**Indus River Valley Civilization**

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| **Your Name:** Trisha Beining, Jennifer Dilcher, Christine Price | **Grade Level:** 6 |
| **Lesson Topic:** Travel Brochure and Poster | **Lesson:** 7 of 10 **Duration:** 1-2 days |
| **Geography Theme:** Location, Place, Human/Environment Interaction, Movement, Regions | **Date:** |

**Lesson Summary**

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| Each student has now become an “expert” on their assigned topics. New groups will be formed where 1 student expert from each topic forms a new group. The new groups will be responsible for creating both a travel brochure and poster to be hung in the travel office or posted on the internet on the Indus River Valley utilizing everything they have learned to date in this unit. |

**Content Statements and Objectives**

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| *Content Statement #2*: Early civilizations (India, Egypt, China and Mesopotamia) 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 #5:* Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, economic).  Objectives: 1. SWBAT take information previously learned on a certain topic and combine it with other information to provide an overall picture of the Indus Valley Civilization.  2. SWBAT create a travel brochure based on previously researched information. |

**Resources/Materials**

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| *Materials*   * Various art materials - crayons, colored pencils, markers, rulers * Plain white paper cut into columns like on a tri-fold brochure * Construction paper * Computers with internet access * Text book - if applicable * Glue * Poster size paper   *Resources*   * Sample brochure and/or poster pre-made * Students - research notes |

**Procedures**

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| **Lesson Focus:**  1. Create new groups by taking one person from each group to form a new group of 6 where all 6 topics are represented in one group. For example, a new group will be comprised of one individual from the agriculture group, one individual from the technology group, one individual from the economics group, etc.   2. Student experts will have completed their research in previous lessons and will bring their expert knowledge on their assigned topic to this new group.  3. This new group will be made up of 6 individuals who will be responsible for working together to create both a travel brochure and poster (time permitting by the teacher) on the Indus River Valley Civilization. Explain to students, that using all the information provided to them so far in this unit and the information they have research on their own, they will be traveling back in time and creating a travel brochure of the Indus River Valley Civilization. The brochure will be a tri-fold containing containing colorful illustrations and information (technology, economics, social structure, agriculture, government and religion) about the ancient civilization.   4. In order to allow more than one student at a time to work on the brochure, have pre-cut individual white paper panels available. Students will use these pre-cut panels to create their section of the brochure. Once all panels are complete, students will glue them onto a tri-fold piece of construction paper for the final brochure copy.   5. The front of the brochure should include a title and a brief description of where the civilization is located, how a traveler would get there and what the climate is like . Within the brochure should be 6 separate titled sections highlighting:   * technology - What advancements were made that contributed to future civilizations? * economics - Did they trade, if so who with? What items were they known for? * government - an overview of the regions governmental system, who ruled, were citizens involved? * religion - an overview of the religion and religious practices of the area. What would a visitor need to know about their religious customs? * social structure - What is there to do for fun? What type of writing system do they have? * agriculture - What crops and livestock raised in the area? Were these items used solely for survival or were they traded?   All group member names should appear on it as well.  6. If some groups finish early or if time permits, groups can also create a travel poster of the Indus River Valley Civilization that would be hung in the travel agency or posted on the internet to promote the civilization.  7. Student brochures will be assessed by the following criteria:   * All 6 sections are correctly and accurately represented within the tri-fold * Correct spelling and grammar * Appeal of brochure - colorful, pictures, etc. * Title page is done correctly   **Assessment/*Evaluation:***  Informal: Walk around room assessing and evaluating students/groups through questioning and observation.  Formal: Brochure and Poster - students will be assessed on their group’s brochure and poster using the criteria listed above in the procedures section. *Students will receive a stamp in passport for completion of this activity. Brochures and Posters should be included in suitcase.*  **Differentiation:**   * Students with more advanced technology skill can use a publishing software to create brochures. * Takes place through teacher’s ability to know and understand their student’s capabilities. * Teacher decided small groups |