

# **Board Game: Final Project**

You will design your own board game that when played will help players to review for different time periods and topics that we have learned about this year. You have near total creative freedom in designing and building your game.

1. **Design a Game** based on a topic of study (will be chosen at random). Think of all the types of games you've played to use as inspiration (Pictionary, Taboo, Candyland, Cranium, Chutes and Ladders, Risk, Don't Spill the Beans, Apples to Apples, Monopoly, Trivial Pursuit, Clue, Cards Against Humanity, Sorry, Life, etc.) Pick and choose aspects of these games that you like and maybe incorporate them into your game.
2. **Decide on the type of game you want to design.** What do you want the board to look like? What materials might you use? (foam or poster board, markers, paint, construction paper, tape, glue, etc.)
3. **Create markers or playing pieces** for players to move along the board. Include all cards, dice or spinner (if needed), markers, board, additional necessities specific to your game
4. **Make up Questions** that relate to your topic. Type or write them neatly on 3" x 5" index cards cut in half. Divide your questions equally between FACT or OPINION. Must create at LEAST 25 cards. They should be an appropriate level of difficulty. How you use these question cards to progress the game is totally up to you. Factual questions must have the answer written on the card.
5. **Write the Rules and Objectives.** Be sure to include objective, set up, how do start the game or take turns, how do you win the game, etc.
  - a. **Hint:** Read the directions from a popular board game and notice how detailed the instructions are for each phase of the game. Notice also the objectives of the game. (I.e. what do you hope to achieve?)
6. **Create a box** for storage. Everything including the board, markers, pencils, scoring pads, directions, and cards all need to fit neatly into a box or package. It should grab people's attention to make them want to play your game.
7. **Grading Rubric:** Student and teacher input will be considered for the final grade. Each project may earn a maximum of **100 points** for each member of the group. Each group member will submit their own evaluation of the project. Each group will submit an evaluation of the game you played. (copies will be provided)

## Things to Consider

1. **Player Interaction:** When playing the game are there consequences of certain actions that affect the other players in the game too? For example. Will items be traded during the game?
2. **Decision Making:** in addition to answer questions, will the game be dependent on luck (ex. Roll of the dice as in chutes and ladders) or will it be dependent on decisions made by the players? What are the penalties for wrong answers?
3. **Pace of the Game:** a good game moves along at a fairly quick pace. Players have more fun in games if their turn comes around frequently.
4. **Rules:** Every game must have rules set out that define the way the game is played, who wins, and any activities with the game. When the game is played by another group, the players need to be able to play the game using only the directions provided by you (the creators) and will be able to immediately recognize the object of the game.

# RUBRIC ~ Board Game: Final Project

Name: \_\_\_\_\_

	<b>A</b> <b>18-20 points</b>	<b>B</b> <b>16-17 points</b>	<b>C</b> <b>14-15 points</b>	<b>D</b> <b>12-13 points</b>	<b>F</b> <b>Below 12 points</b>
<b>Design and Creativity (including craftsmanship)</b>	Everything is neatly created and directions were followed completely. Your box is attractive and eye-catching.	Game board is excellent but some parts are a little sloppy. Still eye catching and follows most directions.	Game board is complete but some parts may be missing, incomplete, or messy.	Most of the directions were ignored. The board is messy/sloppy. Cards and directions may not be typed.	There is a game, but it's sloppy, not typed, parts are missing or unattractive. Little to no effort was given.
<b>Questions, Content, and Difficulty</b>	There are at least 25 questions and answers, and they are incorporated in a fun way into gameplay. Appropriate level of questions, not too easy or too difficult.	A few of the questions have errors or are missing. Questions may be too difficult or too easy.	Some questions are missing or one could play the game without the use of questions. Questions are too easy or irrelevant to topic.	Half of the questions are missing or hardly used in the game. The questions are factually incorrect or too simple.	Many questions are incorrect, missing, or irrelevant to game play.
<b>Format and Purpose</b>	The purpose of the game relates directly to the topic and accurately and creatively connects to larger historical context and significance.	The purpose of the game closely relates to the topic and connects to larger historical context and significance.	The purpose of the game partially relates to the topic and but does not really connect to larger historical context and significance.	The purpose of the game slightly relates to the topic and but does not connect to larger historical context and significance.	It is unclear what the purpose of the game is.
<b>Directions</b>	Directions make it perfectly clear how to play the game. They are neatly typed with minimal grammatical errors.	Directions are typed but have minor grammatical errors. The steps may be unclear or confused.	There are many errors and it is unclear how to play the game without the creators present. A few steps could be added to make the rules clear.	Game is too simple and questions are too easily answered. Directions do not make sense.	Objectives, steps, rules are missing. It is unclear how to play the game.
<b>Group Member Effectiveness and Individual Contributions</b>	Student was extremely effective member of the group. Made many valuable contributions, acted as a leader, and did not dominate the group.	Student was effective member of the group. Made some valuable contributions and did not dominate the group.	Student made some contributions. May have lacked focus or dominated the group.	Student was a poor contributor with only a few worthwhile contributions. Lacked focus or distracted the group.	Student contributed little to the group. Lacked focus, distracted the group and others.
<b>Comments</b>				<b>TOTAL GRADE / 100 points</b>	

# **TOPIC LIST ~ Board Game: Final Project**

## **1. (1200 - 1450) The Global Tapestry: Civilizations and Empires**

- a. East Asia
- b. Islam
- c. South Asia
- d. The Americas
- e. Africa
- f. Europe

## **2. (1200 - 1450) Networks of Exchange: Trade**

- a. The Silk Roads
- b. The Mongols
- c. Indian Ocean Trade Network
- d. Sub-Saharan Trade Network
- e. Diffusion (Cultural, Social, and Environmental)

## **3. (1450 - 1750) Land Based Empires**

- a. Gunpowder Empires (Qing, Mughal, Ottoman, Safavid)
- b. Consolidation, Conquest, and Collapse
- c. Cultural Divisions

## **4. (1450 - 1750) Transoceanic Interconnections**

- a. Causes and Motives of Exploration
- b. Columbian Exchange
- c. Maritime Empires
- d. Oceanic Trade Networks
- e. Resistance and Change

## **5. (1750 - 1900) Revolutions**

- a. The Enlightenment
- b. Atlantic Revolutions
- c. Industrial Revolution
- d. Economic Systems
- e. Responses and Reforms

## **6. (1750 - 1900) Consequences of Industrialization**

- a. Imperialism and Colonialism
- b. Responses to Imperialism
- c. Economic Imperialism
- d. Urbanization, Migration, and Labor Responses

## **7. (1900 - Present) Global Conflict**

- a. Rise, Revolutions, and Collapse
- b. World War I
- c. Interwar Era
- d. World War II
- e. Genocides

## **8. (1900 - Present) Cold War and Decolonization**

- a. Causes and Effects of the Cold War
- b. International Competition
- c. Spread of Communism
- d. Decolonization
- e. Independent States
- f. Global Resistance

## **9. (1900 - Present) Globalization**

- a. Technology
- b. Disease
- c. The Environment
- d. Global Economics
- e. Social Issues
- f. Global Culture