

TEACHING NOTES

Series: **Excavating the Past**

Title: **The Indus Valley**

In the 1920's, archaeologists started to excavate great cities buried beneath huge, ruined mounds in South Asia. They revealed an ancient civilization that flourished from 2600 to 1900 B.C. The skilled architects, artists, and builders of this mysterious culture left behind a wealth of artifacts.



Text Structure

QUESTION AND ANSWER

Have students turn to page 34 and read the introduction. Discuss with students that sometimes authors organize writing by asking a question and then answering it for the reader. Ask students how this can help readers predict what they will read about. Direct students to look for other examples of questioning on the same page. Have students think about the questions found and name some things they will be looking for as they read the section.



Text Feature

TABLE OF CONTENTS

Before reading, have students turn to the table of contents, and model how it can be used to make predictions and access the text. Use the following think aloud to illustrate.

THINK ALOUD

"When I scan the table of contents, I can make predictions about what I will read. For example, I see a section titled 'The Mystery of Indus Script'. I might predict that this section will tell me about the writing of the Indus' people. I can see that this section begins on page 16, so I can flip to that page and check my predictions. Good readers use the table of contents to make predictions about the information that is in the book. What other information might the table of contents give you?"



Comprehension Strategy

DETERMINING IMPORTANT IDEAS

Graphic Organizer

Discuss with students that some ideas are more important, or of a broader scope, than others, and that authors usually organize texts using main ideas that are supported by details. Read pages 8 and 9 aloud and model how to distinguish between essential ideas and supporting details.

THINK ALOUD

"After reading this section, I ask myself what the main idea is. What is the big idea that the author is telling on these pages? It is that Mohenjo-Daro is divided into two parts: the High Mound and the Lower Town. The other sentences and photos give specific details that tell me more about the main idea."

Demonstrate how to record the main idea and supporting details on a chart similar to the graphic organizer. As students read, have them choose a section of the book and identify the main ideas and details, recording the information on the reproducible.

 **Word Study** **ABBREVIATIONS**

Before reading, write the abbreviation 'ASI' on the board. Ask students what this abbreviation might mean, encouraging them to think about the title of the book. After brainstorming, ask students to turn to page 5 and skim the section titled 'Two Cities from One Time'. Students should determine that ASI is the abbreviation for Archaeological Survey in India (ASI). Inform students that abbreviations are often used to help people remember organizations that have long names. Have students keep a list of abbreviations used throughout the text as a reference.

 **Writing and Responding** **JOURNAL**

After reading, tell students they are going to enter a time machine that takes them back to height of Indus civilization in Mohenjo-daro. Have students write a journal entry about what was seen, heard, and done during this one-day journey. Encourage students to review the text so that specific examples are included.

Main Idea and Details

