**Day 1:**

**Topic:** Introduction to Unit/Beginning of Civilizations WebQuest

**OACS:** Grade 6 History, Indicator 4

**Summary:**

I will do very little talking in the introduction of the unit. I will name the two civilizations we will be studying, but will provide little supporting information. Students will be exploring the civilizations on their own as they work through the WebQuest and I don’t want to take away from that process. Instead, I will introduce the topic by walking the students through a general schedule for the unit. I will describe the Artifact Box I have created. Each artifact has a corresponding activity that needs to be completed. The artifact activities handout will not be passed out yet, but I will point out where this is located so students can begin working on activities when they have completed the WebQuest. To begin the unit, they will be completing a WebQuest, visiting websites I have found that will allow them to find information that addresses all parts of the standards being covered. As they work through the WebQuest, they will be filling out a Citizen Profile, requiring them to answer questions about their civilization. In the end, the answers to these questions will address each part of the indicators being covered. All students will begin working through the WebQuest on this day and will work at their own pace.

**Assessment:**

* Informal: eye check for understanding of new information being received
* Informal: any questions that made be asked for clarification
* Informal: observations made while students begin working on the Civilizations WebQuest

**Day 2:**

**Topic:** Continuation of WebQuest

**OACS:** Grade 6 History, Indicator 4

**Summary:**

Students will continue working to complete their Citizen Profile as they work through the Civilizations WebQuest.

**Assessment:**

* Informal: observing progress made towards completion of Citizen Profile
* Informal: noting and answering any questions that may come up as students work

**Day 3:**

**Topic:** Continuation of WebQuest

**OACS:** Grade 6 History, Indicator 4

**Summary:**

Students will continue working to complete their Citizen Profile as they work through the Civilizations WebQuest.

**Assessment:**

* Informal: observing progress made towards completion of Citizen Profile
* Informal: noting and answering any questions that may come up as students work

**Day 4:**

**Topic:** Completion of WebQuest/Beginning of Artifact Activities

**OACS:** Grade 6 History, Indicator 4; Grade 6 People in Societies, Indicator 1

**Summary:**

Students should aim to complete work on their Civilization WebQuest today. If the Citizen Profile is not completed during class, students may access the WebQuest from home via my teacher homepage in order to complete the Citizen Profile. Students who finish the WebQuest may begin working on artifact activities. At the beginning of class, I will remind students of where to find the handouts that go along with the activities. I will also point out that by the time they are finished, each of them will have completed eight activities. They must complete the three I have picked out for each civilization and may choose one of my choice activities or work with me to develop two choice activities on their own. After they complete the Citizen Profile, they can turn it in and begin working on artifact activities.

**Assessment:**

* Formal: completed Citizen Profile
* Informal: questions that may come up as students transition from one activity to the next

**Day 5:**

**Topic:** Continuation of Artifact Activities

**OACS:** Grade 6 People in Societies, Indicator 1

**Summary:**

Students will continue working on artifact activities.

**Assessment:**

* Informal: observing progress made towards completion of artifact activities

**Day 6:**

**Topic:** Continuation of Artifact Activities

**OACS:** Grade 6 People in Societies, Indicator 1

**Summary:**

Students will continue working on artifact activities.

**Assessment:**

* Informal: observing progress made towards completion of artifact activities

**Day 7:**

**Topic:** Completion of Artifact Activities

**OACS:** Grade 6 People in Societies, Indicator 1

**Summary:**

Students will wrap up work on artifact activities. If students do not finish the activities, they may access the handouts on my teacher webpage and complete the remaining activities at home. At the beginning of class, I will explain to the class that they will be presenting their activities to their small group. Each student will be using a rubric to evaluate each group member’s presentation, as well as completing a rubric to evaluate their own presentation. If students finish their activities during class, they may begin preparing for and practicing their presentation.

**Assessment:**

* Formal: Completed artifact activities
* Informal: observation of number of students completed with activities

**Day 8:**

**Topic:** Small Group Presentations

**OACS:** Grade 6 History, Indicator 4; Grade 6 People in Societies, Indicator 1

**Summary:**

Students will present their artifact activities to the members of their small group. At the conclusion of each presentation, students will fill out a rubric for the presenter. The person presenting will also fill out a self-assessment for their own presentation. Rubrics will be collected at the end of class. With the remaining time, I will explain the class museum which will take place the following day. Students will display their completed activities around the classroom, creating a class museum. Each student will walk around and observe the activities completed by other students. As they walk around, they will fill out a museum information sheet, noting points of interest and making comments on the activities being observed.

**Assessment:**

* Formal: peer and self-assessments

**Day 9:**

**Topic:** Conclusion of Unit

**OACS:** Grade 6 History, Indicator 4; Grade 6 People in Societies, Indicator 1

**Summary:**

Students will set up their artifacts around the room, creating the class museum. They will walk around with their museum information sheets, making comments on projects they are observing. When the museum tour is over, students will turn in their information sheets. We will conclude the unit by conducting a whole group discussion. Here, students will give their final thoughts on the unit. They will describe what they’ve learned, provide feedback about what they enjoyed or would have changed, and provide general reflections on the entire unit.

**Assessment:**

* Formal: museum information sheet