Researchers in Schools

How can you talk about things you don't know?

Key Stage 4 Programme

Pupil Name

Coursebook Designed by

Timetable and Assignment Submission

Timetable – Tutorials

Tutorial	Date	Time	Location
1	02/12/2019	12pm	Senate House, London, WC1E 7HU
2			
3			
4			
5			
6 (Feedback)			
7 (Feedback)			

Timetable – Homework Assignments

Homework Assignment	Description	Due Date
Tutorial 1	Baseline assignment	
Tutorial 2	Read Nearchus' account of India	
Tutorial 3	Read the opening paragraph of Strabo's book on India	
Tutorial 4	Read the *Periplus Maris Erythraei*	
Tutorial 5	Final assignment	

Assignment Submission – Lateness and Plagiarism

Lateness	
Submission after midnight on 9th August	10 marks deducted
Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

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Course Rationale

This course aims to understand how the Greeks perceived cultures they did not know very well. In particular, we will see that despite the geographical distance separating Greece from India, relations between these two civilisations were systematic and can be traced back to the 6th century BC. This remarkable instance of cross-cultural relations in antiquity remains unknown even within academia. Yet the knowledge about India recorded by Greek authors formed the basis for the expansion of European powers (England included) in the age of discovery.

Focusing on literature, this course aims to examine what the Greeks wrote about India. How did they describe this faraway country? Where did they collect information? Were their sources reliable? In the process, we will discover authors that are virtually unknown to the general public, such as Herodotus and Strabo, regarded unanimously as percursors of History and Geography respectively.

KEY SKILLS

1. Analytical skills: students will access different types of information, examine patterns and trends and draw logical conclusions based on their data analysis.
2. Effective communication: learners will discuss data they have evaluated in a coherent, clear and concise way, by tailoring the content of their message for the purpose of this academically oriented course.
3. Transferrable skills: learners will be able to utilise the skills developed throughout this University Pathways programme in any academic subject of their choice, ranging from science to humanities.

Uni Pathways Mark Scheme 2019 – Essay-based assignments

	Skills	1st (70-100)	2:1 (60-69)	2:2 (50-59)	3rd (40-49)	Mark /100
Subject knowledge	Knowledge and understanding	o All content included and materials used are relevant to the general topic and to the specific question/title o Good understanding of all the relevant topics. o Clear justification of how the material and content included is related to the specific issues that are the focus of the assignment	o Most of the materials used and content included are relevant to the general topic and to the specific question/title o Good understanding of most the relevant topics o Adequate justification of how the material used and content included are related to the specific issues that are the focus of the essay	o Some of the materials used and content included are relevant to the general topic and to the specific question/title o Good understanding on some of the relevant topics but occasional confusion on others o Some justification of how the material used and content included are related to the specific issues that are the focus of the essay	o The content included and materials used are not applied to the question/title in a relevant manner o There is confusion in how understanding of the topics is expressed	
Critical thinking	Research and evidence	o Includes rich sources of research findings, data, quotations or other sourced material as evidence for the claims/ideas o Uses evidence consistently to support ideas o Evidence of further reading beyond materials provided which were used in an appropriate context	o Includes adequate sources of research findings, data, quotations or other sourced material as evidence for the claims/ideas o Uses evidence to support ideas most of the times o Evidence of further reading beyond materials provided	o Includes some sources of research findings, data, quotations or other sourced material as evidence for the claims/ ideas o Sometimes uses evidence to support ideas o Limited evidence of further reading beyond materials provided	o Inclusion sources and materials is very limited and mostly not attributed o Applicable sources are rarely used to support ideas.	
	Developing an argument	o A point of view or position in relation to the title or question is consistently clear. The position is developed effectively and consistently throughout the essay o Argument is exceptionally well-developed and well-justified o Uses concepts from the tutorials in an unfamiliar context and does so accurately and confidently. o Content is analysed effectively to support the argument	o A point of view or position in relation to the title or question is adequately clear. The position is well-developed in most of the essay o Argument is clear and well-developed, and position is justified o Uses some concepts from the tutorials in an unfamiliar context, but not always accurately o Analyses content to support the argument	o A point of view or position in relation to the title or question is somewhat clear. The position is well-developed in parts of the essay o Argument is clear but not well-developed o Limited use of concepts from the tutorials in other contexts o Uses some analysis of content to support the argument	o There is not a clear point of view or position taken and sometimes the argument is not clearly established	
	Critical evaluation	o Moves beyond description to an assessment of the value or significance of what is described	o Mostly description but some assessment of the value or significance of what is described	o Describes with minimal assessment of the value or significance of what is described	o The work is descriptive in nature and there is a lack of critical engagement in the value of sources	
Written communicat	Structure and presentation	o Ideas are presented in paragraphs and arranged in a logical structure that is appropriate for the assignment o The introduction clearly outlines how the essay/report will deal with the issues o The conclusion summarises all the	o Ideas are presented in paragraphs and arranged in a structure that is mostly appropriate for the assignment o The introduction adequately describes how the essay/report will deal with the issues o The conclusion summarises most of	o Ideas are presented in paragraphs and arranged in a structure o The introduction mentions how the essay/report will deal with the issues o The conclusion summarises some of the main points clearly	o Ideas are presented in paragraphs but there is a lack of structure in how the work is presented o The work lacks an introduction that	

		main points clearly and concisely	the main points clearly		establishes the scope of the question o The work lacks a conclusion that summarise the main points raised	
	Language and style	o No spelling, grammar or punctuation errors o Writing style consistently clear, tone appropriate and easy to follow	o Minimal spelling, grammar or punctuation errors o Writing style mostly clear, tone appropriate and easy to follow	o Some spelling, grammar or punctuation errors o Writing style moderately clear, tone appropriate and easy to follow	o There are a significant number of spelling, grammar and punctuation errors	
Overall Mark (average of the 6 marks from the criteria above)						

Baseline Assignment (essay based): Pupil Feedback Report

Name of Pupil	
Name of School	Harris Academy Chafford Hundred
Name of RIS teacher	Hiteshkumar Parmar
Title of Assignment	Describe a country that you have never visited

How your assignment is graded:

Grade	Marks	What this means
1st	70+	Performing to an excellent standard at A-level
2:1	60-69	Performing to a good standard at A-level
2:2	50-59	Performing to an excellent standard at GCSE
3rd	40-49	Performing to a good standard at GCSE
Working towards a pass	0-39	Performing below a good standard at GCSE
Did not submit	DNS	No assignment received by The Brilliant Club

Lateness	
Any lateness	10 marks deducted
Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

Marks

OVERALL MARK / 100		FINAL MARK / 100 (including any deductions)	
DEDUCTED MARKS		FINAL GRADE	

If marks have been deducted (e.g. late submission, plagiarism) the teacher should give an explanation in this section:

Mark Breakdown and Feedback

Knowledge and Understanding		Research and Evidence	
	mark		*mark*
Developing an Argument		**Critical Evaluation**	
	mark		*mark*
Structure and Presentation		**Language and Style**	
	mark		*mark*

Final Assignment (essay based): Pupil Feedback Report

Name of Pupil	
Name of School	Harris Academy Chafford Hundred
Name of RIS teacher	Hiteshkumar Parmar
Title of Assignment	"Many Greek authors wrote texts describing India, but none of them knew much about the country." Do you agree with this statement?

How your assignment is graded:

Grade	Marks	What this means
1st	70+	Performing to an excellent standard at A-level
2:1	60-69	Performing to a good standard at A-level
2:2	50-59	Performing to an excellent standard at GCSE
3rd	40-49	Performing to a good standard at GCSE
Working towards a pass	0-39	Performing below a good standard at GCSE
Did not submit	DNS	No assignment received by The Brilliant Club

Lateness	
Any lateness	10 marks deducted
Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

Marks

OVERALL MARK / 100		FINAL MARK / 100 (including any deductions)	
DEDUCTED MARKS		FINAL GRADE	

If marks have been deducted (e.g. late submission, plagiarism) the teacher should give an explanation in this section:

Mark Breakdown and Feedback

Knowledge and Understanding		Research and Evidence	
	mark		*mark*
Developing an Argument		**Critical Evaluation**	
	mark		*mark*
Structure and Presentation		**Language and Style**	
	mark		*mark*

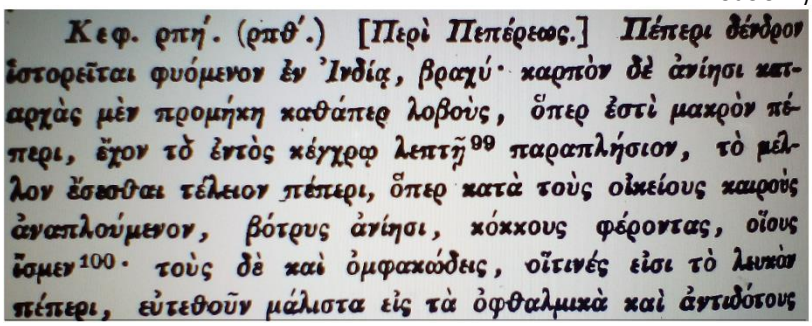
Subject Vocabulary

Word	Definition	In a sentence (complete using your own words)
source	something or somebody that gives you information	My main source for this article is _____ .
to criticise	to give your opinion on something	The author criticises _____.
fragment	remaining part of an ancient text that has been lost	The book has been lost but there are _____ which allow us to understand what it was about.
lacuna	something missing in a text	We cannot understand what the author wanted to say because his book has a _____.
to perceive	to understand something or someone in a certain way	My father perceived _____ as a good _____.
to portray	to describe something	_____ _____
chronology	order in which events happen	_____ _____
to paraphrase	to say the same as somebody has said by using different words	I will _____ this sentence to make it easier for everybody to understand what the writer says.
to allude to	to talk about something or somebody without actually naming them	As he is talking about what jazz musicians are like, he might be _____ to his mother, who was a famous jazz singer.
parody	something that makes fun of something serious	This story is actually a _____ of what Churchill said in his speech about the war.

Tutorial 1 – How did the Greeks start interacting with the Indians?

Achilles treating his friend Patroclus (5th century BC; Staatliche Museen zu Berlin)

Doctor treating a patient (5th century BC. Louvre Museum)



Κεφ. ρπή. (ρπθ'.) [Περὶ Πεπέρεως.] Πέπερι δένδρον ἱστορεῖται φυόμενον ἐν Ἰνδίᾳ, βραχύ· καρπὸν δὲ ἀνίησι κατ-
αρχὰς μὲν προμήκη καθάπερ λοβούς, ὅπερ ἐστὶ μακρὸν πέ-
περι, ἔχον τὸ ἐντὸς κέγχρῳ λεπτῇ[99] παραπλήσιον, τὸ μέλ-
λον ἔσεσθαι τέλειον πέπερι, ὅπερ κατὰ τοὺς οἰκείους καιροὺς
ἀναπλούμενον, βότρυς ἀνίησι, κόκκους φέροντας, οἵους
ἴσμεν[100]· τοὺς δὲ καὶ ὀμφακώδεις, οἵτινές εἰσι τὸ λευκὸν
πέπερι, εὐτεθοῦν μάλιστα εἰς τὰ ὀφθαλμικὰ καὶ ἀντιδότους

Original text of *De Materia Medica*, by Dioscorides (1st century AD)

What is the Purpose of Tutorial 1?

- Objective 1 Identify the moment in history when the Greeks and the Indians started interacting
- Objective 2 Identify different stages in the history of the relations between Greece and India
- Objective 3 Explain why it was difficult for the Greeks and the Indians to understand each other

Activity 1: Class discussion: what does pepper have in common with paracetamol?

Activity 2: Think-Pair-Share – In your opinion, what would be the two main features of ancient Greek civilisation? Justify your answer.

Activity 3: We have started our course with the question above because, for us to understand why the relations between Greece and India were important we need to consider the role of everyday items, such as pepper, in everyday life in the ancient world. Below we can read what Dioscorides, a Greek doctor, wrote about pepper:

> "Pepper comes from India. It can be taken in a drink or rubbed on your skin. It helps digestion, cures colds, fever, coughs, eye diseases and chest infections. It helps those bitten by poisonous snakes. Mixed in sauces, it eases pain and increases appetite."
>
> Dioscorides, *De Materia Medica*

After reading the passage above, would you say that it was important for the Greeks and the Indians to interact with each other? Justify your answer.

ADDITIONAL ACTIVITIES

Activity 4: Indicate two facts that you might know about Indian culture.

Activity 5: Examine the timeline on screen showing key facts and figures of Greek and Indian history and identify **two dates** that seem important to you.

Activity 6: Analyse the world map on screen showing distances in miles between Greece and India. Identify two ways people could travel from one country to the other.

Activity 7: Think-Pair-Share – In your opinion, was it easy for the Greeks to travel to India? Justify your answer.

Baseline assignment title: Describe a country that you have never visited.

Baseline assignment instructions:
In the introduction, you should explain:
1. What type of information (history, politics, culture, geography) you will be including in your description and why (relevance of data, personal interest or other reason).
2. What sources of information you will be using (books, websites, stories you heard from friends and family members) and your reasons for doing so.

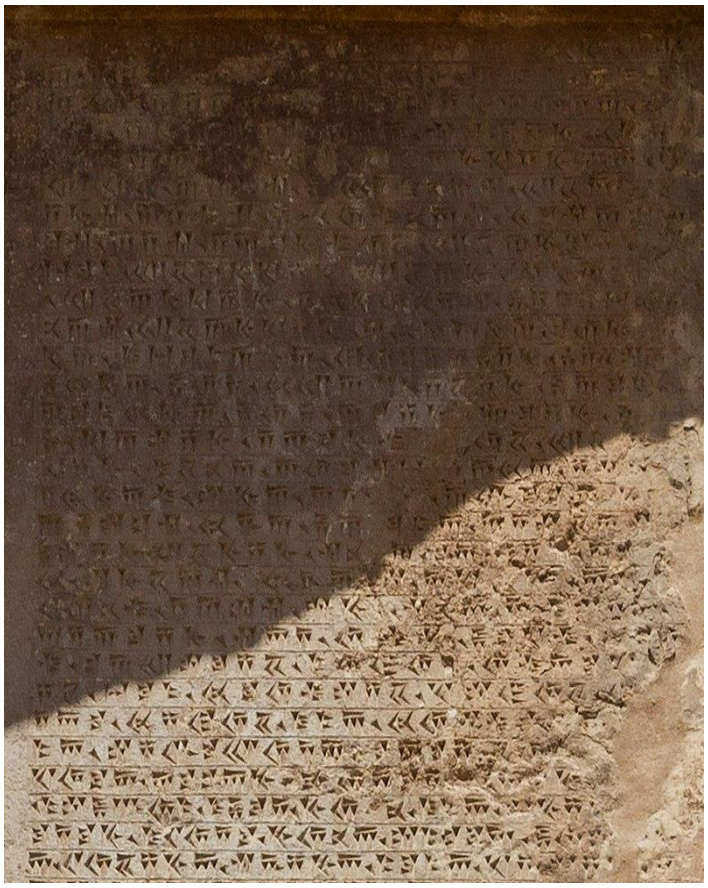
Baseline assignment success criteria:
1. Organise your ideas in paragraphs with a logical structure
2. Make sure your spelling, grammar nd punctuation are accurate
3. Identify sources you used for each part of your description

The Nuremberg Chronicle (1493) Baayerische Staatsbibliothek, Munich, Germany

Tutorial 2 – Greek knowledge of India before Alexander the Great

Babylonian tribute bearers –Relief at the Palace of Darius I at Persepolis (6th century BC)

Indian tribute bearers - Relief at the Palace of Darius I at Persepolis (6th century BC)



Inscription in Old Persian cuneiform script, showing the list of countries(which includes India) conquered by Darius I.

What is the Purpose of Tutorial 2?

- Objective 1 Identify key elements of Herodotus' and Ctesias' accounts of India
- Objective 2 Explain why Herodotus thought he absolutely needed to talk about India in his book
- Objective 3 Explain what type of sources Ctesias used to write his account

Starter: Share with your classmates two reasons why you decided to describe the country you covered in your baseline assignment.

_____

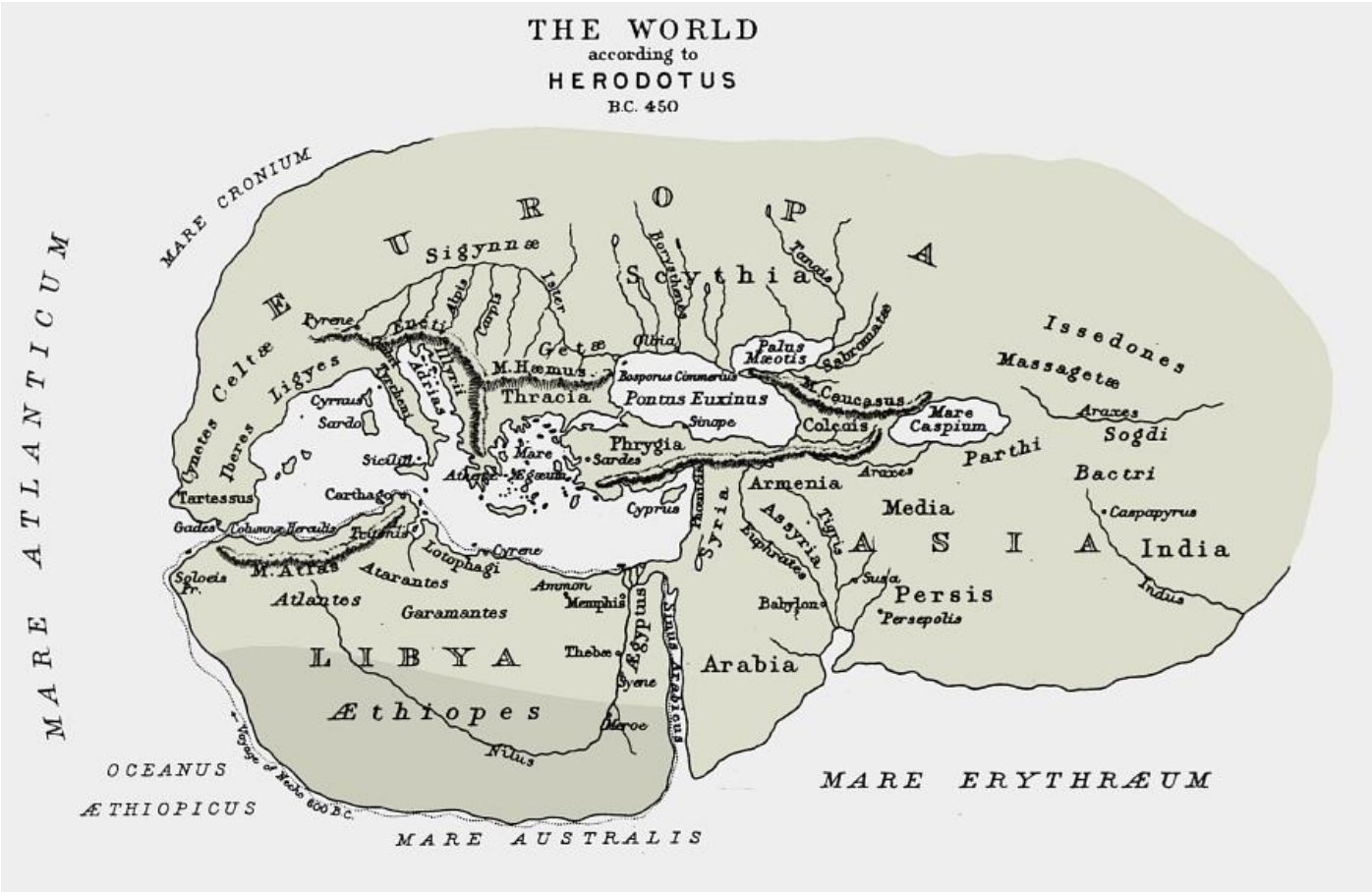
_____

_____

_____

_____

Activity 1: Herodotus lived in the 5th century BC and he is universally regarded as the "father of history". The map below represents the world as he would have imagined it. After you have considered the map for a moment, answer the following questions.



1. Indicate two features that you find strange about the map.

2. In your opinion, what made Herodotus think that the world looked like this?

Activity 2: The text below was written by Herodotus. In his book, *Histories*, he describes the Persian empire, but includes much information about India. Read the passage below and identify two reasons why the author decided to mention India in his book.

The Persian king Dareios established twenty provinces, which the Persians themselves call satrapies; and having established the provinces and set over them rulers, he appointed tribute to come to him from them according to races. (3.89) From Babylon and from the rest of Assyria there came in to him a thousand talents of silver and five hundred boys for eunuchs: this is the ninth division. (3.92)
Of the Indians the number is far greater than that of any other race of men of whom we know; and they brought in a tribute larger than all the rest, that is to say three hundred and sixty talents of gold-dust: this is the twentieth division. (3.94)
Now this great quantity of gold, out of which the Indians bring in to the king the gold-dust which has been mentioned, is obtained by them in a manner which I shall tell. That part of the Indian land which is towards the rising sun is sand; for of all the peoples in Asia of which we know or about which any certain report is given, the Indians dwell furthest away towards the East and the sunrising; seeing that the country to the East of the Indians is desert on account of the sand. Now there are many tribes of Indians, and they do not agree with one another in language; and some of them are pastoral and others not so, and some dwell in the swamps of the river and feed upon raw fish, which they catch by fishing from boats

made of cane; and each boat is made of one joint of cane. These Indians of which I speak wear clothing made of rushes: they gather and cut the rushes from the river and then weave them together into a kind of mat and put it on like a corslet. (3.98)

Others of the Indians, dwelling to the East of these, are pastoral and eat raw flesh: these are called Padaians, and they practise the following customs:—whenever any of their tribe falls ill, whether it be a woman or a man, if a man then the men who are his nearest associates put him to death, saying that he is wasting away with the disease and his flesh is being spoilt for them: and meanwhile he denies stoutly and says that he is not ill, but they do not agree with him; and after they have killed him they feast upon his flesh: but if it be a woman who falls ill, the women who are her greatest intimates do to her in the same manner as the men do in the other case. For in fact even if a man has come to old age they slay him and feast upon him; but very few of them come to be reckoned as old, for they kill every one who falls into sickness, before he reaches old age. (3.99)

Other Indians have on the contrary a manner of life as follows:—they neither kill any living thing nor do they sow any crops nor is it their custom to possess houses; but they feed on herbs, and they have a grain of the size of millet, in a sheath, which grows of itself from the ground; this they gather and boil with the sheath, and make it their food: and whenever any of them falls into sickness, he goes to the desert country and lies there, and none of them pay any attention either to one who is dead or to one who is sick. (3.100)

Others however of the Indians live towards the North of the other Indians. These are the most warlike of the Indians, and these are they who make expeditions for the gold. For in the parts where they live it is desert on account of the sand; and in this desert and sandy tract are produced ants, which are in size smaller than dogs but larger than foxes, for there are some of them kept at the residence of the king of Persia, which are caught here. These ants then make their dwelling under ground and carry up the sand just in the same manner as the ants found in the land of the Hellenes, which they themselves also very much resemble in form; and the sand which is brought up contains gold. To obtain this sand the Indians make expeditions into the desert, each one having yoked together three camels, placing a female in the middle and a male like a trace-horse to draw by each side. On this female he mounts himself, having arranged carefully that she shall be taken to be yoked from young ones, the more lately born the better. For their female camels are not inferior to horses in speed, and moreover they are much more capable of bearing weights. (3.102)

When the Indians have come to the place with bags, they fill them with the sand and ride away back as quickly as they can, for the ants, perceiving the men, as the Persians allege, by the smell, begin to pursue them: and this animal, they say, is superior to every other creature in swiftness, so that unless the Indians got a start in their course, while the ants were gathering together, not one of them would escape. This is how the Indians get most part of the gold, as the Persians say. (3.105)

It seems indeed that the extremities of the inhabited world had allotted to them by nature the fairest things, just as it was the lot of Hellas to have its seasons far more fairly tempered than other lands: for first, India is the most distant of inhabited lands towards the East, as I have said a little above, and in this land not only the animals, birds as well as four-footed beasts, are much larger than in other places (except the horses, which are surpassed by those of Media called Nessaian), but also there is gold in abundance there, some got by digging, some brought down by rivers, and some carried off as I explained just now: and there also the trees which grow wild produce wool which surpasses in beauty and excellence that from sheep, and the Indians wear clothing obtained from these trees. (3.106)

Herodotus, *Histories*, Book 3. Translated by G. C. Macaulay

1. Do you think India was important for the Persians? Justify your answer.

2. How did Herodotus learn about the way Indians collect gold?

3. According to Herodotus, why was the location of countries around the world so relevant?

Activity 3: The first Greek book entirely dedicated to India was written by Ctesias, who worked as a doctor at the Persian court. Unfortunately his original book stopped circulating in the ancient world and has been completely lost. Luckily Greeks and Romans who read it made notes of what it included. By reading these notes (which we call fragments) we can have an idea of what Ctesias said. Compare his description of India below with Herodotus' and identify three differences between the two texts.

Ctesias says that the population of India is almost greater than that of the whole world. (2) Beyond India there are no countries inhabited by men. (4) It never rains there, the country being watered by the river. (5) It is intensely hot and the sun appears ten times larger than in other countries; large numbers of people are suffocated by the heat. (12) Observing that the Indians are extremely just, Ctesias goes on to describe their manners and customs. (16) It is not the heat of the sun that makes the Indians swarthy; they are so naturally. Some of them, both men and women, are very fair, though they are fewer in number. Ctesias says that he himself saw five white men and two white women. (19) The Indians have very excellent cheese and sweet wine, both of which Ctesias tested himself. (46)

He next mentions a fountain which is filled every year with **liquid gold**, from which a hundred pitcherfuls are drawn. At the bottom of the fountain there is iron, and the author says that he possessed two swords made from it, one given him by the king, the other by his mother, Parysatis. If this iron be fixed in the ground, it keeps off clouds and hail and hurricanes. Ctesias declares that the king twice proved its efficacy and that he himself was a witness to it. (9)

The **martikhora** is an animal found in this country. It has a face like a man's, a skin red as cinnabar, and is as large as a lion. It has three rows of teeth, ears and light-blue eyes like those of a man; its tail is like that of a land scorpion, containing a sting more than a cubit long at the end. It has other stings on each side of its tail and one on the top of its head, like the scorpion. It fights with both its claws and stings, which, according to Ctesias, grow again after they have been discharged. There is a great number of these animals in India, which are hunted and killed with spears or arrows by natives mounted on elephants. (15)

The country produces much **silver** and there are numerous silver mines. There is also **gold**, not found in rivers and washed, but in many large mountains which are inhabited by griffins. These are four-footed birds as large as a wolf, their legs and claws resembling those of a lion; their breast feathers are red, those of the rest of the body black. Although there is abundance of gold in the mountains, it is difficult to get it because of these birds. (26)

Ctesias relates these fables as perfect truth, adding that he himself had seen with his own eyes some of the things he describes, and had been informed of the rest by eye-witnesses. He says that he has omitted many far more marvelous things, for fear that those who had not seen them might think that his account was utterly untrustworthy. (51)

Ctesias, Fragment 1, containing notes made by Photius. Translated by J.H. Freese

Plenary: Think-pair-share: What sources did Herodotus and Ctesias use in their accounts?

Homework title: Nearchus' account of India
Homework instructions: Read Nearchus' account of India and identify the key elements of his description of the country.

Nearchus' account of India

Since there had been prepared for Alexander on the banks of the river Hydaspes in India many thirty-oared and one-and-a-half-banked ships, and many horse transports and othervessels which were suitable for the conveyance of the army by river, Alexander decided to sail down the Hydaspes to the great sea. Initially he thought that he had discovered the sources of the Nile, since he had seen crocodiles in the river Indos, the only one out of all other rivers except for the Nile, and beans growing on the banks of the Akesines just like those which the Egyptian land produces, and had heard that the Akesines flows into the Indos; the theory was that the Nile originated from India somewhere there, and, after flowing through a large deserted land and here losing the name Indos, from the point where it began to flow through inhabited territory it was then called Nile by the Ethiopians there and the Egyptians.

At this time Koinos, who was among the most trusted of Alexander's companions, died of disease; in the circumstances, he buried him in splendid fashion. After assembling the companions and those Indian envoys who had come to him, he presented Poros as the king of the Indian land which had already been captured, that is to say seven entire nations and more than 2,000 cities in these nations.

When everything had been made ready for him, at dawn the army embarked on the ships while he sacrificed to the gods as normal and to the river Hydaspes as the seers recommended; after embarking on the ship, from the prow he poured a libation into the river from a golden cup, invoking the Akesines as well as the Hydaspes, since he had learned that this was the largest of the other rivers to join the Hydaspes, and that their junction was not far away, and the Indos into which the Akesines flows together with the Hydaspes. After pouring libations to his ancestor Herakles, to Ammon, and to the other gods to whom he normally did, he ordered the departure to be signalled on the trumpet, and at the same time as the signal they set off in good order. He had given instructions about how far apart the baggage ships were to be formed up, how far the horse transports, and how far the warships, so that they would not fall foul of one another on the voyage by sailing at random; even the swift ships were not permitted to move outside the formation.

The appearance of the horses on the horse-transport ships astounded those barbarians who were watching, with the result that those who witnessed the departure from there accompanied them for a long way: horses on ships had not previously been seen in the Indians' land, since there was no recollection that the expedition of Dionysos against the Indians had also been naval.

Those Indians who had already come over to Alexander and who were within earshot of the shouting of the rowers or the beat of the oars, these too rushed to the bank and followed along with barbarian singing: for the Indians are lovers of song and dance above all other people, from the time of Dionysos and those who revelled with Dionysos through the Indians' land.

He was keen to sail against the land of the Malli and the Oxydrakai, since he had learned that they were the most numerous and warlike of Indians in these parts, and it was reported to him that they had placed their women and children in their strongest cities while they were resolved to go into battle against him. For this reason he made the voyage with even greater eagerness, so that he could attack them when they had not finished arrangements but were still lacking some preparation and were in disarray.

(From Arrian, *Anabasis* 6.1.1–5 BNJ 133 F 32)

Homework success criteria:
1. Explain why do you class the features you have selected as relevant.
2. Organise your ideas in paragraphs with a logical structure.
3. Make sure your spelling, grammar nd punctuation are accurate

Tutorial 3 – Greek knowledge of India after Alexander the Great

What is the Purpose of Tutorial 3?

- Objective 1 Identify the key stages of Alexander the Great's expedition to India
- Objective 2 Identify the key elements of Nearchus' and Megasthenes' accounts

Activity 1: The map above shows the route Alexander the Great took in order to reach India, as well as the countries he conquered. In your opinion what made Alexander undertake such an enterprise?

Activity 2: Considering Nearchus' account that you have read as part of your homework, do you believe Alexander had an easy journey to India? Justify your answer.

Activity 3: After Alexander's expedition, travelling between East and West became relatively easier. Megasthenes was a Greek ambassador who travelled to Palibothra, where he met the Indian king. Read his text below and answer the questions below.

MEGASTHENES' ACCOUNT OF INDIA

It is said that the whole of India is exceedingly large, with many peoples of all kinds, none of which originated as foreigners. All are believed to be autochthonous, for there is no foreign settlement among them and they have never sent one to another nation. Their legends tell that the earliest people fed themselves from the plants of the earth that grow spontaneously, and clothed themselves with skins of local animals, just as the Hellenes did. Likewise the discovery of the arts and other things useful for life was done gradually, necessity suggesting the way for a talented creature, having as helpers for everything his hands, speech, and the shrewdness of his mind.

The most learned Indians tell a legend which it would be appropriate to recount briefly. They say that in earliest times, when the people were still living separately in villages, Dionysos arrived from western lands with a notable force and overran all India, since there was not a single city powerful enough to oppose him. But when there was great burning heat and the soldiers of Dionysos were weakened by a pestilential disease, this leader, excelling in his practical wisdom, led his army from the flat lands into the mountains, where cool winds blew and pure water flowed from the springs at their very sources, and where the army recovered from the disease. The name of the mountainous place is Meros [thigh], where Dionysos turned aside the power of the disease. Because of this the Hellenes, in regard to this god, have handed down to their descendants that Dionysos was reared in a thigh. After this he took charge of the storage of fruits, which he shared with the Indians, and transmitted to them the discovery of wine and other things useful for life. In addition, he became the founder of notable cities, by collecting together villages in well-sited places, introducing the honoring of divinity and establishing laws and lawcourts. On the whole he was the originator of so many good things that he was considered a god, and received immortal honors. It is also recounted that he actually took a large number of women with his army and when he drew up for battle in his wars he used drums and cymbals, since the trumpet had not yet been discovered. After he ruled all of India for 52 years he died of old age. His sons succeeded to the rule, always leaving the state to their descendants. Eventually, many generations later, the rule was dissolved and the cities became democracies.

Concerning Dionysos and his descendants, then, this is the legend told by those living in the mountains of India. Regarding Herakles, they say that he was born among them and bestow on him the club and lion skin, as the Hellenes do. He excelled all other men by far in bodily strength and courage, and cleansed both the land and sea of wild beasts. He married a number of women and had many sons but only one daughter, and when they reached maturity, he divided all India into parts equal to the number of his offspring and appointed his sons kings, and rearing his single daughter he appointed her queen. He became the founder of not a few cities, the most distinguished and largest of which he named Palibothra. In it he built an expensive palace and established many settlers, and he fortified the city with notable ditches filled with water from the rivers. When Herakles was removed from men and received immortal honors, his descendants ruled for many generations and undertook many distinguished actions, but they did not make any campaigns beyond the boundaries and dispatched no settlements to other peoples. Many years later most of the cities became democracies, although among certain peoples the kingship remained until the crossing over of Alexander.

In regard to some of the unusual customs of the Indians, a particular one introduced by their ancient men of wisdom is considered most marvellous. It has been absolutely ordained that no one at all among them is to be a slave, but they are to live in freedom and honor equality among all. Those who have learned neither to rise above nor to fall below others will have the best life in all situations. It is silly to make laws based on equality for all and then to create anomalies in society.

The entire population of the Indians is divided into seven classes, of which the first is the group of sages, in quantity less than the other classes, but first of all in distinction. The sages are exempt from all services and thus neither dominate others nor are mastered by others. Yet they are asked by private citizens to

manage the sacrifices during life as well as those for the dead, as they have become most beloved by the gods and are most experienced regarding the matters of Hades, and they receive remarkable gifts and honors for this. They provide a great service to the Indian public, since they are invited at the new year to the great assembly in order to foretell to the people the droughts and abundant rains, and also the favorable winds and disease and other things that can benefit those hearing. (3) By being foretold what will happen, both the people and the king can always gather together that which will be unavailable in the future and can always prepare in advance the necessities. The sages who fail in their prophecies submit to no other punishment than censure, and they remain silent for the rest of their lives. The second class is the farmers, who seem to be far greater in number than the others. They are exempted from war and other public duties to be engaged in farming. No enemy, happening upon a farmer on the land, would harm him, but would consider him a common benefactor and thus abstain from all harm. Therefore the land remains uncorrupted, and laden with crops provides many advantages for the benefit of men. The farmers live on the land with their children and wives, and completely avoid coming down into the city. They pay a fee for the land to the king, since all India is royal property, and no private person is allowed to own land. In addition to the rent they pay a fourth part [of their produce] to the royal treasury. The third group consists of the shepherds and herdsmen, in general all those pastoralists who do not live in a city or village, but pass their lives in tents. These are also hunters who cleanse the land of birds and wild animals. Trained and skilled in this, they are civilizing India, although it is full of many and varied wild beasts and birds that eat the seed of the farmers.
The fourth class is the craftsmen. Some of these are armorers and others make products of service to farmers and certain others. They are not only exempt from taxes but receive an allowance from the treasury. The fifth is the soldiers, well adapted for war. They are second in quantity, and require relaxation and many amusements in peacetime. All the soldiers and the horses and elephants used in war are maintained from the treasury. The sixth is the overseers. They investigate and oversee everything happening in India and report to the kings, or if their city is without a king, to the magistrates. The seventh class is that which deliberates and advises those who take council for public issues. These are the least in number, but in noble birth and judgement they are most admired. From them come the royal advisors, the administrators, and the judges of disputes. Their leaders and magistrates generally come from this class. These, approximately, are the classes into which the citizenry of India is divided. It is not allowed to marry someone from another class or to practice several callings of life or skills, such as a soldier becoming a farmer or a craftsman a sage.

(From Diodoros, *Bibliotheca* 2.38-40 BNJ 715 F 4)

1. In your opinion, what makes Megasthenes' account different from Nearchus' text?

2. What was the legacy of Dionysos in India?

3. In what way was Heracles important for Indian history?

4. How did the Indian sages relate with kings and farmers?

5. What were the differences between farmers and craftsmen?

6. What were the duties allocated to the overseers?

Homework title: Read Strabo's account of India
Homework instructions: Identify three key elements of this paragraph
Homework success criteria: Identify at least three elements you class as most important in Strabo's opening remarks and explain why do you class them as relevant.

Strabo's account of India

After Asia one comes to Libya, which I shall describe later, but I must now begin with India, for it is the first and largest country that lies out towards the east.
But it is necessary for us to hear accounts of this country with indulgence, for not only is it farthest away from us, but not many of our people have seen it; and even those who have seen it, have seen only parts of it, and the greater part of what they say is from hearsay; and even what they saw they learned on a hasty passage with an army through the country. Wherefore they do not give out the same accounts of the same things, even though they have written these accounts as though their statements had been carefully confirmed. And some of them were both on the same expedition together and made their sojourns together, like those who helped Alexander to subdue Asia; yet they all frequently contradict one another. But if they differ thus about what was seen, what must we think of what they report from hearsay?
Moreover, most of those who have written anything about this region in much later times, and those who sail there at the present time, do not present any accurate information either.
As for the merchants who now sail from Aegypt by the Nile and the Arabian Gulf as far as India, only a small number have sailed as far as the Ganges; and even these are merely private citizens and of no use as regards the history of the places they have seen. But from India, from one place and from one king, I mean Pandion, or another Porus, there came to Caesar Augustus presents and gifts of honour and the Indian sophist who burnt himself up at Athens, as Calanus had done, who made a similar spectacular display of himself before Alexander.
If, however, one should dismiss these accounts and observe the records of the country prior to the expedition of Alexander, one would find things still more obscure. Now it is reasonable to suppose that Alexander believed such records because he was blinded by his numerous good fortunes; at any rate, Nearchus says that Alexander conceived an ambition to lead his army through Gedrosia when he learned that both Semiramis and Cyrus had made an expedition against the Indians, and that Semiramis had turned back in flight with only twenty people and Cyrus with seven; and that Alexander thought how grand it would be, when those had met with such reverses, if he himself should lead a whole victorious army safely through the same tribes and regions. Alexander, therefore, believed these accounts.
So, in cases like these, one must accept everything that is nearest to credibility. I have already in my first discussion of the subject of geography8 made decisions, as far as I could, about these matters. And now I shall unhesitatingly use those decisions as accepted, and shall also add anything else that seems required for the purpose of clearness. It was particularly apparent from my former discussion that the summary account set forth in the third book of his geography by Eratosthenes of what was in his time regarded as India, that is, when Alexander invaded the country, is the most trustworthy; and the Indus River was the boundary between India and Ariana, which latter was situated next to India on the west and was in the possession of the Persians at that time; for later the Indians also held much of Ariana, having received it from the Macedonians. And the account given by Eratosthenes is as follows:
India is bounded on the north, from Ariana to the eastern sea, by the extremities of the Taurus, which by the natives are severally called "Paropamisus" and "Emodus" and "Imaŭs" and other names, but by the Macedonians "Caucasus"; on the west by the Indus River; but the southern and eastern sides, which are much greater than the other two, extend out into the Atlantic sea, and thus the shape of the country becomes rhomboidal.

From this one can see how much the accounts of the other writers differ. Ctesias says that India is not smaller than the rest of Asia; Onesicritus that it is a third part of the inhabited world: Nearchus that the march merely through the plain itself takes four months

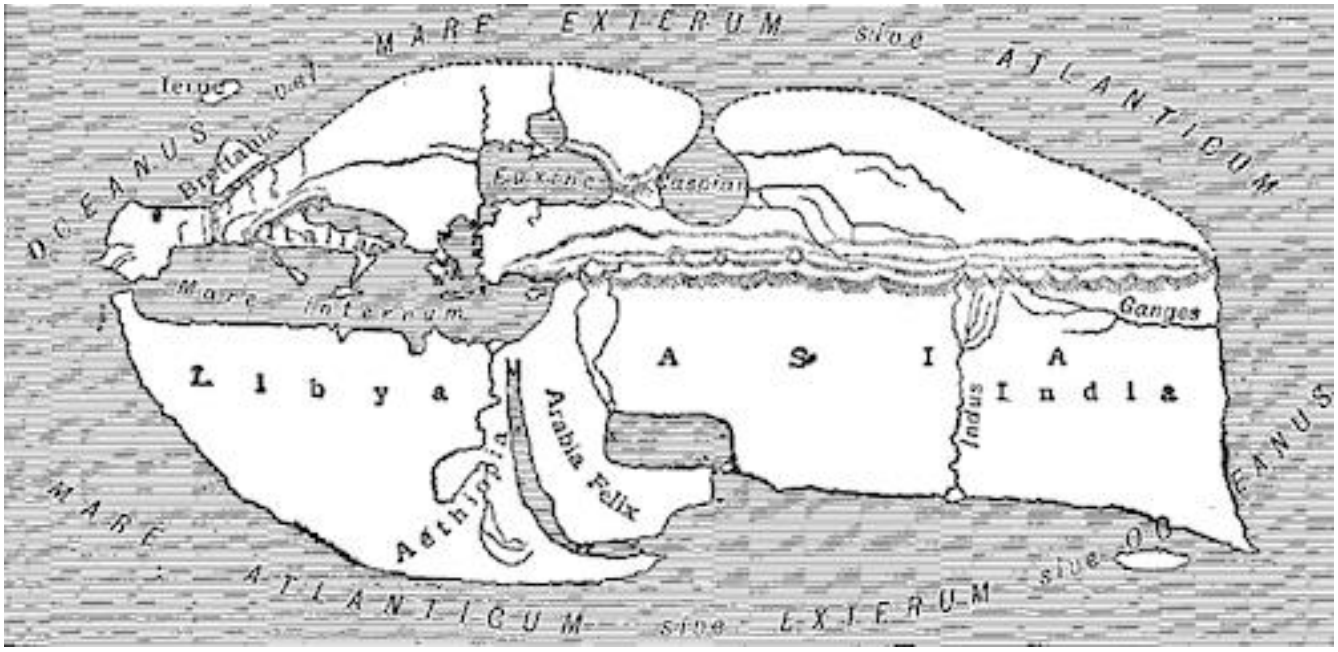
The whole of India is traversed by rivers. Some of these flow together into the two largest rivers, the Indus and the Ganges, whereas others empty into the sea by their own mouths. They have their sources, one and all, in the Caucasus; and they all flow first towards the south, and then, though some of them continue to flow in the same direction, in particular those which flow into the Indus, others bend towards the east, as, for example, the Ganges. Now the Ganges, which is the largest of the rivers in India, flows down from the mountainous country, and when it reaches the plains bends towards the east and flows past Palibothra, a very large city, and then flows on towards the sea in that region and empties by a single outlet. But the Indus empties by two mouths into the southern sea, encompassing the country called Patalenê, which is similar to the Delta of Aegypt. Onesicritus says that the hippopotamus is also to be found in India.

As for the people of India, those in the south are like the Aethiopians in colour, although they are like the rest in respect to countenance and hair (for on account of the humidity of the air their hair does not curl), whereas those in the north are like the Aegyptians.

Aristobulus says that only the mountains and their foothills have both rain and snow, but that the plains are free alike from rain and snow, and are inundated only when the rivers rise.

(Strabo, *Geography*, 15.1. 1-17)

Tutorial 4 – Greek knowledge of India after Alexander the Great



World map according to Strabo

What is the Purpose of Tutorial 4?

- Objective 1 Identify the key elements of Strabo's account of India
- Objective 2 Identify the sources Strabo used and why
- Objective 3 Explain what are the differences between texts we have studied

Activity 1: Class discussion: what are the key features of Strabo's opening paragraph?

Activity 2: Answer the following questions about Strabo's account of India

1. Where did Strabo gather information to write his text?

2. What was the main problem the author faced when writing his text?

3. What were the different types of sources that were available?

4. What does Strabo say about Alexander's companions?

5. Do you agree with what Strabo says about authors who wrote about India before Alexander invaded the country? Justify your answer.

Activity 3: Read the passage from Strabo's text your teacher will give you and write a text paraphrasing what you have just read.

_____

_____

_____

_____

_____

Additional Activity:
Categorise texts we have read throughout our course and decides which ones are:

Primary sources:	
Secondary sources:	
Fragments:	

Homework title: Read the *Periplus Maris Erythraei*
Homework instructions: Select a location mentioned in the text and list the goods the merchants exchanged there.
Homework success criteria: You should make clear what items were imported and exported at the location.

Periplus Maris Erythraei

Immediately after the Gulf of Barakê is the Gulf of Barygaza and the coast of the region of Ariakê, the beginning both of Manbano's realm and of all of India. The part inland, which borders on Skythia, is called Abêria, the part along the coast Syrastene. The region very fertile produces grain, rice, sesame oil, ghee, cotton, and the Indian cloths made from it, those of ordinary quality. There are a great many hords of cattle, and the men are of very great size and dark skin colour. The metropolis of the region is Minnagara, from which great quantities of cloth are brought to Barygaza. In the area there are still preserved to this very day signs of Alexander's expedition, ancient shrines and the foundations of encampments and huge wells. The voyage along the coast of this region, from Barbarikon to the promontory near Astaakapra across from Barygaza called Papike is 300 stadia. 41
Beyond it is another gulf, on the inside of the waves, that forms an inlet directly to the north. Near the mouth is an island called Baionês, and at the very head a mighty river called the Mais. Vessels whose destination is Barygaza cross the gulf, which is about 300 stadia wide, leaving the island whose highest point is visible to the left and heading due east toward the mouth of Barygaza's river. The river is called Lamnaios.42

This gulf which leads to Barygaza, since it is narrow, is hard for vessels coming from seaward to manage. For they arrive at either its right-hand side or its left-hand, and attempting by the left-hand side is better than the other. For, on the right-hand side, at the very mouth of the gulf there extends a rough and rock strewn reef called Heronê, near the village of Kammoni. Opposite it, on the left-hand side is the promontory in front of Astakapra called Papike; mooring here is difficult because of the current around it and because the bottom being rough and rocky, cuts the anchor cables. And, even if you manage the gulf itself, the very mouth of the river on which Barygaza stands is hard to find because the land is low and nothing is clearly visible even from nearby. And even if you find the mouth, it is hard to negotiate because of the shoals in the river around it.43

For this reason local fishermen in king's service come out with crews [of rowers] and long ships, the kind called trappaga and kotymba, to the entrance as far as Syrastene to meet vessels and guide them up to Barygaza. Through the crew's effort they maneuver them right from the mouth of the gulf through the shoals and tow them to predetermined stopping places; they get them under way when the tide comes in and when it goes out, bring them to anchor in certain harbors and basins, the basins are rather deep spots along the river up to Barygaza. For this lies on the river about 300 stadia upstream from the mouth. 44

The navigating of ships in and out Barygaza is dangerous for those who are inexperienced and are entering this port of trade for the first time. For, once the thrust of the flood tide is under way, restraining anchors do not stay in place. Consequently the ships, carried along by its force and driven sideways by the swiftness of the current, run aground on the shoals and break up, while smaller craft even capsize. 46

Inland behind Barygaza there are numerous peoples: Aratrioi, Arachusioi, Gandaraioi, and the peoples of Proklais. And beyond these is a very warlike people, the Bactrians. 47

There is in this region towards the east a city called Ozene, the former seat of the royal court, from which everything that contributes to the region's proserity, including what contributes to trade with us, is brought down to Barygaza: onyx, agate, Indian garments of cotton and a considerable amount of cloth of ordinary quality. Through this region there is also brought down from the upper areas the nard that comes by way of Proklais, the nard that comes from the adjacent part of Skythia, and costus and bdellium. 48

In this port of trade there is a market for: wine, principally Italian but also Laodicean and Arabian; copper, tin and lead; coral and peridot (?); all kind of clothing with no adornment or of printed fabric; multicoloured girdles, eighteen inches wide; storax, yellow sweet clover (?); raw glass, realgar, sulphide of antimony; Roman money, gold and silver, which commands an exchange at some profit against the local currency; unguent, inexpensive and in limited quantity.

For the king there was imported in those times precious silverware, slave musicians, beautiful girls for concubinage, fine wine, expensive clothinng with no adornment, and choice unguent.

This area exports ivory, onyx, cotton cloth of all kinds, Chinese cloth, silk yarn, long pepper and items brough here from the nearby ports of trade. For those sailing to these ports from Egypt, the right time to set out is around the month of July, that is Epeiph. 49

Tutorial 5 – Greek knowledge of India after Alexander the Great

What is the Purpose of Tutorial 5?

- Objective 1 Identify products exchanged by Greek and Indian merchants
- Objective 2 Explain how Greek merchants travelled to India

Greek coins found in India

Activity 1: Think-Pair-Share: In your opinion, how did the Greek coins shown above ended up in India?

Activity 2: Answer the following questions considering the passage you have read from the *Periplus Maris Erythraei*.

1. Name the main items produced at Barygaza.

2. Was Minnagara an important city? Justify your answer.

3. How easy was it for a merchant ship to approach Barygaza? Justify your answer.

4. What was the difference between Ozene and Barygaza?

5. What could the Greek merchants sell to the Indians in Barygaza?

6. In your opinion what does the expression "for the king" is supposed to mean? Justify your answer.

Activity 3: Class discussion: taking into consideration all the texts we studied throughout our course, how much did the Greeks actually know about India?

FINAL ASSIGNMENT

Final assignment title: "Many Greek authors wrote texts describing India, but none of them knew much about the country." Do you agree with this statement?
Final assignment instructions: You should read all the sources we have studied in our tutorials and comment on at least two of them.
Final assignment success criteria:
- Include an introduction that clearly outlines what your assignment will contain
- Organise your ideas in paragraphs with a logical structure
- Provide clear justification of your ideas
- Select relevant research evidence to back up your thinking
- Apart from the texts provided in class, you should be discovering some sources yourself to support your reasoning
- Use a formal style of writing that is appropriate for an academic essay
- Make sure your spelling, grammar nd punctuation are accurate
- Include a conclusion that summarises all the key points clearly

Please not that in an outstanding essay:
- All content included and materials used are relevant to the general topic and to the specific question/title.
- Rich sources of research findings, quotations or other sourced material are included as evidence.
- A point of view or position in relation to the title or question is consistently clear. The position is developed effectively and consistently throughout the essay.
- Ideas are presented in paragraphs and arranged in a logical structure that is appropriate.

Please refer to the mark scheme above for further details.

Tutorial 6 – Feedback tutorial

What is the Purpose of Tutorial 6?

- To receive feedback on your final assignment
- To respond to the feedback from your Uni Pathways teacher
- To write targets for improvement on your final assignment

Final assignment feedback from your Uni Pathways Teacher

(Remember to look at the mark scheme to help you understand what you have done well so far, and how you can do even better in your final assignment)

Here are three things that my Uni Pathways Teacher thought I did well in my draft assignment
•   •   •

Here are three things that my Uni Pathways Teacher thinks that I could do to get a higher mark in my final assignment
•   •   •

Tasks from my Uni Pathways Teacher to do during the feedback tutorial to help me improve
•   •   •
My response:

Actions I will take to improve my final assignment after this tutorial…
•   •   •

Hand in date for my final assignment:	

Tutorial 7 – Final tutorial

What is the Purpose of Tutorial 7?

- To receive feedback and a grade on your final assignment.
- To reflect on the programme including what you enjoyed and what was challenging.
- To ask any questions you may have about university.

Final assignment feedback from my Uni Pathways Teacher

Final mark:	University style grade:
Feedback: Here are three things that my Uni Pathways teacher thought I did well in my final assignment • • •	

Here are three things that my Uni Pathways teacher thinks I should remember for when I am doing this kind of study in the future
• • •

University

What questions do you still have about University after taking part in Uni Pathways?
•   •   •

Reflecting on Uni Pathways

What did you most enjoy about Uni Pathways?
•   •   •

What did you find challenging about the programme?	How did you overcome these challenges?
• • •	• • •

Appendix 1 – Referencing correctly

When you get to university, you will need to include references in the assignments that you write, so we would like you to start getting into the habit of referencing in your Brilliant Club assignment. This is really important, because it will help you to avoid plagiarism. Plagiarism is when you take someone else's work or ideas and pass them off as your own. Whether plagiarism is deliberate or accidental, the consequences can be severe. In order to avoid losing marks in your final assignment, or even failing, you must be careful to reference your sources correctly.

What is a reference?

A reference is just a note in your assignment which says if you have referred to or been influenced by another source such as book, website or article. For example, if you use the internet to research a particular subject, and you want to include a specific piece of information from this website, you will need to reference it.

Why should I reference?

Referencing is important in your work for the following reasons:

- It gives credit to the authors of any sources you have referred to or been influenced by.
- It supports the arguments you make in your assignments.
- It demonstrates the variety of sources you have used.
- It helps to prevent you losing marks, or failing, due to plagiarism.

When should I use a reference?

You should use a reference when you:

- Quote directly from another source.
- Summarise or rephrase another piece of work.
- Include a specific statistic or fact from a source.

How do I reference?

There are a number of different ways of referencing, and these often vary depending on what subject you are studying. The most important to thing is to be consistent. This means that you need to stick to the same system throughout your whole assignment. Here is a basic system of referencing that you can use, which consists of the following two parts:

1. **A marker in your assignment**: After you have used a reference in your assignment (you have read something and included it in your work as a quote, or re-written it your own words) you should mark this is in your text with a number, e.g. [1]. The next time you use a reference you should use the next number, e.g. [2].
2. **Bibliography**: This is just a list of the references you have used in your assignment. In the bibliography, you list your references by the numbers you have used, and include as much information as you have about the reference. The list below gives what should be included for different sources.

    a. **Websites** – Author (if possible), title of the web page, website address, [date you accessed it, in square brackets].

    E.g. Dan Snow, 'How did so many soldiers survive the trenches?', http://www.bbc.co.uk/guides/z3kgjxs#zg2dtfr [11 July 2014].

    b. **Books** – Author, date published, title of book (in italics), pages where the information came from.

    E.g. S. Dubner and S. Levitt, (2006) *Freakonomics*, 7-9.

    c. **Articles** – Author, 'title of the article' (with quotation marks), *where the article comes from* (newspaper, journal etc.), date of the article.

    E.g. Maev Kennedy, 'The lights to go out across the UK to mark First World War's centenary', Guardian, 10 July 2014.

Notes

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