**Indus River Valley Civilization**

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| **Your Name:** Trisha Beining, Jennifer Dilcher, Christine Price | **Grade Level:** 6 |
| **Lesson Topic:** Research and the Importance of Understanding your Resources | **Lesson:** 5 of 10 **Duration:** approx. 3 days |
| **Geography Themes:** Movement and Human/Environment Interaction | **Date:** |

**Lesson Summary**

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| Students will work in small groups to research and present the role government, economics, agriculture, social structure, technology and religion played in and around the Indus River Valley Civilization. |

**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 #7:* Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.  Objectives: 1. SWBAT work collaboratively in groups to locate information and take notes on their assigned topics. 2. SWBAT analyze and utilize multiple resources to gather information on their topics. 3. SWBAT take researched information and create a PowerPoint presentation. |

**Resources/Materials**

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| *Materials*   * Computers * Access to PowerPoint * Passports * Paper for note taking   *Resources*   * Article from class, module 5 “The Sociocultural Context for Studying History” - This will help to give ideas for mini lesson. * Library and any supplemental teacher resources on Indus River Valley |

**Procedures**

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| **Lesson Focus:**   1. Conduct a 5-10 minute mini lesson on the importance of knowing history is based on interpretation and why that is significant (can’t entirely be objective, can’t be directly observed or repeated, etc.). Explain to students that as a historian researching information (which is what they will be doing for this activity), they will have to decide which sources to use, how reliable they are and what to do with information that contradicts each other.   2. Break students into 6 groups of 4. Teacher should decide upon the groups for this activity. Assign each group one of the following topics: *social structure, government, religion, economics, agriculture and technolog*y. If you need more than 6 groups, double up on the topics with the most information out there such as technology, agriculture or economics.   3. Students/groups will go to the computer lab/library and begin researching their assigned topic as it relates to the Indus River Valley Civilization. Students will need to look at multiple sources to gather information on 1.) facts and characteristics, 2.) how their topic shaped the Indus River Valley Civilization, and 3.) how their topic has helped to shape or influence our world today, keeping in mind the topic of the mini lesson.   4. Each group member will need to obtain one resource providing information on their topic. This way the entire group will have a total of four solid resources providing similar information in regards to the above questions. **No “Wiki” Resources.** Students may use the following questions to help guide them in their research:   * How did they use the river for agriculture? * How was trade enhanced by the proximity of the river? * Did the river act as a barrier to trade, movement or as a boundary? * How did they use the river for transportation? * Why types of dwellings did each culture live in? * What were the roles of each member of the family in each culture? * What types of tools were created and necessary for the people in each culture? * How did new discoveries make life easier for each culture? * What did each culture use for an exchange of goods? * How did the religion and rituals play a much larger part in the role of settled communities than for the nomads? * What style of government did each civilization have? * What positive or negative impacts did the river have on the civilization?   5. Once research is complete and students have gather information, the group will put together a 3-5 slide PowerPoint presentation on their topic to present to entire class. Student presentation will be assessed by the following criteria:   * All members participate in research and presentation * Correct spelling and grammar * Appeal of presentation - colorful, pictures, etc. * Following content is included: facts/characteristics on topic, how topic shaped the Indus River Valley civilization and how topic shaped or influenced our world.   **Assessment/*Evaluation:***  Informal: Walk around room assessing and evaluating students through questioning and observation. Make sure groups are on the right track and gathering appropriate information.  Formal: Group PowerPoint presentations - *will receive a stamp in passport for completion of PowerPoint and in class presentation.*   **Differentiation:**   * Takes place through teacher’s ability to know and understand their student’s capabilities. * Teacher decided small groups * More advanced students can help by reading researched information out loud to struggling readers. |