

80 km/hr



Prepare five multiple-choice or true/false questions about Ashoka and his teachings. Give those questions to your partner to solve.

40 km/hr



List three key teachings of Dhamma and explain how they helped Ashoka's empire.

## Home Task

Ask an elder in your family about a time they were kind to someone. What was its consequence? Write a short paragraph on it.

## Period 9

**Teacher:** Good morning, everyone. Before we start today's lesson, let us take a few minutes to relax and clear your minds. Close your eyes and take a deep breath. Let us meditate to refresh ourselves.

**SHOULD DO**

5 MIN.



**Teacher:** Before we begin today's lesson, let us play a quick game called Guess the Ruler. I will give you clue and you have to guess which ruler I am talking about.

**Teacher:** Here is the clue—This ruler belonged to the Maurya dynasty and expanded his empire across a large part of India. Who is he?

**Students:** Ashoka.

**Teacher:** Well done. Now, listen to this one—This ruler changed his ways after the Kalinga War and started following the path of Dhamma. Who is he?

**Students:** Ashoka.

**Teacher:** Fantastic. You all are thinking like historians. Now that we have refreshed our knowledge, let us move on to today's lesson.

## Learning better- part C

### Short Questions and Answers

**C. Write short answers in your notebook.**

1. Why did Ashoka attack Kalinga?
2. Which present-day city was Emperor Ashoka's capital?
3. What was at the centre of Emperor Ashoka's capital city?

28

**Teacher:** Now, we are going to do a quick review of what we have learnt so far, but this time, we will do it as a group activity. I will divide the class into groups of 3-4 students and ask some short questions. Each group will discuss the answers together. After that, each group will write the answers on the board. Here are your questions:

**MUST DO**

15 MIN.



Why did Ashoka attack Kalinga?

Which present-day city was Emperor Ashoka's capital?

What was at the centre of Emperor Ashoka's capital city?

**Teacher-** You will have three minutes to discuss and write your answers in your notebooks. Are you ready? Let us begin.

(After 3 minutes, each group will share their answers and students will write them down in their notebooks as the teacher guides them to ensure the correct answers are written on the board.)

**Teacher:** Fantastic. Great teamwork, everyone. You all did a great work in discussing and presenting the answers. Let us move on to the next activity.

## Learning better- part D

### Long question answers

**D. Write long answers in your notebook.**

1. Why was the Kalinga War a turning point in the life of Ashoka?
2. What were the welfare measures adopted by Ashoka?

29

**Teacher:** Now, we will do some longer questions, but we will work in groups again.

**MUST DO**

15 MIN.



**Teacher:** For exercise D, you will form two groups. Each group will answer one part of the exercise. You may discuss with your group and write the points in the notebook. Then, frame sentences to form a meaningful answer. Once you are done with the discussion and the answers are ready, you will read aloud for the other team to confirm if your answers are complete or if more information is needed.

Once done, I will discuss the correct answers. Are you ready?

## Gratitude sheet

Gratitude Sheet		
I really appreciate this. thank!	You've been a big help. thank you!	Thanks! I couldn't have done it without you!
I'm super grateful. thank you!	Thank you. that means a lot to me!	Thanks, you're awesome!
I'm so thankful for your help!	You're amazing. Thanks a bunch!	I truly appreciate it. thanks!
Thanks, you made my day!	Thank you, you're so thoughtful!	I'm really grateful for this. thank you!

**Teacher:** Fantastic work, everyone. Today, we are going to take a moment to show appreciation for someone who has helped us. Gratitude is a powerful way to make others feel valued and to spread kindness.

**COULD DO**   
5 MIN.

**Teacher:** In front of you is a Gratitude Sheet filled with different thank-you cards. Choose one card that you like and carefully cut it out.

**Teacher:** On the back of the card, you will find space for a short note. Think about someone other than a friend who has helped you in some way. It could be a teacher, a school staff member, a librarian, a bus driver, a security guard, or even a family member.

**Teacher:** Write a short message thanking them for something kind they did for you. Once you are done, find that person and hand them the card.

**Teacher:** Pay attention to how it feels to give appreciation and how the person reacts. A simple 'thank you' can brighten someone's day. Let us begin

 You may show the **Animated Activity** given on digital platform.

### Differentiated Activity

110 km/hr

 What do you think were the biggest challenges Ashoka faced while spreading Dhamma?

80 km/hr

 What do you think was the most important welfare measure introduced by Ashoka?

40 km/hr

 Find Kalinga on a map of India?

### Home Task

#### Project Idea

**Chapter 4: The Life of Emperor Ashoka** **Theme 3: How Do We Adapt?**

Make a poster on 'Public Facilities' in your city. Include pictures of public facilities. Write a few sentences conveying why these are important. Here are some examples:

- schools
- public libraries
- hospitals
- parks and playgrounds
- public transportation
- post office
- community centre
- shopping centre
- water supply (you may draw and colour a water tank/paste pictures)
- electricity (you may draw and colour/paste pictures of electricity tower)

**PRO** **2Lr.CS**

**24**

(For project Ideas, please refer to the book of Project Ideas, page number 24 under the title 'The life of emperor

Ashoka'. This project should be assigned to the students to work on. Ensure that the students understand the project requirements and provide any necessary guidance or materials they might need. Encourage them to explore and learn about the life of Ashoka through this engaging project.)

### Period 10

**Teacher:** Good morning, class.

**Teacher:** Let us begin today's lesson by making sure we are all ready for our activity. Can I see a show of hands— did everyone bring the materials needed to create our spring flower art?

**SHOULD DO**   
5 MIN.

**Teacher:** Great. If you did not bring the materials, I will make sure you have everything you need. Now, let us get started with our fun activity of creating beautiful spring flower art.

### Creating better

**Creating better** **Art1** **2Lr.CS**

**It is time to make some spring flower art.**

1. Collect colourful glazed papers (green, yellow, red, purple, pink, brown and so on).
2. Tear the papers into small pieces.
3. On a sheet of paper, make the outline of a flower.
4. Paste bits of brown paper to make the centre of the flower.
5. Paste bits of green paper to make the stem.
6. Paste bits of yellow, red, green, blue paper to make the petals, as shown.

**29**

Your flower art is ready!

**Teacher:** Today, we are going to make some spring flower art. I will guide you step by step, so listen carefully and follow along. First, let us make sure we have everything we need.

**MUST DO**   
20 MIN.

(Ensure that students have all the required materials before starting glazed papers in different colours, scissors (if allowed), glue and a sheet of paper.)

**Teacher:** Let us start.

1. Collect colourful glazed papers like green, yellow, red, purple, pink and brown.
2. Tear the papers into small pieces. (You do not need to use scissors, tearing by hand will give the flower a beautiful texture.)

3. Take your sheet of paper and use a pencil to draw the outline of a flower.

(Walk around the class to check if students need help with drawing the flower outline.)

**Teacher:** Great. Now, let us bring the flower to life with colours.

4. Use bits of brown paper to make the centre of the flower. Paste them carefully.
5. For the stem, take the green paper bits and paste them along the stem outline.
6. Finally, use colourful papers – yellow, red, green, blue – to make the petals of the flower. You can follow the design shown on the board or use your own creativity.

(Provide positive reinforcement by praising unique designs and effort.)

**Teacher:** Once you are done, hold up your artwork so we can all admire your beautiful creations.

(The students will complete the activity and display their work.)

**Teacher:** Fantastic work, everyone. Your flowers look amazing.

### Thinking better

21. CS HOTS

Think and answer in your notebook.

Why do you think Ashoka's edicts were written on rocks and pillars across his empire? 29

**Teacher:** Now, let us shift from art to thinking. Just as we used different colours to create a flower, we will now use our thoughts to answer an interesting question.

**MUST DO**  
10 MIN.

**Teacher:** I have a thought-provoking question for you today. Look at the board and read the question carefully write your answer in your notebook:

Why do you think Ashoka's edicts were written on rocks and pillars across his empire?

(Encourage the students to reflect on what they know about Emperor Ashoka and his messages. Walk around the classroom to support students who need guidance.)

**Teacher:** Take a few minutes to jot down your thoughts. Remember, there is no single right answer—think critically and explain your reasoning.

(The students write their responses.)

**Teacher:** Now, let us discuss. Who would like to share their answer with the class?

**COULD DO**  
5 MIN.

Note to Teacher: Select a few students to share their responses. If needed, prompt them with guiding questions such as:

- Why would Ashoka want his messages to last a long time?
- How could writing on rocks and pillars help people in different parts of the empire learn about his ideas?
- What other ways could rulers communicate their ideas in ancient times?

**Teacher:** Fantastic responses. Ashoka wanted his messages to be seen by many people for a long time. Writing them on stone ensured that they remained visible across generations. You all have done an excellent work thinking about this today.

### Differentiated Activity

110 km/hr

Imagine you are Ashoka and want to spread a message about kindness, peace, or protecting nature. Write a short edict message and design a pillar to display it.

80 km/hr

Create a Word Web: In the centre, write 'Ashoka's Edicts' and connect it to four words or phrases describing their purpose and impact.

40 km/hr

Create a simple sketch of an Ashokan pillar and write one sentence explaining why these pillars were important in spreading his message.

### Home Task

Design a poster with a message promoting peace, kindness or nature conservation, just like Ashoka's edicts.

### Period 11

**Teacher:** Good morning, Great to see you all. Before we begin, let us take a quick water break. Drinking water keeps our minds fresh and helps us focus. Take a sip and relax for a moment.

**SHOULD DO**  
5 MIN.

**Teacher:** Now, before we dive into today's activities, let us have some fun with a few quick questions related to Ashoka.

1. If you were an emperor, what message would you write on a rock for future generations?
2. What do you think Ashoka's favourite place might have been in his empire?
3. Imagine you found one of Ashoka's pillars today—what would you do with it?
4. Which modern objects are similar to Ashoka's rock edicts?

(Allow the students to share creative answers and encourage fun discussions.)

**Teacher:** That was exciting. Now that we are all refreshed, let us get ready to work on some worksheets.

### Worksheet 1

**Theme 3: How Do We Adapt?**

**4. The Life of Emperor Ashoka**

Worksheet 1

**A. Fill in the blanks.**

1. The first ever empire in India was established by the \_\_\_\_\_.
2. After Bindusara, \_\_\_\_\_ became the ruler of the Mauryan empire.
3. The capital of Ashoka's empire was \_\_\_\_\_.
4. Kalinga lies in present-day \_\_\_\_\_.
5. The path of Dhamma was based on the teachings of Lord \_\_\_\_\_.

**B. Write one-word answers.**

1. Emperor Ashoka belonged to this Indian dynasty: \_\_\_\_\_
2. The Mauryan capital was surrounded by a wall made of this material: \_\_\_\_\_
3. These were placed in different parts of the empire by Ashoka: \_\_\_\_\_
4. The Mauryan Empire had its markets and temples in these spaces: \_\_\_\_\_
5. Ashoka built these for people and animals in his empire: \_\_\_\_\_

**C. Which of the following statements about the Mauryan empire are true? Tick (✓) the correct answers.**

1. The Mauryan dynasty ruled more than 5,000 years ago.
2. The first ruler of the dynasty was Chandragupta Maurya.
3. The capital of Ashoka's empire was Kalinga.
4. Emperor Ashoka fought the Kalinga War.
5. Edicts were placed in different parts of the Mauryan Empire.

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**Teacher:** I have a worksheet for you that will help reinforce everything we have learnt about Ashoka and his edicts. You will work on it independently, but if you have any doubts, feel free to ask me.

**MUST DO**   
15 MIN.

**Teacher:** I would like everyone to take out your workbooks and open it to pages 15 and 16. We are going to solve Worksheet 1, where we will practice what we have learnt about Ashoka's edicts and their significance.

**Teacher:** First, let us start with Worksheet 1. This section includes fill-in-the-blanks and true/false statements. Take your time to read each question carefully and answer them based on what we have learnt.

(Students work independently while the teacher walks around and provides guidance.)

**Teacher:** Great. Now let us discuss the answers together. I will ask a few of you to share your responses. Let us go through each question one by one.

(Discuss key answers with students and provides explanations where needed.)

**Teacher:** Well done. Now, let us move to the next part. In this section, you will match Column A with Column B. Draw a line between the correct pairs.

**Teacher:** Finally, let us do the last part of the worksheet, which is true or false. Read each statement and decide if it is correct. If it is false, think about what would make it true.

**Teacher:** Well done. Now, let us go through some of the responses. I will ask a few of you to read your answers and we will discuss them together.

(Guide the students through the answers and provide explanations where needed.)

**Teacher:** Fantastic effort today, everyone. You have worked hard in understanding Ashoka's edicts and their importance. Keep up the great work and we will continue learning more in the next class.

**Teacher:** Before we finish today's lesson, let us take a moment to reflect on what we have learnt about Ashoka and his messages. Ashoka's edicts were all about kindness, peace and doing good for others. Today, I want you to think of one small act of kindness you can do for someone around you.

**COULD DO**   
5 MIN.

(Encourage the students to think and share their ideas. Select a few students to say what they will do.)

**Teacher:** Well done, everyone. You all have worked hard today. Keep up your great learning and spread kindness wherever you go. See you in the next class.

## worksheet 2

**Worksheet 2**

**A. Fill in the blanks with the correct words from the box.**

land    Mauryas    Bindusara    wooden    edicts

- The \_\_\_\_\_ established the first ever empire in the history of India.
- The Mauryas controlled more \_\_\_\_\_ than any previous dynasty.
- Ashoka became the ruler of the Mauryan empire after \_\_\_\_\_.
- Pataliputra was surrounded by a \_\_\_\_\_ wall.
- Ashoka issued \_\_\_\_\_ throughout his empire.

**B. Match the columns.**

Column A		Column B
1. Lord Buddha	•	• a. Chandragupta's son
2. Pataliputra	•	• b. first Mauryan ruler
3. Chandragupta Maurya	•	• c. Patna
4. Bindusara	•	• d. Ashoka
5. edicts	•	• e. Dhamma

**C. Write true or false.**

- Chandragupta Maurya was succeeded by his grandson, Ashoka. \_\_\_\_\_
- The capital of Ashoka's empire was Pataliputra. \_\_\_\_\_
- Ashoka fought the Kalinga War. \_\_\_\_\_
- The principles of Dhamma were inspired by the teachings of Lord Buddha. \_\_\_\_\_
- The edicts issued by Ashoka were placed only at two places in the empire. \_\_\_\_\_

**16**

**Teacher:** Now, let us move on to Worksheet 2. This worksheet includes different types of exercises. Where you will apply what you have learnt about Ashoka's rule and his messages.

**MUST DO**   
15 MIN.

**Teacher:** Look at the first section—here, you will fill in the blanks with the correct words from the box. Read carefully and pick the word that best fits the sentence.

## Differentiated Activity

**110 km/hr**

 How do governments today spread important messages? Write three similarities between Ashoka's edicts and modern public awareness campaigns (e.g., newspapers, social media).

**80 km/hr**

 Why do you think Ashoka chose to write his messages on rocks and pillars instead of other materials like paper or cloth?

**40 km/hr**

 What was Ashoka's capital city?

## Home Task

Find a kind message in your home (e.g., on a poster, book, or sticker) and write one sentence about what it means.

## Period 12

**Teacher:** Good morning, everyone. Before we begin today's lesson, let us take a few minutes to relax and refresh ourselves with some simple chair yoga asanas. These exercises will help us stay focused and energized.

**SHOULD DO**   
5 MIN.

1. Neck Stretch: Sit comfortably, place your hands on your knees and slowly tilt your head to the left and right. Feel the stretch in your neck.
2. Shoulder Rolls: Roll your shoulders forward and backward to release any tension.
3. Seated Forward Bend: Take a deep breath, extend your hands forward and try to touch your toes while staying seated.
4. Wrist and Finger Stretch: Stretch out your arms and rotate your wrists gently.
5. Deep Breathing: Take a deep breath in... and slowly breathe out. Let us repeat this three times.

**Teacher:** Wonderful. Now that we feel refreshed and relaxed, let us move on to today's activity.

### Worksheet 3

Worksheet 3

**A. Write one-word answers.**

1. An entity much larger than a kingdom and spread over a vast area: \_\_\_\_\_
2. The name for a series of kings belonging to the same family: \_\_\_\_\_
3. This was located in the centre of the city in Emperor Ashoka's empire: \_\_\_\_\_
4. The turning point in Ashoka's life: \_\_\_\_\_
5. Ashoka's messages were carved on rocks and these: \_\_\_\_\_

**B. Which of the following statements about the Mauryas are true? Tick (✓) the correct answers.**

1. They established the first ever empire in the history of India.
2. They controlled lesser land than any previous ruler or dynasty.
3. Under Chandragupta Maurya, the empire spread across the entire Indian subcontinent.
4. Ashoka became the emperor after Bindusara.
5. The capital of Ashoka's empire was Pataliputra.

**C. Which of the following emperors did not belong to the Mauryan dynasty? Tick (✓) the correct answers.**

1. Babur <input type="checkbox"/>	2. Ashoka <input type="checkbox"/>
3. Bindusara <input type="checkbox"/>	4. Shah Jahan <input type="checkbox"/>
5. Chandragupta Maurya <input type="checkbox"/>	

17

**Teacher:** I would like everyone to take out your workbooks and open it to page 17 and 18. We are going to solve Worksheet 3 and Worksheet 4, where we will practice what we have learnt about the empire Ashoka.

**Teacher:** First, let us start with Worksheet 3. I will give you some time to complete the one word answers, tick the correct answers.

(Discuss the worksheet with the students. Guide them as required.)

**MUST DO**

15 MIN.

### Worksheet 4

Worksheet 4

**A. Fill in the blanks with the correct words.**

1. The Mauryan dynasty ruled more than \_\_\_\_\_ years ago. (2000/7000)
2. Chandragupta Maurya was the \_\_\_\_\_ ruler of the Mauryan dynasty. (first/last)
3. A committee of \_\_\_\_\_ members looked after the administration of the city in Ashoka's empire. (30/50)
4. Ashoka ruled over a major part of India, except \_\_\_\_\_ (Kalinga/Kerala)
5. Ashoka built roads and \_\_\_\_\_ houses for the people. (rest/play)

**B. Write one-word answers.**

1. This is the Indian state/union territory where Kalinga lies today: \_\_\_\_\_
2. Ashoka wished to instill in people the spirit of this sentiment for elders: \_\_\_\_\_
3. The Ashokan edicts were placed either in markets or these places: \_\_\_\_\_
4. These were dug throughout the empire, post the Kalinga War: \_\_\_\_\_
5. These were built for people and animals by Emperor Ashoka: \_\_\_\_\_

**C. Which of the following statements about Emperor Ashoka's capital are incorrect? Tick (✓) the correct answers.**

1. The capital of Ashoka's empire was Patna.
2. The royal palace was located in the centre of the city.
3. The capital was surrounded by a steel wall to keep enemies away.
4. There were houses, temples, shops and marketplaces only in the city.
5. A committee of 30 members managed the administration of the city.

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**Teacher:** Great. Now, let us move on to Worksheet 4. Here, you will fill in the blanks (Discuss the worksheet with students. Guide them as required.)

**MUST DO**

20 MIN.

**Teacher:** Now that you have completed the worksheet, it is time for peer assessment. You will exchange your worksheet with a partner. Discuss the answers together and help each other. I will write the correct answers on the board, so you can check them after your discussion. (Walk around and support students as needed.)

### Differentiated Activity

**110 km/hr**



Do you think Ashoka's Dhamma policy would work in today's world? Write three points supporting or opposing this idea.

**80 km/hr**



List three reasons why Ashoka's empire was strong and successful.

**40 km/hr**



Fill in the Blanks:

- Ashoka ruled over the \_\_\_\_\_ Dynasty.
- His messages were written on \_\_\_\_\_.
- Dhamma taught people to be \_\_\_\_\_.

### Home Task

Cut out words or pictures from newspapers/magazines that relate to peace, kindness and good behaviour and make a collage.

## Learning Outcomes

The students will:

Domain	Development Area
Physical Development	<ul style="list-style-type: none"><li>engage in physical activities like yoga and kinaesthetic tasks to support concentration and focus.</li></ul>
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"><li>reflect on the values of kindness, empathy, non-violence and conflict resolution demonstrated by ashoka.</li></ul>
Cognitive Development	<ul style="list-style-type: none"><li>reflect on the values of kindness, empathy, non-violence and conflict resolution demonstrated by Ashoka.</li></ul>
Language and Literacy Development	<ul style="list-style-type: none"><li>improve vocabulary by learning new terms related to Ashoka's life and his teachings.</li></ul>
Aesthetic and Cultural Development	<ul style="list-style-type: none"><li>create visual representations (e.g., tree of values, Sanchi Stupa) to better understand Ashoka's legacy and cultural impact.</li></ul>
Positive Learning Habits	<ul style="list-style-type: none"><li>develop the habit of reflecting on personal actions through positive affirmations and engage actively in classroom discussions.</li></ul>

### Starry Knights

How do you rate your teaching this lesson? Could you use any new activity in addition to those mentioned here? please share.

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Reward yourself with a STAR.

