**Indus Valley River Civilization**

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**Unit Rationale**

This unit is on the history of the Indus Valley River Civilization and how this civilization has influenced the present-day Eastern Hemisphere.  Throughout this unit, students will build on their prior knowledge of location/places, regions, human-environment interactions, movement and then connect them to the Indus Valley Civilization (Gandy, 2007).  An important component of our lesson planning included the backwards design, where we formulated the essential questions of our unit, determined the best way to assess students, and finally designed learning experiences and instruction.  While learning about the geography themes listed above, they will also explore the Indus Valley economic system, social structure, culture/beliefs, technology, agriculture, and arts (http://thirteen.org/edonline/concept2class/assessment/index.html).  This project-based unit reflects student-centered, collaborative, authentic, and cognitive learning.  It is student centered, because the lessons are relevant and build off of students’ curiosity and prior knowledge.  The opportunity for students to collaborate with other peers will allow them to think critically and brainstorm questions and answers.  As the facilitators, we (the teachers) will prompt students to dig deeper into the content and ask more meaningful questions.  Additionally, students will be engaged in authentic activities, such as the artifact and trading project, that allow students to use their creativity and connect to real-life experiences.  Their overall presentation/project will provide students with rich and stimulating learning experiences, as well as authentic assessments (http://thirteen.org/edonline/concept2class/assessment/index.html).  Finally, the activities embedded within the Indus Valley Civilization unit will help students to develop a true understanding of the culture through higher order thinking and inquiry-based learning.  All activities will be developmentally appropriate and push students to reflect on what they learned.

**Unit Rationale: Work Cited**

(2004).  Assessment, Evaluation, and Curriculum Redesign. *Thirteen ed online.  Retrieved July 14, 2012, from*  <http://www.thirteen.org/edonline/concept2class/assessment/index.html>

Gandy, S. Kay. (2007).  Developmentally Appropriate Geography.  *Social Studies and the Young Learner*.  Retrieved July 10, 2012, from <https://elearning.bgsu.edu/courses/1/2125.EDTL.6430-501W.LEC.41717.WB.GC/content/_3905739_1/Appropriately%20Developmental%20Geography.pdf?bsession=77639883&bsession_str=session_id=77639883,user_id_pk1=92001,user_id_sos_id_pk2=1,one_time_token=>

**Essential Questions**

1.) How has the Indus Valley River Civilization affected the Eastern Hemisphere today?  Please provide concrete evidence.

           -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 create their own essential questions to be listed here

        - A possible question a student could come up with: “What can we learn about the Indus Valley culture through its arts, architecture, cultural products, public works and writing?”

**Key Concepts**

The key concepts of this Social Studies unit focuses on student collaboration and the potential to discover all angles of the Indus Valley Civilization.  Not only will they be learning about traditions, art, and social structure, the students will make connections between the five geography themes and the Indus Valley Civilization.  Students will do this by engaging in rich exploration, questioning, and development of artifacts.  The students will be encouraged to question the world around them and how the Indus Valley culture has affected the Eastern Hemisphere today.  Additionally, students will use their prior knowledge to develop questions and connect the Indus Valley culture to their own experiences and knowledge.

**Key Assessments**

- Rubric (project and partner)

-  Exit slips, 3-2-1 Slip

- Geography theme chart (pre/post assessment)

- Scavenger Hunt chart

- Artifact Project/Artifact Rubric

- Trading Activity

- Artifact Sharing and Trading chart

- Anecdotal Notes/Observations

Throughout this unit, a variety of assessments have been imbedded to gather evidence to indicate that students are meeting the standards.  These assessment types include a variety of formal and informal methods.  The types of assessments that are included in this unit include the use of rubrics, both used for projects and self/partner evaluation, exit slips, a 3-2-1 slip, charts, observations, and anecdotal notes.  Rubrics will be used to assess the students on their final projects of their completed artifacts.  Students will also complete a rubric reflecting on the cooperation and contribution with their partner on the research and creating their artifacts.