**Sixth Grade**

**Ancient Egypt Civilization Rubrics**

**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.

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| 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 areInaccurate.  |

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**

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| 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.

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

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| 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. |