

The Indus Valley civilisation

openingworlds



Today's lesson

2. So many puzzles!



This map shows the Indus Valley civilisation.

By 3000 BCE the farmers who lived in this valley had begun trading. Cities had grown up around the markets.

Cities, Indus, farmers

Let's check we remember.

What was the little statue of the dancing girl made of?

The little statue of the dancing girl was made of bronze.



Which river was the city of Mohenjo-Daro near?

The city of Mohenjo-Daro was near the River Indus.

What do we call people who earn their living through trade?

People who earn their living through trade are called merchants.

Name another city in the Indus Valley.

Harappa is another city in the Indus Valley.

Let's check we remember.







As you talked, did you use these words?

seal
image
picture
stamped
clay
symbols
archaeologist
Indus Valley

Talk to your partner:
What are these? Where were they found? How were they made? Why do archaeologists think that they might show writing?

Let's remember, think and talk.

We learned last time that archaeologists have found **no monuments at all** in the Indus Valley!


a pyramid in ancient Egypt

Monuments are large buildings or large statues.

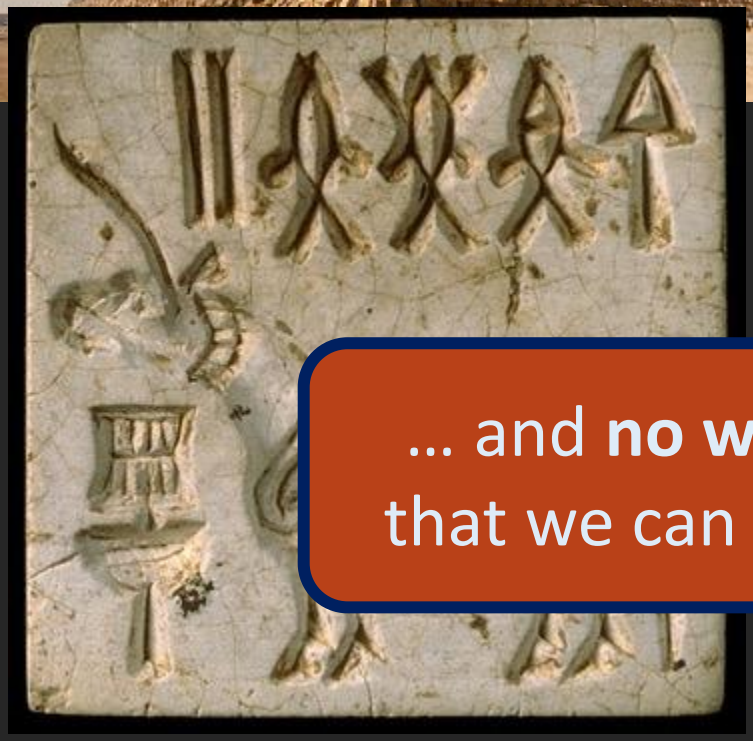
What **monuments** did the Ancient Egyptians and Ancient Sumerians build?


a ziggurat in ancient Sumer

Let's learn a new word.



With **no great monuments …**



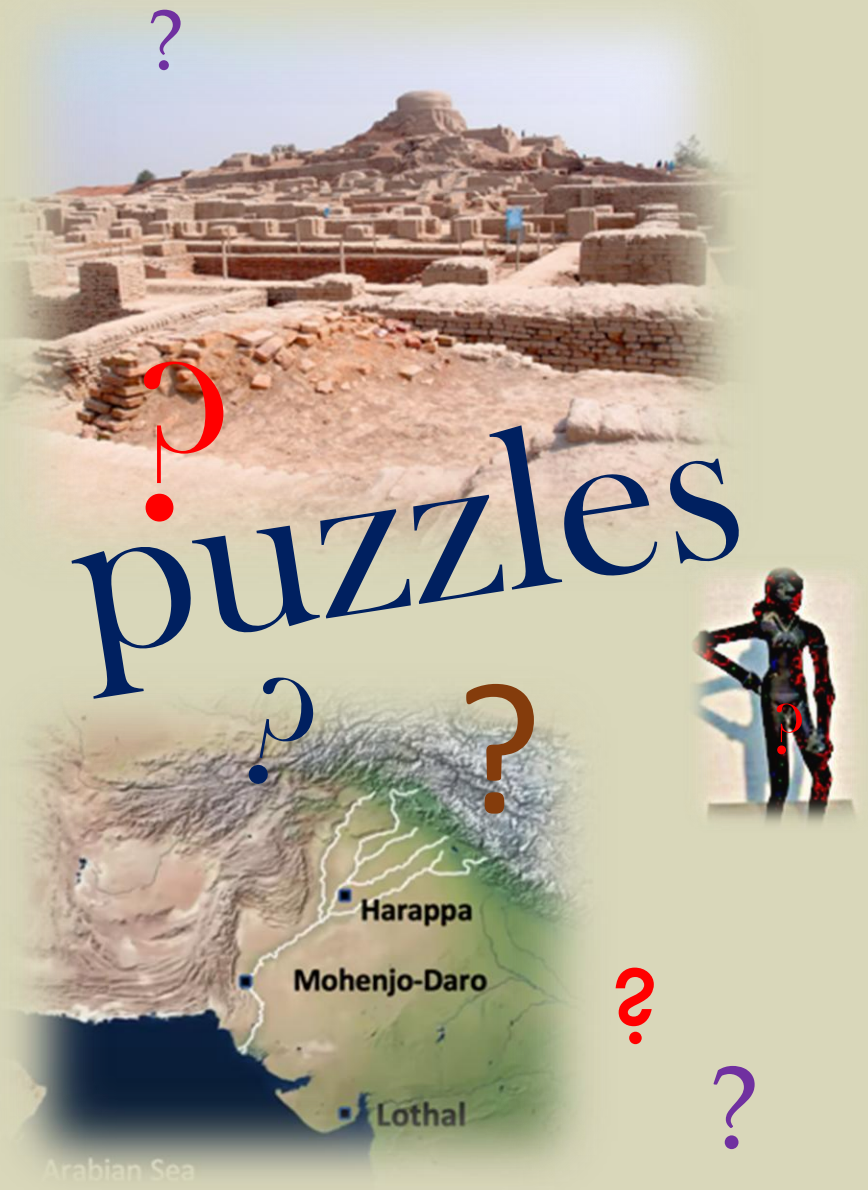
… and **no writing** that we can read…

…what **puzzles** do we have about the Indus Valley?

Let's check we remember. Let's talk.

Let's re-read Page 7 in our *Indus Valley civilisation* booklet.

Let's remind ourselves about the puzzles of the Indus Valley civilisation.



Let's read together.



The bronze dancing girl is a source.

Historians call anything from the past which gives us clues, a **source.**



The seals are sources.



Great monuments like the pyramids in Egypt are sources.

Carvings, statues, bricks and buildings can all be used as **sources**.

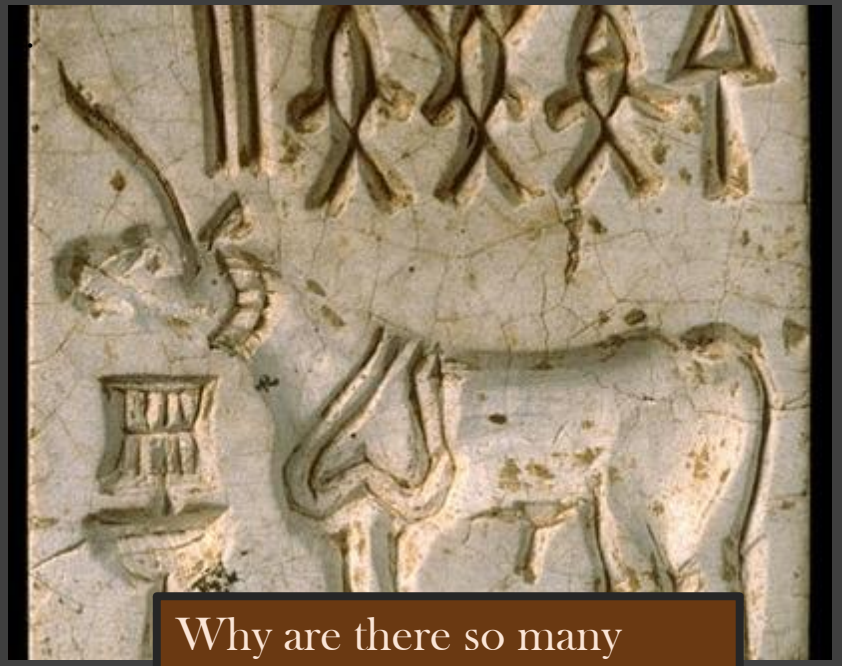
A **source** is <u>anything</u> that people from the past left behind.

Let's learn a new word. Let's practise it.

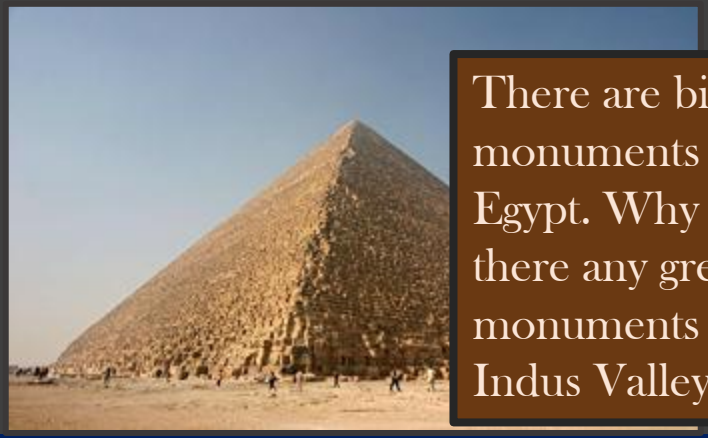


Did the Indus people make music?

In order to find out about the past, historians and archaeologists ask questions about **sources.** Here are some questions they might ask.



Why are there so many animals on the seals?



There are big monuments in Egypt. Why aren't there any great monuments in the Indus Valley?

Looking at these sources, what other questions do they make you want to ask?

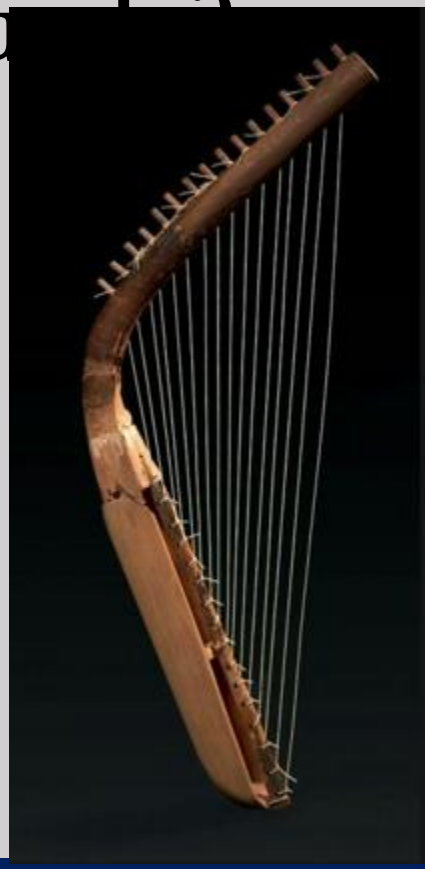
Let's practise our new word. Let's think together.

Historians put different sources <u>together</u> to solve puzzles.

Are you ready to try to solve a pu

Our puzzle is:

Did the Indus Valley people make music?



Let's think.



Why might the dancing girl be a clue that Indus people made music?

This clay model is shaped like a bird. It has a hole in the top and a hole in the bird's mouth. What do you think it might be?





What musical instrument might this symbol be?

Let's think and discuss.



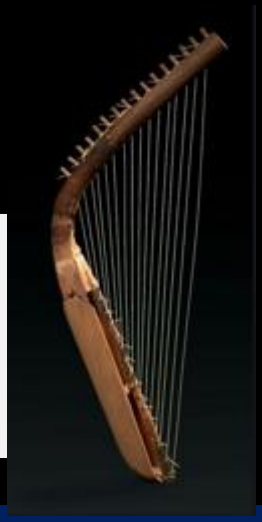
The bronze girl is dancing, so it is likely that Indus people had music.

This little clay bird might have been a children's toy. It is also a whistle!





Archaeologists think that this symbol might be a harp.



Let's gain some new knowledge.



The dancing girl is **evidence** that the Indus people danced

The clay whistle shaped like a bird gives us e _ _ _ _ _ _ _ _ that the Indus people made musical sounds.





Each of these **sources** gives us **evidence** that the Indus Valley people made music.

The symbol on this seal gives us **evidence** that they might have had musical instruments.

Let's learn a new word.







All these **sources** *together* give us lots of **evidence** that the Indus people must have made music!

Let's gain knowledge and practise new words.







Let's read Page 8 in our Indus Valley booklet.

Let's read together.

Let's make a mini-museum!





Using modelling clay make a dancing girl, a seal and a bird-shaped whistle.



Make a label for <u>each</u> of your sources, like this:

This is a ..... . This **source** gives us **evidence** that the ancient Indus people ..... .

Let's make something! Then let's write.





Here are more **sources** which give us clues about life in the Indus Valley. These are pieces of pottery. We call pieces of a pot, **potsherds.**

Archaeologists take **potsherds** out of the ground very carefully. They gently brush away the dust and dirt.

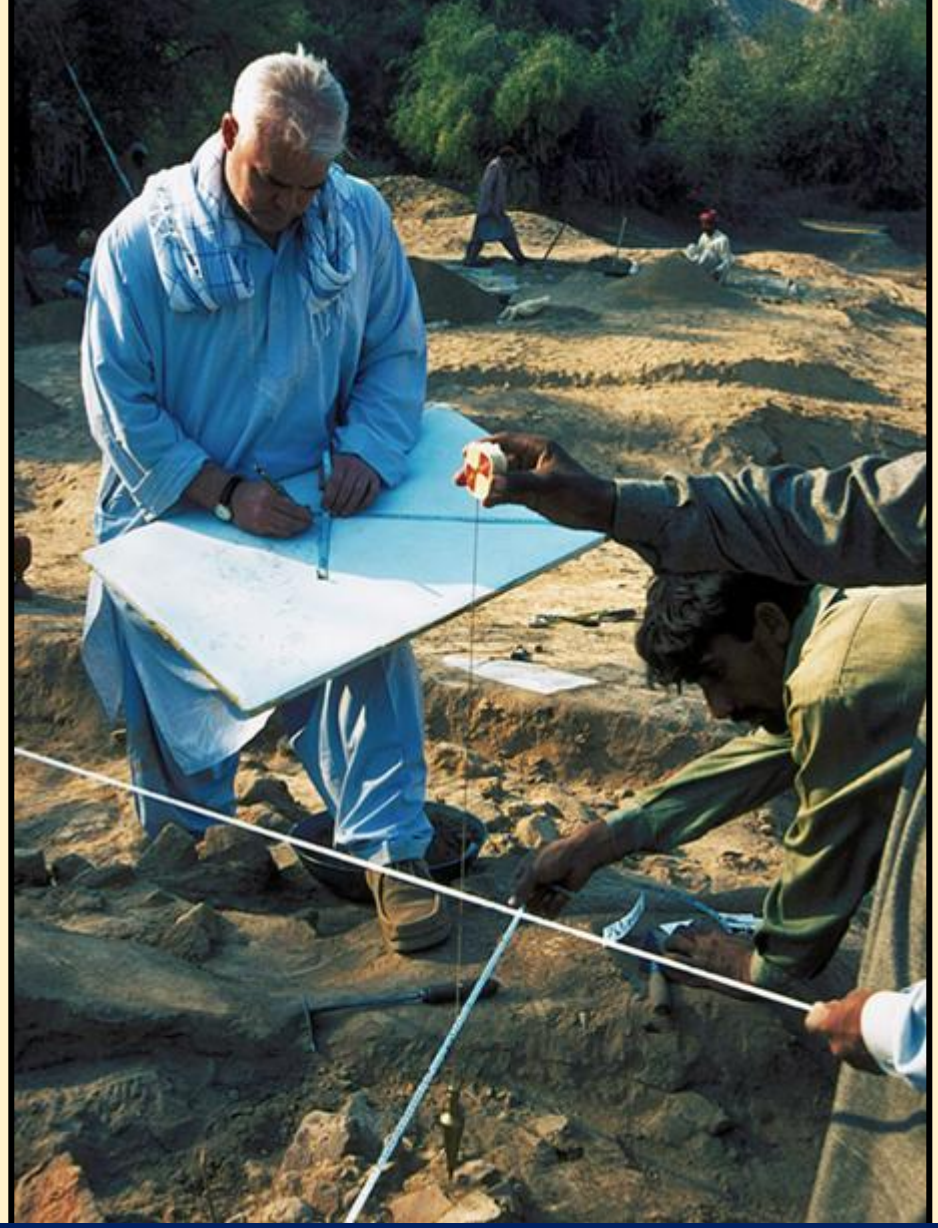


Let's gain some new knowledge.

This is an archaeologist at work. He is in **Harappa.**

He is carefully recording where he found every **potsherd.**

Archaeologists are very skilled people. They are trained to recognise and record what they find.

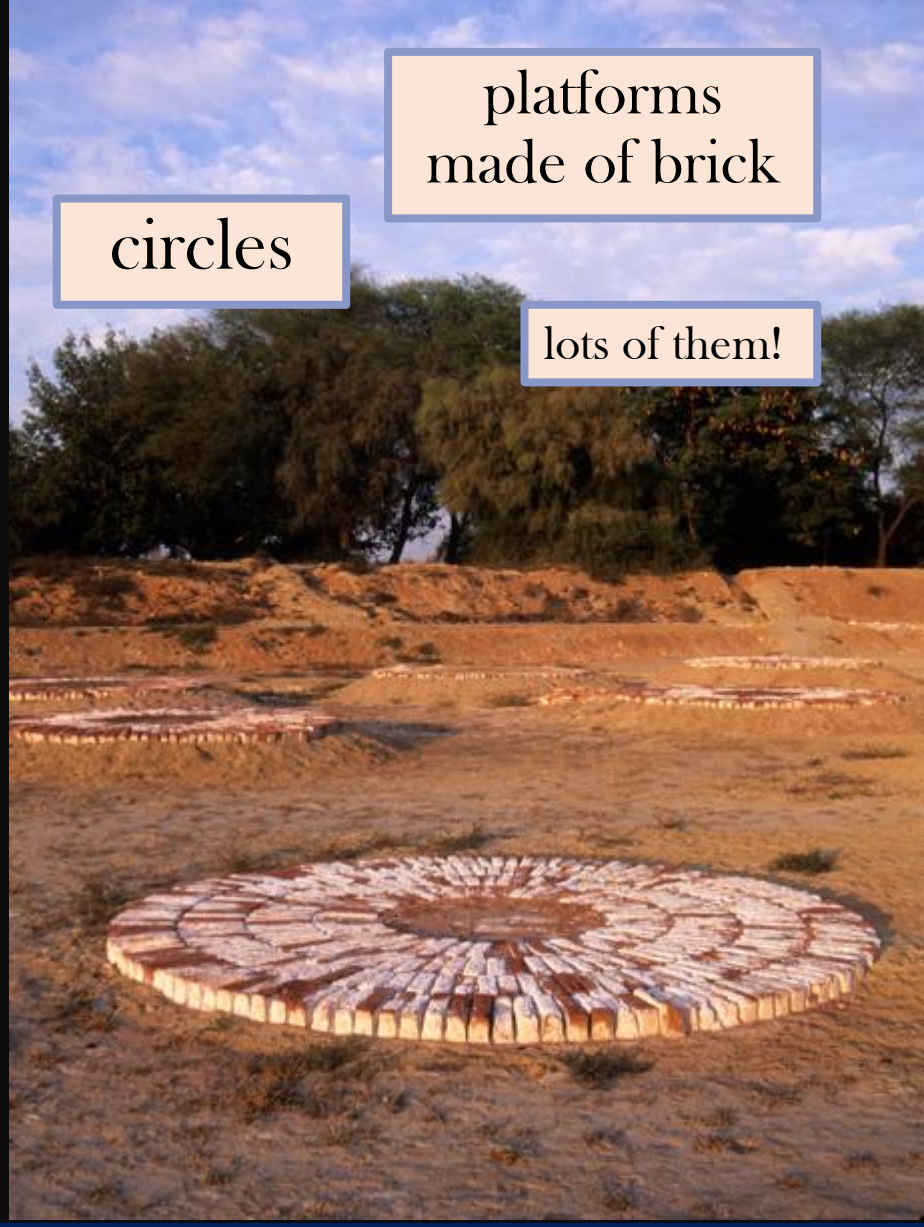


Let's gain some new knowledge.

Let's learn how archaeologists solved another puzzle. Look closely at the photograph. What can you see?

What do you think these circular platforms could be?

Discuss your ideas with your partner

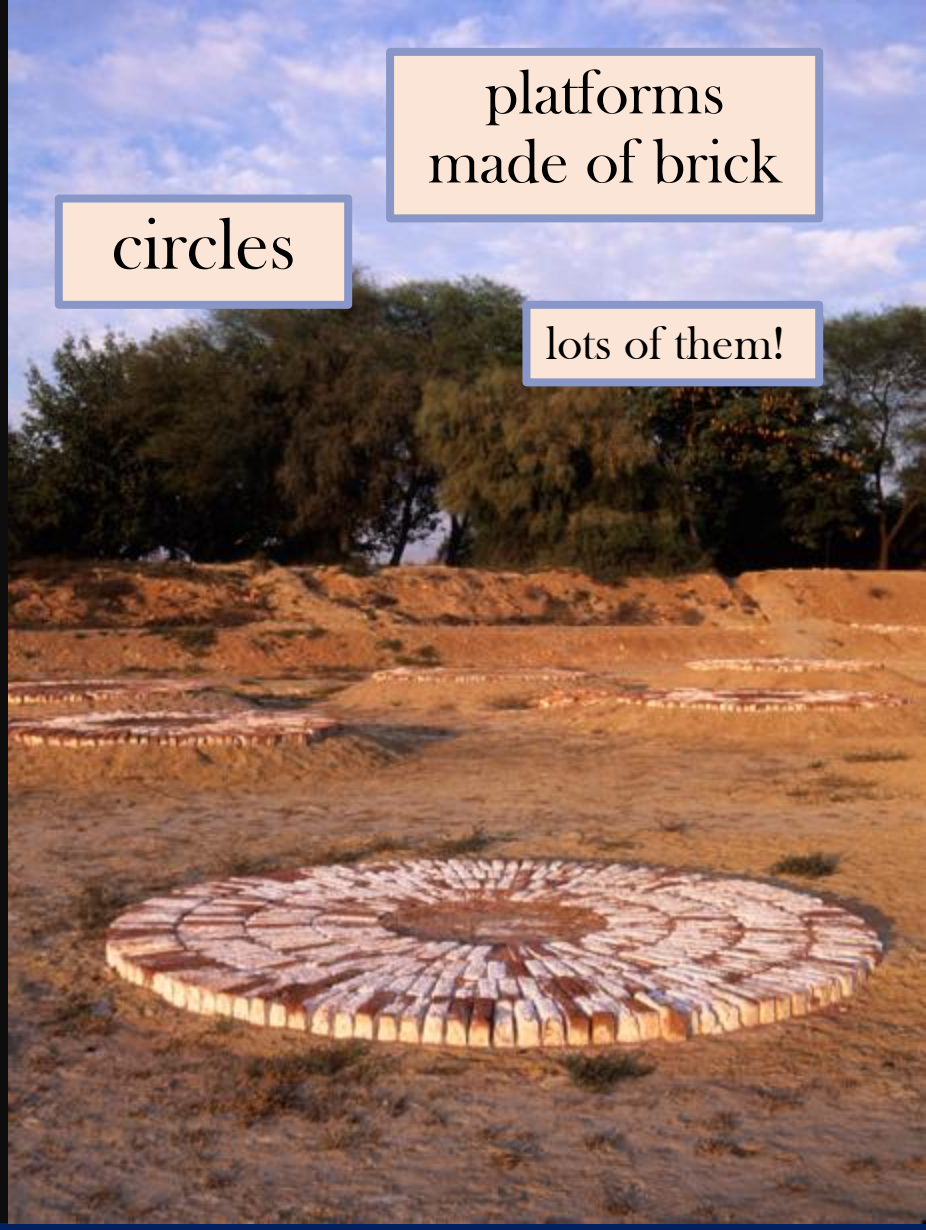


Let's look. Let's think. Let's talk.

At first, archaeologists thought that they might have found the remains of great monuments!

Perhaps each platform was the base of a great tower? Or perhaps each one held a big statue?

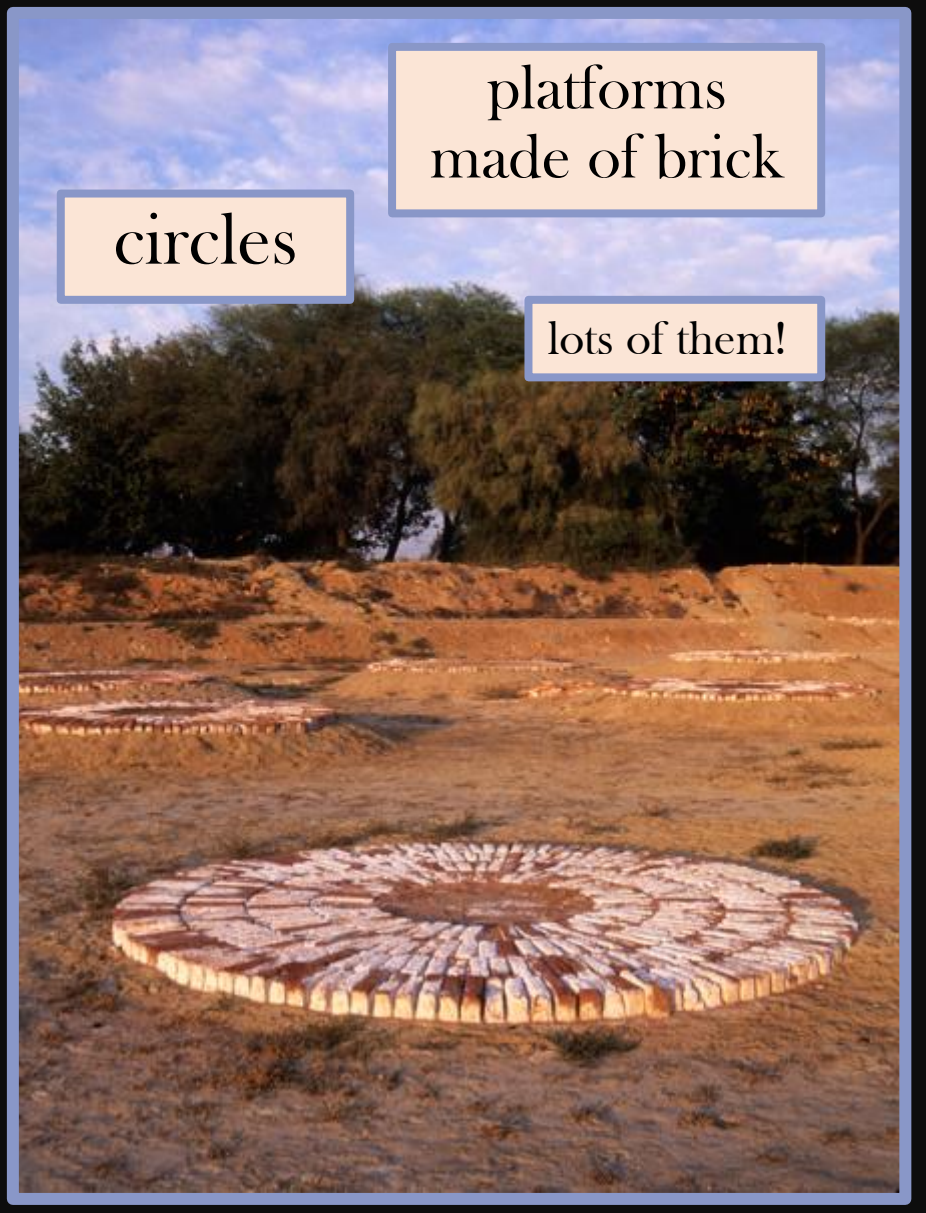
But they were wrong.



Let's gain some new knowledge.

They found some grains of **barley** on the platforms.





Let's gain some new knowledge.



We now know that these platforms were places where people **threshed** their crops.



Threshing means separating the grain from the stalk. The grains can then be ground into flour.

Let's gain some new knowledge



Draw some barley.

Archaeologists have found the remains of **barley** grains on these circular platforms.



Draw the threshing platforms.

Copy these sentences and fill in the missing words.

The circular platforms and the remains of barley grains are useful **s** _ _ _ _ _ **s** that the past has left behind.

Archaeologists have found **e** _ _ _ _ _ _ **e** that the Indus people **threshed** their crops on platforms.

Let's check. Let's write, practise and draw.



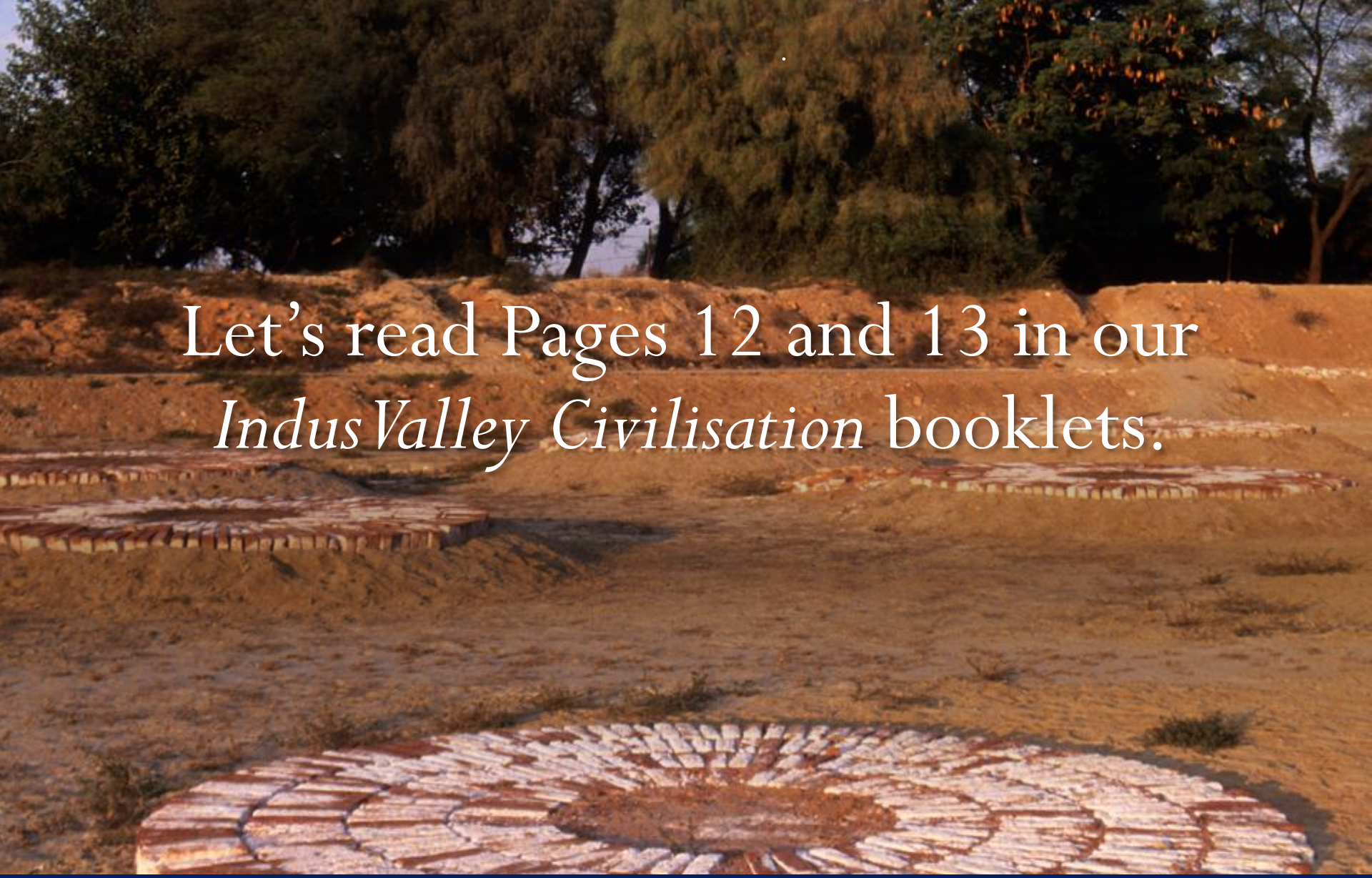
Let's learn just one more new word.

When we use our hands to ask someone to come towards us, we are **beckoning** them.

Stand up! Use your hands to **beckon** someone to come towards you!

This carving shows a man in a tree. What else can you see? What do you think the man might be doing? Talk to your partner about what you think you can see.

Let's learn a new word. Let's look and talk.



Let's read together.



What do **you** think the story about the man and the tiger might be about?

Let's discuss!

Let's look. Let's think. Let's talk.