

# LONG AGO IN INDIA

## Workbook

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## NOTE TO THE SUNDAY SCHOOL TEACHER

The workbook is a supplement to the reader "Long Ago in India." Its main purposes are to help the student recall facts and do inductive thinking.

A single lesson does not have to be completed each Sunday because the lessons have been divided according to subject matter rather than the length of the reading selections. There are lessons covering as many as five chapters while others cover only one. It is best to pace the lessons according to the ability of the students. Going over the contents of the reader and the workbook before giving assignments will help the Sunday school teacher to anticipate questions and problems.

### Each lesson has four parts:

- I. Vocabulary -- Selection of words is based on the difficulty a fourth grader may have in pronouncing or understanding the meaning of the words. Capable students may go ahead without the vocabulary introduction.
- II. Questions -- The questions are guidelines giving students an idea of the chapter. They may be used to prepare the class before reading the text or to discuss the contents after reading the selection.
- III. Written Work -- Students should be encouraged to do the puzzles and questions as best as they can. Pressures often lead to negative attitudes therefore, are often avoided. Discuss the fact that errors are not important and that we often learn from them. Answers are included at the end of the book for self-correcting purposes.
- IV. Enrichment -- Extra activities are included for ambitious students. The thought questions and puzzles may challenge them.

Evaluation is an essential part of learning. Using the latter part of the period to discuss the lesson is just as important as the actual work period.

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## OBJECTIVES

- I. Understandings:
  - A. The events in the life of Gautama Buddha.
  - B. Buddha's wisdom and compassion as he taught it to the Sangha.
  - C. A little of the historical background of India during the time of the Buddha; Buddhism 2,500 years ago.
  
- II. Appreciations:
  - A. Become aware of the Buddha's wisdom and compassion.
  
- III. Skills:
  - A. Use questions as guidelines for reading and/or discussing.
  - B. Provide student with opportunity to do classwork on his own.
  - C. Give the capable student the opportunity to do enrichment activities and questions.
  - D. Use exercises to help students remember the life of Gautama Buddha through:
    1. skimming for information
    2. recalling facts
    3. distinguishing between true and false facts
    4. pointing out similarities and differences
    5. locating relevant ideas
    6. choosing main ideas in paragraphs and in chapters
    7. placing events in the correct chronological order
    8. drawing conclusions
    9. formulating opinions

## LESSON I

### "Languages of Ancient India"

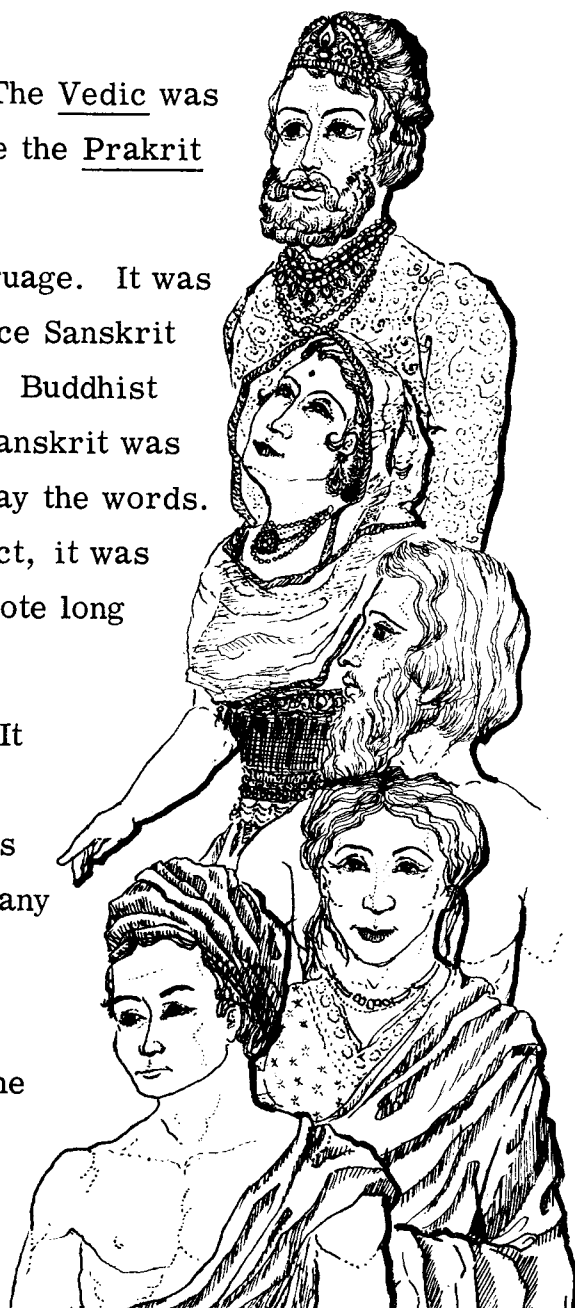
Long ago, India was a land of many differences. There were many kingdoms throughout the country. Each kingdom had very rich people, who took care of the religion or ruled the land, and the poor people. Because of these differences, India had several languages.

There were two main languages. The Vedic was spoken by the rich, educated people while the Prakrit was used by the poor.

Sanskrit was one kind of Vedic language. It was used by the learned men and rulers. Since Sanskrit was the languages of the educated people, Buddhist monks used it to study the scriptures. Sanskrit was a difficult language. It was not easy to say the words. The grammar was hard to master. In fact, it was so complicated that people sometimes wrote long sentences that filled two or three pages.

Most of the people spoke Prakrit. It was used everyday because it was easier to speak than Sanskrit. The grammar was simple to understand. Pāli was one of many Prakrit languages. It was used by the Sthaviravādin monks.

Today, we often see words that come from Sanskrit (Vedic) and Pāli (Prakrit) languages in Buddhist books. That is why the different spellings often confuse us.



## PALI AND SANSKRIT WORDS

### REFERENCE

(The following exercise may be used by the students.)

### PRONUNCIATION KEY

The vowels are sounded as in the key words:

a = ũp	u = lōók	au = ou as in out
ā = fār	ū = tōol	
i = ĩs	e = āpe	
ī = ēven	o = gō	

A general rule to remember in pronouncing consonants is that they should be sounded out separately even when they occur in succession. The consonants are mostly as in English:

- 'g' as in garden
- 'c' is like 'ch' as in church
- 'j' as in join
- 's' as in sat
- 'ś' is like 'sh' as in shore

The aspirates are pronounced separately as:

'kh' in inkhorn (k·h)	'dh' in madhouse (d·h)
'th' in hothouse (t·h)	'bh' in abhor (b·h)
'ph' in uphill (p·h)	'ṛ' as in mother
'gh' in loghouse (g·h)	

### SANSKRIT PRACTICE WORDS

Bodhisattva	( bō d·hi sut' tvu )	Māgadha	( mā gu' d·hu )
Buddha	( bōod' d·hu )	Nirvāṇa	( nīr vā' nu )
Dharma	( d·hur' mu )	Rājagṛha	( rā ju gr·hu )
Gautama	( gou' tu mu )	Śuddhodana	( shōod d·hō du' nu )
Kanthaka	( kun t·hu' ku )	Yaśodharā	( yu shō d·hu' rā )

TEACHER REFERENCE

PALI - SANSKRIT EQUIVALENTS

<u>Pāli</u>	<u>Sanskrit</u>	<u>Pāli</u>	<u>Sanskrit</u>
Ajātasattu	Ajātaśātru	Magadha	----
Ānanda	----*	Mahāpajāpati	Mahāprajāpati
Anāthapiṇḍika	Anāthapiṇḍada	Mallā	----
Bimbisāra	----	Moggallāna	Maudgalyāyāna
Bodhisatta	Bodhisattva	Māyā	----
Buddha	----	Nerañjarā	Nairañjanā
Devadatta	----	Nibbāna	Nirvāna
Dhamma	Dharma	Rāhula	----
Gayā	----	Rājagaha	Rajagṛha
Gotama	Gautama	Sakya	Śakya
Jeta	----	Sakyamuni	Śakyamuni
Jetavana Vihāra	----	Sangha	----
Kamma	Karma	Sāriputta	Śāriputra
Kanthaka	----	Sāvattī	Śrāvastī
Kapilavatthu	Kapilavaṣṭu	Siddhattha	Siddhārtha
Koli	----	Suddhodana	Śuddhodana
Kosala	----	Sutta	Sūtra
Kusinagara	Kuśinagara	Uruvelā	Uruvilvā
Lumbinī	----	Veḷuvana	Venuvana
		Vesāli	Vaiśālī
		Yasodharā	Yaśodharā

Refer: The Gospel of Buddha- Glossary of Names and Terms, page 271.

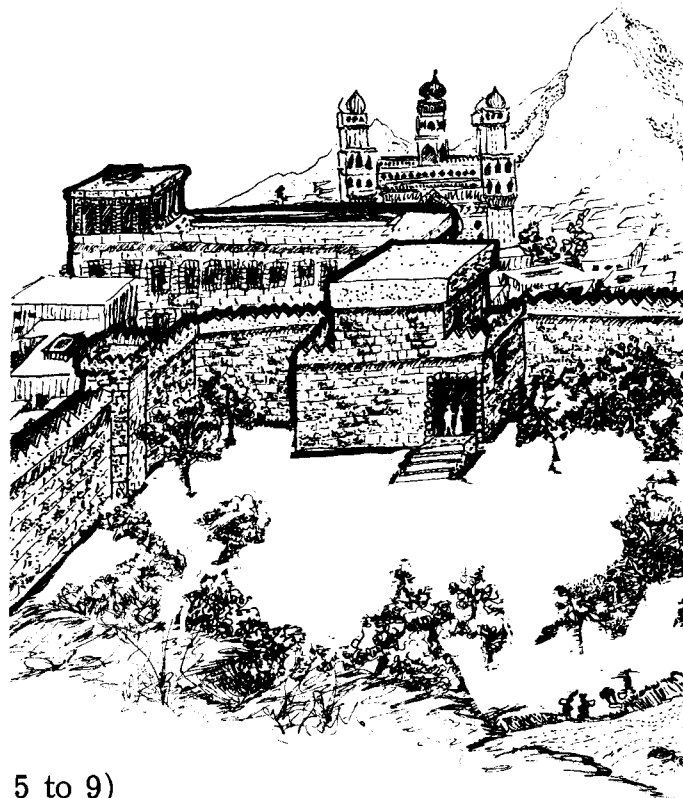
\* (---- same as in Pāli)

## LESSON II

### "India Long Ago"

#### I. VOCABULARY

Gautama (7)  
Hanamatsuri (7)  
celebrate (7)  
India (8)  
raja (8)  
banished (8)  
summits (8)  
Himalaya (8)  
Kapilavastu (8)  
Rohini (8)  
Potala (8)  
Sakya (9)  
Koli (9)  
Suddhodana (9)  
Maya (9)



#### II. READ Introduction (pages 5 to 9)

1. Who are we calling when we say "Namu Amida Butsu"?
2. Why did the king banish his sons?
3. How did the city get its name?
4. What does "Sakyas" mean?

#### III. ACTIVITIES

##### PEOPLE TO REMEMBER

Match the names with the descriptions. Write your choice to the left of the number.

- |                        |  |
|------------------------|--|
| ___ 1. King of Potala  | a. first man who taught us about Amida Buddha        |
| ___ 2. Maya            | b. Father of Gautama Buddha                          |
| ___ 3. Amida Buddha    | c. father who sent four sons away                    |
| ___ 4. Sakyas          | d. the unchanging Buddha who is always with us       |
| ___ 5. Kapila          | e. the "daring"                                      |
| ___ 6. Gautama Buddha  | f. Queen of Kapilavastu                              |
| ___ 7. King Suddhodana | g. Holy man who suggested that the sons build a city |



## INDIAN GEOGRAPHY

Use the following words to fill in the blanks.

ARABIAN SEA	KAPILAVASTU
BAY OF BENGAL	KOLI
HIMALAYA	POTALA
INDIA	ROHINI

1. Long ago, Gautama Buddha lived in the country of

1 2 3 4 5.

2. The four brothers left the kingdom of

6 7 8 9 10 11.

3. The name "

12 13 14 15 16 17 18 19 20 21 22"

meant "Soil of Kapila".

4. The princes settled near the

23 24 25 26 27 28 29 30

Mountains.

5. The

31 32 33 34 35 36

River flowed through the settlement.

6. The city of

37 38 39 40

was opposite the city of Kapilavastu.

7. The two bodies of water that surrounded the southern part of India

were the

41 42 43 44 45 46 47 48 49 50

and the

51 52 53 54 55 56 57 58 59 60 61.

Now use the numbers below the letters to figure out this code.

58 46 25 22 9 25 40 3 30 56 22 21 20 22

#### IV. ENRICHMENT

1. What is the difference between Amida Buddha and Gautama Buddha ?
2. Why did the sons build the city near the Rohini River ?  
How many reasons can you list ?  
(Remember that the river plays an important part in starting a city.)





## LESSON III

### "Birth of a Prince"

#### I. VOCABULARY

rejoiced (11)  
predicted (11)  
Lumbini Garden (13)  
numerous (13)  
memorable (14)  
marvelous (14)  
Siddhartha Gautama (15)

#### II. READ Chapters 1, 2, and 3 (pages 11 through 15)

##### Chapter 1

1. What did the royal couple want most of all?
2. What did the Queen dream of?
3. What was the meaning of the dream?

##### Chapter 2

4. Where was the prince born?
5. When did this great event take place?

##### Chapter 3

6. What did "Siddhartha" mean?
7. Why did the parents choose the name?

#### III. ACTIVITIES

##### CHOOSING A TITLE

Each chapter in the lesson has one theme. Draw a line matching each chapter with the main idea.

Chapter 1	A Child at Last!
Chapter 2	The Long Wait
Chapter 3	The Wish for a Child

## FILL IN THE BLANKS

Use the following words and phrases to fill in the blanks.

April 8th  
children  
Every wish fulfilled  
556  
Gautama  
Lumbini Garden  
Queen Maya  
Six  
Suddhodana  
the wise men

1. King \_\_\_\_\_ and Queen Maya had wealth but no \_\_\_\_\_.
2. "The great white elephant with \_\_\_\_\_ tusks is a sign that a blessed child will be born," said \_\_\_\_\_.
3. The Prince was born in \_\_\_\_\_ on \_\_\_\_\_ . The year was \_\_\_\_\_ B. C.
4. \_\_\_\_\_ followed the old Indian custom of returning to her parents before motherhood.
5. "Siddhartha" means \_\_\_\_\_.
6. \_\_\_\_\_ was the family name.

#### IV. ENRICHMENT

Draw a picture of Lumbini Garden as you think it may have looked.

## LESSON IV

### "Asita's Prediction"



#### I. VOCABULARY

Asita (17)  
ancient (17)  
silence (17)  
prediction (19)  
warrior (19)  
strength (19)  
sacred (19)  
Prajapati (19)

#### II. READ Chapters 4 and 5 (pages 17 and 19)

##### Chapter 4

1. What did Asita predict?
2. Why did Asita feel happy? Why did he feel sad?

##### Chapter 5

3. What kind of a person did the king want the prince to become? What was queen's wish?
4. Who took care of Siddhartha after Maya's death?

#### III. ACTIVITIES

##### TRUE OR FALSE

Circle "T" if the answer is true or "F" if the answer is false.

- |   |   |   |
|---|---|---|
| T | F | 1. Asita could look into the future.  |
| T | F | 2. The wise man said the prince would bring happiness into the world.   |
| T | F | 3. Queen Maya wished that her son would become a brave warrior while the king wanted the prince to become a holy man. |
| T | F | 4. The mother passed away when the child was five days old.   |
| T | F | 5. Prajapati was the older sister of Maya.  |
| T | F | 6. Prajapati raised Siddhartha as her own son.  |

#### IV. ENRICHMENT

1. How are the ways of a warrior different from the ways of a monk? List your ideas.



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2. Siddhartha and Shinran had very similar childhoods.
  - a. Both were born into families belonging to the nobility.
  - b. The governments during their childhood were either fighting or unstable.
  - c. Both lost parents at a very early age.Do you think that these might have been important in their decisions to become holy men? If so, how? Write a short paragraph to explain this.

## LESSON V

### "Siddhartha's Education"

#### I. VOCABULARY

Viswamitra (20)	excitement (22)
serious (21)	whistle (23)
sandalwood (21)	prance (23)
present (22)	Kanthaka (23)

#### II. READ Chapters 6, 7, 8, 9, and 10 (pages 20 through 24)

##### Chapter 6

1. What was the name of Siddhartha's new teacher?

##### Chapter 7

2. What kind of a student was the prince?
3. The wise man wished to teach the prince about the beauty of nature. Why do you suppose the prince was taught to appreciate nature?

##### Chapter 8

4. Did the teacher feel that the prince could only learn within the palace walls? Why?

##### Chapter 9

5. What was Viswamitra's surprise?
6. What name did Siddhartha choose?

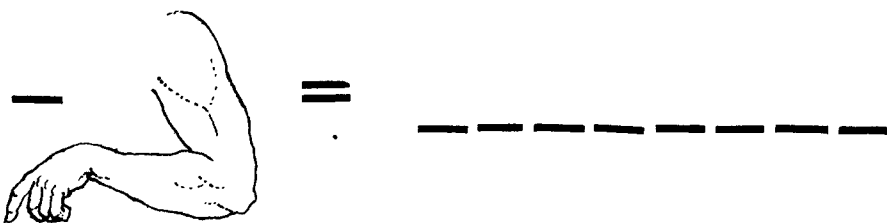
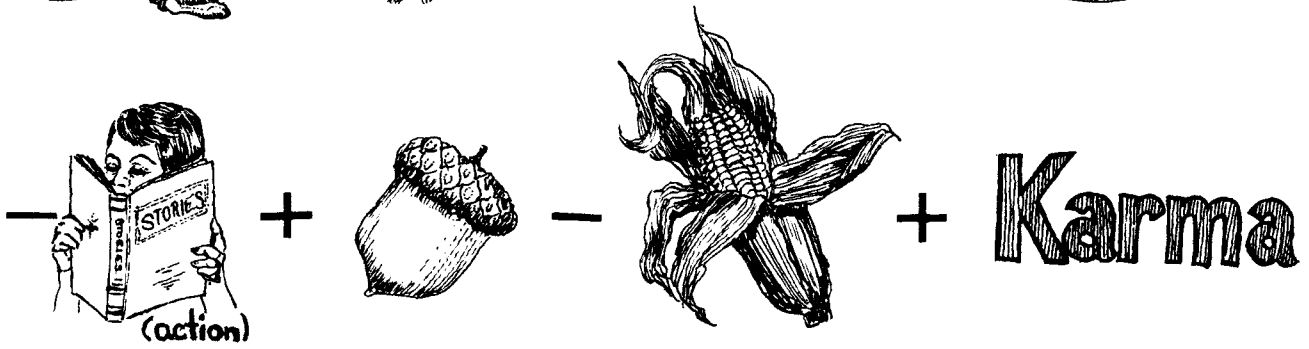
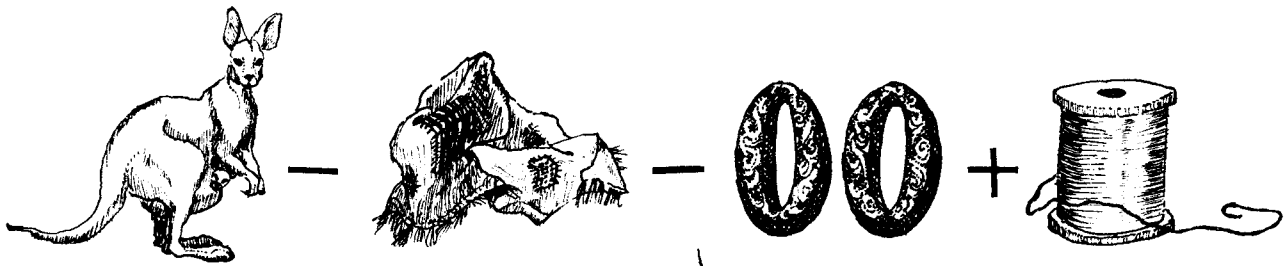
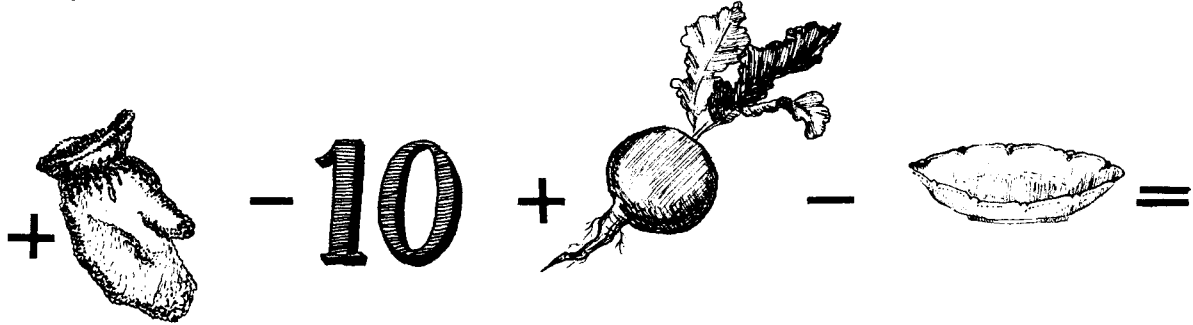
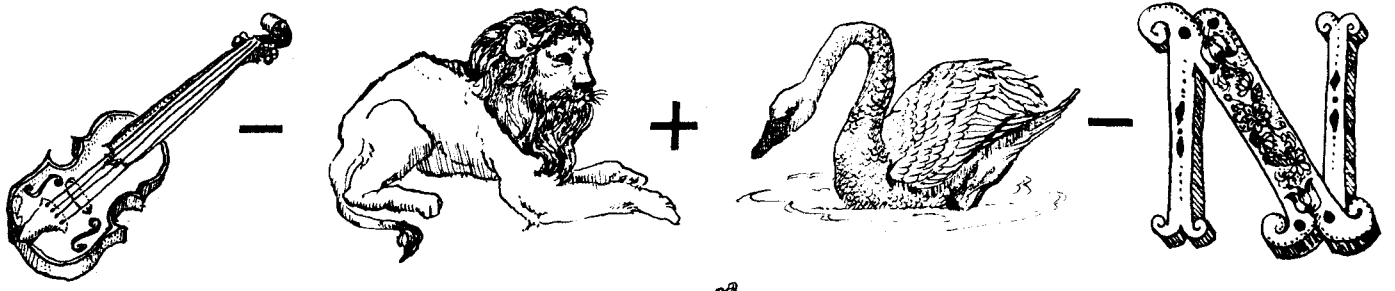
##### Chapter 10

7. What did the prince do in the mornings? How were the afternoons spent?

#### III. ACTIVITIES

##### REBUS PUZZLE

Solve these rebus puzzles by adding and subtracting the letters in the names of the pictures. Follow the order shown by the plus and minus signs. When you have finished, your word should exactly fit the number of dashes provided for the answer.





#### IV. ENRICHMENT

#### HOW DID IT HAPPEN?

Number the sentences in the proper order.

- \_\_\_\_\_ Viswamitra planned to teach Siddhartha about nature.
- \_\_\_\_\_ Siddhartha was eager to see his new pet.
- \_\_\_\_\_ Siddhartha thanked his teacher and named his pony Kanthaka.
- \_\_\_\_\_ Mornings were spent studying while afternoons were spent riding.

#### BLOCK STEPPING

Trace the word by moving to the right → or downward ↓  
Look very carefully and you'll find these words:

1. The name of a queen in Kapilavastu (MAYA)
2. The name of a prince (SIDDHARTHA)
3. The name of a teacher (VISWAMITRA)
4. The name of a horse (KANTHAKA)
5. The name of the country where Buddhism started (INDIA)

M	A	Y	E	K	O	N
Q	T	A	I	A	N	T
S	I	L	N	H	K	H
O	D	Y	D	I	B	A
F	D	E	V	A	E	K
K	H	A	R	T	Y	A
V	U	B	K	H	A	Z
I	S	W	A	M	N	I
C	M	H	E	I	C	M
W	U	H	P	T	R	A

## LESSON VI

### "Compassion"

#### I. VOCABULARY

Plowing Festival (25)  
furrow (25)  
heartily (25)  
creature (26)  
Devadatta (27)  
sire (27)

arrangement (27)  
terrible (28)  
claimed (30)  
companion (30)  
destroy (30)

#### II. READ Chapters 11, 12, 13, 14, and 15 (pages 25 through 31)

##### Chapter 11

1. What was the special event ?
2. What two things troubled Siddhartha ?

##### Chapter 12

3. Why did the King want his son to play with Devadatta ?
4. Who made the arrangements ?

##### Chapter 13

5. What kind of a person was Devadatta ?
6. What did Devadatta do which made Siddhartha unhappy ?



##### Chapter 14

7. What was Devadatta's claim over the bird ?
8. Why did Siddhartha want the goose ?
9. What was the Wise Man's decision ?

##### Chapter 15

10. Why did Viswamitra feel that his job was done ?

### III. ACTIVITIES

#### MAKING A CHOICE

Underline the correct answer.

1. The first row was plowed by the (prince) (King) (farmers).
2. The Plowing Festival took place in (spring) (summer) (autumn).
3. The birds were excited because (of the good weather)  
(several people were there) (they were looking for insects).
4. The King had Siddhartha play with Devadatta because he wanted  
his son to (be very gentle) (become a strong warrior)  
(learn to shoot arrows).
5. (Devadatta) (Siddhartha) (Prajapati) shot the goose with an arrow.
6. Siddhartha and Devadatta argued over (whether the bird would live)  
(the type of bird it was) (the ownership of the bird).
7. Viswamitra felt that his work was done because (he was very old)  
(the prince was wise in many ways) (he had another pupil to teach).

#### NUMBER PUZZLE

What did Prince Siddhartha learn ?

1 - A	7 - G	12 - L	17 - Q	22 - V
2 - B	8 - H	13 - M	18 - R	23 - W
3 - C	9 - I	14 - N	19 - S	24 - X
4 - D	10 - J	15 - O	20 - T	25 - Y
5 - E	11 - K	16 - P	21 - U	26 - Z
6 - F				

"

<u>9</u>	<u>23</u>	<u>9</u>	<u>12</u>	<u>12</u>	<u>20</u>	<u>18</u>	<u>25</u>	<u>20</u>	<u>15</u>	<u>2</u>	<u>5</u>				
<u>11</u>	<u>9</u>	<u>14</u>	<u>4</u>	<u>1</u>	<u>14</u>	<u>4</u>	<u>7</u>	<u>5</u>	<u>14</u>	<u>20</u>	<u>12</u>	<u>5</u>	<u>20</u>	<u>15</u>	
<u>5</u>	<u>22</u>	<u>5</u>	<u>18</u>	<u>25</u>	<u>12</u>	<u>9</u>	<u>22</u>	<u>9</u>	<u>14</u>	<u>7</u>	<u>20</u>	<u>8</u>	<u>9</u>	<u>14</u>	<u>7</u>

### IV. ENRICHMENT

Would you like to be Devadatta or Siddhartha ? Why ?