

Unit Backwards Design Planning (UBD) Template

Olivia Evans Indus River Valley Civilization

Step One: Identify Desired Results (Essential Question(s) National/State/Common Core Standards)

Unit Summary and Rationale:

Summary

Students will engage in a five-day unit covering important content and concepts regarding the Indus River Valley Civilization. Through this unit, students will use the five themes of geography to explore the economic systems, social structures, religions, technologies and agricultural practices and products of this civilization. More specifically, students will explore the geological features and characteristics surrounding the Indus River Valley Civilization as well as the inventions and discoveries of this civilization to better understand their lives. During this exploration, students will be supported in mastering the content and concept through a variety of activities, including image studies, collaborative discussions, a mystery activity, a webquest, a gallery walk, role-playing, video and written reflections, a picture walk, writing a letter, concept mapping, providing feedback to peer and reading literature.

Rationale

This unit is important for students because it supports their understanding of the Eastern Hemisphere today. Throughout the lessons in this unit, students are challenged to compare and contrast the geological features and characteristics as well as the inventions and discoveries of the Indus River Valley Civilization to their own community. Students will also be able to use the information they have learned through this unit to compare and contrast it to other civilizations around the world. Lastly, through the activities and assessments in this unit students are learning the valuable skills of analyzing, making predictions, formulating a hypothesis, and supporting their opinions using evidence.

Essential Question(s):

1. In what ways did geographic characteristics and features impact the lives of the people of the Indus River Valley Civilization ?
2. In what ways did the inventions and/or discoveries impact the lives of the people of the Indus River Valley Civilization ?

National Standard(s) or Choose any of your Current National Standards Optional

Thematic Strand: People, Places, and Environments

Performance Expectation: “The study of people, places, and human-environment interactions leads learners to create their spatial views and geographic perspectives of the world. Today’s social, cultural, economic, and civic demands on individuals require that learners understand the world in spatial terms and possess knowledge of places and regions, physical systems, and the interactions of environment and society. In addition, learners need the ability to map information in a spatial context and to interpret such maps. The study of people, places, and environments will also help to promote learners’ capabilities to make informed and critical decisions about the relationships between human beings and their environment” (pg. 22-23)

Thematic Strand: Science, Technology, and Society

Performance Expectation: “Science is an enterprise that focuses on inquiry about natural phenomena; technology is the designing of things and processes to achieve practical purposes. Learners need to realize that both science and technology have had a profound effect in shaping human experience and the world around us. Tracing the impact of science and technology historically in such areas of human endeavor as agriculture, manufacturing, the production and distribution of goods and services, the use of energy, communication, transportation, information processing, medicine and health care, and warfare enables learners to understand how science and technology have influenced and been influenced by individuals, societies, and cultures” (pg. 30-31).

State Standard(s)/Common Core:

1. History Strand

Topic: Historical Thinking and Skills:Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.

Topic: Early Civilizations

Content Statement: Grade 6, 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.

2. Geography Strand

Topic: Spatial Thinking and Skills

Content Statement: Grade 6, Statement 3

Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.

Topic: Places and Regions

Content Statement: Grade 6, Statement 5

Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, or economic).

Topic: Human Systems

Content Statement: Grade 6, Statement 6

Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment.

Common Core Literacies Standard

CCSS.ELA-LITERACY.W.6.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-LITERACY.RI.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Unit goal(s)

Unit Goal(s)	<p>At the end of this unit students will be able to:</p> <ul style="list-style-type: none"> • Identify and explain the impact geological features and characteristics had on the Indus River Valley Civilization. • Describe major inventions and discoveries of the Indus River Valley Civilization. • Describe ways major inventions and discoveries of the Indus River Valley Civilization impacted their lives. • Analyze maps, illustrations, texts and artifacts to gain information about the Indus River Valley Civilization. • Make predictions, formulate hypotheses, and use evidence to support their opinions about aspects of the Indus River Valley Civilization. • Make connections between the 5 geography themes to geological features and inventions/ discoveries of the Indus River Valley Civilization. • Engage effectively in collaborative discussions in person, in writing, and through videos.
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Description of Teaching Methodology

I believe in providing students with multiple instructional strategies in order to meet the needs of all my students. Throughout this unit I am using best practices that promotes the powerful learning of social studies, such as challenging, active (hands-on and minds-on), reflective, collaborative and experiential.

Teaching Methodology	<p>Collaborative groups/discussions- Students, especially at the middle school age, take high priority in being social. Therefore, students are more motivated and engaged when working with their peers. I have implemented this best social studies practice throughout the unit because of this reason. Students have the opportunity to learn from each other through group work and group discussions. Lastly, through collaborative groups and discussions students are able to see the great diversity in perspectives, thinking and ideas.</p> <p>Mystery Activity- Through this authentic activity, students are intrigued and motivated to use the clues to solve the mystery. Rather than the teacher simply telling the students the content and concept they need to know the responsibility is put on the students. Students are challenged to analyze the clues, engage in discussions with their peers, make predictions, and come up with a logical hypothesis. This authentic activity is one way I integrate challenging social studies instruction (a best practice) into the unit.</p> <p>Children’s Literature- Using Children’s literature supports students in gaining background knowledge about the Indus River Valley Civilization. The combination of illustrations and less advanced vocabulary provides the opportunity for students at all reading levels to gain the knowledge they need. The instructional opportunities available with using children’s literature, such as a picture walk, makes for an engaging experience for students.</p>
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Teaching Methodology

Picture Walk/Image Study- This teaching method challenges students to analyze a visual in order to make predictions and to look at a topic from a different perspective. For example, instead of being told that the Indus River people created seals to use for trade and then seeing an image of a seal, students see the image first and are challenged to use their previous knowledge to predict its purpose. Through image studies, all students can be successful. Students are successfully engaging in this activity when they analyze an image and reflect on what they see, think and wonder. This is another way I incorporate challenging social studies instruction (a best practice) into the unit.

Peer feedback/Reflections (Written/Video)- Reflections are a way for students to think about their own thinking as well as to give feedback to their peers. The reflection process of a lesson is extremely important and supports students in thinking more deeply about a topic. Students also have the ability to learn from each other and receive diversified perspectives through peer feedback. Lastly, written and video recorded reflections give students choice in their process, which are both best practices of social studies.

Gallery Walk- Through Gallery Walks, students have the opportunity to analyze and reflect upon their classmates work. Gallery walks challenge students to make sense of a piece of work rather than the creator simply telling you. Also, students are able to analyze all the different perspectives a topic can have and how their classmates completed an assignment differently than they did. Students have the ability to constantly learn new information through gallery walks. This activity is an amazing learning experience, support students through the reflection process and is extremely minds-on.

Webquest- This authentic activity challenges students to use multiple sources (mostly on the internet) to formulate an opinion about geological features that impacted the Indus River Valley Civilization the most. Completing a webquest gives students the freedom and choice on the sources they use as well as the geological features they choose. Also, students are given the responsibly to inform themselves about the geological features surround the Indus Civilization and make a decision based on their research.

Role-Play- Role playing meets the needs of kinesthetic learners, but is also very appealing and motivating to all types of students. Through role-playing, students are challenged to use their creativity in a less traditional way to demonstrate their knowledge on how inventions/discoveries impacted the lives of the Indus people. This activity is also active, both hands-on and minds-on.

Context for Teaching

Context for Teaching	<p>Type of School:Urban, Public School</p> <p>Class Size: 27 Students</p> <p>Room Arrangement: Flexible Seating (Including individual desks, small groups of desks, pairs of desks, floor seating on carpet with floor desks)</p> <p>Schedule: 2 hour blocks (Teaches Social Studies and Literacy in this block time)</p> <p>Available Resources: Chromebooks for each student, 3 iPads, various books.</p>
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Step Two: Determine Acceptable Evidence

How will you know if students have answered the essential questions, reached the desired results and met the standards? What will you accept as evidence of student understanding and proficiency? List pre-, formative, and summative assessments here. Be sure to include a range of appropriate activities along the continuum, including informal checks for understanding, observation/dialogue, quizzes/tests, academic prompts, and performance tasks/projects.

Pre-	Formative	Summative
<ul style="list-style-type: none"> • Concept mapping • Discussions • Informal questions 	<ul style="list-style-type: none"> • Whole class discussions • Peer feedback • Role-Play • See, Think, Wonder Responses • Small group collaboration <ul style="list-style-type: none"> • Chart Paper • Wordle • Stories 	<ul style="list-style-type: none"> • Reflection on Padlet page (Written/Video) • Letter

Concept Mapping: This pre-assessment challenges students to think about their prior knowledge of a particular topic. I chose concept mapping to better understand students' background knowledge on geological characteristics before diving into the geological features surrounding the Indus River Valley Civilization. If students don't have enough background knowledge about geological features then I can't expect them to be successful at exploring the impact of these features. This assessment will determine if we need to do a whole class mini-lesson on geological features, if some students might need more scaffolding or if students are ready to begin exploring resources to discover geological features and their impact on the Indus River Valley Civilization.

Discussions/Informal Questions: Throughout this unit I use discussions and informal questions to pre-asses and informally assess students knowledge. We engage in whole class discussions about artifacts and the students' predictions about how the artifacts impacted the lives of the Indus Valley Civilization, what geographic characteristics are, and what geological features would impacts a civilization the most. I incorporate informal questions in these discussions in order to support students thinking. I use this assessment to engage students in a range of collaborative discussions and so they can build on others' ideas and express their own ideas clearly. I also use this assessment to address misconceptions as well as to support students in thinking critically about the geological features and inventions/discoveries of the Indus River Valley Civilization and how they impacted their lives.

Small Group Collaboration: Students will work in small groups throughout this unit to complete multiple tasks that will use to informally assess their knowledge. Among those tasks are a list on chart paper, a Wordle, and a story. After analyzing a map of Ohio with their groups, students will generate a list on chart paper about the geological features in Ohio and how those features impact their lives. I chose this assessment so students could analyze the differing physical environments of regions as well as practice using maps to receive information. Through this activity, I will asses students' ability to use maps to gather, process and report information about people, places and environments. Students will also create a Wordle in their small groups after completing a mystery activity about the Indus River Valley Civilization's geographic features/characteristics. Each group will create a Wordle describing geographic features/ characteristics in the Indus River Valley Civilization and how they think those geographic features/characteristics impacted the lives of the Indus people. I chose this assessment so students could reflect on their findings during the mystery activity about geological features and how they impacted this civilization. Students are also analyzing globes and other geographic tools to create a hypothesis about how geological features influenced human activities. Lastly, students created stories in their groups explaining how their community would be different if it had the same geological features as the Indus River Valley Civilization. I used this assessment to connect their findings to their own life. This assessment also challenges students to reflect upon their findings of geological features in Ohio and the Indus River Valley Civilization and compare them.

Role-Play: After completing research on their chosen inventions/discoveries the students will role-play how their invention/discovery impacted the lives of the Indus River people and their civilization. Students will be asked to create a two part role-play- one part showing their life with the invention/discovery and the second showing their life if they didn't have this invention/discovery. I chose this kinesthetic assessment because it is active and so students could demonstrate their knowledge of the unique aspects of this civilization. Role-playing supports students understanding of the inventions and/or discoveries and how they impacted the lives of the people of the Indus River Valley Civilization. This informal assessment allows me see which students need more time and support with this topic and which students have mastered the content. Throughout this assessment I am also able to ask questions to clear up information or misconceptions.

See, Think, Wonder Responses: While analyzing 3-5 illustrations from *Daily Life in the Indus Valley Civilization* By Brian Williams students will reflection on what they see, what they think and what they wonder in their social studies notebook. I chose this assessment to support students' skills in analyzing images in order to better understand aspects of the Indus River Valley Civilization. Through this assessment, students will better understand the culture and artifacts of this civilization. Also, this assessment will challenge students to make logical predictions and ask questions.

Peer feedback: Each student will read and comment on at least two other classmates' reflections regarding the three geological features they chose that impacted the Indus River Valley Civilization the most. Students will comment either through a video or written post. I chose this assessment so students could reflect upon their classmates different perspectives regarding this topic. This assessment also challenges students to use their knowledge from the unit to decide if they agree or disagree with their peers.

Reflection: After completing the webquest on geological features of the Indus River Valley Civilization, students will reflect upon their research. For this assessment, students will decide which three geological features impacted the Indus River Valley Civilization the most and how they impacted the civilization. Students will be given the choice of uploading a video reflection or a written reflection to their Padlet page to present their information. Through this summative assessment, students will be expected to write or record an informative reflection citing textual evidence to support their analysis. Students will also explain how aspects of the Indus River Valley Civilization flourished as a result of favorable geographic characteristics. I chose this assessment because it provides students choice, uses technology, and allows for an opportunity for students to learn from each other.

Letter: Following the role-playing, students will write an informative letter to a friend, family member, teacher, coach, etc. In this letter, Students will discuss the discoveries/inventions they listed the previous day as ones they couldn't live without as well as describe the importance of three discoveries/inventions of the Indus River Valley Civilization. I chose this summative assessment because students are given the opportunity to tell someone they care for about the new information they are learning, which makes it much more meaningful. This assessment also tells me how much the students know about the Indus River Valley discoveries/inventions and how they impacted the civilization. Students will explain the inventions/discoveries and how they impacted the civilization using information they have explored throughout the entire unit.

Step Three: Matrix (Plan Learning Experiences and Instruction)

	Topic/Content/ Geography Themes	Strategies/Activities	Assessment	Materials (teacher created & Instructional)
Mon.	<p>Topic: Early Civilizations</p> <p>Content: Grade 6, Content Statement 2.</p> <p>-----</p> <p>CCSS.ELA-LITERACY.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>-----</p> <p>Themes:</p> <ul style="list-style-type: none"> • Human-Environment Interaction. 	<p>The teacher and students will complete a picture walk using the book <i>Daily Life in the Indus Valley Civilization</i> by Brian Williams. This book is filled with primary sources, maps, and illustrations that depict the culture of the Indus Valley Civilization. The teacher will choose 3-5 illustrations in the text to show students, such as a picture of the cities, a picture of the Indus Valley seal, and the sewage drainage systems. With each picture, the students will reflect on what they see, what they think and what they wonder in their social studies notebook. Students will then write a short reflection about the culture of the Indus River Valley Civilization. Students will get into small groups to share their reflections and work together to make a final prediction about what the illustrations represented and what they had to do with the civilization. Each group will share their predictions and thinking. The teacher will then read the book in order to answer the students' questions and so they can check their predictions. Following the book, the teacher and students will discuss and create an anchor chart of the key artifacts and the culture of the Indus River Valley Civilization.</p>	<ul style="list-style-type: none"> • The teacher will assess students through: <ol style="list-style-type: none"> 1. See, Think, Wonder Responses 2. Reflection about how they think the artifacts impacted the lives of the Indus Valley civilization 3. Discussions 	<ul style="list-style-type: none"> • <i>Daily Life in the Indus Valley Civilization</i> By Brian Williams • Social Studies Notebook • Chart paper

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<p>Tues.</p>	<p>Topic: Early Civilizations</p> <p>Content: Grade 6, Content Statement 2.</p> <p>-----</p> <p>Topic: Spatial Thinking and Skills</p> <p>Content: Grade 6, Content Statement 3</p> <p>-----</p> <p>Topic: Place and Regions</p> <p>Content: Grade 6, Content Statement 5</p> <p>-----</p> <p>CCSS.ELA-LITERACY.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>-----</p> <p>Themes:</p> <ul style="list-style-type: none"> • Human-Environment Interaction • Region • Location 	<p>The teacher will lead a discussion with students about geographic characteristics and create a concept map. Students will brainstorm topics, examples, ideas, etc. about geographic characteristics and add them to the concept map. Students will then get in groups and receive a physical map of Ohio. Students will analyze the map and discuss the geological features they observe. Students will create a list on chart paper explaining how the geological features found in Ohio impact their lives.</p> <p>The teacher will lead a whole class discussion about each groups ideas. The students will then complete a mystery activity with their groups. The teacher will provide clues about the Indus River Valley Civilization's geographic features/ characteristics. The students will first analyze the clues, sort the clues based on similar characteristics, form a hypothesis about the civilization's geographic features/ characteristics, and then come up with a conclusion about how they think the geographic features/ characteristics impacted the lives of the Indus people. Each group will then create a Wordle on chart paper displaying words that describe geographic features/ characteristics in the civilization and how they think those geographic features/ characteristics impacted the lives of the Indus people. Students will then complete a Gallery Walk in order to analyze their peers thinking. The teacher will then lead a whole class discussion about the activity and to clear up any misconceptions.</p>	<p>The teacher will assess students through:</p> <ol style="list-style-type: none"> 1. Discussion and creation of the concept map, 2. Group discussions and creation of their list about the geological features found in Ohio and how they impact their lives 3. Group discussions during the mystery activity 4. Each groups Wordle describing geographic features/ characteristics in the civilization and how they think those geographic features/ characteristics impacted the lives of the Indus people 	<ul style="list-style-type: none"> • Physical map of Ohio • Chart Paper • Markers for Wordle <p><u>Clues for each group:</u></p> <ul style="list-style-type: none"> • Physical Map of India • Geographical Map of India • Monsoon Onset Map • River Systems Map of Indus River Valley • Picture of Indus River Valley City (Illustration from <i>Daily Life in the Indus Valley Civilization</i> read the day before) • Indus Valley Seal (Illustration from <i>Daily Life in the Indus Valley Civilization</i> read the day before)
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<p>Wed.</p>	<p>Topic: Early Civilizations</p> <p>Content: Grade 6, Content Statement 2.</p> <p>-----</p> <p>Topic: Spatial Thinking and Skills</p> <p>Content: Grade 6, Content Statement 3</p> <p>-----</p> <p>Topic: Place and Regions</p> <p>Content: Grade 6, Content Statement 5</p> <p>-----</p> <p>CCSS.ELA-LITERACY.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>-----</p> <p>CCSS.ELA-LITERACY.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>-----</p> <p>Themes:</p> <ul style="list-style-type: none"> • Human-Environment Interaction • Region • Location • Place 	<p>The teacher and students will review the concept map created the previous day and have a discussion about the question, “What geological features would impact a civilization the most?” The students will then complete a Webquest in order to research geological features that impacted the Indus River Valley Civilization. Students will decide the top three features that impacted the civilization the most and explain how those features impacted the civilization (either in a positive or negative way). Along with having access to Chromebooks, the teacher will also provide students with other resources about the geological features of the Indus River Valley Civilization, such as, literature (picture books and content focused books), and a variety of maps and globes. The students will use these resources as well as the information learned in the previous lessons to decide which three geological features impacted the Indus River Valley Civilization the most and how they impacted the civilization. Students will have the choice of uploading a video reflection or a written reflection to their Padlet page to present their information. Each student will read and comment on at least two other classmates through a video or written post. Students will then work in small groups to create a short story explaining how their community would be different if it had the same geological features as the Indus River Valley Civilization. The students will present their stories to the class.</p>	<p>The teacher will assess students through:</p> <ol style="list-style-type: none"> 1. A discussion of “What geological features would impact a civilization the most?” 2. Students’ video or written reflection posted on their Padlet page 3. Student’s response to two classmates’ reflections 4. The stories each group created explaining how their community would be different if it had the same geological features as the Indus River Valley Civilization. 	<ul style="list-style-type: none"> • Chromebook Cart • Reflection Rubric • Maps/Globes <p>Suggested Links:</p> <p>https://sites.google.com/site/ancientcivilizationsforkids/ancient-india</p> <p>http://kids.britannica.com/comptons/art-54159/Historical-Map-of-the-Indus-Valley?&articleTypeId=31</p> <p>http://www.bbc.co.uk/schools/primaryhistory/indus_valley/land_of_the_indus/</p> <p>http://www.bbc.co.uk/education/topics/zxn3r82</p> <p>http://mocomi.com/indus-valley-civilization/</p> <p>http://www.ushistory.org/civ/8a.asp</p> <p>http://find.galegroup.com/gic/infomark.do?docType=EBKS.Article&idigest=fb720fd31d9036c1ed2d1f3a0500fcc2&type=retrieve&tabID=T001&prodId=GIC&docId=CX3446500288&userGroupName=itsbtrial&version=1.0&source=gale</p> <p>Literature:</p> <p><i>Life In The Ancient Indus River Valley</i> by Hazel Richardson</p> <p><i>World Regional Geography: Global Patterns, Local Lives</i> By Lydia Mihelic Pulsipher, Alex Pulsipher</p> <p>Article: http://www.scientificamerican.com/article/200-year-drought-doomed-indus-valley-civilization/</p>
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<p>Thurs.</p>	<p>Topic: Early Civilizations</p> <p>Content: Grade 6, Content Statement 2.</p> <p>-----</p> <p>Topic: Human Systems</p> <p>Content: Grade 6, Content Statement 6.</p> <p>-----</p> <p>CCSS.ELA-LITERACY.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>-----</p> <p>Themes:</p> <ul style="list-style-type: none"> • Human-Environment Interaction, • Place, • Location, Movement 	<p>The teacher will give students one minute to think of the top 5 inventions and/or discoveries that they could not live without. The students will share their list with their groups and the teacher will ask for volunteers to share with the whole class. The teacher will lead a discussion about why the inventions/discoveries they chose were so important to them. The teacher will then present and briefly describe artifacts that represent inventions and/or discoveries of the Indus River Valley Civilization that were important to them. In groups, the students will discuss the inventions/discoveries and work together to make predictions about how the artifacts impacted the lives of the Indus Valley Civilization. Each group will choose an artifact and complete research in their groups in order to better understand the invention/discovery and how it impacted the lives of the Indus River Valley Civilization.</p>	<p>The teacher will assess students through:</p> <ol style="list-style-type: none"> 1. A discussion about their list of 5 inventions and/or discoveries that they could not live without. 2. The artifact discussion 3. The students' predictions about how the artifacts impacted the lives of the Indus Valley Civilization. 	<ul style="list-style-type: none"> • Prediction Slips • Chromebooks for research <p><u>Artifacts:</u></p> <ul style="list-style-type: none"> • A roll of Toilet Paper • A Blueprint • An Indus River Valley Seal • Measuring Cups
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<p>Fri.</p>	<p>Topic: Early Civilizations</p> <p>Content: Grade 6, Content Statement 2.</p> <p>-----</p> <p>Topic: Human Systems</p> <p>Content: Grade 6, Content Statement 6.</p> <p>-----</p> <p>CCSS.ELA-LITERACY.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>-----</p> <p>CCSS.ELA-LITERACY.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>-----</p> <p>Themes:</p> <ul style="list-style-type: none"> • Human-Environment Interaction • Place • Location • Movement • Region 	<p>After completing research on the inventions/discoveries the students will role-play how their invention/discovery impacted the lives of the Indus River people. Students will be asked to create a two part role-play- one part showing their life with the invention/discovery and the second showing their life if they didn't have this invention/discovery. Each group will then lead a short discussion and create a concept map of the invention/discovery to describe in words/pictures the importance to the civilization. After each group presents their role-plays and the class discusses each invention/discovery students will write a letter to a friend, family member, teacher, coach, etc. Students will discuss the discoveries/inventions they listed the previous day as ones they couldn't live without as well as describe the importance of three discoveries/inventions of the Indus River Valley Civilization. The students should also ask the person they are writing to what discoveries/inventions they couldn't live without. Do they differ from the Indus people?</p>	<p>The teacher will assess students through:</p> <ol style="list-style-type: none"> 1. Each groups role-play 2. The discussion they lead 3. The concept map they create with the class 4. The letter 5. Peer critiques 	<ul style="list-style-type: none"> • Paper for letter • Chart paper • Envelopes • Colored Pencils • Markers • Letter Rubric
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Behavioral Disorders

- Students will be given multiple breaks throughout the 2 hour block period.
- Students will be placed in appropriate groups support their needs.
- Students will be given priority seating during the picture walk.
- Students will be given choice in the resources they use for the webquest and other research (literature, Chromebooks, textbook, etc.)

English Language Learners

- Students will receive copies of the illustrations during the picture walk.
- Students will be placed in groups with other students who support their English learning.
- Students will be encouraged to use images and diagrams in their Wordle.
- Students will receive resources during the webquest that better support their academic needs (picture books, websites with more images/diagrams).
- Students will also receive a graphic organizer during the webquest to support their thinking and help organize their research.
- Students will be given essential vocabulary before the lesson/activity.
- The teacher will model more extensively for students how to navigate the internets and find information on the suggested webpages.
- The teacher will provide oral and written directions for all tasks, activities, and assessments.

Students with IEP's

- Students will receive copies of the illustrations during the picture walk
- Students will receive a graphic organizer during the webquest to support their thinking and help organize their research.
- The teacher will provide oral and written directions for all tasks, activities, and assessments.
- The teacher will model specific strategies and skills the students are using during the tasks, activities, and assessments.
- Students will receive resources while they research that better support their academic needs (differentiated reading materials).

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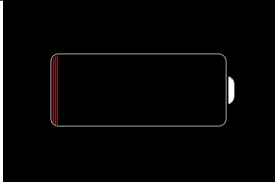
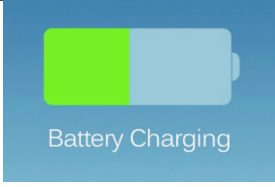
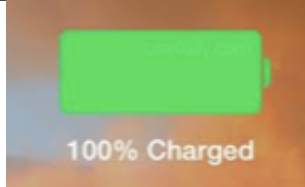
Self-analysis:

Using the table below, please describe how the content, strategies, and assessments you have planned meet at least FIVE criteria from our Social Studies Best Practices (BP) in class Activity:

<p>Student-Centered</p>	<p>The content, strategies, and assessments were planned with the students in the center. Multiple instructional strategies, such as discussions, role-playing, the mystery activity, the webquest and a picture walk as well as assessments, such as video reflections, written reflections, a letter, and the creation of the Wordle are incorporated in every lesson to meet the diverse needs and interests of every student. In order to connect life experiences to new knowledge the students were learning I also incorporated activities about their community, such as analyzing a map of Ohio and creating a short story explaining how their community would be different if it had the same geological features as the Indus River Valley Civilization.</p>
<p>Collaborative/Interactive</p>	<p>Students are constantly interacting with their peers and working in groups through discussions, conversations, peer feedback, the mystery activity, role-playing, the creation of the stories, Wordle, and list on chart paper. The content, instructional strategies, and assessments in this unit were designed to be collaborative and involve a high level of social interaction.</p>
<p>Reflective</p>	<p>Throughout this unit, students are challenged by reflective tasks that ask them to reflect upon their own thinking, the thinking of their classmates and the learning process. For example, students completed the See, Think, Wonder response, posted written/video recored reflections, provided peers with feedback, and participated in small group and whole group discussions.</p>
<p>Challenging</p>	<p>The content, instructional strategies, and assessments in this unit are intended to be challenging. Students are expected to take ownership and responsibility of their own learning through the webquest, mystery activity, image study, and role-play. The webquest places responsibility of learning the content as well as goal setting, monitoring, and record keeping on the student. The mystery activity, image study, and role-playing challenge students to use higher level thinking skills and problem solving skills.</p>
<p>Active</p>	<p>Students are engaged in both “hands-on” and “minds-on” active learning through the activities and instructional strategies in this unit. Active learning involves activities that promote problem solving, independence, and higher level thinking. In this unit, students are engaged in “hands-on” learning through the role-playing, the mystery activity, and the Ohio geographical features and Wordle activity. Students are also engaged in “minds-on” learning through the picture walk, See, Think, Wonder responses, and reflections.</p>

Letter Rubric

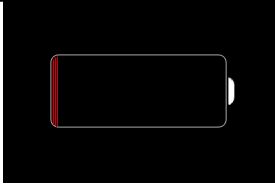
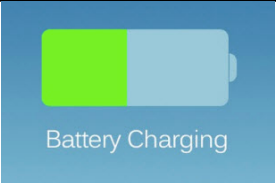
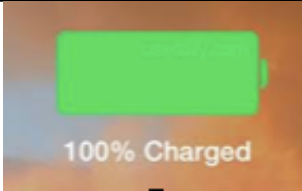
Student Name: _____

<p>Required Elements</p>	 <p>Needs Charged!</p>	 <p>Half Way There!</p>	 <p>Fully Charged!</p>
<p>Research</p>	<p>0-2 points</p> <ul style="list-style-type: none"> • Student completes research using 0-1 different resources on the invention/discovery of the Indus River Valley Civilization assigned. • 0-1 resources are cited and explained in letter. 	<p>4 points</p> <ul style="list-style-type: none"> • Student completes research using 2 different resources on the invention/discovery of the Indus River Valley Civilization assigned. • 2 resources are cited and explained in letter. 	<p>6 points</p> <ul style="list-style-type: none"> • Student completes research using at least 3 different resources on the invention/discovery of the Indus River Valley Civilization assigned. • All resources are cited and explained in letter.
<p>Content</p>	<p>0-3 points</p> <ul style="list-style-type: none"> • Student explains 0-1 invention/discovery of the Indus River Valley Civilization. • Student mentions 0-1 invention/discovery he/she couldn't live without. • Student doesn't ask what invention/discovery the person they are writing to couldn't live without. 	<p>4 points</p> <ul style="list-style-type: none"> • Student explains 2 inventions/discoveries of the Indus River Valley Civilization. • Student states at least 1 invention/discovery he/she couldn't live without. • Student asks what invention/discovery the person they are writing to couldn't live without. 	<p>5 points</p> <ul style="list-style-type: none"> • Student explains at least 3 inventions/discoveries of the Indus River Valley Civilization. • Student explains at least 1 invention/discovery he/she couldn't live without. • Student asks what invention/discovery the person they are writing to couldn't live without.
<p>Connection</p>	<p>0-2 points</p> <ul style="list-style-type: none"> • Student explains how 0-1 invention/discovery impacted the lives of the Indus River Valley Civilization. 	<p>4 points</p> <ul style="list-style-type: none"> • Student explains how 2 inventions/discoveries impacted the lives of the Indus River Valley Civilization. 	<p>6 points</p> <ul style="list-style-type: none"> • Student explains how at least 3 inventions/discoveries impacted the lives of the Indus River Valley Civilization.
<p>Geography Themes</p>	<p>0-1 point</p> <ul style="list-style-type: none"> • Student explains the connection between 0-1 of the listed geography themes (human-environment interaction, movement and/or place) to the inventions/discoveries of the Indus River Valley Civilization. 	<p>2 points</p> <ul style="list-style-type: none"> • Student explains the connection between 2 of the listed geography themes (human-environment interaction, movement and/or place) to the inventions/discoveries of the Indus River Valley Civilization. 	<p>3 points</p> <ul style="list-style-type: none"> • Student explains the connection between human-environment interaction, movement and place to the inventions/discoveries of the Indus River Valley Civilization.

Total: _____ / 20

Reflection Rubric

Student Name: _____

Required Elements	 Needs Charged!	 Half Way There!	 Fully Charged!
Research	0-4 points <ul style="list-style-type: none"> • Student completes research using 0-2 different resources on geological features of the Indus River Valley Civilization. • 0-2 resources are cited and explained in reflection. 	6-8 points <ul style="list-style-type: none"> • Student completes research using 3-4 different resources on geological features of the Indus River Valley Civilization. • 3-4 resources are cited and explained in reflection. 	10 points <ul style="list-style-type: none"> • Student completes research using 5 different resources on geological features of the Indus River Valley Civilization. • All resources are cited and explained in reflection.
Content	0-3 points <ul style="list-style-type: none"> • Student creates a written or video recorded reflection and uploads it to Padlet page. • Student identifies 0-1 geological features of the Indus River Valley Civilization. • Student explains 0-1 geological features of the Indus River Valley Civilization. 	5 points <ul style="list-style-type: none"> • Student creates a written or video recorded reflection and uploads it to Padlet page. • Student identifies 2 geological features of the Indus River Valley Civilization. • Student explains 2 geological features of the Indus River Valley Civilization. 	7 points <ul style="list-style-type: none"> • Student creates a written or video recorded reflection and uploads it to Padlet page. • Student identifies at least 3 geological features of the Indus River Valley Civilization. • Student explains at least 3 geological features of the Indus River Valley Civilization.
Connection	0-2 points <ul style="list-style-type: none"> • Student explains how 0-1 geological features impacted the lives of the Indus River Valley Civilization. 	4 points <ul style="list-style-type: none"> • Student explains how 2 geological features impacted the lives of the Indus River Valley Civilization. 	6 points <ul style="list-style-type: none"> • Student explains how at least 3 geological features impacted the lives of the Indus River Valley Civilization.
Geography Themes	0-1 point <ul style="list-style-type: none"> • Student explains the connection between 0-1 of the listed geography themes (human-environment interaction, region and/or location) to the geological features of the Indus River Valley Civilization. 	2 points <ul style="list-style-type: none"> • Student explains the connection between 2 of the listed geography themes (human-environment interaction, region and/or location) to the geological features of the Indus River Valley Civilization. 	3 points <ul style="list-style-type: none"> • Student explains the connection between human-environment interaction, region and location to the geological features of the Indus River Valley Civilization.
Peer Critique	0 points <ul style="list-style-type: none"> • Student reads and posts comments on 0 classmates reflections responding if they agree or disagree with their geological features and why. 	3 points <ul style="list-style-type: none"> • Student reads and posts comments on 1 classmates reflection responding if they agree or disagree with their geological features and why. 	4 points <ul style="list-style-type: none"> • Student reads and posts comments on 2 classmates reflections responding if they agree or disagree with their geological features and why.

Projects/Rubrics Rational

Letter Rubric:

Following the role-playing, students will write an informative letter to a friend, family member, teacher, coach, etc. In this letter, students will discuss the discoveries/inventions they couldn't live without, ask what invention/discovery the person they are writing to couldn't live without, explain three discoveries/inventions of the Indus River Valley Civilization and how they impacted the lives of the civilization, and explain the connection between human-environment interaction, movement and place to the inventions/discoveries of the Indus River Valley Civilization. Overall, this assessment will support my understanding of how well students are able to describe major inventions and discoveries of the Indus River Valley Civilization, describe ways major inventions and discoveries impacted the lives of the Indus people, analyze maps, illustrations, texts and artifacts to gain information about this civilization, and make connections of the major inventions and discoveries of this civilization to human-environment interaction, movement and place. I chose this summative assessment because students are given the opportunity to tell someone they care for about the new information they are learning, which makes it much more meaningful. Students are also expected to take ownership and responsibility of their own learning through their classmates role-plays, which is where they will receive information about major inventions and discoveries of the Indus River Valley Civilization.

This rubric consists of four criteria: Research, Content, Connection, and Geography Themes. The research criteria supports my understanding of the resources the student used and their understanding of how to use the resources to support their writing. The content criteria supports my understanding of how well the students are able to describe inventions/discoveries of the Indus River Valley Civilization. The connection criteria supports my understanding of how well the students can explain how the inventions/discoveries impacted the lives of the Indus River Valley Civilization. Lastly, the geography theme criteria helps me acknowledge students' understanding of human-environment interaction, movement and place and their connection to the inventions/discoveries of the Indus River Valley Civilization.

Reflection Rubric:

After completing the webquest on geological features of the Indus River Valley Civilization, students will reflect upon their research. For this assessment, students will decide which three geological features impacted (positive or negative) the Indus River Valley Civilization the most and how they impacted the civilization. Students will be given the choice of uploading a video reflection or a written reflection to their Padlet page to present their information. Through this summative assessment, students will be expected to write or record an informative reflection citing textual evidence to support their analysis. Students will also explain how aspects of the Indus River Valley Civilization flourished as a result of favorable geographic characteristics. Overall, this assessment will support my understanding of how well students are able to identify and explain the impact geological features and characteristics had on the Indus River Valley Civilization, make predictions, formulate hypotheses, and use evidence to support their opinions about aspects of the Indus River Valley Civilization and make connections between human-environment interaction, region and location to geological features of the Indus River Valley Civilization. I chose this assessment because it provides students with choice, uses technology, and allows for an opportunity for students to learn from each other. Through this assessment students are challenged to reflect upon their own thinking, the thinking of their classmates and the learning process. Students are also expected to take ownership and responsibility of their own learning through the webquest, which is in the research criteria of this assessment.

This rubric consists of five criteria: Research, Content, Connection, Geography Themes, and Peer Critique. The research criteria supports my understanding of the resources the student used and their understanding of how to use the resources to support their reflection. The content criteria supports my understanding of how well students are able to identify and explain geological features of the Indus River Valley Civilization. The connection criteria supports my understanding of how well the students can explain how the geological features impacted the lives of the Indus River Valley Civilization. The geography theme criteria helps me acknowledge students' understanding of human-environment interaction, region and location and their connection to the geological features of the Indus River Valley Civilization. Lastly, the peer critique criteria supports my understanding of students' ability to use their knowledge of geological features and the Indus River Valley Civilization to respond to classmates reflections. Students will comment on at least 2 peer reflections and explain why they agree or disagree with their post.

Resources

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