

QRickit



0654CH07

To access this comic book and additional interactive digital content, download DIKSHA app from Google Play Store on your Android smartphone or tablet and scan the QR code using DIKSHA app.

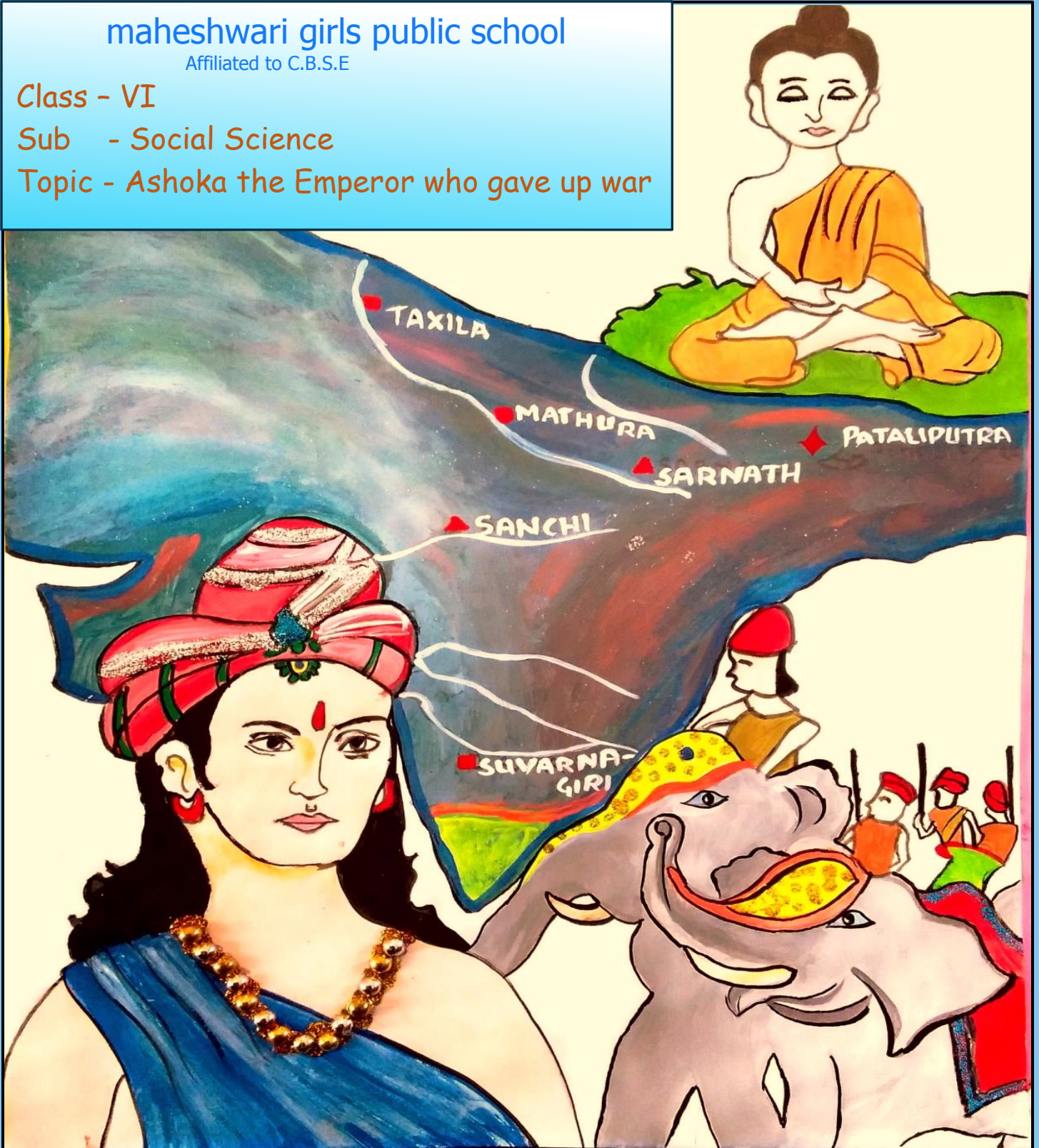
maheshwari girls public school

Affiliated to C.B.S.E

Class - VI

Sub - Social Science

Topic - Ashoka the Emperor who gave up war



INDEX

1. Disclaimer.....	4
2. Preface	5
3. Acknowledgement	6
4. Story Board.....	10
5. Characters.....	11
6. Learning Objectives.....	12
7. Graphical Display.....	13
8. Fact File	14
9. Glossary	19
10. Fill up time	20
11. Can you Match	21
12. Answer key.....	22
13. Thinking Cap	25
14. Glossary.....	29
15. Bibliography.....	33
16. Summary.....	34

From Principal's Desk



It is a matter of great pride and pleasure to hear that MGPS, VDN is bringing out a graphic novel to provide a new platform for learning. Today, when the children are to be nurtured with skills of active and critical learning, this graphic novel will prove to be a magnanimous step in the same direction.

Dr. Sunita Vashistha

Principal

ACKNOWLEDGEMENT

This novel brings the untiring efforts of the team MGPS. We express our special gratitude to our reverend **Principal Dr. Sunita Vashistha** for her continuous support and motivation. We are highly indebted to **Mr. Sandeep Sethi** Director Education M.S.M.S. II, Museum Trust, who stimulated us for this novel idea.

Script and concept:	Ms. Mamta Maheshwari (project coordinator)
English Facilitator	Ms. Pramila Jajoo (PRT English)
Advisory Body:	Ms. Rashi Sharma
IT support:	Ms. Apoorva Sharma
Academic support:	Ms. Uma Gupta
Art & Graphics:	Ms. Rakhi Gupta, Ms. .Neelima Koolwal, Ms. Shobha Rathi, Ms. Rashi Sharma Kirti Maheshwari (student), Dhruvi Maheshwari (student)
Special thanks	Mr. Vivek Bhargava (Vice Principal) Ms. Archana Bhargava (HOD Social science)

DISCLAIMER

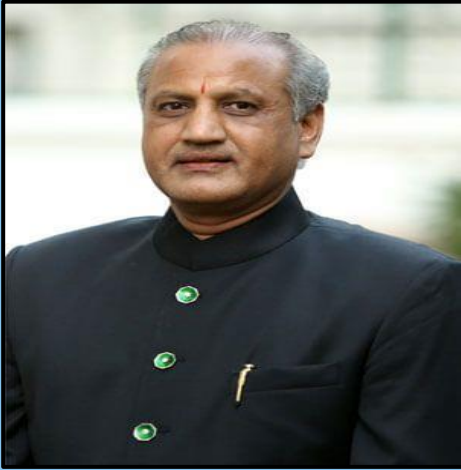
The Characters used in this Graphic Novel are fictional and resemblance of any character or incident is merely a coincidence.

The work done on characters and scenes are purely an art work of our students and teachers.

PREFACE

This graphic novel ‘Ashoka, the Emperor who gave up war’ is a story of Ashoka the great emperor of the Mauryan dynasty. In this, you will explore the huge Mauryan Empire of India and will have a glimpse of Ashoka’s Dhamma. Ashoka was a unique ruler. He was the only ruler who stopped the practice of expansion of the empire after winning a war. He was the first ruler who began the practice of direct communication with his subjects whom he considered as his children. This story also throws light on the borders of the Mauryan Empire and the administrative system. This story depicts the novel form of Ashoka’s Dhamma (Religion).

In nutshell, this graphic novel will act like a time machine that will enable you to travel in the period of Mauryan Kings.



Message

Change is inevitable. It poses a great opportunity if we are prepared for it. Keeping in pace with the changing scenario of education in these tough times MGPS, VDN has broadened the parameters of learning by presenting this graphic novel. Heartfelt thanks to the Principal and the staff members who have strived hard to make this dream come true.

Pradeep Baheti
Chairman

MESSAGE



All of us are aware that the pace at which technological, emotional and social changes are taking place, equipping our children merely with bookish knowledge will be inadequate. Thus, I wholeheartedly appreciate the efforts made by team MGPS, VDN, in compiling this graphic novel, which will surely take the students' learning to a new horizon. I congratulate each one who has contributed even a bit for the completion of this novel.

Natwar Lal Ajmera

General Secretary



Message

‘The focus on core objective of education is mandatory to build holistic character of a child.’

For this vision my thanks are due to the Principal and the staff members along with the best wishes for the success of this graphic novel.

Murari Lal Birla

Hon. Secretary

CHARACTERS



Sunny

Age: 12 years
Student of Grade VI
Curious and
intelligent

Magical Super Bheem



Rahul 12 years
Student of Grade VI
Inquisitive and Active

Riya 12 years
Student of Grade VI
Enthusiastic and Intelligent

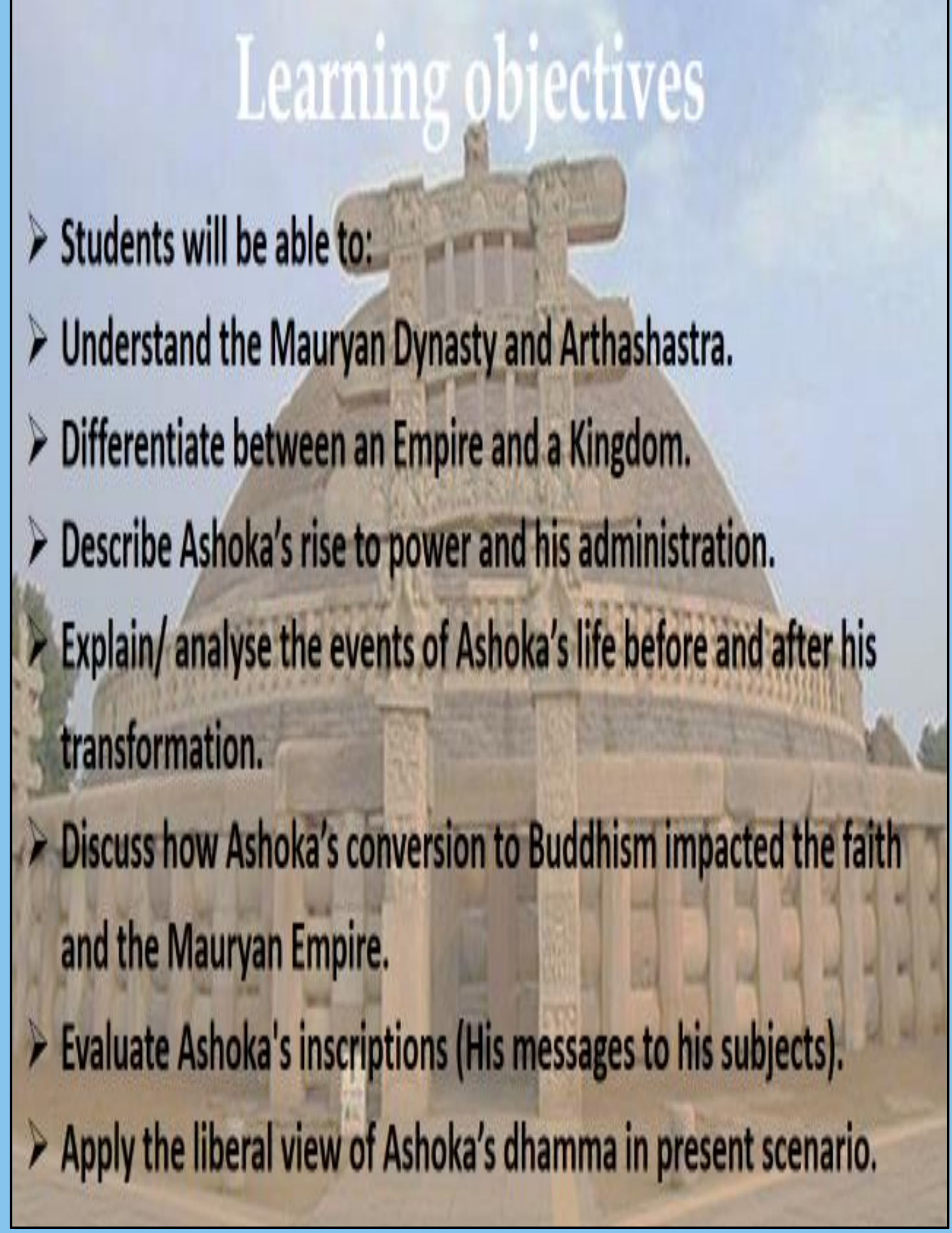


Sunny's Grandpa
Age :65 years
Retired history professor



Sunny's Mother
Age : 35 Years
Home maker

Learning objectives



- Students will be able to:
- Understand the Mauryan Dynasty and Arthashastra.
- Differentiate between an Empire and a Kingdom.
- Describe Ashoka's rise to power and his administration.
- Explain/ analyse the events of Ashoka's life before and after his transformation.
- Discuss how Ashoka's conversion to Buddhism impacted the faith and the Mauryan Empire.
- Evaluate Ashoka's inscriptions (His messages to his subjects).
- Apply the liberal view of Ashoka's dhamma in present scenario.

Sunny sitting in his study room and viewing virtual library on his laptop.

Good afternoon Grandpa , see my virtual library as I touch any book , it opens. Please try it.

Good afternoon Sunny, How are you ?

Dadaji, Which book is this?

This is Arthashastra written by Kautilya known as Chanakya also.

Please tell something about Arthashastra.

It's a handbook of Kautilya's ideas on polity and economy.

Sunny and Grandpa continue to discuss about Arthashastra in the bedroom .

It's too late Sunny. You have to go to school tomorrow. Go and sleep. Papa you are also tired please take some rest .

Sunny starts dreaming.....

Bheem, use your magic carpet and let's take a tour around the Mauryan Empire.

Ok Let's go

Hey! Here is the magic carpet.

Wow.....it'll be fun to visit the Mauryan Empire.



Glossary:

Ambassador: A representative of one government sent to another.

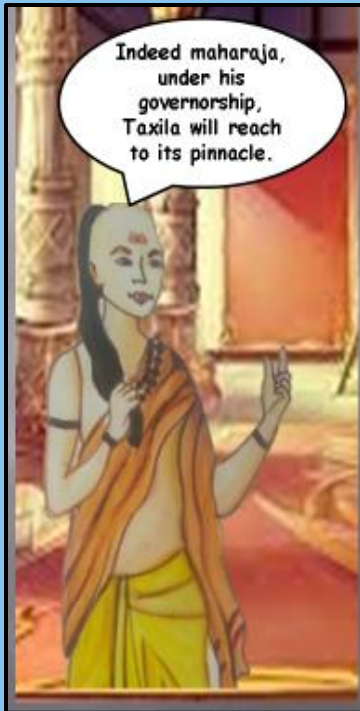
Pinnacle - The most successful point.



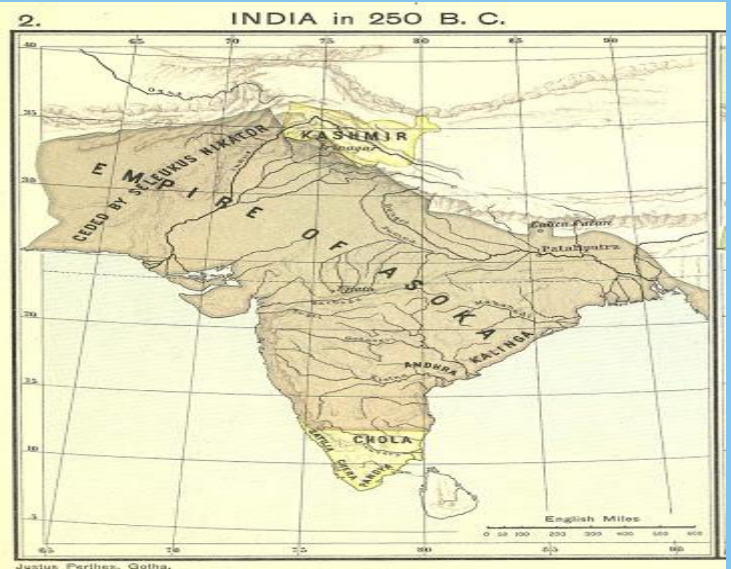
Fact File

MEGASTHENES

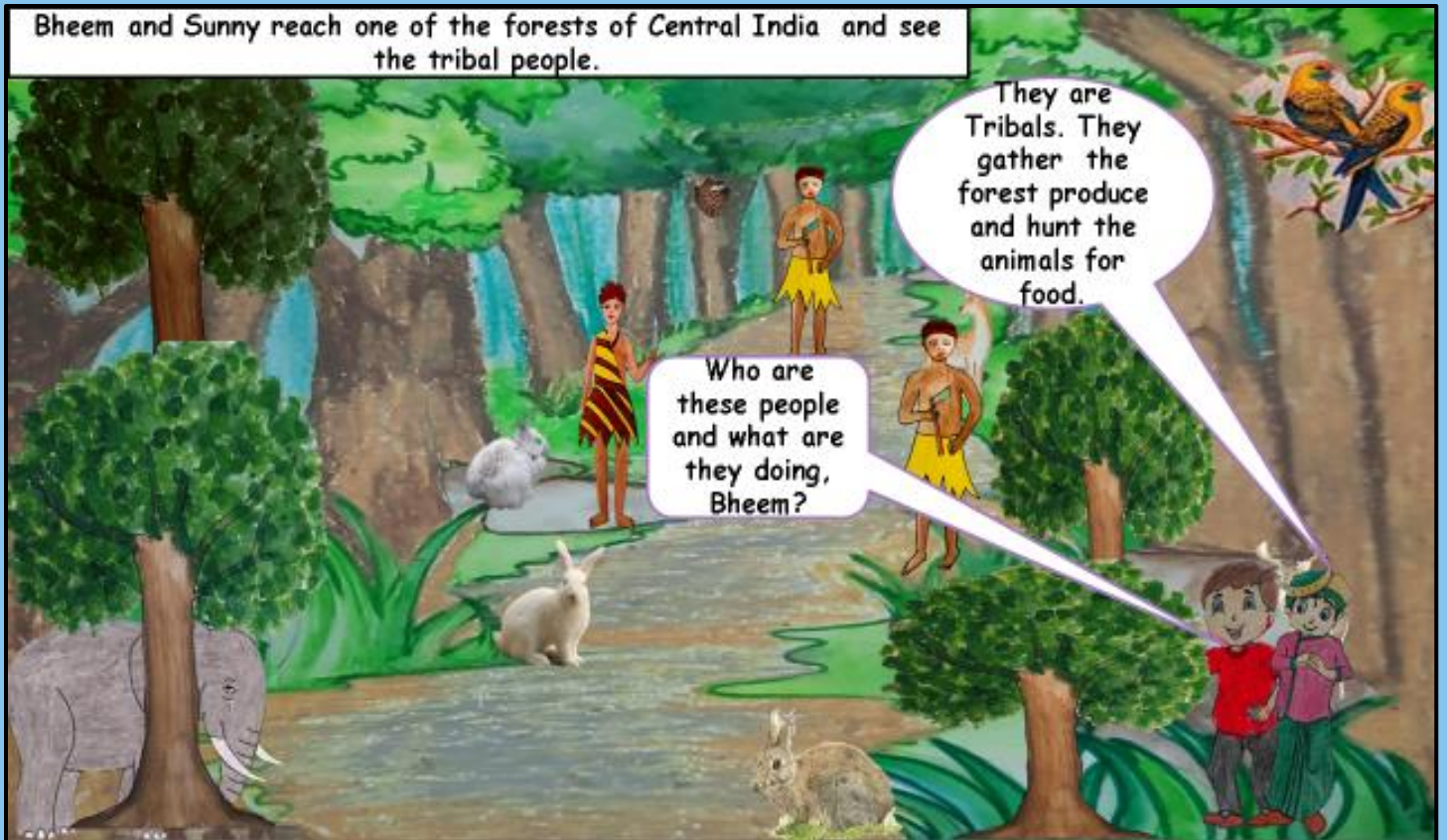
Megasthenes was the ambassador of Seleucus in the court of Chandragupta Maurya for five years. On his return home he wrote a book Indica, in which he gave an account of life and society at Pataliputra and the Mauryan Empire.





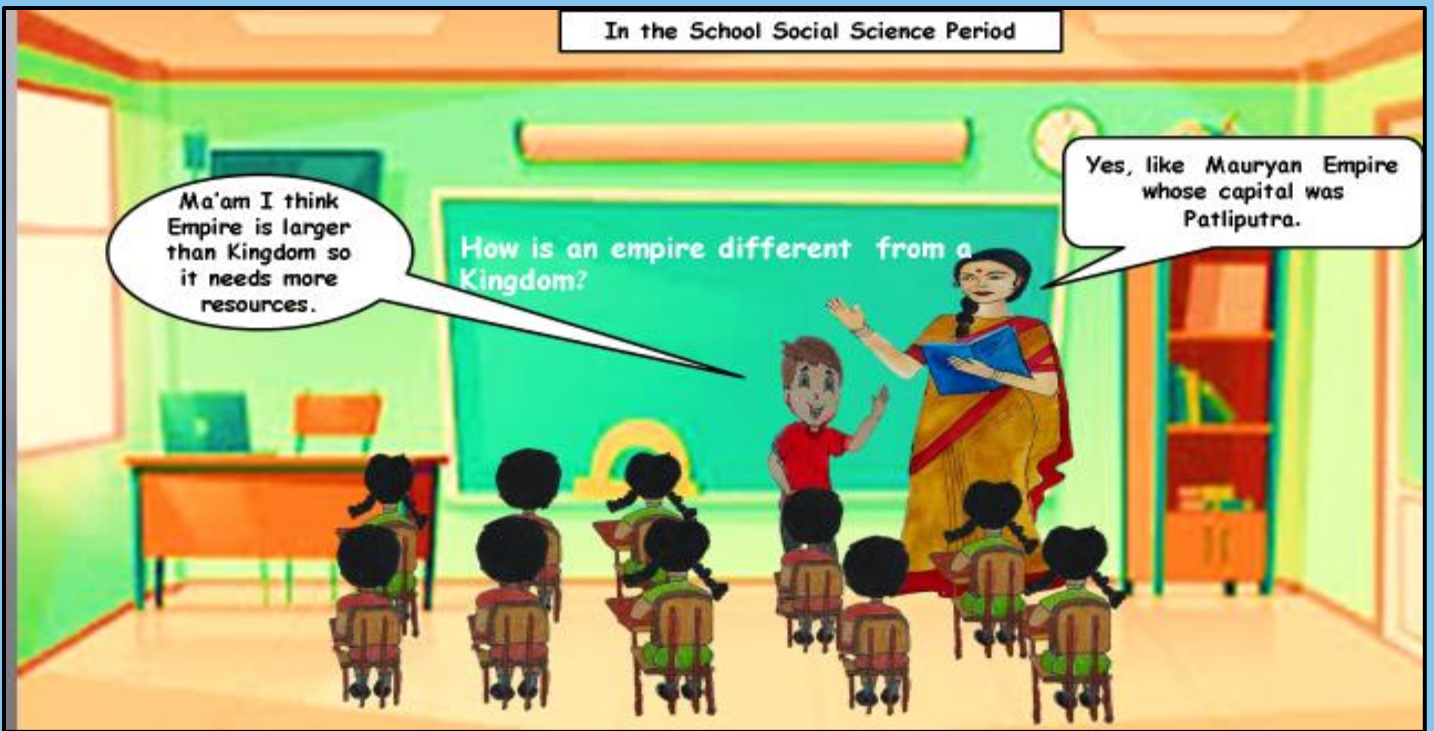


Bheem and Sunny reach one of the forests of Central India and see the tribal people.



Suddenly tribal people come and start talking to them in their own language. Sunny and Bheem get scared and start running...

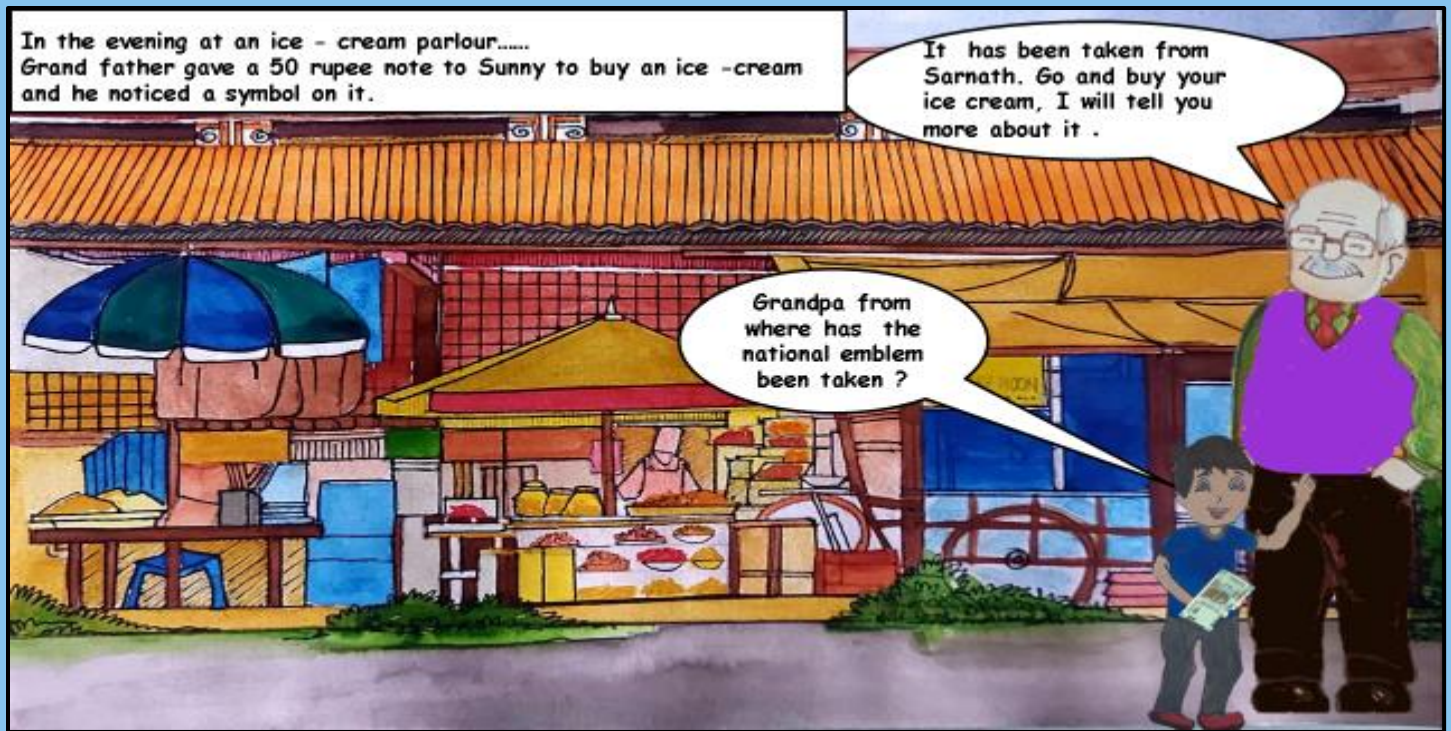




GLOSSARY:

1. **Empire**- a very big kingdom
2. **Tribute**- it was collected as and when it was possible from people who gave a variety of things, more or less willingly.
3. **Tax**- A compulsory contribution given to the king or government as revenue.

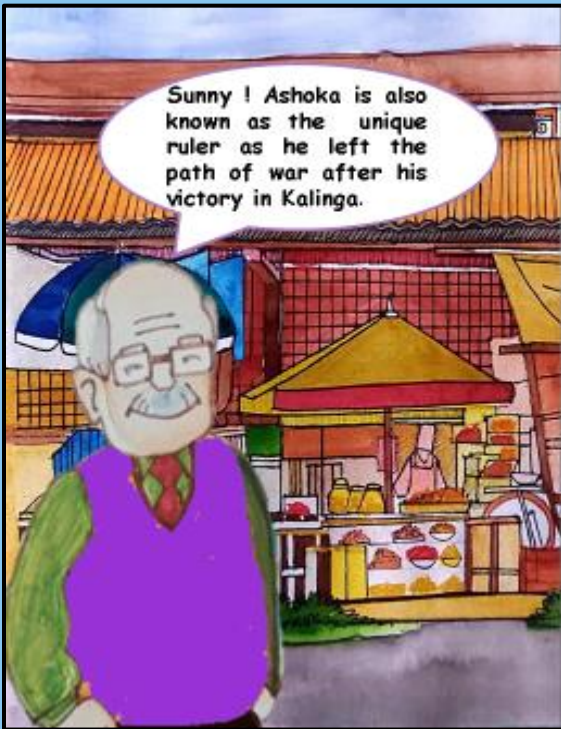




Fill up time:

1. The two popular provinces of the Mauryan Empire were _____ and _____.
2. The royal princes were sent as _____.
3. _____ were salaried persons who worked for the king.
4. Officials collected _____ from farmers, crafts persons and traders.





Can you matchup:

A

Chanakya
Pataliputra
Greek ruler
Provincial capital

B

Modern Patna
Seleucus Nicator
Taxila
Arthashastra

AM I CORRECT OR NOT:

1. The Northwest was important for gold.
2. The Mauryan rulers tried to control roads and rivers which were important for transport.
3. South India was famous for blankets.



At night in the bedroom



We will discuss about inscriptions some other day. We must sleep now. Good night

Ok, dadaji, I will discuss more about Ashoka with my teacher tomorrow.

CAN YOU ANSWER ME?

Q.1 How is an empire different from a kingdom?

Answer Key:

Fill up time: 1. Taxila and Ujjain 2. Governors 3. Officials 4. Taxes

Can you matchup:

Chanakya- Arthashastra

Patliputra- Modern Patna

Greek ruler- Seleucus Nicator

Provincial capital- Taxila

Can you answer me: An empire is larger than a kingdom and requires more money for resources.



FACT FILE: Ashoka taught the important virtues of life to his subjects through his inscriptions and edicts like: peace, tolerance, charity, respect, truthfulness and kindness.







Fact File:

Kalinga is the ancient name of modern Orissa. Kalinga war was the turning point in the life of Ashoka as he gave up war and followed Buddhism after it.

Bhante – Term was used to address Buddhist Monk.









GLOSSARY

1. Penance: Punishment inflicted on oneself as an outward expression of repentance for wrongdoing.

2. Dhamma : A Prakrit word for Sanskrit word 'dharma'.

3. Monastery: A place where monks and nuns stay and meditate.

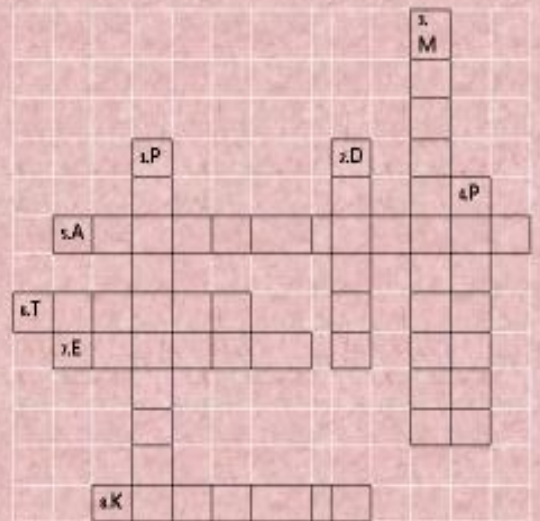
Read the clues and fill the crossword.

DOWN

- Capital of Magadha
- Prakrit word for Dharma
- A Greek ambassador
- Ashokan inscriptions were written in this language

ACROSS

- A book written by Chanakya
- A gateway to northwest
- A very big kingdom
- The ancient name of coastal Orissa



Ans. Key for crossword puzzle.

DOWN

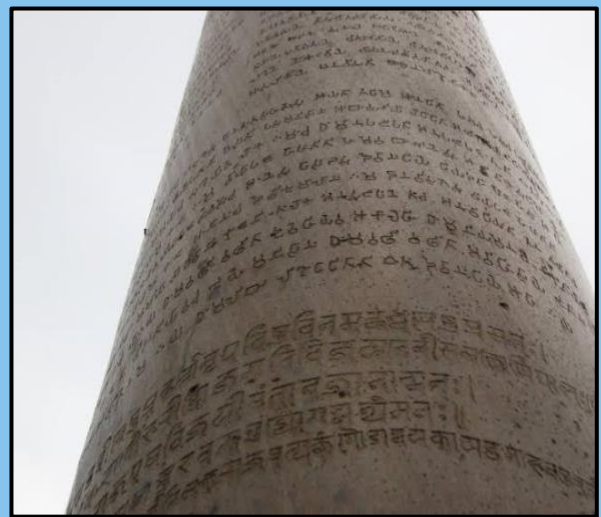
1. PATLIPUTRA
2. DHAMMA
3. MEGASTHENESE
4. PRAKRIT

ACROSS

5. ARTHASHASTRA
6. TAXILA
7. EMPIRE
8. KALINGA

Find out these virtues in the following maze.

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



Ans. Key

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

Q. What were the means adopted by Ashoka to spread the message of 'dhamma'?

Ans: Ashoka appointed officials (called 'dhamma mahamatta') to go from place to place and tell people about 'dhamma'. Ashoka got his messages inscribed on rocks and pillars too, in a language called as Prakrit which was comprehensible to all. Messengers were also sent to other parts of the world.

Q. Why do you think slaves and servants were ill-treated? Do you think the orders of the emperor would have improved their condition? Give reasons for your answer.

Ans: I think that slaves and servants were ill-treated because no political authority or socio-economic organisation had favoured proper treatment for slaves and servants. They were supposed to do all manual and hard work but they were not allowed to participate in some rituals and not permitted to recite Vedas or for taking education.

Yes, I think the orders of the emperor would have improved condition of slaves and servants. We can give the following reasons:

- Slaves and servants would have got proper wages and better treatment.
- Their duty hours and working conditions would have improved.

Q What were the problems that Ashoka wanted to solve by introducing 'dhamma'?:

Ans: The problems Ashoka wanted to solve by introducing dhamma were:

1. Communalism (He wanted communal harmony within his state).

Violence or killing of animals (He wanted animal protection or Ahimsa or Non-violence).

Cruelty (He liked mercy or kindness towards slaves and servants).

To maintain peace in families and among neighbours.

Respecting one's elders.

Treating all creatures with compassion.

Giving gifts to Brahmins and monks.

Show respect to other religions too.

Try to understand the main ideas of other religions.

Bibliography

<http://www.emayzine.com/lectures/mauryanempire.htm>

<https://slideplayer.com/slide/6049664/>

<https://schools.aglasem.com/ncert/ncert-books-class-6-history-chapter-7/>

NCERT Book Our Pasts I Class-6 History
India and the World Class - 6 (Evergreen
Publications)



SUMMARY

The Mauryan empire in Indian history was reigned by the rulers from the Mauryan dynasty. According to the ancient history of India, the Mauryan Empire happened to be quite strong and powerful in all respect including the political aspects and military aspects. King Asoka, the third monarch of the Indian Mauryan dynasty, has come to be regarded as one of the most exemplary rulers in world history. Although Buddhist literature preserved the legend of this ruler -- the story of a cruel and ruthless king who converted to Buddhism and thereafter established a reign of virtue -- definitive historical records of his reign were lacking. Then in the nineteenth century there came to light a large number of edicts. These edicts, inscribed on rocks and pillars, proclaim Asoka's reforms and policies and promulgate his advice to his subjects. The present rendering of these edicts, based on earlier translations, offers us insights into a powerful and capable ruler's attempt to establish an empire on the foundation of righteousness, a reign which makes the moral and spiritual welfare of his subjects its primary concern.