**Sixth Grade**

**Ancient Egypt Civilization**

**Unit Introduction**

**Theme:** Regions and People of the Eastern Hemisphere

**Strand:** History

**Topic:** Early Civilization

**Content Statement: #2:** Early civilizations (India, Egypt, China and Mesopotamia)with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.

**Unit Rationale**

This unit is designed to give students provide authentic experiences for students to learn about Ancient Egyptian Civilization. Students will be able to understand and apply the five themes of geography including location, place, human environmental influence, movement, and region. By students having a firm understanding of how geography has influenced Ancient Egyptian Civilization they will begin to develop connections with the structure and design of this come to a realization of the important factors that made it one of the most successful civilizations. Students will be able to discover the essential attributes and contributions Ancient Egypt Civilization was able to approve for the Egyptians and what ideas are still implemented today because of their innovations of ideas.

This unit is designed using the backward design model by creating an authentic assessment first and then developing a lesson around the key features that will be assessed. The unit was created for students to have the opportunity to apply their learning and use their creative side to make a game board that reflects the five themes of geography included in Ancient Egypt Civilization. Students we design at least twenty five questions that reflect their understanding and application of the five themes of geography. These trivia card questions will be developed throughout the unit. The authentic assessment questions will be included as formative assessments. So upon completion of the instructional days students will receive additional time to create their game board, rules, pieces, and organization of their final product. At the end of the unit students will present their game for others to play.

**Essential Questions**

What geographic features led to the rise Ancient Egypt Civilization?

Why was the Nile River important to Ancient Egypt Civilization?

How did the location, geography, and climate affect the Ancient Egypt Civilization?

Why was religion important to Ancient Egyptians?

How did the Egyptians adapt to their environment?

What developments that occurred in Ancient Egypt still exist today?

Why did Ancient Egypt remain powerful for so long?

**Student Objectives**

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.

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

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

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 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

**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.

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.

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

Components for assessment on the game board will include: directions, game pieces, game cards, purpose, theme, creativity.