

Teacher's Guide



A Journey Along India's Ganges River

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Finds**

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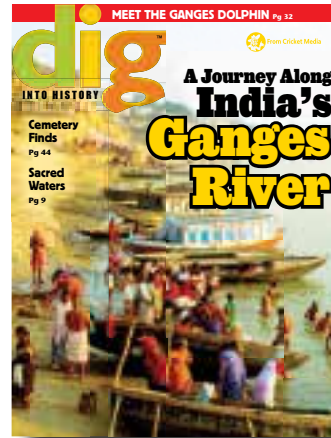
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OVERVIEW

*In this magazine, readers will learn about the sacred myths that surround the Ganges and the problems it faces today. **Dig: A Journey Along***

***India’s Ganges River** includes information about cities, geography, and religions associated with the river as well as pollution and water management issues.*

ESSENTIAL QUESTION:

How has the Ganges River impacted human life from ancient times to today?

We invite you to use this magazine as a flexible teaching tool, ideal for providing interdisciplinary instruction of social studies and science content as well as core literacy concepts. Find practical advice for teaching individual articles or use a mini-unit that helps your students make cross-text connections as they integrate ideas and information.

READ INDIVIDUAL ARTICLES PAGES 4 - 12

Each article in this magazine is well-suited for teaching literacy concepts and content area knowledge. For each individual article in this guide, you'll find the following:



TEACH A MINI-UNIT PAGES 14 - 16

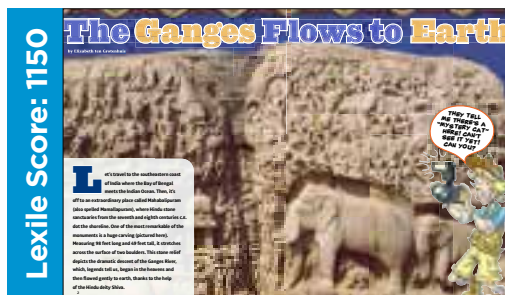
Magazine articles can easily be grouped to make cross-text connections and comparisons. Our Mini-Unit allows students to read and discuss multiple articles and integrate ideas and information (CCSS.Reading.9). Discussing multiple articles (CCSS.Reading.9) prepares students to write texts to share and publish in a variety of ways (CCSS.Writing.2).

Essential Question: How has the Ganges River impacted human life from ancient times to today?

MAGAZINE ARTICLES	CORE CONTENT CONCEPT	LITERACY SKILLS	CORRESPONDING CCSS ANCHOR STANDARDS
The Ganges Flows to Earth Expository Nonfiction	People's perspectives shape the historical sources they create.	<ul style="list-style-type: none"> Close Reading Determine Author's Purpose Interpret Visual Information Write a Persuasive Essay 	<i>Reading 1, 2, 3, 6 & 7</i> <i>Writing 1</i>
Let's Start at Gomukh Expository Nonfiction	People's perspectives impact the historical sources they create.	<ul style="list-style-type: none"> Close Reading Analyze Text Structure Analyze an Argument Write a Graphic Story 	<i>Reading 1, 2, 3, 5 & 8</i> <i>Writing 3</i>
Sacred Waters Expository Nonfiction	Environmental characteristics make places both similar and different from one another.	<ul style="list-style-type: none"> Close Reading Evaluate Word Choice Compare Themes Research and Write a Report 	<i>Reading 1, 2, 3, 4 & 9</i> <i>Writing 2</i>
A Place Called Home—for Millennia Expository Nonfiction	Environmental characteristics make places both similar and different from one another.	<ul style="list-style-type: none"> Close Reading Evaluate Word Choice Interpret Visual Information Write a Fictional Story 	<i>Reading 1, 2, 3, 4 & 7</i> <i>Writing 3</i>
Hinduism, the Buddha, and the Ganges Expository Nonfiction	Religious beliefs influence cultural development.	<ul style="list-style-type: none"> Close Reading Determine Author's Purpose Evaluate Evidence Present a Text 	<i>Reading 1, 2, 3, 6 & 8</i> <i>Speaking & Listening 4 & 6</i>
The Water's Gifts Expository Nonfiction	Cultural patterns and economic decisions influence environments and the daily lives of people.	<ul style="list-style-type: none"> Close Reading Analyze Text Structure Analyze Text Features Debate a Topic 	<i>Reading 1, 2, 3 & 5</i> <i>Speaking & Listening 1 & 3</i>
Bathed by the Ganges Expository Nonfiction	Cultural patterns and economic decisions influence environments and the daily lives of people.	<ul style="list-style-type: none"> Close Reading Determine Author's Purpose Compare Texts Write a Travel Brochure 	<i>Reading 1, 2, 3, 6 & 9</i> <i>Writing 2</i>
The Green Delta Expository Nonfiction	Cultural patterns and economic decisions influence environments and the daily lives of people.	<ul style="list-style-type: none"> Close Reading Interpret Figurative Language Analyze an Argument Conduct an Interview 	<i>Reading 1, 2, 3, 4 & 8</i> <i>Speaking & Listening 4 & 6</i>
Chariots of the Gods Expository Nonfiction	Cultural patterns and economic decisions influence environments and the daily lives of people.	<ul style="list-style-type: none"> Close Reading Determine Author's Purpose Interpret Visual Information Write a Letter 	<i>Reading 1, 2, 3, 6 & 7</i> <i>Writing 2</i>

Comparing Texts: *Reading 9*

Mini-Unit: *Reading 1, 2 & 3*



The Ganges River is said to have flowed from the heavens to earth. The gods helped soften its fall so the land below would be spared. This legend is depicted in a stone monument in Mahabalipuram.

ESSENTIAL QUESTION

How has the Ganges River impacted human life from ancient times to today?

CORE CONTENT CONCEPT

Social Studies People's perspectives shape the historical sources they create.

CROSS-CURRICULAR EXTENSION

English Language Arts Read trickster tales from many cultures and compare them.

KEY VOCABULARY

descent (p. 2) the act or process of going from a higher to a lower place or level

nestle (p. 4) to place (something) close to, next to, or within something

patron (p. 4) a person who gives money and support to an artist, organization, etc.

protrude (p. 4) to stick out

PREPARE TO READ

Show students images of statues and carvings that contain symbols. Explain the culture each came from and what the symbols represent. Ask if they can think of any other statues that are symbolic. The Statue of Liberty is one example.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- What can you infer about the people in India at the time of the carving? Which specific details in the text support your inferences? *CCSS Reading 1*
- How does the main idea of the myth relate to the main idea of the article? Define each main idea. *CCSS Reading 2*
- How does the author introduce and elaborate on the idea of the ascetic? Why is he important? Use details from the text within your answer. *CCSS Reading 3*

Craft and Structure

- **Determine Author's Purpose** What is the purpose of this article? Which details in the text helped you determine that purpose? *CCSS Reading 6*
- **Interpret Visual Information** Trace the images as suggested in the main text. Then look at the cartoon images presented. How do they contrast the stone images? What is their purpose? *CCSS Reading 7*

WRITING

Write a Persuasive Essay Look at the other figures represented in the stone carving. What do you think they symbolize? Write an essay to persuade your fellow students of your opinions.



The Ganges is significant in Hinduism because it represents the goddess Ganga who saved the sons of Sagara from the underworld by flowing down to earth and into the ocean's depths.

ESSENTIAL QUESTION

How has the Ganges River impacted human life from ancient times to today?

CORE CONTENT CONCEPT

Social Studies People's perspectives impact the historical sources they create.

CROSS-CURRICULAR EXTENSION

Science Why is the amount of a river's discharge important and what factors contribute to it?

KEY VOCABULARY

gaze (p. 8) to look at someone or something in a steady way and usually for a long time

immerse (p. 8) to put (something) in a liquid so that all parts are completely covered

penance (p. 8) something that you do or are given to do in order to show that you are sad or sorry about doing something wrong

PREPARE TO READ

Why are rivers important? List the names of famous rivers on the board and have students tell you where they are and what civilization surrounded each. Explain that most ancient civilizations were founded near major waterways and discuss why this occurred.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- What can you infer about the beliefs of Hinduism based on the information presented in the article? Cite details from the text to support your inferences. *CCSS Reading 1*
- What is the theme of this article? How does the story of the river illustrate the theme? *CCSS Reading 2*
- Make a chart showing the role each mythological being has in the story of the Ganges and how it is symbolized. (See chart on page 18.) *CCSS Reading 3*

Craft and Structure

- **Analyze Text Structure** How did the author choose to structure this article? How do the sections relate to one another? *CCSS Reading 5*
- **Analyze an Argument** How does the author show that the Ganges is the most sacred river in Hindu mythology? Is the evidence sufficient? *CCSS Reading 8*

WRITING

Write a Graphic Story Write a graphic version of the myth of the Ganges. Feel free to add details, including dialogue, that will make your version more interesting.



The Ganges brings food and electricity to millions, but flooding can also cause destruction.

ESSENTIAL QUESTION

How has the Ganges River impacted human life from ancient times to today?

CORE CONTENT CONCEPT

Social Studies Environmental characteristics make places both similar and different from one another.

CROSS-CURRICULAR EXTENSION

English Language Arts Study other stories from the *Vedas* and compare them to other myths you know.

KEY VOCABULARY

intertwine (p. 9) to be or become very closely involved with each other

replenish (p. 9) to fill or build up (something) again

PREPARE TO READ

Explain the weather patterns that cause monsoons. Show images of some of the devastation they cause. Ask students how people are likely affected by the monsoons.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- What does the title suggest about the article? Does the article achieve what the title suggests? Cite evidence from the text to support your answer. *CCSS Reading 1*
- Which paragraph contains the main idea for this article? What is that main idea? *CCSS Reading 2*
- Make a T-chart of the good and bad things that come from the Ganges. (See chart on page 19.) *CCSS Reading 3*

Craft and Structure

- **Evaluate Word Choice** What is meant by the term “river of India” and how does the author show this? Use details from the text to support your answer. *CCSS Reading 4*
- **Compare Themes** Does the theme of the opening quote differ from the theme of the main article? *CCSS Reading 9*

SPEAKING AND LISTENING

Research and Write a Report Research a topic related to the Ganges that is mentioned in the article and create a five-minute presentation to report on what you learned. Use multimedia elements if they are available.



The Ganges runs from the Himalayas down to the Gulf of Bengal. As it does, it passes sites where fossils of ancient animals and human artifacts have been found.

ESSENTIAL QUESTION

How has the Ganges River impacted human life from ancient times to today?

CORE CONTENT CONCEPT

Social Studies Environmental characteristics make places both similar and different from one another.

CROSS-CURRICULAR EXTENSION

Science Learn more about the history of primates. Study a clade diagram to see how you're related to the species mentioned in the article.

KEY VOCABULARY

delta (p. 12) a piece of land shaped like a triangle that is formed when a river splits into smaller rivers before it flows into an ocean

lush (p. 10) covered with healthy green plants

plateau (p. 11) a large, flat area of land that is higher than other areas of land that surround it

sustenance (p. 11) something (such as food) that keeps someone or something alive

PREPARE TO READ

Discuss the natural history of the region you are in. Ask students how they think this history affected the development of human cultures living in your region.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

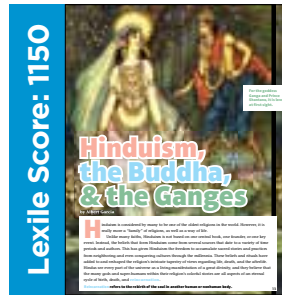
- How did the geography of India impact the development of civilizations there? Use details from the article to support your inferences. *CCSS Reading 1*
- Does the title of the article contain its main idea? Use details from the text to support your answer. *CCSS Reading 2*
- Draw a timeline of events mentioned in the article. Use it to trace the evolution of species in the region. *CCSS Reading 3*

Craft and Structure

- **Evaluate Word Choice** List the specific words and phrases the author uses to show there isn't enough information available to form accurate conclusions about past events. Why is this important? *CCSS Reading 4*
- **Interpret Visual Information** Study the images that accompany the text. Note which elements of the text each illustrates. What other images might have helped make this text more comprehensible? *CCSS Reading 7*

WRITING

Write a Fictional Story Imagine what it was like to live along the Ganges in ancient times. Use details from the text, information gathered in further research, and your own imagination to write a story about an event that may have happened in the region.



The area around the Ganges gave birth to not one but two religions. Both Hinduism and Buddhism are ways of life more than simple belief systems.

ESSENTIAL QUESTION

How has the Ganges River impacted human life from ancient times to today?

CORE CONTENT CONCEPT

Social Studies Religious beliefs influence cultural development.

CROSS-CURRICULAR EXTENSION

Art The Buddha is often depicted in sculptures. Study images of some and create your own.

KEY VOCABULARY

deliverance (p. 15) the state of being saved from something dangerous or unpleasant

enlighten (p. 15) to give knowledge or understanding to (someone)

manifestation (p. 13) one of the forms that something has when it appears or occurs

yearn (p. 14) to feel a strong desire or wish for something or to do something

PREPARE TO READ

Where does religion come from? Have the previous sentence available as a prompt. Be sure to note that you aren't asking about a specific religion, but rather, religion in general. Have students write journal entries in an attempt to answer the question.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- What can you infer about Shantanu's personality from his behavior? Cite details from the text to support your inferences. *CCSS Reading 1*
- The main idea of this article is that the two religions are connected to the river. How does this help illustrate the main themes? *CCSS Reading 2*
- How is Buddhism related to Hinduism? Use details from the text to support your answer. *CCSS Reading 3*

Craft and Structure

- **Determine Author's Purpose** Why did the author present this text? Which specific ideas helped you determine the purpose? *CCSS Reading 6*
- **Evaluate Evidence** Does the author sufficiently support the statement that both religions are more "ways of life than structured faith"? Use details from the text to support your answer. *CCSS Reading 8*

SPEAKING AND LISTENING

Present a Text Read quotes of Buddha and interpret them for your audience. Consider both what Buddha may have meant and a more modern meaning in your interpretations.



The Ganges is being polluted due to industrial runoff and overuse of the surrounding lands. Silt is building up, making the river shallower. There has been some progress in solving these problems in other rivers, but the fate of the Ganges is uncertain.

ESSENTIAL QUESTION

How has the Ganges River impacted human life from ancient times to today?

CORE CONTENT CONCEPT

Social Studies Cultural patterns and economic decisions influence environments and the daily lives of people.

CROSS-CURRICULAR EXTENSION

Ecology Learn how other rivers have been cleaned up and decide whether you think the methods would work on the Ganges and why.

KEY VOCABULARY

contaminate (p. 18) to make (something) dangerous, dirty, or impure by adding something harmful or undesirable to it

divert (p. 19) to change the direction or use of (something)

keel (p. 19) a long piece of wood or metal along the center of the bottom of a boat

PREPARE TO READ

Use a model to demonstrate the effects of flooding. Explain that human actions can contribute to flooding. Ask students to hypothesize some of the ways humans may have contributed to the flooding of the Ganges.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

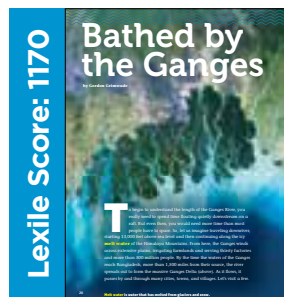
- Analyze the title. What does it suggest about the content of the article? Why might this title have been chosen? *CCSS Reading 1*
- What is the main idea of each section? Use those main ideas to write a summary of the article. *CCSS Reading 2*
- Use the fishbone diagram on page 20 to note the causes of problems in the river, their effects, and possible solutions. *CCSS Reading 3*

Craft and Structure

- **Analyze Text Structure** This text is organized into very short sections. Why might this structure have been used? What impact does it have on the reader? Cite details from the text to support your answer. *CCSS Reading 5*
- **Analyze Text Features** Read the captions that accompany the images. What information do they add and how do they complement the main text? What effect do they have on the reader? *CCSS Reading 5*

SPEAKING AND LISTENING

Debate a Topic What is the worst source of problems for the Ganges? Debate this topic with a classmate. Once you have come to a conclusion, debate the topic with someone who has a different view than either of you held.



Many cities along the Ganges have historical or religious significance and some play important roles today.

ESSENTIAL QUESTION

How has the Ganges River impacted human life from ancient times to today?

CORE CONTENT CONCEPT

Social Studies Cultural patterns and economic decisions influence environments and the daily lives of people.

CROSS-CURRICULAR EXTENSION

Science Research the plight of elephants in India today and write a short essay explaining how the relationship with humans has impacted the species.

KEY VOCABULARY

eon (p. 21) a very long period of time

infamous (p. 25) well-known for being bad

pilgrimage (p. 22) a journey to a holy place

significance (p. 26) the quality of being important

PREPARE TO READ

Why are some cities more important than others? Show images of a variety of cities and ask students to rate their importance on a scale of one to five. Have them justify their ratings. As they read, encourage students to rate each city referenced in the text.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- What opinions does the author express? What do they suggest about him? Cite each along with your conclusions. *CCSS Reading 1*
- Is the main idea in the introduction or conclusion of the text? Locate details in the text to support your answer. *CCSS Reading 2*
- Make a chart that shows the important events that occurred in each city, its location, and why it's important today. (See chart on page 21.) *CCSS Reading 3*

Craft and Structure

- **Determine Author's Purpose** How does the author present both points of view about the river's pollution in the section on Varanasi? What does this suggest about the purpose of the text? *CCSS Reading 6*
- **Compare Texts** Read "Kumbha Mela" on page 25. Compare the information presented about Haridwar in this and the main text. Write a paragraph explaining the similarities and another explaining the differences. *CCSS Reading 9*

WRITING

Write a Travel Brochure Select a city mentioned in the article and use details in the text and information and images from further research to create a brochure encouraging others to visit the city you chose.



Climate change and pollution are having a negative impact on farming in the Ganges delta region.

ESSENTIAL QUESTION

How has the Ganges River impacted human life from ancient times to today?

CORE CONTENT CONCEPT

Social Studies Cultural patterns and economic decisions influence environments and the daily lives of people.

CROSS-CURRICULAR EXTENSION

Science Learn more about the effects of climate change and what you can do to prevent further damage to global ecosystems.

KEY VOCABULARY

ferocious (p. 31) very fierce or violent

statistic (p. 31) a number that represents a piece of information (such as information about how often something is done, how common something is, etc.)

PREPARE TO READ

Ask students to imagine they live on a coastline, where the sea level is rising each year. What challenges would the rising sea level present to their way of life? How might they deal with these challenges?

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Study the images and captions. Use them to predict what the article will be about and then check your predictions as you read. *CCSS Reading 1*
- What is the central concept in this text and how does the author develop it? Cite specific details to support your answer. *CCSS Reading 2*
- How is climate change affecting the river delta? Use details from the text to support your answer. *CCSS Reading 3*

Craft and Structure

- **Interpret Figurative Language** What is meant by the term “green” in Green Delta? Use details from the text to support your answer. *CCSS Reading 4*
- **Analyze an Argument** How does the author support the idea that the story is sad? Is the evidence relevant and sufficient? *CCSS Reading 8*

SPEAKING AND LISTENING

Conduct an Interview Interview a senior citizen about changes to weather patterns that have occurred over the past half century. Determine whether your interview subject believes these are due to climate change or another source.



The Ganges River Dolphin is challenged by hazards from pollution to dams that inhibit its movements.

ESSENTIAL QUESTION

How has the Ganges River impacted human life from ancient times to today?

CORE CONTENT CONCEPT

Social Studies Cultural patterns and economic decisions influence environments and the daily lives of people.

CROSS-CURRICULAR EXTENSION

Science Learn how the dolphins' echo-sounder "vision" functions and what factors may have made it advantageous from an evolutionary perspective. Determine if those factors have changed.

KEY VOCABULARY

adapt (p. 32) to change something so that it functions better or is better suited for a purpose

murky (p. 32) very dark or foggy

severe (p. 32) very harsh

PREPARE TO READ

Post a list of endangered species and explain the pressures on each. Allow students to add their own knowledge and experiences. Include the Ganges River Dolphin on the list.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- What evidence supports the inference that the dolphins' plight may worsen? Do you agree with this inference? *CCSS Reading 1*
- What is the main idea of this text and how does the author introduce and develop it? Cite details from the text to support your answer. *CCSS Reading 2*
- Use the Cause-Effect Chart on page 22 to help you visualize the plight of the Ganges River Dolphin. *CCSS Reading 3*

Craft and Structure

- **Determine Author's Purpose** Why did the author write this article? Which specific details in the text helped you determine this purpose? *CCSS Reading 6*
- **Interpret Visual Information** What is the tone of the illustration that accompanies the text? What impact does this tone have on the reader? How does it affect your understanding of the article? *CCSS Reading 7*

WRITING

Write a Letter Write a letter to a government official in India expressing your feelings about the dolphins and what you hope India will do to help save them.

CROSS-TEXT CONNECTIONS

SYNTHESIZE: Guide students to compare articles they read. Help students find the connections between pieces of information in multiple articles. Use prompts, such as the following examples, to have students work together to **Integrate Ideas and Information** (*CCSS.Reading.9*).

- Compare the telling of the myth of the river in “The Ganges Flows to Earth” and “Let’s Start at Gomukh.” Write a paragraph highlighting the differences in the two versions.
- Read a variety of articles to determine the role of each god in the Hindu pantheon. Make a chart of this information. (See chart on page 23.)
- Refer to a variety of articles to learn about problems facing the river. Outline each problem, its causes, its effects, and possible solutions, where available. If you completed the fishbone diagram on page 20, use it as a starting point for your outline.
- Trace the course of the Ganges on a map and note the locations mentioned in the issue. Use a topographical map to develop a better understanding of the river’s flow.
- What is the role of the river in Hinduism? Gather information from most of the articles to help you write a summary of material that answers this question.
- Read “A Place Called Home—for Millennia,” “The Water’s Gifts,” “The Green Delta,” and “Chariots of the Gods” to get a sense of the natural history of the Ganges. Write a paragraph explaining what the river may have been like in ancient times and one that shows how each ecosystem has changed.

EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

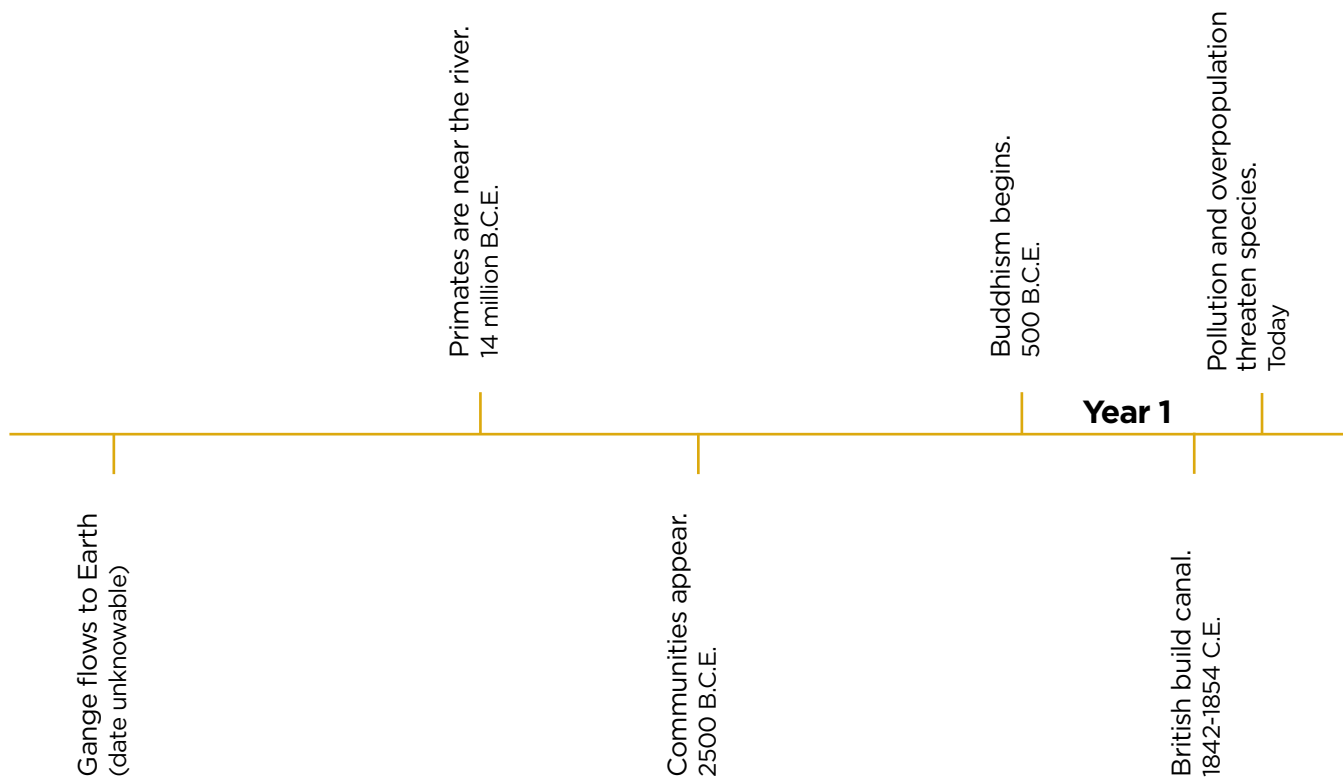
The Ganges is one of the world's most important rivers. It's central to two major religions and supports over a billion people, but it is suffering. In this Mini-Unit, your students will look at how the river has changed through time, but they will look through the eyes of the gods in the Hindu pantheon. They will explore perspective by writing a letter from one of the gods to someone in India today and by writing a response from that person.

ENGAGE

READ FOR A PURPOSE

APPLY

ENGAGE: Engage students in the topic of the Ganges by asking students to consider how the Ganges has developed from the pristine river of ancient times to the river we see today. Show students the timeline below. Review the events. Ask what the students think the river was like when the goddess flowed. Lead into a discussion of the goddess's possible opinions of events that followed.



**READ FOR A PURPOSE**

INTRODUCE THE ACTIVITY: Letters from the Gods Tell the students the story of the blind men and the elephant. Use this to illustrate the importance of point of view or perspective. Our experiences determine how we see the world. Further demonstrate this by having students look at an object from different locations in the room and describe what they see.

Tell the students they will write two letters from different perspectives. One will be a letter from a god or goddess expressing feelings and ideas about the Ganges River today and the other will be a response to the letter a classmate (Hindu god) wrote. Both letters will be business letters. Use the Business Letter Template on page 17 to review the parts of a business letter and share examples so students can familiarize themselves with appropriate language and style for their letters. Explain that many letters follow a similar format in which the first paragraph explains the reason for writing, the body paragraphs elaborate on those reasons and express what you hope the other person will do in response, and the final one thanks them for their actions even though they have not acted yet. Show some letters that include a letterhead or follow other structures so students will understand there is variety.

Explain that the purpose of the gods' letters is to convince modern people to fix problems with the river. The students can decide which problems to include and how they'd like those problems to be addressed. Decide how many facts about the river and Hinduism will have to be included in the letters.

As an extension, point out that a lot of business communication today is carried out via email, but that mailed letters still play a role. Help students understand when postal mail may be more appropriate than email and why.

RETURN TO THE TEXT: Explain to students that before they can write their letters, they must gather information to help them understand the possible perspectives of the gods and people about the current plight of the river. Explain that "The Ganges Flows to Earth," "Let's Start at Gomukh," "Hinduism, the Buddha, and the Ganges," "Bathed by the Ganges," and "Chariots of the Gods" contain material about Hindu gods and goddesses. Have the students read these articles first to develop an understanding of the gods' relationships with the river and place in the pantheon. They may use the article pages to guide their study and take notes as they decide which god's point of view they'll write from.

"The Water's Gifts" and most of the articles that follow it contain information about the modern conditions and uses of the river while tracing its flow. "A Place Called Home—for Millennia" explains the natural history of the region. These can be used to develop the perspective for the responding letter and provide a better understanding of why the gods might choose to write. Again, suggest that the students use the article pages or take notes.





APPLY

LETTERS FROM THE GODS: Now that students have revisited the text and gathered information about Hindu gods and goddesses, they are ready to write their letters.

STEP 1: Plan

Have students decide which god's perspective they will write from and who they will write to. Potential recipients are listed in the box on the right. Remind them to consider which problems they want solved as they decide. They must put themselves in the gods' shoes before they write. Have them compile the notes they hope to refer to in their letters.

STEP 2: Draft

Once students have gathered their information and selected a perspective, instruct them to use the Business Letter Template to write their rough drafts. Students may create fictitious names, job titles, and addresses for the recipients and gods. Remind them to include the reasons for writing, any background the recipient may need, the hoped-for results, and an expression of appreciation.

Use a peer review process to workshop the drafts, but be sure to keep notes on which students review the work. You'll want to distribute completed letters to students who haven't seen them before when it's time to write responses.

POTENTIAL RECIPIENTS

- Government officials at all levels
- Media outlets
- Boat pilots
- Religious leaders
- Factory owners
- Scientists
- Wildlife experts
- Citizens

STEP 3: Revise and Edit

Have students revise and create a final copy.

STEP 4: Exchange

Collect the final drafts and distribute them to other students. Allow time for these students to read the drafts and return to the issue in order to compose their letters in response. Consult with students about possible responses to the letters.

STEP 5: Respond and Publish

Repeat steps two and three above for the response letters. Publish each letter with its response in a book or on a bulletin board.





NAME: _____

BUSINESS LETTER TEMPLATE

Sender's address: _____

Sender's email: _____

Date: _____

Recipient's name: _____

Recipient's job title: _____

Recipient's address: _____

Salutation: _____

First Body Paragraph: Why you're writing. (Introduction)

Middle Body Paragraphs: Supporting details. The response you'd like to see.

Final Body Paragraph: Conclusion and thank you.

Closing, _____

(Signature here) _____

Name of sender _____

Sender's title _____

Company name _____



NAME: _____

MYTHOLOGICAL ROLES

Being	Role in the Myth	Symbolized By

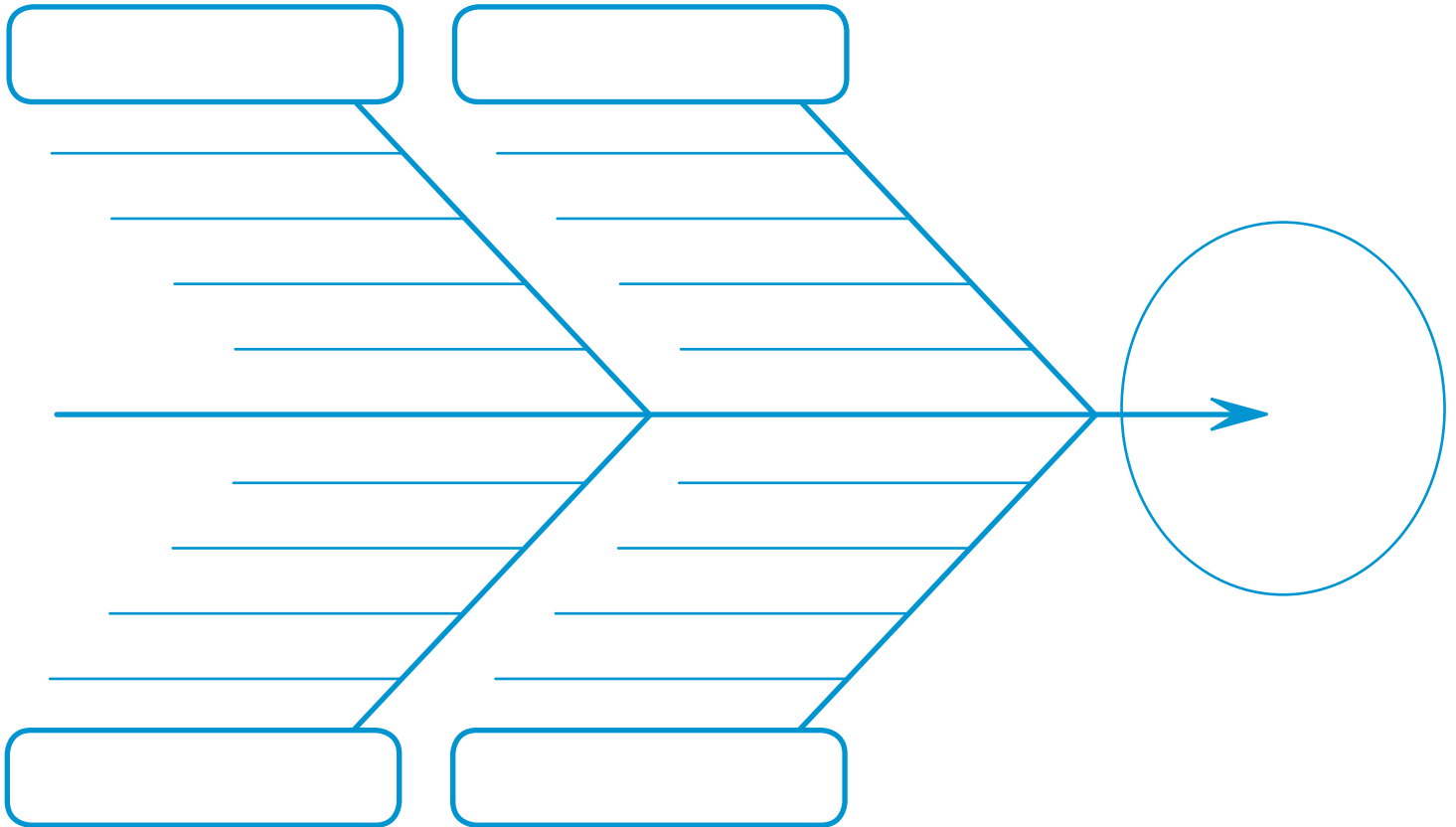
NAME: _____

T-CHART: THE GANGES

POSITIVES	NEGATIVES

NAME: _____

FISHBONE DIAGRAM



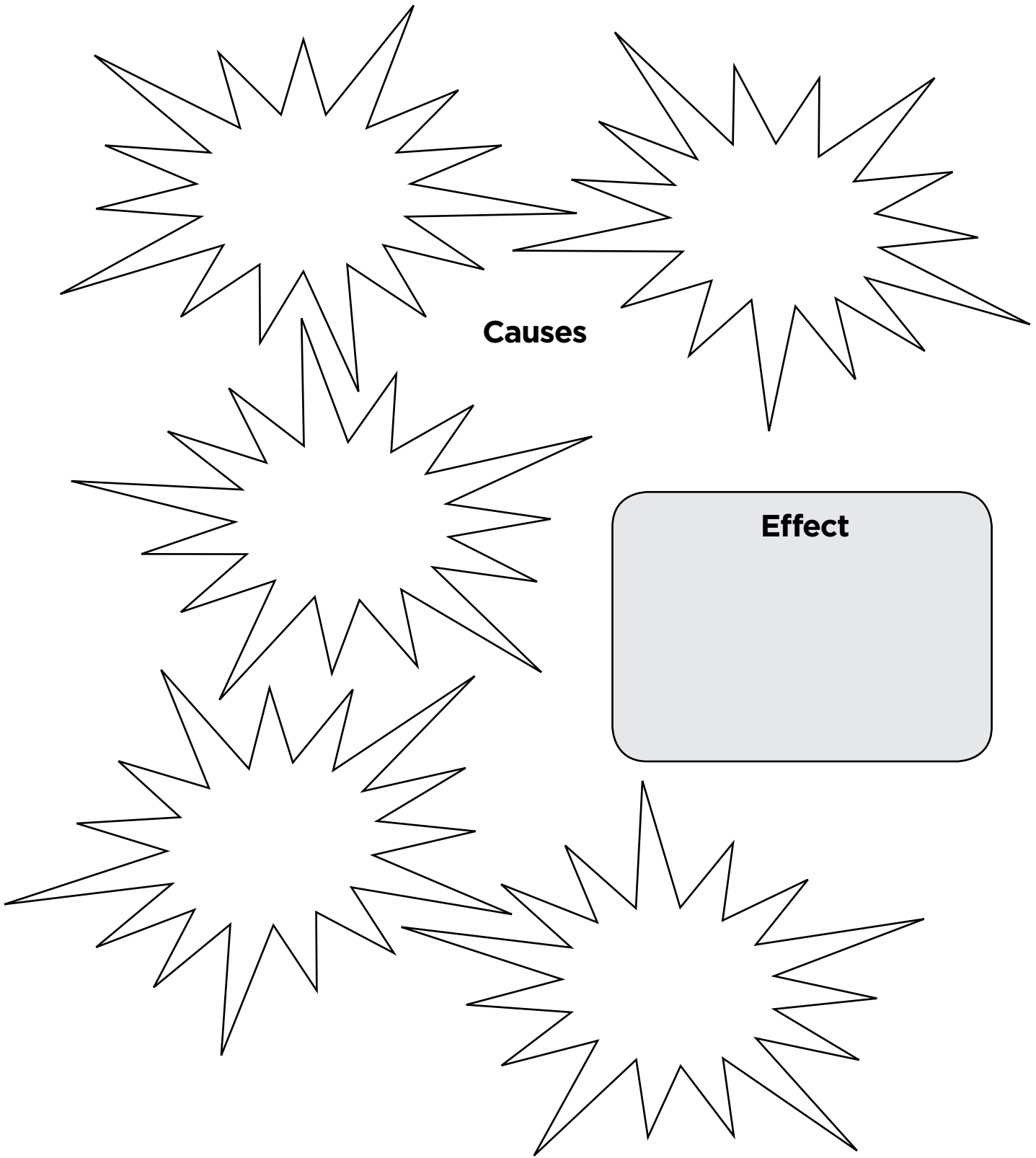
NAME: _____

GANGES CITIES

City	Past Importance	Importance Today	Location

NAME: _____

CAUSE-EFFECT: MULTIPLE CAUSES



NAME: _____

CHART OF THE GODS AND GODDESSES

Name	Role

Meeting State and National Standards: Core Instructional Concepts

The articles in this magazine provide a wealth of opportunities for meeting state and national instructional standards. The following pages contain charts listing Core Instructional Concepts for each of three curricular areas: English Language Arts, Science, and Social Studies.

USING THE STANDARDS CHARTS

ELA

Corresponding CCSS anchor standards have been listed next to each item on the Core Instructional Concepts chart. To customize the chart, add your own grade, state, or district standards in the last column. Match the concepts and standards from the chart to the activities on each page of the Teacher's Guide to complete your lesson plans.

SOCIAL STUDIES

Content Concepts in each Article Guide are based on Dimension 2 of the CS Framework for Social Studies: Applying Disciplinary Concepts and Tools. Use the last column in the accompanying chart to correlate these concepts to your state or district standards.

SCIENCE

Content Concepts in each Article Guide are drawn from the Three Dimensions of the Next Generation Science Standards. You will also find connections to these concepts within individual close-reading questions.

MATH

Content Opportunities for math activities are provided in the Cross-Curricular extensions on each Article Guide page.

CORE INSTRUCTIONAL CONCEPTS: READING, LITERATURE, AND LANGUAGE ARTS

SKILLS AND CONCEPTS	CCSS ANCHOR STANDARD	CORRESPONDING STANDARD
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KEY IDEAS AND DETAILS

Read closely to determine what a text says explicitly.	Reading 1	
Make logical inferences to determine what the text communicates implicitly.	Reading 1	
Cite specific textual evidence to support conclusions drawn from the text.	Reading 1	
Determine central ideas or themes of a text and analyze their development.	Reading 2	
Summarize key supporting details and ideas.	Reading 2	
Analyze how individuals, events, and ideas develop and interact over the course of a text.	Reading 3	

CRAFT AND STRUCTURE

Interpret words and phrases as they are used in a text.	Reading 4	
Determine technical, connotative, and figurative meanings.	Reading 4	
Analyze how specific word choices shape meaning or tone.	Reading 4	
Analyze the structure of texts (sequence, cause/effect, compare/contrast, problem/solution)	Reading 5	
Recognize the genre, key elements, and characteristics of literary texts.	Reading 5	
Assess how point of view or purpose shapes the content and style of a text.	Reading 6	
Analyze how an author's style and tone affects meaning.	Reading 6	

INTEGRATION OF KNOWLEDGE AND IDEAS

Integrate and evaluate content presented in diverse media and formats.	Reading 7	
Identify and evaluate the argument and claims in a text.	Reading 8	
Analyze how two or more texts address similar themes or topics.	Reading 9	

WRITING

Write arguments to support claims, using valid reasoning and relevant and sufficient evidence.	Writing 1	
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately.	Writing 2	
Write narratives to develop real or imagined experiences or events.	Writing 3	
Draw evidence from literary or informational texts to support analysis, reflection, and research.	Writing 9	
Conduct short as well as more sustained research projects.	Writing 10	



CORE INSTRUCTIONAL CONCEPTS: SOCIAL STUDIES

**C3 INQUIRY ARC
DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS**

**STATE OR
DISTRICT
STANDARD**

CIVICS

Analyze the origins, functions, and structure of different governments and the origins and purposes of laws and key constitutional provisions.	
Summarize core civic virtues and democratic principles .	
Evaluate policies intended to address social issues.	

ECONOMICS

Evaluate the benefits and costs of individual economic choices .	
Analyze economic incentives , including those that cause people and businesses to specialize and trade.	
Explain the importance of resources (i.e. labor, human capital, physical capital, natural resources) in methods of economic production .	
Explain the functions of money in a market economy.	
Explain the importance of competition in a market economy.	
Apply economic concepts (i.e. interest rate, inflation, supply and demand) and theories of how individual and government actions affect the production of goods and services .	
Analyze economic patterns , including activity and interactions between and within nations.	

GEOGRAPHY

Construct and use maps and other graphic representations (i.e. images, photographs, etc.) of different places.	
Explain cultural influences on the way people live and modify and adapt to their environments.	
Analyze places, including their physical, cultural and environmental characteristics and how they change over time.	
Analyze movement of people, goods, and ideas .	
Analyze regions, including how they relate to one another and the world as a whole from a political, economic, historical, and geographic perspective.	

HISTORY

Interpret historical context to understand relationships among historical events or developments .	
Evaluate historical events and developments to identify them as examples of historical change and/or continuity .	
Analyze perspectives , including factors that influence why and how individuals and groups develop different ones.	
Evaluate historical sources , including their reliability, relevancy, utility, and limitations.	
Analyze causes and effects , both intended and unintended, of historical developments.	



CORE INSTRUCTIONAL CONCEPTS: SCIENCE

DIMENSION 1: SCIENTIFIC AND ENGINEERING PRACTICES

Dimension 1 focuses on the practice of science, and how knowledge is continually adapted based on new findings. The eight practices of the K-12 Science and Engineering Curriculum are as follows:

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

DIMENSION 2: CROSSCUTTING CONCEPTS

Dimension 2 provides an organizational schema for integrating and interrelating knowledge from different science domains. The eight NGSS Crosscutting Concepts are as follows:

- Patterns
- Similarity and Diversity
- Cause and Effect
- Scale, Proportion, and Quantity
- Systems and System Models
- Energy and Matter
- Structure and Function
- Stability and Change

DIMENSION 3: DIMENSIONS AND DISCIPLINARY CORE IDEAS

Dimension 3 presents a contained set of Disciplinary Core Ideas to support deeper understanding and application of content. The following chart details Core Ideas for curriculum, instructional content, and assessments within four domains.

LIFE SCIENCE

- Structure and Function of Living Things
- Life Cycles and Stages
- Reproduction & Inherited Traits
- Animals
- Plants

PHYSICAL SCIENCE

- Forces and Interactions
- Energy
- Light
- Sound
- Electricity/ Magnetism
- Matter
- Waves
- Heat
- Chemistry
- Information Processing

EARTH SCIENCE

- Weather
- Climate
- Rocks & Soil
- Erosion and Weathering
- Landforms
- Water
- Oceans
- History of Earth
- Plate Tectonics
- Volcanoes, Earthquakes, and Tsunamis

SPACE SYSTEMS

- Solar System
- Planets
- Moon
- Sun

