**Rationale:**

This unit illustrates Project Based Learning by allowing students to actively investigate the Huang Ho and Indus valley civilizations. Throughout the unit, they are engaged in multiple activities, all aiming to increase their knowledge of each civilization and also make connections to the civilization in which they live. The unit also allows for many opportunities for collaboration, from working in small groups to having the opportunity to develop their own activities. Students will also engage in a large group discussion at the conclusion of the unit, providing students the opportunity to reflect on their experience learning about the civilizations throughout the unit. The entire unit is very student centered and strives to allow students to have opportunities for authentic learning experiences.

Best practices, elements of Project Based Learning and the five themes of geography all helped in the development of the overall unit. The idea of Backwards Design also contributed to the planning process because I focused my instruction on leading students towards being able to answer each part of the 6th grade indicators being addressed in the unit. Indicator 4 under History focuses on location, government, religion, agriculture and cultural and scientific contributions for the two civilizations, while Indicator 1 under People in Societies highlights class structure, gender roles, beliefs and customs and traditions.

All five geography themes are covered within these indicators and the themes are present in all activities included in the unit. Location is specifically addressed in two of the artifact activities, and is also an aspect of the Citizen Profile, which follows along with the WebQuest. Place is included on the WebQuest, as some of the resources point out that farming was a prominent feature of these civilizations and regions. Two of the artifact activities address the Human/Environment Interactions by comparing agriculture from these earlier civilizations with agriculture in the civilization in which we live today and the development of a flood insurance policy to prevent continuous loss from annual flooding. Movement is addressed through the Silk Road project and again, students will come across information addressing movement as they research during the WebQuest. A lot of the information students will find and many of the activities included fit with the Region theme because many of them focus on the culture of these two particular civilizations. This would include information about the government, religious practices, class structures, gender roles, beliefs, customs and traditions.