**Huang Ho and Indus River Valley Block Plan**

**Day 1: Introduction**

**OACS:**

* OACS History 6.4
* OACS Geography 6.1
* OACS Geography 6.2
* OACS Geography 6.5
* OACS Social Studies Skills and Methods 6.7

**Geography Theme:**

* Location
* Place
* Region
* Movement
* Homan/Environment Interaction

**Objectives:**

* Students will be able to locate the Indus and Huang Ho River Valley civilizations on map.
* Students will be able to list reasons why people settled in these valleys.

**Resources:**

* Artifact Box
* Artifact Box Handout for each student
* Guided questions for each student

**Introduction:**

* Introduce the artifact box to students and explain the outside decorations. Each day of this unit, students will be introduced to a new artifact.
* Today’s artifact is the map of the ancient river civilizations. Discuss with students the locations of each civilization.

**Lesson:**

* Have students form small groups and complete a short reading assignment from the text book. Give students pictures of the civilizations and have them answer a couple questions in their group including the longitude and latitude of the civilizations.

**Closure:**

* Discuss group’s responses to questions as a class.
* Introduce the topic of farming and agriculture, which will be discussed tomorrow.

**Assessment:**

* Participation Grade
* Completion Grade on group questions.

**Day 2: Agriculture in the River Civilizations**

**OACS:**

* OACS History 6.4
* OACS Geography 6.1
* OACS Geography 6.2
* OACS Geography 6.5
* OACS Social Studies Skills and Methods 6.7

**Geography Theme:**

* Movement
* Place
* Human/Environment Interaction

**Objectives:**

* Students will be able to compare and contrast agriculture of today and of the ancient river civilizations.
* Students will be able to make inferences about the tools of the river civilizations.

**Resources:**

* Artifact Box
* Artifact Box Handout
* Venn Diagram for each student
* Homework Assignment

**Introduction:**

* Review the location of the river civilizations and the benefits of settling by a river.
* Introduce the tool artifacts to students and discuss how they were used by the people of the civilizations.

**Lesson:**

* Discuss how the two civilizations began to use animals in their agriculture practices.
* As a class, create a Venn Diagram that compares and contrasts agriculture of today and of the ancient civilizations.

**Closure:**

* Review topics of location, agriculture and place.
* Pass out homework assignment.

**Assessment:**

* Homework Assignment
* Venn Diagram

**Day 3: Daily Life**

**OACS:**

* OACS History 6.4
* OACS Geography 6.1
* OACS Geography 6.2
* OACS Geography 6.5
* OACS Social Studies Skills and Methods 6.7

**Geography Theme:**

* Region

**Objectives:**

* Students will be able to list different aspects of each river civilizations.
* Students will be able to relate artifacts to each river civilization.

**Resources:**

* Video about Indus Valley and Huang Ho Valley
* Artifact Box
* Artifact Box Handout
* “What’s the Scoop?” handout for each student
* Extra Credit Chinese Number Systems

**Introduction:**

* Play two short videos for students and have them take notes over each one.
	+ <http://landmarkhs.org/news/archives/socialstudies/rivervalleys/multimedia/indus.mov>
	+ <http://landmarkhs.org/news/archives/socialstudies/rivervalleys/multimedia/huanghe.mov>
* Discuss the differences and similarities of the two civilizations.

**Lesson:**

* Introduce the jade, brick wall and Chinese number system artifacts. Discuss that the Chinese valued jade and what it represented. Talk about the Chinese Number systems and a simple sample of the system.
* Discuss the Indus Valley communities and how the systems were advanced their time. Highlight the discussions with pictures one the Smart Board.

**Closure:**

* Have students fill out the “What’s the Scoop?” organizer in order to gauge their learning

**Assessment:**

* “What’s the Scoop?”
* Extra Credit: Chinese Numbers

**Day 4: Indus Valley Story**

**OACS:**

* OACS History 6.4
* OACS Geography 6.1
* OACS Geography 6.2
* OACS Geography 6.5
* OACS Social Studies Skills and Methods 6.7

**Geography Theme:**

* Human/Environment Interaction

**Objectives:**

* Students will be able to make inferences about the daily life of people living in a river civilization.
* Students will be able to create their own story based on their knowledge of the river civilizations.

**Resources:**

* Artifact Box
* Artifact Box Handout
* Indus Valley Story
* Create your own story handout
* Guided questions for small group

**Introduction:**

* Read Indus Valley story to students.

**Lesson:**

* Have students get into small groups and answer questions about the story. Students will need to make inferences based on the story.

**Closure:**

* Whole class discussion of the questions the small groups answered.
* Introduce story assignment to students and give them rubric.

**Assessment:**

* Story
* Participation in small group

**Day 5: Present-Day**

**OACS:**

* OACS History 6.4
* OACS Geography 6.1
* OACS Geography 6.2
* OACS Geography 6.5
* OACS Social Studies Skills and Methods 6.7

**Geography Theme:**

* Location
* Place

**Objectives:**

**Resources:**

* Artifact Box and Handout
* Peer Review
* Exit Slip

**Introduction:**

* Have students get together with their small group and share their stories. Other group members will fill out the peer review sheet.

**Lesson:**

* Introduce the Pakistan map as the artifact of the day. Lead students in discussion of the present-day areas of Pakistan and China.
* Discuss religion of the river civilizations and the religion of present-day Pakistan and China.

**Closure:**

* Review key concepts of the lesson and allow students to ask questions.
* Pass out exit slip and have students complete it in order to gauge their learning.

**Assessment:**

* Peer Review of Story
* Exit Slip

**Day 6: Project Introduction**

**OACS:**

* OACS History 6.4
* OACS Geography 6.1
* OACS Geography 6.2
* OACS Geography 6.5
* OACS Social Studies Skills and Methods 6.7

**Objectives:**

* Students will gain an understanding of their file folder project and what is expected of them.
* Students will research and compile information about their chosen river civilization.

**Resources:**

* File Folder Assignment Sheet
* Rubric for each sheet
* Graphic organizer for notes

**Introduction:**

* Introduce the project to students and show them an example of the File Folder Project.
* Have students decide whether they want to work along or with a partner.

**Lesson:**

* Pass out graphic organizer and explain to students how to use it.
* Pass out rubric and explain how it will be used to grade their projects.

**Closure:**

* Have students begin to gather information and fill out their graphic organizer.
* Allow students to ask any questions that they have about the project/rubric.

**Assessment:**

* File Folder Project

**Day 7: Work Day**

**OACS:**

* OACS History 6.4
* OACS Geography 6.1
* OACS Geography 6.2
* OACS Geography 6.5
* OACS Social Studies Skills and Methods 6.7

**Objectives:**

* Students will have class time to gather information and put together their file folder.

**Resources:**

* Graphic Organizer
* Rubric
* Assignment Sheet for File Folder
* Computer Lab

**Lesson:**

* Allow students to use the lab for research and to print off pictures.

**Assessment:**

* File Folder Project

**Day 8/9: File Folder Sharing/Peer Review**

**OACS:**

* OACS History 6.4
* OACS Geography 6.1
* OACS Geography 6.2
* OACS Geography 6.5
* OACS Social Studies Skills and Methods 6.7

**Objectives:**

* Students will share their file folder project with the class. Students will fill out the peer review form for each presentation.

**Resources:**

* Rubrics
* Peer review sheet

**Introduction:**

* Review good listening skills and how to fill out the peer review form.

**Lesson:**

* Students/partners will share their file folders and fill out the peer review.

**Closure:**

* Go over positives of the file folders presented and set up tomorrows presentations.

**Assessment:**

* File Folder Project
* Peer Review of File Folders