**Indus River Valley Civilization**

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| **Your Name:** Trisha Beining, Jennifer Dilcher, Christine Price | **Grade Level:** 6 |
| **Lesson Topic:** Creating an Artifact | **Lesson: 6 of 10** **Duration:** 2-3 days |
| **Geography Theme:** Location, Place, Human/Environment Interaction, Movement, Regions | **Date:** |

**Lesson Summary**

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| Upon completion of researching assigned civilization topic, each group will design, create, build an artifact representing their topic within the Indus River Valley to be placed in a class artifact box. |

**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.  Objectives: 1. SWBAT determine artifacts relative to their assigned topics. 2. SWBAT create a representation of this artifact. 3. SWBAT state, in writing, how the artifact was used and the importance of their artifact in relation to the Indus River Valley civilization. |

**Resources/Materials**

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| *Materials*   * Brown paper bags - can be any size * Various art supplies such as various types of paper, markers, glue, scissors, cotton balls, felt, fabric, cardboard, toothpicks, flour, salt, water, clay, paint, stamps, etc. * Students may bring in materials from home to use to create artifact * Paper or pre-made handout for artifact write-up   *Resources*   * Researched information on group topics * Teacher research information, if necessary, on what an artifact is (an example is provided in the procedures section) |

**Procedures**

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| **Lesson Focus:**  1. Review what an artifact it with students and how it relates to this lesson and their topic on the Indus River Valley. Below is a sample of information that can be provided to the students. Go over teacher made artifact box.   * *First published Tue Jan 5, 1999; substantive revision Tue Oct 11, 2011 from* [*http://plato.stanford.edu/entries/artifact/*](http://plato.stanford.edu/entries/artifact/) * An artifact may be defined as an object that has been intentionally made or produced for a certain purpose. Often the word ‘artifact’ is used in a more restricted sense to refer to simple, hand-made objects which represent a particular culture. According to *Webster's Third New International Dictionary*, an artifact is “a usually simple object (as a tool or an ornament) showing human workmanship and modification as distinguished from a natural object.” *The Oxford English Dictionary* defines an artifact (artefact) as “anything made by human art and workmanship; an artificial product.” This sense of the word can be seen from the word itself: it is derived from the Latin words *arte*, ablative of *ars* (art), and *factum*, the past participle of *facere* (to make). In experimental science, the expression ‘artifact’ is sometimes used to refer to experimental results which are not manifestations of the natural phenomena under investigation, but are due to the particular experimental arrangement, and hence indirectly to human agency.   2. Students will continue to work in their small groups that were assigned during the previous lesson. Using their researched information and information on what an artifact is, groups will decide upon one artifact to make that best represents their topic of the Indus River Valley Civilization. The artifact that students create **MUST** 1.) be created during class time using any materials provided by the teacher or materials that students bring in from home and 2.) The artifact MUST fit into a brown paper bag provided by the teacher.  3. Explain to students to work privately within their groups as to not give away what their artifact is because of the activity we are going to do once their artifacts are complete. As groups finish their artifact, they can begin to decorate the class box/bag these artifacts will be placed in.  4. In addition to the artifact, each group will need to create a write up on their artifact. They write up will be turned in to the teacher as part of their assessment/evaluation for this lesson. The write up should include the following but is not limited to:   * Artifact Name * Description of the artifact which represents their topic * How the artifact would have been used within the civilization or by the people, why it was important * Any additional information that is relevant or important regarding their artifact, i.e. connection to today’s world * Written in complete sentences with correct spelling and grammar   5. Once all groups have completed their artifact, we will play “Ask Questions” game. One at a time, each group will go up to the front of the room. The rest of the class will have to ask the presenting group leading questions that can only be answered with a YES or NO to figure out exactly what the artifact is in the bag. Students will have watched all the group’s presentations on their topic which will help students in developing questions to ask.   6. After presentations, all artifacts will be placed in the class’s artifact box/bag and put on display in the room.  **Assessment/*Evaluation:***  Informal: Walk around room assessing and evaluating students/groups through questioning and observation.  Formal: Artifact Write Up - students will be assessed on their group’s write up using the criteria listed above in procedures section. *Students will receive a stamp in passport for completion of Artifact Write Up and the write up should be included in their suitcases.*  **Differentiation:**   * Takes place through teacher’s ability to know and understand their student’s capabilities. * Teacher decided small groups |