



The Indus River Valley, Part II

2

☑ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Locate Asia and India on a map or globe
- ✓ Identify Asia as the largest continent with the most populous countries in the world
- ✓ Explain the importance of the Indus River for the development of a civilization in ancient times
- ✓ Describe the key components of a civilization

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe how the Indus River was helpful and harmful to the people of Mohenjo-daro (RI.2.8)
- ✓ Compare and contrast life during Sanjay's time and present-day living (RI.2.9)
- ✓ With assistance, label information from the lessons on the Indus River Valley onto a map of Asia (W.2.8)
- ✓ With assistance, categorize and organize facts and information from the lessons on the Indus River Valley onto an Early Asian Civilizations Chart (W.2.8)
- ✓ Create interrogative sentences in shared language activities (L.2.1f)
- ✓ Identify real-life connections between words—*exchanges*, *bustling*, and *source*—and their use (L.2.5a)

Core Vocabulary

bustling, *adj.* Full of activity; busy

Example: The bustling supermarket was filled with people buying food before the big storm.

Variation(s): none

common, *adj.* Belonging to or used by many people

Example: The ancient city had a common well from which people got their water.

Variation(s): none

nestles, *v.* Settles in snugly and comfortably

Example: Kent's new kitten nestles next to its mother when taking naps.

Variation(s): nestle, nestled, nestling

recede, *v.* To move back or move away from a certain point

Example: June watched the water recede from the beach and leave behind beautiful seashells.

Variation(s): recedes, receded, receding

source, *n.* The start or cause of something

Example: The sun is the source of light and heat for planet Earth.


Variation(s): sources

Vocabulary Chart for The Indus River Valley, Part II			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	copper grain granary port priests recede terracotta turban Sanjay	<i>bustling</i> common <i>exchanges</i> hoisted jolt jostles nestles source*	bull city cotton father flooded muddy river wheat
Multiple Meaning			cart
Phrases	grain trader holy man six moon cycles	heart skips a beat get a good price	give thanks special day
Cognates	cobre granero puerto retroceder terracotta turbante grano	común	ciudad río carreta día especial

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Please note that it uses the last image used in Lesson 1 (image 1A-11) and then uses the same sequence as the *Tell It Again! Read-Aloud Anthology*.

1. 1A-11: Mohenjo-daro, [mo-HEN-jo-DAR-o] layout, walls, citadel
2. 2A-1: Nine-year-old in courtyard
3. 2A-2: Sanjay's father leading bull
4. 2A-3: Sanjay seated in back of cart
5. 2A-4: Sanjay and his sister in floodwaters
6. 2A-5: Men heaving terracotta pots into carts
7. 2A-6: Scene of port
8. 2A-7: Holy man draped in white cotton cloth

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Learned?	image 1A-11; Response Card 1; world map	15
	Meet Sanjay		
	Vocabulary Preview: Exchanges, Bustling		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Indus River Valley, Part II	examples or samples of different types of grains	15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Source		
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Map Quest	Instructional Master 2B-1; brown, blue, and red crayons	20
	Early Asian Civilizations Chart	Instructional Masters 2B-2, 2B-3; Image Cards 1–3	

Advance Preparation

For Presenting the Read-Aloud, bring in examples or samples of different kinds of grains (e.g., wheat, corn, rye, oats).

Note: Be sure to check with your school’s policy regarding food distribution and allergies.

For Map Quest, on a large piece of blank chart paper, make a classroom map of Asia by drawing a simple outline of the continent of Asia, with country borders for China and ancient India (made up of present-day countries of Pakistan and India).

Note: Only draw the outline of the countries. Do not fill in the map; you will fill in the features as they are addressed in the lessons.

Prepare a piece of blue construction paper cut into the shape of the Indus River. [Use Instructional Master 2B-1 as a guide.]

Make a copy of Instructional Master 2B-1 for each student. Refer to it as their Map Quest map of Asia. Students will fill in their maps as you fill in the classroom map you have created.

For the Early Asian Civilizations Chart, create a chart on chart paper (see Early Asian Civilizations Chart in the Extensions of this lesson). Each square on the chart will need to be large enough to accommodate an Image Card. This chart will be used throughout the domain.

Make a copy of Instructional Masters 2B-2 and 2B-3 for each student. Refer to them as their Early Asian Civilizations Chart and image sheet for ancient India. Students can fill in their own chart as you fill in the classroom chart.

Note: Instructional Master 2B-2 is for Early Indian Civilization. Students may choose to cut images from Instructional Master 2B-3 (Image Sheet for Early Indian Civilization) and paste them onto their chart.



The Indus River Valley, Part II

2_A

Introducing the Read-Aloud

15 minutes

What Have We Learned?

- Help students review what they have already learned about ancient India. You may wish to ask students the following questions.

[Show Flip Book images from Lesson 1 to refresh students' memories. Students may also refer to Response Card 1 for discussion and to answer questions.]

- What is the name of the civilization you learned about yesterday: Maya or Indus River Valley?
- Indus River Valley civilization
- On which continent was this civilization formed: Asia or North America?
- Asia
- What is special about Asia? Does Asia have many or few people; is it large or small?
- Asia is the largest continent in the world and has two countries with the most people. [Invite different students to point to Asia, India, and China on a map.]
- What is the name of the mountains next to the Indus River Valley civilization?
- the Himalayas
- What is the name of the river along which the ancient Indian civilization was formed?
- Indus River



← **Show image 1A-11: Mohenjo-daro, [mo-HEN-jo-DAR-o] layout, walls, citadel**

- What is the name of this city in the Indus River Valley: is it Mohenjo-daro or Machu Picchu? Who discovered this city?
 - Mohenjo-daro. Archeologists discovered this city.



Meet Sanjay

← Show image 2A-1: Nine-year-old in courtyard

- Tell students that today they will go back in time over twenty-five hundred years (that is over two-thousand five-hundred years). They are going to travel back in time to the city of Mohenjo-daro to meet a nine-year-old boy named Sanjay.
- Tell students that this is Sanjay standing outside of his home. Have students look at the picture and share with their partner how they think life during Sanjay's time is different from their life now. Call on two partner pairs to share.

Vocabulary Preview

Exchanges



← Show image 2A-6: Scene of port

1. Today you will hear that Sanjay's father *exchanges* grain for copper.
2. Say the word *exchanges* with me three times.
3. When someone exchanges one thing for something else, that person is giving or trading one thing in order to get another thing.
4. Mario asked Anita to exchange her marker for his crayon. Delores goes to the mall and exchanges the purple shirt for a green shirt.
5. Look at this picture and tell your partner what other things Sanjay's father exchanges his grain for.

Bustling

1. In today's story, you will hear that the carts are heading toward the *bustling* sounds of the port.
2. Say the word *bustling* with me three times.
3. *Bustling* means full of activity and energy.
4. The bustling school bus is full of excited children on their way to school.
The supermarket was bustling with people trying to buy enough food before the big storm.
5. Does this scene at the port look bustling to you? What would you see and hear at this bustling port?

Purpose for Listening

Tell students that they will hear a story about Sanjay and learn about what life would have been like for a child living in Mohenjo-daro. Tell them to listen carefully to hear why the day this story takes place is a special day for Sanjay.

By the end of the lesson, students should be able to:

- ✓ Explain the importance of the Indus River for the development of a civilization in ancient times
- ✓ Describe the key components of a civilization



The Indus River Valley, Part II

- ← **Show image 1A-11: Mohenjo-daro, [mo-HEN-jo-DAR-o] layout, walls, citadel**

Today we are going to pretend to travel back in time to meet a child living in Mohenjo-daro twenty-five hundred years ago. The child's father is a grain trader.

[Explain that grains are seeds like wheat, corn, rye, or oats. If available, pass around examples of different kinds of grains. Tell students that the boy's father exchanges wheat for other items.]

Wheat is grown on the fertile lands outside the city walls.

[Point to the areas outside the city walls.]

Then the wheat is collected and stored in a **common** granary—a building used by everyone in the community to store grain. The **common** granary is near the citadel, in the center of the city.

[Point to the citadel.]

The boy's father gets some wheat from the granary and takes it through the city gates to the **bustling**—lively and active—port by the river.

[Define *port* as a place where ships stop to load and unload cargo. Ask students along which river they think the port is located.]

- Indus River

At the port, his father will exchange his grain for gold, copper, jade, and turquoise—precious stones and metals—from faraway lands.



- ← **Show image 2A-1: Nine-year-old in courtyard**

Meet Sanjay. He is waiting excitedly for his father in the courtyard of his family's home. Today is a special day for Sanjay. For this special day, Sanjay bathed and put on fresh cotton clothes.

[Say to students, "Tell your partner why you think today is a special day for Sanjay." Allow fifteen seconds for students to talk. Call on two partner pairs to share.]

Sanjay has waited nine years for his father's invitation to join him. Today, his father has promised Sanjay that after the morning's work, Sanjay will be allowed to join the priests in a special ceremony, giving thanks to the mighty Indus River for all that she provides.

[Ask whether any of the students' guesses were correct.]



← **Show image 2A-2: Sanjay's father leading bull**

Sanjay can hear the cart rattling down the side passage—or road—now. Then he sees him—the man in the turban; that's Sanjay's father. The turban he wears is a headdress—like a long scarf wrapped around the head. The turban is made of cloth and worn by men in the Indus River Valley.

“Hop in, son. Let's go!” Sanjay's father calls out to him.



← **Show image 2A-3: Sanjay seated in back of cart**

Sanjay **nestles**—he sits down snugly and comfortably—into the back of the wooden cart as his father guides the cart out into the main street. As the cart jostles—bumps and pushes—Sanjay about with each turn in the road, his thoughts travel back to last spring when steady rains and melting snow flooded the river, forcefully breaking through the city walls and bringing down buildings in its path.



← **Show image 2A-4: Sanjay and his sister in floodwaters**

Sanjay remembers it as if it were yesterday: the awful smell of wet mud that filled his home as he and his sister waded knee-deep in muck and muddy goo, waiting for the waters to **recede**—move back and away from their home and the city. Sanjay knows that the river has the power to destroy things in its path, and yet he knows, too, that the river is the **source**—or start and beginning—of life in the valley. Without the river, there would be no crops for food, no cotton for clothing, and no way to easily transport—or move—goods over long distances.



← **Show image 2A-5: Men heaving terracotta pots into carts**

Sanjay's thoughts are interrupted by the sudden jolt—and jerk—of the cart as it takes its place behind other traders, lined up in front of the city granary. Enormous brownish-orange clay terracotta pots filled with grain are hoisted—or lifted—into the cart and set down beside him. Sanjay wonders how the wooden wheels beneath him can carry so much weight!

Turning to face forward in the cart, Sanjay sits on his knees, trying to see over the approaching city gates to the sailing ships beyond. As the cart sways to and fro from the weight of the pots, Sanjay's father struggles to edge his way through the throng—or crowd—of carts, all heading toward the **bustling**—loud and lively—sounds of the port.



← **Show image 2A-6: Scene of port**

[Invite students to describe to their partner what is happening in the picture.]

Once there, Father exchanges his grain for copper from Mesopotamia. His father hopes to sell the copper to the jewelry maker for a good price.

The sun is directly overhead now; it is midday. As Father steers the bulls away from the **bustling** port and comes to a standstill beneath the shade of a willow tree, Sanjay's heart skips a beat.

[Explain that when someone's heart skips a beat that means he or she is suddenly surprised or excited. Have students tell their partner why they think Sanjay's heart skips a beat.]



← **Show image 2A-7: Holy man draped in white cotton cloth**

Stepping down and leaning into Father's side, Sanjay walks with his father toward a grove of banyan trees.

Gathered among cows and men, Sanjay's eye is drawn to the holy man, seated on bare ground in a cross-legged position, head bent in silence.

[Have a student point to the holy man. Tell students that a holy man is someone who spends his whole life praying and serving his religion.]

Bowing his head, Sanjay listens to the words of the holy man that have comforted his people for many years. "O, Great River, Mother of the People, Provider of Life, Source of Life, we thank you. It is now six moon cycles—or six months—since your banks last flooded. We pray that we may please you and be spared—or saved—from future harm. Your waters give us life. To you we owe our lives. Accept our blessings, Great River."

A squeeze from Father's hand lets Sanjay know that he is proud to bring his son to this sacred—and holy—spot for the first time. Sanjay answers his squeeze with one of his own, whispering his thanks to the Great River for this day.

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses. Model answers using complete sentences as necessary.

1. *Literal* In which city does Sanjay live?

- Sanjay lives in Mohenjo-daro.

2. *Literal* Mohenjo-daro is next to which important river?

- Mohenjo-daro is next to the Indus River.

Through which area does the Indus River flow?

- The Indus River flows through ancient India. [You may wish to remind students that ancient India included the countries of Pakistan and present-day India.]

3. *Inferential* How is the mighty Indus River helpful to the people of Mohenjo-daro?

- The Indus River is helpful because it gives the people water for their crops so they would have food to eat and cotton for clothes. The Indus River provides a way for the people to move their goods over long distances.

4. *Inferential* How is the mighty Indus River harmful to the people of Mohenjo-daro?

- The Indus River is harmful when it floods; it can destroy houses and make everything muddy.

5. *Literal* One of the components of a civilization is that everyone has a special job to do. What is Sanjay's father's job?

- Sanjay's father is a grain trader. He exchanges grain for other items.

What other jobs do you think were in Mohenjo-daro?

- Answers may vary, but may include jeweler, farmer, or priest.

6. *Inferential* Why is it a special day for Sanjay?

- It is a special day for Sanjay because he is going with his father to join the priests in a special ceremony to give thanks to the mighty Indus River.

7. *Evaluative* Why do you think the people of Mohenjo-daro had a special ceremony to pray to the Indus River?
- Answers may vary, but should hint that the river is important to the people and is a provider of life to the people.

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

Sentence Frames:

What do you like best about living in Mohenjo-daro?

Where does your father go to exchange his grain?

Why do you pray to the Indus River?

When did the river last flood?

8. *Evaluative Question? Pair Share:* Pretend that you have a chance to ask Sanjay one question about his life in Mohenjo-daro. Remember, questions can begin with the words *who, what, when, where, and why*. One partner should ask his or her question and the other partner will pretend to be Sanjay to answer the question. Then partner pairs will switch roles. [You may wish to model the question and answer process with another student.]
9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Source

1. In the read-aloud you heard, “[T]he river is the *source* of life in the valley.”
2. Say the word *source* with me three times.
3. A source is the start, cause, or beginning of something.
4. A river is a source of water.
Juanita’s flashlight was the only source of light she had when the power went out.
5. Can you name any other sources of water? Try to think of two other sources of water with your partner. Try to use the word *source* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “_____ is a source of water.” Prompt students to think about the sources of water at school (e.g., drinking fountain, classroom sink, bathroom faucet).]
6. What’s the word we’ve been talking about?

Use a *Terms* activity for follow-up. Directions: Can you think of a source for the following things:

[Encourage students to use the sentence frame: “ _____ is/are a source of _____.”]

1. light

- Answers may vary, but could include sun, stars, lamp, flashlight, etc.

2. heat

- Answers may vary, but could include sun, heater, etc.

3. learning/education

- Answers may vary, but could include school, books, teachers, adults, etc.

4. love

- Answers may vary, but could include parents, siblings, grandparents, etc.

5. money

- Answers may vary, but could include job, parents, bank, government, etc.

6. food

- Answers may vary, but could include farms, supermarkets, etc.



Complete Remainder of the Lesson Later in the Day



The Indus River Valley, Part II

2_B

Extensions

20 minutes

Map Quest (Instructional Master 2B-1)

- Show students the outline of the map of Asia you have created and share with them that in the coming days they are going to learn about many new places and several important rivers. Tell students that to help them learn and remember these places, they are going on a “map quest.” On this map quest they will color in and label the areas they have learned about. Share with students that you will label a class map along with them as they fill out their own maps.
- Give each student a copy of Instructional Master 2B-1. Tell them that this is their Map Quest map of Asia. Have students label their map “Asia” at the top of the page on the title line provided. Ask students what is special about Asia.
 - Asia is the largest continent in the world.
- On the class map, color the border of present-day India and Pakistan brown and label it “Ancient India.” Explain that this is the area of ancient India. This is where the past two read-alouds were set. Invite students to color the border of India and Pakistan on their maps brown and label it “Ancient India.”
- Draw students’ attention to the caret marks in ancient India on their map. Tell them the caret marks represent mountains. Ask students which mountains in ancient India they have heard about.
 - the Himalayas
- Draw a matching series of brown caret marks on the class map and label it “Himalayas.” Invite students to color in the caret marks that represent the Himalayas brown.
- Draw students’ attention to the dashed lines on their map. Tell them that those dashes represent rivers. Add the blue strip of construction paper, that represents the Indus River, onto the class map. [The Indus River should touch the northwestern end of the Himalayas in India and stretch west towards the Arabian Sea through Pakistan. Label

it “Indus River.” Invite students to locate the matching river on their map, color it in blue, and label it “Indus River.”

- Place a large red dot where Mohenjo-daro would be, next to the end of the Indus River. Ask students which city developed next to the Indus River.
 - Mohenjo-daro
- Have students color in the dot for Mohenjo-daro red. Label the red dot for “Mohenjo-daro.”

Early Asian Civilizations Chart

- Tell students that you will fill in the Early Asian Civilizations Chart for early Indian civilization together. Invite students to fill in their own charts using Instructional Masters 2B-2 and 2B-3.

Note: You may wish to write in key words on the chart, giving guidance to student writing.

	Cities	Jobs	Leaders	Writing	Religion
Early Indian Civilization	Image Card 2 Mohenjo-daro	Image Card 1 farmers grain traders	priests	Image Card 3 [check mark]	
Early Chinese Civilization					

- Review that one component of a civilization is cities. Show students Image Card 2 (Mohenjo-daro) and ask students to name the city. Tell students that you are going to place the Image Card on the chart in the *Cities* column to remind them that there were cities in ancient, or early, India. Help students write *Mohenjo-daro* in the corresponding box on their chart.
- Review that another component of a civilization is different kinds of jobs. Show students Image Card 1 (Dates). Tell students that this is a photograph of dates, a crop grown in the Indus Valley. Ask students: “Who grew the dates?”
 - farmers
- Tell students that you are going to place the Image Card on the chart, in the *Jobs* column, to remind them that there were farmers during the early Indian civilization.

- Ask students if they remember what Sanjay's father's job was.
 - grain trader
- Help students write the words *farmer* and *grain trader* in the corresponding box on their chart.
- Explain that many civilizations had leaders. Remind students about the citadel in Mohenjo-daro and how the priests, who were one group of leaders, lived in the citadel. Help students write the word *priests* in the corresponding box on their chart.
- Show students Image Card 3 (Early Indian Writing). Explain that it shows early writing from the Indus River Valley civilization. Tell students that you are going to place the Image Card on the chart, in the *Writing* column, to remind them that there was writing in the Indus River Valley civilization. Have students place a check mark in the corresponding box on their chart.
- Tell students that they will learn something about religion during the early Indian civilization in the next lesson.