**Indus River Valley Civilization**

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| **Your Name:** Trisha Beining, Jennifer Dilcher, Christine Price | **Grade Level:** 6 |
| **Lesson Topic:** Decline of Indus Valley Civilization | **Lesson:** 8 of 10**Duration:** 3 days |
| **Geography Theme:** Movement and Human/Environment Interaction | **Date:** |

**Lesson Summary**

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| In groups, students will research the decline of Indus Valley Civilization. Later they will debate the different theories. Students viewing the debates will take notes and decide which position was best supported. |

**Content Statements and Objectives**

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| Content Statement # 6: Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment.Objectives: 1. SWBAT research the decline of the Indus Valley Civilization2. SWBAT compare and contrast information from resources pertaining to the decline of the Indus Valley Civilization.3. SWBAT discuss and determine whether a theory is supported sufficiently. |

**Resources/Materials**

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| * computers with internet access
* paper for note taking
* book resources from school or public library
* two podiums
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**Procedures**

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| **Lesson Focus:** 1. To begin this lesson remind students about lesson 5 when we discussed how to research. Emphasizing, once again, appropriate resources.2. Some experts believe that the Indus Valley Civilization died out because of war, while others believe it was because of a flood. Students will break up into their original groups. Each group will choose a theory or create one of their own for the debate on the decline of the Indus Valley Civilization. 3. Using computers and other library resources, the groups will try to find as much evidence as they can find to support their assigned theory.Some good sites that the teacher can recommend are:* <http://www.bbc.co.uk/schools/primaryhistory/indus_valley/>
* <http://reference.indianetzone.com/1/decline.htm>
* <http://www.historytuition.com/indus_valley_civilization/decline_of%20_harappan_culture.html>

4. When they feel they have sufficient evidence, the groups will come back to the classroom and develop their plan for presenting.5. The “debate” will not follow the standard rules for a formal debate. Rather than going back and forth between the groups during the debate, each group will find a way to present their findings. They can use PowerPoint, video, etc.6. Once all the groups have presented, the other students will decide which group had the most evidence to support their theory. **Assessment/*Evaluation:*** Informal: Teacher will watch and walk around the room during research time. Each group member should be participating in the research. The teacher can also assess by asking questions during this time.Formal: Each group should present information that supports their assigned theory on the decline of the Indus Valley Civilization. There is not a set amount that needs to be presented, but should be sufficient enough to make a point.**Differentiation:*** The teacher may assign groups according to ability level.
* For struggling learners, the teacher can give guided questions. Therefore they have a guide when conducting their research.
* For advanced learners, the teacher could have them come up with a theory of their own. Then they can try to find information to support their theory.
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