

Ancient Mesoamerican and Andean Civilizations Board Game World Civilizations Summative Project (40 Points)

Civilization: _____

Student Name(s): _____

Task: With a partner, or individually, you will create a board game that will teach others about one of the ten civilizations studied in this unit.

Information Requirements:

- You must include information from all eight characteristics of civilization
- You must include information on the achievements (legacy/lasting impacts) of the civilization

Board Game Requirements:

- Your board game needs to have written rules to follow
- Your board game must have an actual game board and pieces
- Your board game needs to be able to be played (needs to make sense)
- Your board game should be modeled after another board game (Chutes and Ladders, Life, Sorry, Monopoly, etc.)

General Requirements:

- You must name your game.
- The game should be original, historically accurate, entertaining, and educational. Make it neat, colorful, interesting, and creative!
- Create at least 25 questions and answers for your game that relate to the civilization. The questions must be somehow incorporated into playing the game.
- Relate the format and purpose of your game to the review topic in some way.
- Type directions for your game that make clearly describe how to play the game.
- Make sure the content and difficulty of your game are appropriate for your civilization and for your classmates' abilities.
- The games will be presented in class and will be tested by your fellow World Civilization students who will evaluate the games.

Rubric:

Your game will be graded according to the rubric below. By default, the game will get a single grade for the group. I'll ask for your input about the contributions of everyone on your team and will adjust the group grade upward or down for individuals if necessary.

| CATEGORY | | | | |
|---------------------------|--|--|---|---|
| Creativity (5) | A lot of thought was put into making the game interesting and fun to play as shown by creative questions, game pieces and/or game board. | Some thought was put into making the game interesting and fun to play by using textures, fancy writing, and/or interesting characters. | Student tried to make the game interesting and fun, but some of the things made it harder to understand/enjoy the game. | Little thought was put into making the game interesting or fun. |

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|--|---|---|--|--|
| Attractiveness (5) | Contrasting colors and at least 3 original graphics were used to give the cards and game board visual appeal. | Contrasting colors and at least 1 original graphic were used to give the cards and game board visual appeal. | Contrasting colors and "borrowed" graphics were used to give the cards and game board visual appeal. Some content relatedness. | Little or no color and/or elements of the content seem merely decorative and not related to the topic |
| Rules (6) | Rules were written clearly enough that all could easily participate. Typed and edited for errors. | Rules were written, but one part of the game needed slightly more explanation. Typed, but some errors. | Rules were written, but people had some difficulty figuring out the game. Typed or handwritten, many typos. | The rules were not written/typed and/or very confusing/conflicting to players |
| Accuracy of Content (8) | All information cards made for the game are correct. | All but one of the information cards made for the game are correct. | Two of the information cards made for the game are correct. | Several information cards made for the game are not accurate. |
| Knowledge Gained (8) | Game creation demonstrates strong knowledge of the civilization. Created a game that could challenge everyone – even those with great knowledge | Game creation demonstrates knowledge. Good ideas for questions to help student review the civilization | Game creation demonstrates adequate knowledge. Questions/Answers need a more work. | Game creation does not demonstrate knowledge of the civilization or the questions are off-topic/inappropriate. |
| Instructional Effectiveness (8) | Winning the game requires learning & reviewing the civilization. The two are matched completely. | Winning & learning are closely entwined, though some mental effort is spent on aspects that are just about the game | Significant effort is spent on things that have nothing to do with civilization | The content is incidental. One can play the game without knowing/learning about the civilization |

Total Score: _____/40