



FROM:
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TO:
Dr. Michael Kirst, President, State Board of Education
Members, State Board of Education
1430 N Street, Room 5111
Sacramento, CA 95814

November 8, 2017

Subject: Calling for rejection of textbooks that fail to adhere to California Education Codes, History Social Science Content Standards and Framework

We have reviewed Prof. Long's letter and fully agree with its contents. We fully support the Instructional Quality Commission's (IQC) recommendation to reject Houghton Mifflin Harcourt's (HMH) two curricula (Kids Discover California Social Studies (K-6) and Social Studies for California (6-8) Social Studies series). The IQC recommended that the SBE not move forward with these curricula because they **fail to adhere to the History Social Science (HSS) Framework**, the **FAIR act** and for **significant derogatory and inaccurate content with relation to India and Hinduism**. In addition, HMH K-6 also **fails to adhere to the HSS Standards** (ignoring 1 of 7 mentioned topic areas for Ancient India & Hinduism). HMH 6-8 is missing 9 topics from the HSS Framework. Many of these reasons are elaborated in the feedback to the SBE by the IQC.

As suggested by Prof. Long, we seek rejection of National Geographic Learning, a Division of Cengage Learning, Inc (referred to as National Geographic in this document) and adoption of McGraw-Hill School Education LLC (referred to as McGraw Hill in this document) only if all changes requested are accepted.

These draft books do not adhere to the History Social Science Standards (1998), the History Social Science framework (2016) and also have significant errors of accuracy

- **McGraw Hill** (grades 6 & 7) **fails to include 1 topic from HSS Standards and 12 topic areas from the HSS Framework**
- **National Geographic's** draft **ignores 2 topics in the HSS Standards and ignores 19 topics from the HSS framework**

Adopting these materials as is for the State of California will amount to a process violation as the 2017 History–Social Science Adoption Program 2017 HSS Adoption Evaluation Criteria Map clearly states that Instructional Materials must ensure mastery of **ALL the content standards and ALL the materials in the History Social Science framework.**

We reiterate that we request rejection of the instructional materials from the above 4 named publishers in their current form in addition to the rejection of HMH recommended by the IQC. We had shared these perspectives with the IQC & the IMRCRE panels they put together but these materials were ignored by all except for the HMH K-6 panel. Commissioner Diaz, who was representing the HMH 6-8 panel attempted to reconcile our social citations from the panel but was not able to do so as she was not involved with that panel as per her own remarks. She only cited one of the social citations we had submitted. For your convenience, we are resubmitting our letter to the IQC as a separate addendum.

If you desire to approve McGraw Hill, the edits suggested in the respective appendices of this letter must be made in full. National Geographic is simply missing too much content to be approved without a complete re-write of the chapters on India & Hinduism.

Approving any of the books in their current form (even after including IQC's recommended edits) would result in **a major process violation by the SBE.**

Best Regards,

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Introduction to Hinduism". SCV,
2015.
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Kasturba health Society

Ashok Verma
Associate Professor &
Chairperson, Bhagat Phool
Singh Mahila Vishwavidyalaya

Gulab Singh
Professor
M D University

Santosh Sareen
Professor (Retd.)
JNU

Bhavatosh IndraGuru
Professor and Head,
Department of English and
Other European Languages,
Dr H S Gour Central University,

Gita of 745 verses, Complete with all the Rare verses, with Translation and Commentary", The Dotted record and Its Impact on Ancient Indian Chronology, Shri Gaudapadacharya, the Founder of the Tradition of Advaita Vedanta

Ajeet Singh

Assistant Professor
Bhagat Phool Singh Mahila Vishwavidyalaya

Stevens Institute of Technology
Author: 6 books on Hinduism
Advisory Council Member, Hindu Temple Society, Flushing, Queens, New York
Advisory Board Member, Office of the Dean of Religious Life, Princeton University
Former Chairperson of the Education Committee, The Hindu Temple and Cultural Society, Bridgewater, New Jersey

Kamlesh Kapur

Historian, Author
‘Portraits of a Nation- History of Ancient India’
‘Hindu dharma- A Teaching Guide’ and many more
Author of a lessons about ‘Caste- its historical roots and what it is not’
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The Hindupedia Team:

- Krishna Maheshwari, founder
- Shankara Bharadwaj Kandavelli, co-founder, resident scholar
- Vishal Agarwal, resident scholar
- Vishal Mehta, editor
- Dr. Namyata Pathak, resident scholar
- Niraj Mohanka, resident scholar
- Anant Saraswat, attorney
- Satya Deva Prasad Khandavalli, Author of Chaduvula Chettu/History of Indian Education

The India Heritage Research Foundation:

- H.H. Pujya Swami Chidanand Saraswati, Founder
- Sadhvi Bhagawati Saraswati, Managing Editor of the Encyclopedia of Hinduism

Table of Contents

Appendix 1: McGraw Hill ignores 1 HSS Standard and 12 topics from HSS framework between Grades 6 & 7..... 5

Appendix 2: National Geographic ignores 2 HSS Standards & 19 topics in HSS framework 11

Appendix 3: HMH K-6 ignores 1 topic from HSS Standards and 9 topics from HSS framework..... 13

Appendix 4: HMH 6-8 ignores 9 topic areas from the HSS Framework..... 14

Appendix 1: McGraw Hill ignores 1 HSS Standard and 12 topics from HSS framework between Grades 6 & 7

Impact: World History & Geography: Ancient Civilizations; Grade 6; Student Edition, Inquiry Journal and Explorer Magazine

Impact: World History & Geography: Medieval & Early Modern Times; Grade 7; Student Edition

Failure to adhere to the Historic Social Science Standards (1998):

The Grade 6 McGraw draft framework is missing content as required by the following HSS Standard:

#	HSS standards missing	Topic / Description
1	6.5.7	Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, medicine; metallurgy; and mathematics).

Failure to adhere to the History Social Science framework:

The text is missing 7 topic areas from the framework for grade 6. Specifically:

#	HSS framework Content	Topic / Description
2	Ch 10, line 828 – 832	Discuss features that are all present in modern Hinduism i.e., Pashupati seal, clay figurine showing 'Namaste'
3	Ch 10, 857 – 859	Spread of Indian languages including alternate theories (i.e., it originated in India)
4	Ch 10, line 866 – 867	Non-Brahmin sages like Valmiki & Vyasa
5	Ch 10, line 868 – 871	Oneness of all living beings
6	Ch 10, line 872	Relationship between Deities & Brahman
7	Ch 10, lines 881 – 883, 926 – 935	Moral teachings
8	Ch 10, lines 889 – 892	Add discussion of central practices of Hinduism today, including yoga and meditation, festivals, pilgrimage, respect for saints and gurus.

The text is also missing 5 topic areas from the history social science framework for grade 7. Specifically:

#	HSS framework Content	Topic / Description
9	Ch 11, lines 701 – 702	Analyze maps of extant of Gupta Empire and visuals of the extent of the Gupta Empire
10	Ch 11, lines 703 – 704	Visuals of its [Gupta Empire’s] achievements in science, math, art (including Music such as Tabla and Dance such as kattrhak, bharatnatyam), architecture, and Sanskrit literature.
11	Ch 11, lines 730 – 744	Compare art and architecture from India and Southeast Asia
12	Ch 11, lines 723 – 726	How did Indian monks, nuns, travelers spread religious ideas and practices and cultural styles of art and architecture to Central and Southeast Asia?
13	Throughout Ch 10 & 11	Deities (instead of gods / goddesses w/ lower case ‘g’)

Factual inaccuracies, derogatory treatment of social structure and denigratory images

These problems include:

- Numerous erroneous and outdated references to the Indus Valley Civilization instead of Indic or Indus-Sarasvati civilization
- Derogatory treatment of Hindu / Indian social structure through an orientalist lens of Caste
- Numerous derogatory images and factually incorrect descriptions of beliefs & sacred texts
- Presenting the myth of Aryan invasion as fact

Page numbers without any textual references refers to the student edition of the text.

IJ### refers to Inquiry Journal pages

EM### refers to Explorer Magazine pages

The following lines should be **removed** as they reflect adversely to India & Hinduism and/or they are historically inaccurate



#	Page No.	Present text that needs to be removed to ensure historical accuracy and avoid adverse reflection on Hinduism
1-46		See Prof. Long’s letter
47	165	2 How did the Laws of Manu impact the economy of the Sudra? Would there have also been an impact for the greater economy of India? Support your answer with details using the text and the excerpt.3 ANALYZING TEXT How does the first sentence of instruction (91) contribute to the development of these rules for the Sudra? Explain, citing references in the text.4 DETERMINING MEANING Based on the excerpt, what is the only hope of the Sudra who follows the Laws of Manu? Use details to support your answer.
48	248	The arrival of the Aryans brought great changes to India, including the social system and beliefs that would become Hinduism.
49	258	Priests, leaders, and other elites used religion to justify their high place in society.

50	258	In such a system, people remain in the same social group for life.
51	258	Higher classes came to be seen as purer than lower ones.
52	272	Ashoka's able leadership helped the Mauryan Empire prosper.
53	282	3. COMPARING How did the beliefs and social systems of ancient India, specifically varna and jati, influence the rights and abilities of citizens?
54	284	PREDICTING How might a belief in karma and jati influence the way a Hindu lives his or her life?
55	168	IDENTIFYING CAUSE AND EFFECT How did the Hindu belief in reincarnation contribute to people's acceptance of the jati system?

In addition, the following **edit & corrections** must ALL be made if the text is to be approved. These edits are additional to the ones recommended by the IQC.

#	Page No.	Present text	Recommendation
56	248, 253, 254, 255, 257, 259, 282, 283, 284, IJ166, EM 62, EM63, EM66, EM67	Indus Valley; Indus people; Indus culture; Indus city; Indus river cities	Indus-Sarasvati Valleys; Indic people; Indic culture; Indic city; Indic cities
57	248, 249, 251, 255, 256, 257, 259, 282, 284, IJ163	Aryan; Indo-European	Vedic (people)
58	255, 256	migrated to India	Migrated across India
59	257	The Vedas were composed over a long period of time, from 1500 to 500 B.C.E. This period in Indian history is known as the Vedic period. According to many scholars, people speaking Indic languages entered South Asia during this period. The Indic languages are part of the larger Indo-European family of languages. They included the ancient language of Sanskrit, as well as ancestors of many of the languages spoken in South Asia today.	The Vedas and Upanishads were composed over a long period of time ending around 500 B.C.E. This period in Indian history is known as the Vedic period.
60	258	By 500 C.E. or earlier there existed a community outside the jati system called the Dalits. Sometimes called the Untouchables, Dalits did work that jati Indians would not do, such as sanitation, disposal of dead animals, and cremation or burning of the dead.	By 500 C.E. or earlier there existed several communities at the margins of society such as the outcastes and the ascetics.
61	258	Many customs evolved to keep different groups from socializing with one another. This kept social groups largely separate from one another in daily life.	Each group had its own customs and limited self-governance.

62	261	A core belief of Hinduism is that there is one universal spirit called Brahman.	A core belief of Hinduism is that there is one universal being called Brahman
63	262	Hindus strive for moksha, the ultimate peace.	Hindus strive for moksha, freedom from the cycle of birth & death
64	270	Alexander entered India but turned back in 325 B.C.E, when his homesick troops threatened to rebel.	Alexander entered India but turned back in 325 B.C.E to avoid fighting the massive army of the Magadha empire
65	270	He was afraid of being poisoned, so he had servants taste his food before he ate it. He was so concerned about being attacked that he never slept two nights in a row in the same bed	As requested by his chief advisor and guru, he had servants taste his food before he ate it and never slept two nights in a row in the same bed
66	271	Ashoka made laws that encouraged good deeds, family harmony, nonviolence, and toleration of other religions.	Ashoka continued the policies of his father & grandfather – encouraging good deeds, family harmony, nonviolence., and toleration of other religions.
67	271	The Mauryan dynasty built the first great Indian empire	The Mauryan dynasty built a great Indian empire
68	274	The Gupta dynasty founded the second great Indian empire.	The Gupta dynasty founded another great Indian empire.
69	274	The Mahabharata describes a struggle for control of an Indian kingdom that took place about 1100 B.C.E.	The Mahabharata describes a struggle for control of an Indian kingdom that took place many centuries prior to when it was put in its final form. Modern scholarship places the timing of the event around 1000 BCE although indigenous traditions tend to assign it variously to around the middle of the third millennium BCE , or circa 3000 BCE, or even earlier.
70	274	the Ramayana, is a poem that grew to about 25,000 verses before it was written down. It tells the story of Rama, the perfect king, and Sita, his faithful wife. When Sita is kidnapped by an evil king, Rama rushes to her rescue with the help of friends	the Ramayana Is a 25,000 verse epic was authored by Sage Valmiki. It tells the story of Prince Rama who upon the order of his father accepted exile along with his wife, Sita and brother, Lakshman. Ravana, the ruler of the Lanka, kidnapped Sita. Rama, with the help of his allies, Hanuman, Sugriva and their army defeated Ravana in war and saved Sita. Upon their return to Ayodhya, he was crowned King. Due to his just rule, he became known as the perfect King.

71	275	Scholars did this to make them easier to remember. Imagine having to turn in your math homework in the form of a poem	A <i>sūtra</i> is a condensed rule.
72	276	A doctor named Shushruta repaired damaged noses in an early type of plastic surgery. Indian doctors used herbs to cure illnesses.	A sage named Sushruta repaired damaged noses in an early type of plastic surgery. Indian sages and doctors used herbs to cure illnesses.
73	280	Bhagavad Gita excerpt (“So spake Arjuna ... will not exist”)	Replace with a translation w/ one by an accredited Hindu sage like His holiness, Srila Prabhupada (https://asitis.com/2)
74	281	Replace excerpt of Ramayana (“CANTO XIX: RĀMA’S PROMISE FROM RĀMĀYAN OF VĀLMĪKI... Yea, Bharat should ascend the throne”)	Replace with an accredited Hindu sage’s translation like Shrimadvalmiki Ramayan, Sanskrit Text With Translation, Volume-1, English, Gita Press http://gitapressbookshop.in/shrimadvalmiki-ramayan-sanskrit-text-with-translation-volume-1-english.html
75	248		Remove or replace with updated map showing Sarasvati river, Rakhigarhi and Dholavira, Kalibangan all of which are not on the Indus and expanding scope of the Harappa to include the 1000+ sites not on the Indus river.
76	260-261		Replace picture of Buddha with a Hindu Deity or sage
77	EM66	when a king named Dharmaputra died, his faithful dog followed him all the way to heaven. “You may come in, but your pet must	when a king named Yudhishtira and his brothers retired, leaving the throne to their only descendant to survive the war of Kurukshetra. Giving up all their

		stay behind,” the gatekeeper said. Dharmaputra so loved his dog that he refused to enter without it.	<p>belongings and ties, the Pandavas, accompanied by a dog, made their final journey of pilgrimage to the Himalayas.</p> <p>On reaching the top, Indra asked him to abandon the dog before entering the Heaven. But Yudhishtira refused to do so, citing the dog's unflinching loyalty as a reason. It turned out that the dog was his god-father Dharma in disguise</p>
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For grade 7, one edit is required beyond in addition to those mentioned in Prof. Long’s letter:

#	Page No.	Present text	Replace with
78	156	This practice flourished among Buddhists and among Hindus during the Gupta period.	This practice flourished among Buddhists during the Gupta period.

Justification of changes:

Please see “Appendix 9 & 10” of our letter dated 9/25 to the IQC (submitted as an addendum to this letter)

Appendix 2: National Geographic ignores 2 HSS Standards & 19 topics in HSS framework

Failure to adhere to the Historic Social Science Standards (1998):

2 out of the 7 topics in the HSS Standards are ignored in Nat Geo’s draft textbooks.

#	HSS standards missing	Topic / Description
1	6.5.1	Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization
2	6.5.7	Discuss the aesthetic and intellectual traditions of ancient India and Hinduism.

Failure to adhere to the History Social Science framework:

The draft textbook ignores large parts of the HSS Framework (2016). Key issues include:

#	HSS framework Content	Topic / Description
3	Throughout framework	Usage of BC / AD terminology vs BCE, CE
4	Ch 10, line 851 – 859	Spread of Indic languages
5	Ch 10, line 844 – 848	Tamil literature
6	Ch 10, line 868 – 871	Oneness of all living beings
7	Ch 10, line 872	Relationship between Deities & Brahman
8	Ch 10, line 879 – 889	Four goals of life
9	Ch 10, line 890 – 891	Meditation, rights of passage (samskara), festivals, pilgrimage
10	Ch 10, line 891 – 892	Respect for saints & Gurus, profound acceptance of religious diversity
11	Ch 10, line 942, 955 – 958	Jainism (entire religion is ignored)
12	Ch 11, line 696 – 697	Literary achievements in Sanskrit language, other inventions
13	Ch 11, lines 706 – 710	Chola Empire, maritime networks, creation of temples & sculptures
14	Ch 10, lines 875 – 878	Vedas, Upanishads, etc
15	Ch 10, lines 874 – 875	Bhumi Sukta

16	Ch 11, lines 703 – 746	Evolution of Hinduism, Bhakti movement, saints Meera Bai and Ramananda, spread of religious ideas to Central and SE Asia, evolution of Buddhism, the Chinese travelers visiting India
17	Ch 11, Lines 760 – 762	How India became a major producer of cotton, spices, etc and transformed into the second largest exporter of goods in the world
18	Ch 11, lines 1573 – 1584	Sikhism
19	Ch 10, line 835	3300 BCE as starting point for Indus Civilization
20	Throughout Ch 10 & 11	Deities (instead of gods / goddesses w/ lower case 'g')
21	Ch 10, lines 816 – 818	Have students locate & describe physical features of India

Social content citations & issues of accuracy

Please see “Appendix 8” of our letter dated 9/25 to the IQC (submitted as an addendum to this letter) for the 20 issues related to accuracy and social content citations for the content that currently exists in National Geographic’s draft textbook.

Appendix 3: HMH K-6 ignores 1 topic from HSS Standards and 9 topics from HSS framework

HMH K-6 has the following problems in addition to what was pointed out by the IQC in their recommendation.

Failure to adhere to the Historic Social Science Standards (1998):

#	HSS standards missing in Nat Geo drafts	Topic / Description
1	6.5.7	Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the Bhagavad Gita; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero)

Failure to adhere to the History Social Science framework:

HMH K-6 misses **9 key topics** from the HSS framework relating to India & Hinduism.

#	HSS framework Content missing in HMH K-6	Topic / Description
2	Ch 10, line 851 – 859	Spread of Indic languages
3	Ch 10, line 828 – 832	Discuss features that are all present in modern Hinduism i.e., Pashupati seal, clay figurine showing ‘Namaste’
4	Ch 10, line 866 – 867	Non-Brahmin sages like Valmiki & Vyasa
5	Ch 10, line 868 – 871	Oneness of all living beings
6	Ch 10, lines 896 – 897, 911 – 914, 916 – 917	Caste provide social stability & identity to groups in ancient India. Europeans, in modern times, used the word “caste” to characterize the social system because of the sharp separation they perceived . Many Hindus in India & US do not identify themselves as belonging to a caste
7	Ch 10, lines 875 – 877,	Vedic teachings gradually built up a rich body of spiritual and moral teachings that form a key foundation of Hinduism as it is practiced today
8	Ch 10, lines 874 – 875	Bhumi Sukta
9	Throughout Ch 10 & 11	Deities (instead of gods / goddesses w/ lower case ‘g’)
10	Ch 10, line 890 – 892	Central practices of Hinduism today, including home and temple worship, yoga and meditation, festivals, pilgrimage, respect for saints and gurus, and, above all, a profound acceptance of religious diversity, developed over time

Appendix 4: HMH 6-8 ignores 9 topic areas from the HSS Framework

Failure to adhere to the History Social Science framework:

HMH 6-8 misses **9 key topics** from the HSS framework relating to India & Hinduism in addition to what was pointed out by the IQC in their recommendation.

#	HSS framework Content missing in Nat Geo drafts	Topic / Description
1	Throughout Ch 10 & 11	Deities (instead of gods / goddesses w/ lower case 'g')
2	Ch 10, line 828 – 832	Discuss features that are all present in modern Hinduism i.e., Pashupati seal, clay figurine showing 'Namaste'
3	Ch 10, line 851 – 859	Spread of Indic languages
4	Ch 10, line 866 – 867	Non-Brahmin sages like Valmiki & Vyasa
5	Ch 10, line 868 – 871	Oneness of all living beings and Brahman as the divine principle of being
6	Ch 10, lines 874 – 875	Bhumi Sukta
7	Ch 10, lines 875 – 877	Vedic teachings gradually built up a rich body of spiritual and moral teachings that form a key foundation of Hinduism as it is practiced today
8	Ch 10, line 890 – 892	Central practices of Hinduism today, including home and temple worship, yoga and meditation, festivals, pilgrimage, respect for saints and gurus, and, above all, a profound acceptance of religious diversity, developed over time
9	Ch 10, lines 896 – 897, 911 – 914, 916 – 917	Caste provide social stability & identity to groups in ancient India. Europeans, in modern times, used the word "caste" to characterize the social system because of the sharp separation they perceived . Many Hindus in India & US do not identify themselves as belonging to a caste