**Huang-Ho River Civilization (Ancient China) Unit Introduction**

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**Unit Introduction:**

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

**Strand:** History

**Topic:** Early Civilizations

**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:** In the sixth grade, students are required to study the Eastern Hemisphere including its geographic features, cultural development, economic changes, government systems, and early history. For this unit, we will be delving in depth in to an early history civilization where students will learn about its geography and why people settled there. Students will learn about some of the advances and contributions the society they are researching made to benefit the world as a whole in the past and contributions that are still relevant to this day. This project will provide students the opportunity to be in cooperative and collaborative groups while working on student-centered projects that allow the students to be active in their own learning. Each lesson is geared toward one of the five themes of geography and within each lesson the students will take an idea or concept and turn it in to something concrete to contribute to their end project, a scrapbook. Besides the summative assessment of creating a scrapbook about each theme in relation to the civilization, we will have formative assessments throughout the unit. While answering essential questions, we will be able to gauge student understanding

**Essential Questions:**

* Where was the Huang-Ho Civilization located and why near a river?
* What was the greatest contribution made by the Huang-Ho?
* What were the positive effects of how the Huang-Ho people interacted with their environment? What were the negative effects?
* How did people move from place to place?
* Why did people move to the Huang-Ho River Civilization?
* What are characteristics of the region of the world China is located in?
* What are the climate, culture, and activity like in China?
* What are the similarities and differences between China and the region we live in?

**Unit Objectives:**

* Students will be able to identify the 5 themes of geography.
* Students will be able to analyze what they already know about the Huang Ho River Civilization.
* Using a map, students will be able to apply knowledge of latitude and longitude to find a location.
* Students will design a map connecting locations using only latitude and longitude degrees.
* Students will be able to identify relative directions and landforms.
* Students will be able to examine the reasons for the river being “yellow”.
* Students will be able to research and compose a solution to what dangers face the yellow river today.
* Students will be able to investigate why people move from place to place
* Students will be able to justify why people live near a river.
* Students will be able to design a plan to get their secret of silk out.
* Students will be able to identify the characteristics of the region of the world that China is located in.
* Students will be able to identify the climate, culture, and activity that occur in China.
* Students will be able to identify the similarities and differences between the region of the world China is located in and the region we live in.
* Students will be able to apply everything they have learned about the Huang-Ho River and Ancient China and the five themes of Geography.
* Students will be able to create a scrapbook using everything they have learned.
* Students will be able to apply everything they have learned about the Huang-Ho River and Ancient China and the five themes of Geography and present them in the form of a scrapbook.