Indus Valley River Civilization Unit

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| **Your Name: Catherine Bowman & Erica Jacobs** | **Grade Level:** 6th |
| **Lesson Topic:** Trading Activity | **Day 7 of 7** |

**Essential Questions:**

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| 1.) How has the Indus Valley River Civilization affected the Eastern Hemisphere today? Also, why should we be interested in the Indus Valley Culture?  2) How does the geography (location, environment, region, place), climate, and natural resources affect the way people lived and worked?  How does it affect the way people in the Eastern Hemisphere live and work today in?  3) Students will create their own essential questions throughout this unit. |

**Lesson Summary**

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| * **Summary:** In yesterday’s art class, the students created their own Indus Valley seals for today’s trading activity. The students created their own seals from modeling clay to represent something about them. When Indus Valley civilians traded goods, they would attach their seals, so other traders would know who they got their goods from. To start today off, the students will have ten more minutes finish their artifacts. Afterwards, students will be walking around the classroom to learn about other classmates’ artifacts and engage in a trading activity. |

# Standards, Indicators, Objectives

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| **Strands, Topics, and Content Statements:**   * *(Grade 6) Strand- History* * **Topic:** Early Civilization- The eight features of civilizations include cities, well-organized governments, complex religions, job specialization, social classes, arts and architecture, public works and writing.  Early peoples developed unique civilizations.  Several civilizations established empires with legacies influencing later peoples. * **Content Statement (2):** Early civilizations (**India**, Egypt, China, 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. * *(Grade 6) Strand- Geography* * **Topic:** Spatial Thinking Skills- Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis. * **Content Statement (4):** Latitude and longitude can be used to identify absolute location. * **Topic:**  Places and Regions- A place is a location having distinctive characteristics, which give it meaning and character and distinguish it from other locations. A region is an area with one or more common characteristics, which give it a measure of homogeneity and make it different from surrounding areas. Regions and places are human constructs. * **Content Statement (5):**  Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, economic). * **Topic:** Human Systems- Human systems represent the settlement and structures created by people on Earth’s surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits. * **Content Statement (6):**Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment. * **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. * **Content Statement (8):**  Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism).   **Objectives:**  **Students will be able to…**   * Display their knowledge of the Indus Valley Civilization and the five geography themes through the creation of artifacts. * Explain how the five geography themes relate to the Indus Valley Civilization. * Collaborate with a partner to determine the best way to represent different characteristics of the Indus Valley civilization and culture. * Engage in a trading activity, where they will be able to trade artifacts with other students. |

**Resources**

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| - SmartBoard Projector/Software  - PowerPoint Software  - “What Will I Learn Today?” PowerPoint slide  - Artifact Project Rubric (one per student)  - Brainstorming scrap paper (one per group)  - Trading Worksheets (one per student)  - Student Artifacts  - Seals (made in Art class)  - Anecdotal Notes (for teacher to take running records) |

**Procedures**

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| **Introduction to Lesson**  **-** Displayed on the SmartBoard will be the “What Will I Learn Today?” slide.  **-You will…**  **1.**) Be given an overview of today’s trading activity.  **2.)** Have ten more minutes to finish your artifacts.  **3.)** Share and trade your artifacts with other groups.  **Lesson**   * After displaying the “What Will I Learn Today?” slide, the teacher will give students ten more minutes to finish their artifacts. * Next, on a PowerPoint, the teacher will explain today’s trading activity. “Today we will be able to actually experience what Indus Valley trading was like. Yesterday in art class, you each created your own seal to represent something about you. We learned earlier in the unit that trading seals were used to let other traders know who they got their goods from. While you will not give your seal to other students, you will show your seal before trading any artifact with someone else.” * First, the paper passer will pass out their “Trading Worksheet.” The teacher will explain that when each student is visiting another group’s trading post, they must document the artifacts that other groups created. In addition, they must document the artifacts within the correct geography theme box (refer to actual worksheet). If and when they decide to trade an artifact, they must document what they traded and what they traded for on their Trading worksheet. * The first five groups will go to their assigned trading post and prepare to share their artifacts. Each group will have 2 minutes to share to another group. When the bell rings, the listeners must move to the next trading post. After each of the first five groups have shared their artifacts, the second five groups will move to their trading post. The students who have already shared their artifacts will now become the artifact viewers. Each group will have 2 minutes to share their artifact. * Students will be given 2 minutes at every trading post. During this time the “artifact sharers” must complete the following:   + Share artifact.   + Explain how it relates to the Indus Valley Civilization and which geography theme(s) it falls under. * The “artifact listeners” must complete the following when listening to the other groups share their artifacts:   + Listen carefully.   + Document what artifacts each group created on the Trading Worksheet.   + Ask questions! ☺ * After the sharing sessions, students will engage in a trading activity. The students will be required to trade at least two of their artifacts. On their Trading Worksheet, students must document what artifact they traded of their own and what artifact they traded for. * Before trading, students must show their seals that they created in Art class. This will allow students to get the feel of what Indus Valley Civilians used their seals for. * Afterwards, each group will take five minutes to explain why they traded the artifacts they traded.   **Assessment:** The trading worksheet will be allow the teacher to assess whether or not the students were able to connect the artifacts to the five geography themes. Also, it is a way for students to keep track of their own learning. The teacher will be making informal observations as the students are sharing and trading.  **Differentiation:** The mixed groupings for this project will allow higher-level thinkers to help and collaborate with lower-level learners.  **Closure to the Lesson**   * Whole class discussion: Students and teacher will discuss the following questions relating to the unit.   + What was the most interesting fact you learned about the Indus Valley culture?   + Why did you trade the artifacts you traded? What did you trade for?   + What does your trading seal represent about yourself?   + Why do you think the Indus Valley people traded?   + As a class, we will discuss how certain artifacts connected to the geography themes. * Before students leave, the teacher will remind them that tomorrow they will be filling in the last column of the pre-assessment they filled in on the first day (as their assessment). |
| **Enrichment/Extension**   * **Tomorrow, students will fill in the final column of their pre-assessment chart. They will be connecting the five geography themes to the Indus Valley River Civilization.** * **Also, students will be assessing in detail their own contributions and their partner’s contributions to their group.** |