**Indus River Valley Civilization**

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| **Your Name:** Trisha Beining, Jennifer Dilcher, Christine Price | **Grade Level:** 6 |
| **Lesson Topic:** Final Assessment | **Lesson:** 10 of 10 **Duration:** 1 - 2 days |
| **Geography Theme:** Location, Place, Relationship Between Places, Movement, and Region | **Date:** |

**Lesson Summary**

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| Throughout the unit, students should have been adding items to their suitcases. These items should have some importance to the Indus Valley Civilization. During this activity students will present their items to the whole class describing why they are important to the civilization. |

**Content Statements and Objectives**

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| Content Statement #2: Early civilizations with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.  Content Statement #3: Globes and other geographic tools can be used to gather, process and report information about people, places and environments.   Content Statement #4: Latitude and longitude can be used to identify absolute location.  Content Statement #6: Variation among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment.  Objectives: 1. SWBAT identify important aspects of the Indus Valley Civilization. 2. SWBAT describe the importance of different aspects of the Indus Valley Civilization. 3. SWBAT summarize information covered during the Indus Valley Civilization unit. |

**Resources/Materials**

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| * “suitcases” * paper to write/type descriptions * rubric for project |

**Procedures**

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| **Lesson Focus:**   1. Throughout this unit students have been adding important items into their suitcases. Remind students that they should have at least five items for this.  2. Students will reflect on these items by describing their importance to the civilization.   3. The document will be completed during class house and turned in at the end of the allotted 2 days.  4. All written work should be completed according to the rubric provided.   Here is a link to a rubric that can be used for this project. <http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=2209420&>   **Assessment/*Evaluation:***  This is an assessment piece to the unit. There will be no additional informal or formal assessments.  **Differentiation:**   * The teacher can pair struggling learners with advanced learners when completing this activity. * The teacher could also provide a guide for the students to follow while completing the activity rather than giving just oral directions. |