**Sixth Grade**

**Ancient Egypt Civilization Unit Plan**

**Day 1:**

**Objectives:**

Students will be able to use latitude and longitude coordinates to identify absolute location.

Students can explain why the Ancient Egyptian Civilizations was centered on a river.

Students can describe the characteristics of Ancient Egypt river civilization.

We are learning to describe how geography affected the growth of civilizations in Egypt civilization.

**Geography Theme**: Location

**Lesson Overview:**

For lesson engagement and background knowledge students will do the longitude and latitude activity.

1. Draw or create a chart with all the desks in your classroom.
2. Assign each row a letter and each column a number.
3. Assign each student a card with a letter and a number.
4. Have the students find their seats using the chart on the board and their note card.
5. This can be used to create a seating chart and practice Latitude and Longitude.

After this engagement activity students will apply knowledge by completing handout for Day 1.

Latitude and Longitude: Location on a Map

Directions: Practice locating points on a map by using the longitude and latitude of each city listed below. Plot each city by placing a dot and writing the name of the city in the correct place on your map.

**Assessment:**

Formative Assessment on Latitude and Longitude

Authentic Assessment: Students will create a board game to demonstrate their learning about Ancient Egypt Civilization. After each lesson students will create five questions that have to do with each of the five themes of geography. The questions must relate to Ancient Egypt Civilization, five themes of geography, and be of sixth grade ability. Completing and answering the questions will be used as a formative assessment. A daily conference will be arranged by the teacher to discuss and evaluate the level of questions as well as the ability to answer the questions effectively.

Informal observations will be made by the teacher due to students’ ability to create, ask, and answer questions dealing with the 5 themes of geography as well as the Ancient Egypt Civilization. Teacher will act as a facilitator and assist students who are having difficulty based upon the student teacher conference.

* You will design five trivia cards for each of the five themes of geography and Ancient Egypt Civilization. You must include the questions and answers for each of the designed question. These questions will be assigned at the end of each lesson throughout the unit. This will be a total of at least 25 trivia cards about Ancient Egypt Civilization. You will need to designate how many spaces the player moves based upon answering the trivia cards.
* You trivia questions will be graded based upon your ability to create questions for the five themes of geography but also your own answers to answer your own questions. Make sure you use good questioning and responding strategies in this process.

Upon the conclusion of today’s lesson, students will develop 5 questions for their board game about Location for Ancient Egypt Civilization.

Rubric for assessing students 5 questions as a formative assessment after each day of instruction.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| CATEGORY | **5** | **4** | **3** | **2** | **1** | **0** |
| **Accuracy of Content** | All 5 trivia cards questions and answers information cards made for the game are correct. | 4 trivia cards questions and answers information cards made for the game are correct. | 3 trivia cards questions and answers information cards made for the game are correct. | 2 trivia cards and questions made for the game are correct. | 1 trivia cards and questions for the game are correct. | No trivia cards  or questions are  Created or are  Inaccurate. |

**Annotated Bibliography:**

Goodwin, A. & Vail, K. (2013). Blue Valley Schools. Roman Board Game Project. Retrieved from July 24, 2013 from <http://www.bluevalleyk12.org/education/components/docmgr/default.php?sectiondetailid=62281>

Knapp (2013). St. Joseph Grade 8 and Social Studies. Forms and Docs. Retrieved from July 24, 2013 from <https://sites.google.com/site/stjosepherie8ss/my-forms>

**Sixth Grade**

**Ancient Egypt Civilization Unit Plan**

**Day 2:**

**Objectives:** Students will be able to gain and understanding of iconic Egyptian structures. Students will be able to explain and describe why these physical features and landmarks are important to the Ancient Egyptian Civilization.

Students can explain why the Ancient Egyptian Civilizations was centered on a river.

Students can describe the characteristics of Ancient Egypt river civilization.

We are learning to describe how geography affected the growth of civilizations in Egypt civilization.

Students will be able to determine criteria that demonstrate the pros and cons of the ancient Egyptian river civilizations, including:

Location, Place, Human Interactions, Movement, Region, Government, Religion, Agriculture, Cultural and scientific contributions

**Geography Theme:** Place

**Lesson Overview:**

In order for students to gain an understanding of a place they have never been they are going to have a virtual adventure of Ancient Egypt. Students will investigate what Egypt looks like by using the two websites below to travel through Egypt. While investigating students will complete the Day 2 Place graphic organizer by capturing their ideas of what distinguishes Egypt as a place, draw a picture representation, and explain why these features make Egypt a unique place. It is essential for students to have background knowledge of the Egyptian civilization in order for students to be able to do additional research. Through these investigations it provides opportunities for students to make connection and receive a clearer picture of what these iconic structures and what mathematical and scientific skills were needed for development. After investigation students will reflect on the questions provided in the handout for Day 2.

**Assessment:**

Authentic Assessment: Students will create a board game to demonstrate their learning about Ancient Egypt Civilization. After each lesson students will create five questions that have to do with each of the five themes of geography. The questions must relate to Ancient Egypt Civilization, five themes of geography, and be of sixth grade ability. Completing and answering the questions will be used as a formative assessment. A daily conference will be arranged by the teacher to discuss and evaluate the level of questions as well as the ability to answer the questions effectively.

Informal observations will be made by the teacher due to students’ ability to create, ask, and answer questions dealing with the 5 themes of geography as well as the Ancient Egypt Civilization. Teacher will act as a facilitator and assist students who are having difficulty based upon the student teacher conference.

* You will design five trivia cards for each of the five themes of geography and Ancient Egypt Civilization. You must include the questions and answers for each of the designed question. These questions will be assigned at the end of each lesson throughout the unit. This will be a total of at least 25 trivia cards about Ancient Egypt Civilization. You will need to designate how many spaces the player moves based upon answering the trivia cards.
* You trivia questions will be graded based upon your ability to create questions for the five themes of geography but also your own answers to answer your own questions. Make sure you use good questioning and responding strategies in this process.

Upon the conclusion of today’s lesson, students will develop 5 questions for their board game about Place for Ancient Egypt Civilization.

Rubric for assessing students 5 questions as a formative assessment after each day of instruction.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| CATEGORY | **5** | **4** | **3** | **2** | **1** | **0** |
| **Accuracy of Content** | All 5 trivia cards questions and answers information cards made for the game are correct. | 4 trivia cards questions and answers information cards made for the game are correct. | 3 trivia cards questions and answers information cards made for the game are correct. | 2 trivia cards and questions made for the game are correct. | 1 trivia cards and questions for the game are correct. | No trivia cards  or questions are  Created or are  Inaccurate. |

**Annotated Bibliography:**

(2006). Egypt’s Golden Empire. PBS Devillier Donegan Enterprise. Retrieved July 24, 2013. <http://www.pbs.org/empires/egypt/index.html>

(2006). Egypt’s Golden Empire. PBS Devillier Donegan Enterprise. Retrieved July 24, 2013. <http://www.pbs.org/empires/egypt/special/virtual_egypt/index.html>

**Sixth Grade**

**Ancient Egypt Civilization Unit Plan**

**Day 3:**

**Objectives:** Students will be able to identify and describe how human influenced Ancient Egyptian Civilization.

We are looking for the reasons why rivers allowed early civilizations to grow.

We are learning to describe the characteristics of early river civilizations.

We are learning to describe how geography affected the growth of civilizations in Egypt civilization.

We are looking for the similarities and differences of the cultures of early river civilizations including:

* + Government
  + Economic systems
  + Technologies
  + Social structures
  + Religion
  + Agricultural practices and products

We are learning to describe how the characteristics of these early civilizations influenced cultures of the Eastern Hemisphere today.

We are looking for similarities between modern culture in the Eastern Hemisphere and characteristics of early river civilizations.

**Geography Theme:** Human Environmental Interaction

**Lesson Overview:**

Students will explore the 360 view interactive website in which they will focus on the Giza and Luxor locations as well as the tombs and pyramids. Students will receive an interactive experience in which they can take a look and investigate what it is like to look like up close to these impressive structures. Students will read the information provided and use this information to analyze what human interactions were important to Ancient Egypt Civilization. Additional students will watch the attached video links to assist with how the Nile River has had an important influence on Ancient Egypt Civilization. The ideas shared in the 360 view interactive website, text, and videos will assist students in completing the attached graphic organizer for Day 3 to organize their thoughts about what key human environmental features influenced Ancient Egypt Civilization. Some key features students should focus in on are pyramids, religion, beliefs of afterlife, math, science, technology, and hieroglyphics

After investigation students will reflect on the questions provided in the handout for Day 3.

**Assessment:**

Authentic Assessment: Students will create a board game to demonstrate their learning about Ancient Egypt Civilization. After each lesson students will create five questions that have to do with each of the five themes of geography. The questions must relate to Ancient Egypt Civilization, five themes of geography, and be of sixth grade ability. Completing and answering the questions will be used as a formative assessment. A daily conference will be arranged by the teacher to discuss and evaluate the level of questions as well as the ability to answer the questions effectively.

Informal observations will be made by the teacher due to students’ ability to create, ask, and answer questions dealing with the 5 themes of geography as well as the Ancient Egypt Civilization. Teacher will act as a facilitator and assist students who are having difficulty based upon the student teacher conference.

* You will design five trivia cards for each of the five themes of geography and Ancient Egypt Civilization. You must include the questions and answers for each of the designed question. These questions will be assigned at the end of each lesson throughout the unit. This will be a total of at least 25 trivia cards about Ancient Egypt Civilization. You will need to designate how many spaces the player moves based upon answering the trivia cards.
* You trivia questions will be graded based upon your ability to create questions for the five themes of geography but also your own answers to answer your own questions. Make sure you use good questioning and responding strategies in this process.

Upon the conclusion of today’s lesson, students will develop 5 questions for their board game about Human Environmental Influence for Ancient Egypt Civilization.

Rubric for assessing students 5 questions as a formative assessment after each day of instruction.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| CATEGORY | **5** | **4** | **3** | **2** | **1** | **0** |
| **Accuracy of Content** | All 5 trivia cards questions and answers information cards made for the game are correct. | 4 trivia cards questions and answers information cards made for the game are correct. | 3 trivia cards questions and answers information cards made for the game are correct. | 2 trivia cards and questions made for the game are correct. | 1 trivia cards and questions for the game are correct. | No trivia cards  or questions are  Created or are  Inaccurate. |

**Annotated Bibliography:**

(2013). Explore Ancient Egypt. *WGBH Educational Foundation*. Retrieved from July 24, 2013.

<http://www.pbs.org/wgbh/nova/ancient/explore-ancient-egypt.html>

interactive 360 view of pyramid

(2013). Reading the Nile. History A&E Television. Retrieved from July 24, 2013.

Networks

<http://www.history.com/videos/reading-the-nile#reading-the-nile>

(2013). How Ancient Egyptians depend on the River Nile. BBC Network. Retrieved from July 24, 2013.

<http://www.bbc.co.uk/learningzone/clips/how-ancient-egyptians-depended-on-the-river-nile/3958.html>

Video Nile River

(2013). Egypt The Nile Then and Now. Discovery Communication. Retrieved from July 24, 2013.

<http://dsc.discovery.com/tv-shows/other-shows/videos/discovery-atlas-egypt-the-nile-then-and-now.htm>

Nile River Then and Now

(2013). Ancient Egypt Section Three. Nexuslearning. Retrieved from July 24, 2013.

<http://www.nexuslearning.net/books/ML-WCG-East/8-3.pdf>

Text about Nile River

**Sixth Grade**

**Ancient Egypt Civilization Unit Plan**

**Day 4:**

**Objectives:** Students will be able to identify and describe how movement shaped Ancient Egyptian Civilization.

We are learning to describe how the characteristics of these early civilizations influenced cultures of the Eastern Hemisphere today.

We are looking for similarities between modern culture in the Eastern Hemisphere and characteristics of early river civilizations.

Students can explain why the Ancient Egyptian Civilizations was centered on a river.

Students can describe the characteristics of Ancient Egypt river civilization.

We are learning to describe how geography affected the growth of civilizations in Egypt civilization.

Students will be able to determine criteria that demonstrate the pros and cons of the ancient Egyptian river civilizations, including:

Location, Place, Human Interactions, Movement, Region, Government, Religion, Agriculture, Cultural and scientific contributions

**Geography Theme:** Movement

**Lesson Overview:**

Students will investigate the textbook resource and video clips to determine how Egyptians moved based upon the flow of The Nile River. Due to the ability of the river to flow north toward the Mediterranean Sea it was important forced the Egyptians to leave the desert and live by the longest water source in the world. The Nile River was worshiped by the Egyptians and it called the “Gift of the Nile.” The Egyptians only occupied the lower portion of the Nile River. It was located the last 750 miles that flows north to the Mediterranean Sea. The River promoted trade and transportation between the North and South portions of the Nile River. The two were difficult to connect due to granite cliffs, boulders, and rapids. Students will also investigate what role religion played in the Ancient Egypt Civilization with the following link. Students will understand the deep religion traditions that were established are iconic to Egyptian history.

Egyptian farming villages were separated to the Upper Egypt and the Lower Egypt regions in 3200 B.C. and were ruled by two separate kings. The king of Lower Egypt wore a red crown and the king of the Upper Egypt wore a white crown shaped like a bowling pin. In 3100 B.C. the Upper Egypt king Menes joined both parts of Egypt together. He combined the two images of the kings’ crowns to create one unique collaboration and representation of the two parts of Egypt. Menes established the capital Memphis which was where the Upper and Lower Egypt met and created the first Egyptian dynasty. Since then there has been a total of 31 Egyptian dynasties over the past 2,600 years. The story of Menes was told years later and his story was passed from generation to generation but he was considered a hero to the Egyptians.

After investigation students will reflect on the questions provided in the handout for Day 4.

**Assessment:**

Authentic Assessment: Students will create a board game to demonstrate their learning about Ancient Egypt Civilization. After each lesson students will create five questions that have to do with each of the five themes of geography. The questions must relate to Ancient Egypt Civilization, five themes of geography, and be of sixth grade ability. Completing and answering the questions will be used as a formative assessment. A daily conference will be arranged by the teacher to discuss and evaluate the level of questions as well as the ability to answer the questions effectively.

Informal observations will be made by the teacher due to students’ ability to create, ask, and answer questions dealing with the 5 themes of geography as well as the Ancient Egypt Civilization. Teacher will act as a facilitator and assist students who are having difficulty based upon the student teacher conference.

* You will design five trivia cards for each of the five themes of geography and Ancient Egypt Civilization. You must include the questions and answers for each of the designed question. These questions will be assigned at the end of each lesson throughout the unit. This will be a total of at least 25 trivia cards about Ancient Egypt Civilization. You will need to designate how many spaces the player moves based upon answering the trivia cards.
* You trivia questions will be graded based upon your ability to create questions for the five themes of geography but also your own answers to answer your own questions. Make sure you use good questioning and responding strategies in this process.

Upon the conclusion of today’s lesson, students will develop 5 questions for their board game about Movement for Ancient Egypt Civilization.

Rubric for assessing students 5 questions as a formative assessment after each day of instruction.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| CATEGORY | **5** | **4** | **3** | **2** | **1** | **0** |
| **Accuracy of Content** | All 5 trivia cards questions and answers information cards made for the game are correct. | 4 trivia cards questions and answers information cards made for the game are correct. | 3 trivia cards questions and answers information cards made for the game are correct. | 2 trivia cards and questions made for the game are correct. | 1 trivia cards and questions for the game are correct. | No trivia cards  or questions are  Created or are  Inaccurate. |

**Annotated Bibliography:**

“Pyramids on the Nile.” Early River Valley Civilizations, 3500 B.C.-450 B.C. Web. 8 July 2013. Retrieved from <http://www.ltisdschools.org/cms/lib/TX21000349/Centricity/Domain/287/Chapter2.pdf>

(2013). Egypt: The Gift of the Nile 3,800 B.C. to 525 B.C. Mr.Marks VIth Grade Page.

24 July 2013. Retrieved from

<http://www.mrmarks6.com/lectures/videos/theNile.asf>

(2013). Egypt: The Gift of the Nile 3,800 B.C. to 525 B.C. Mr.Marks VIth Grade Page.

24 July 2013. Retrieved from

<http://www.mrmarks6.com/wp/wp-content/uploads/farmingHousesTransportEgypt.asx>

(2013).An Overview of Ancient Egypt Religion. Tour of Egypt. Retrieved July 24 2013 from <http://www.touregypt.net/featurestories/religion.htm>

(2013). Ancient Egypt’s Religion Contributions to Western Civilization. Studymode. Retrieved July 24, 2013 from <http://www.studymode.com/essays/Ancient-Egypts-Religious-Contributions-Western-Civilization-180570.html>

**Sixth Grade**

**Ancient Egypt Civilization Unit Plan**

**Day 5:**

**Objectives:** Students will be able to describe and explain how the region was developed and utilized to create the Ancient Egyptian Civilization.

Students can explain why the Ancient Egyptian Civilizations was centered on a river.

Students can describe the characteristics of Ancient Egypt river civilization.

We are learning to describe how geography affected the growth of civilizations in Egypt civilization.

Students will be able to determine criteria that demonstrate the pros and cons of the ancient Egyptian river civilizations, including:

Location, Place, Human Interactions, Movement, Region, Government, Religion, Agriculture, Cultural and scientific contributions

**Geography Theme:** Region

**Lesson Overview:**

Students will discover the region of Ancient Egypt Civilization. Students will investigate with the resources provided to determine what physical features make the region of Egypt unique. First students will do a mini investigation of key questions from the Nile web quest. Then students will find additional resources from websites and slide show presentation. Lastly, students will review and complete the questions located on the resource document entitled Geography and Ancient Egypt. Upon discovery students will understand the region of Egypt with the corresponding of physical features including deserts, the importance of the Nile River, climate, culture and two regions of the Lower and Upper Egypt. Upon investigation students will reflect on the questions provided in the handout for Day 5.

**Assessment:**

Authentic Assessment: Students will create a board game to demonstrate their learning about Ancient Egypt Civilization. After each lesson students will create five questions that have to do with each of the five themes of geography. The questions must relate to Ancient Egypt Civilization, five themes of geography, and be of sixth grade ability. Completing and answering the questions will be used as a formative assessment. A daily conference will be arranged by the teacher to discuss and evaluate the level of questions as well as the ability to answer the questions effectively.

Informal observations will be made by the teacher due to students’ ability to create, ask, and answer questions dealing with the 5 themes of geography as well as the Ancient Egypt Civilization. Teacher will act as a facilitator and assist students who are having difficulty based upon the student teacher conference.

* You will design five trivia cards for each of the five themes of geography and Ancient Egypt Civilization. You must include the questions and answers for each of the designed question. These questions will be assigned at the end of each lesson throughout the unit. This will be a total of at least 25 trivia cards about Ancient Egypt Civilization. You will need to designate how many spaces the player moves based upon answering the trivia cards.
* You trivia questions will be graded based upon your ability to create questions for the five themes of geography but also your own answers to answer your own questions. Make sure you use good questioning and responding strategies in this process.

Upon the conclusion of today’s lesson, students will develop 5 questions for their board game about Region for Ancient Egypt Civilization.

Rubric for assessing students 5 questions as a formative assessment after each day of instruction.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| CATEGORY | **5** | **4** | **3** | **2** | **1** | **0** |
| **Accuracy of Content** | All 5 trivia cards questions and answers information cards made for the game are correct. | 4 trivia cards questions and answers information cards made for the game are correct. | 3 trivia cards questions and answers information cards made for the game are correct. | 2 trivia cards and questions made for the game are correct. | 1 trivia cards and questions for the game are correct. | No trivia cards  or questions are  Created or are  Inaccurate. |

**Annotated Bibliography:**

(2013). Nile Web quest. Solon City Schools. Retrieved July 24, 2013 from <http://www.solonschools.org/Students/riverquest/nile.htm>

(2013). An Introduction To Ancient Egypt. Social Studies for Kids. Retrieved July 24, 2013. <http://www.socialstudiesforkids.com/articles/worldhistory/introancientegypt1.htm>

(2000). Cleopatra A Multimedia Guide to the Ancient World. The Art Institute of Chicago. Retrieved July 24, 2013 from <http://www.artic.edu/cleo/index.html>

(2011). Ancient Egypt Cinnaminson Public Schools. Docstoc. Retrieved July 24, 2013 from <http://www.docstoc.com/docs/124047984/Ancient-Egypt-Cinnaminson-Public-Schools>

(2013). Geography and Ancient Egypt. Retrieved July 24, 2013.

<https://www.seal-pa.org/ms/staff/dlongwell/Shared%20Documents/Egypt%20Unit/Geography%20and%20Ancient%20Egypt.pdf>

**Authentic Assessment at the End of the Unit**

**Ancient Egypt Civilization Game Board**

**As a final project to the learning about Ancient Egypt Civilization you will create a game board to demonstrate what you have learned. You will integrate what you have learned about the 5 themes of geography (location, place, human environment, movement and region) and Ancient Egypt Civilization content. After each lesson in this unit you will create 5 questions that pertain to the 5 themes of geography. This will help pace and assist you in the development of your game board. Start thinking of what type of game board you would like to create. Think of examples of game boards you have played including but not limited to Candy Land, Monopoly, or Shoots and Ladders. If you use these ideas as a baseline it will assist you in the process**

**What you will need:**

* **A game board already made or materials to make your own board**
* **Game pieces for each player**
* **Trivia Cards materials**
* **Game Rules**
* **Any additional materials**

**How to complete this project:**

1. **You will design five trivia cards for each of the five themes of geography and Ancient Egypt Civilization. You must include the questions and answers for each of the designed question. These questions will be assigned at the end of each lesson throughout the unit. This will be a total of at least 25 trivia cards about Ancient Egypt Civilization. You will need to designate how many spaces the player moves based upon answering the trivia cards.**
2. **You trivia questions will be graded based upon your ability to create questions for the five themes of geography but also your own answers to answer your own questions. Make sure you use good questioning and responding strategies in this process.** 
   1. **5 trivia cards with questions and answers on Location**
   2. **5 trivia cards with questions and answers on Place**
   3. **5 trivia cards with questions and answers on Human Environment**
   4. **5 trivia cards with questions and answers on Movement**
   5. **5 trivia cards with questions and answers on Region**

Rubric for assessing students 5 questions as a formative assessment after each day of instruction.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| CATEGORY | **5** | **4** | **3** | **2** | **1** | **0** |
| **Accuracy of Content** | All 5 trivia cards questions and answers information cards made for the game are correct. | 4 trivia cards questions and answers information cards made for the game are correct. | 3 trivia cards questions and answers information cards made for the game are correct. | 2 trivia cards and questions made for the game are correct. | 1 trivia cards and questions for the game are correct. | No trivia cards  or questions are  Created or are  Inaccurate. |

1. **You will design a game board. You can use the model of a previous game board but you must cover it and create your own spaces.**
   1. **Cover predesigned game board or use cardboard cover**
   2. **Draw in spaces**
   3. **Must have at least one picture representing each of the 5 themes of geography represented on your game board.**
   4. **Include a well designed and designated start and ending position**
2. **Must design and come up with creative game pieces for your game. This must be a representation of the Ancient Egypt Civilization. Be creative. You must have at least 4 pieces one for each player.**
3. **You must design rules for your game. These must be clear and easy to follow without explanation. Make sure you include how to incorporate the trivia cards, moving spaces, what happens when player answers a question correctly, what happens when a player answers a question incorrectly,** 
   1. **Need step by step directions**
   2. **Must have at least 5 directions for your board game**
   3. **Must address all questions players may have while playing the game**
   4. **Must be proofread, presented clearly, and free of grammatical errors**
4. **Be Creative! This should be a fun and educational way for others to learn about Ancient Egypt Civilization. Make sure you include information need to know about the 5 themes of geography.**

**Game Board Grading Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item that is Graded | 4 Points | 3 Points | 2 Points | 1 Point | 0 Points |
| 1. Trivia Cards | You have created a set of at least 25 trivia cards that are neat, typed, on a durable material, have a variety of 5 theme geography questions, and indicate how many spaces a player should move after answering correctly. | You have created a set of trivia cards, but only had between 20-25 cards. They were neat, typed, on a durable material, had a variety of 5 theme geography questions, and indicate how many spaces a player should move after answering correctly. | You have created a set of trivia cards but only had between 15-19 cards. They were neat, typed, on a durable material, had a variety of 5 theme geography questions and indicate how many spaces a player should move after answering correctly. | You have created a set of at 14-10 trivia cards. They were missing one of the following elements:  -were not neat  -were not typed  -were not on a durable material  -didn’t include all 5 themes of geography questions  -didn’t indicate how many spaces a player should move | You created a set of less than 10 trivia cards or your cards were missing more than one of the following elements:  -were not neat  -were not typed  -were not on a durable material  - didn’t include all 5 themes of geography questions  -didn’t indicate how many spaces a player should move |
| 2. Board Game | You have created a board game playing surface using a durable material, that is neat, decorated in pictures or drawings related to your topic, is colorful, and has a clear starting and ending area. | You have created a board game playing surface using a durable material, is neat, colorful, with a clear starting and ending area. It is decorated, but some of the images do not seem to match your topic. | You have created a board game playing surface using durable material, but one of the following elements is missing:  -it is not neat  -it is not colorful  -it is not decorated  -none of the decorations match your topic  -it does not have a clear start or end area | You have created a board game playing surface using durable material, but two of the following elements are missing:  -it is not neat  -it is not colorful  -it is not decorated  -none of the decorations match your topic  -it does not have a clear start or end area | You have created a board game playing surface using durable material, but three or more of the following elements are missing:  -it is not neat  -it is not colorful  -it is not decorated  -none of the decorations match your topic  -it does not have a clear start or end area |
| 3. Playing Pieces | You have included at least four playing pieces for people to move around the board game as they answer the trivia questions. The playing pieces are each unique and somehow represent your topic. | You have included at least four playing pieces. However, they are either not each unique OR do not represent your topic well. | You have included at least four playing pieces. However, they are not each unique AND do not represent your topic well. | You have included only three of the four required playing pieces. Each piece is unique and represents your topic well. | You have included fewer than the four required playing pieces and one of the following elements is missing:  -each piece is not unique  -each piece does not represent your topic well |
| 4. Game Rules | You have included a set of step-by-step rules that consist of the following:  -neat  -typed  -at least 5 rules  -clearly explained | You have included a set of step-by-step rules that are missing ONE of the following:  -neat  -typed  -at least 4 rules  -clearly explained | You have included a set of step-by-step rules that are missing TWO of the following:  -neat  -typed  -at least 3 rules  -clearly explained | You have included a set of step-by-step rules that are missing THREE of the following:  -neat  -typed  -at least 2 rules  -clearly explained | You have included a set of step-by-step rules that are missing ALL of the following:  -neat  -typed  -no rules were completed  -clearly explained |
| 5. Your Game’s Playability | You have created a board game that is easy to follow, easy to play, and is able to be played fully from start to finish. | You have created a board game that is playable from start to finish, but in areas it is somewhat unclear or difficult to follow. | You have created a board game that is playable from start to finish, but it is very difficult to follow. | You have created a board game that is easy to follow and play, but it is not playable from start to finish. (Meaning there is a glitch that prevents players from finishing the game) | You have created a board game that is not easy to follow AND it is not playable from start to finish. |
| 6. Spelling and Grammar | The game is completely free of spelling and grammar errors. | The game has one to two spelling or grammar errors. | The game has three to four spelling or grammar errors. | The game has five to six spelling or grammar errors. | The game has more than six spelling or grammar errors. |
| 7. Neatness and Presentation | Your overall presentation is very neat and organized, colorful, and easy to follow. | Your overall presentation is neat and organized, but not colorful and appealing to the eye. | Your overall presentation is neat, but not very well organized and hard to follow. | Your overall presentation is messy and difficult to follow. | There is not clear organization or effort put into the project. |

**Annotated Biography:**

(2013). Miss Knapp’s Classroom Forms and Docs. St. Joseph Grade 8 and Social Studies. Retrieved July 24 2013.

<https://sites.google.com/site/stjosepherie8ss/my-forms>

(2010). Ancient Egypt and Nubia Chapter 3. Flashcarddb. Retrieve July 24, 2013 from

<http://flashcarddb.com/cardset/81016-ancient-egypt-and-nubia-chapter-3-flashcards>

This site offers some examples of trivia cards as a model for students.

Rubric for assessing students 5 questions as a formative assessment after each day of instruction.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| CATEGORY | **5** | **4** | **3** | **2** | **1** | **0** |
| **Accuracy of Content** | All 5 trivia cards questions and answers information cards made for the game are correct. | 4 trivia cards questions and answers information cards made for the game are correct. | 3 trivia cards questions and answers information cards made for the game are correct. | 2 trivia cards and questions made for the game are correct. | 1 trivia cards and questions for the game are correct. | No trivia cards  or questions are  Created or are  Inaccurate. |

**Sixth Grade**

**Ancient Egypt Civilization Unit Plan**

**Day 6 and 7:** Students will be given additional class time to design their board game. Students will refer to the rubric and game board information sheet to be able to create their own game board that reflects the Ancient Egypt River Civilization. Students must include at least 25 questions that reflect the five themes of geography. Then students will work on creating a game board, pieces, and rules for their game. Students are asked to use creativity and pictures to represent the information they have learned throughout this unit.

.

**Objective:**

We are learning to describe how geography affected the growth of civilizations in Egypt civilization.

We are looking for the reasons why rivers allowed early civilizations to grow.

Students can explain why the Ancient Egyptian Civilizations was centered on a river.

Students will be able to determine criteria that demonstrate the pros and cons of the ancient Egyptian river civilizations, including:

Location, Place, Human Interactions, Movement, Region, Government, Religion, Agriculture, Cultural and scientific contributions

**Day 8 and 9: Students will share their board games with the class and then play each other board game during class time.**

Students will share their board game with the class. In this two minute presentation students will share their game board and what graphics, pieces, they created for this board. Students will be asked what they have learned and what they are most proud of with their game board design. Lastly, students will also answer what they have learned about the five theme of geography and how it applies to Ancient Egypt Civilization. Students presentation will be assessed in the following categories including content knowledge, comprehension, speaks clearly, preparedness, and enthusiasm.

**Objective:** We are learning to describe how geography affected the growth of civilizations in Egypt civilization.

We are looking for the reasons why rivers allowed early civilizations to grow.

Students can explain why the Ancient Egyptian Civilizations was centered on a river.

Students will be able to determine criteria that demonstrate the pros and cons of the ancient Egyptian river civilizations, including:

Location, Place, Human Interactions, Movement, Region, Government, Religion, Agriculture, Cultural and scientific contributions

|  |  |
| --- | --- |
| |  | | --- | | Oral Presentation Rubric: Game Board Presentation Teacher Name: **Mrs. Elliott**    Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | **4** | **3** | **2** | **1** |
| **Content** | Shows a full understanding of the topic. | Shows a good understanding of the topic. | Shows a good understanding of parts of the topic. | Does not seem to understand the topic very well. |
| **Speaks Clearly** | Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words. | Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word. | Speaks clearly and distinctly most ( 94-85%) of the time. Mispronounces no more than one word. | Often mumbles or can not be understood OR mispronounces more than one word. |
| **Comprehension** | Student is able to accurately answer almost all questions posed by classmates about the topic. | Student is able to accurately answer most questions posed by classmates about the topic. | Student is able to accurately answer a few questions posed by classmates about the topic. | Student is unable to accurately answer questions posed by classmates about the topic. |
| **Preparedness** | Student is completely prepared and has obviously rehearsed. | Student seems pretty prepared but might have needed a couple more rehearsals. | The student is somewhat prepared, but it is clear that rehearsal was lacking. | Student does not seem at all prepared to present. |
| **Enthusiasm** | Facial expressions and body language generate a strong interest and enthusiasm about the topic in others. | Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others. | Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked. | Very little use of facial expressions or body language. Did not generate much interest in topic being presented. |