Ancient Civilization Board Game

**Introduction**

Students (in groups of five), will research, design, and create a game board based on information learned in ancient civilizations’ social studies units (Early Humankind, Mesopotamia, Egypt, India, China, Greece or Rome) or assigned book.

This project requires the use of multiple abilities so that each student can contribute. Each student is given a defined role - such as reader, artist, scribe, materials manager and monitor. As students work on the project, the teacher serves as a resource.

**Materials Needed for Each Student**

- 1 Bare Game Board Item GM01 or GM02
- Dice, cards, stickers, etc. (whatever is needed to play the game)
- Markers

**Resources**

Students will utilize computer technology (Internet, Encarta Encyclopedia, compton’s encyclopedia) to research the project, as well as textbooks, in-class library and video tapes. This research re-enforces unit study while providing additional historical information, compelling images, and avenues for further research and study.

**Evaluation**

After completing the project, students will write evaluations of the group process and of other games created in the class. These evaluations enrich class discussion and promote critical thinking.

Unlike traditional tests with their emphasis on recall, this culminating project challenges students to exercise higher-level thinking skills - comprehension, application, analysis, evaluation, and most important, synthesis to complete complex problem-solving tasks. The project focuses on the key questions, difficult issues, essential understandings, and important concepts of the unit.

This project incorporates one of Standards 6.1 through 6.7 of the California History-Social Studies Content Standards, Grade 6, with particular emphasis on the ART and ARCHITECTURE of the ancient civilization chosen for the board game. Questions that accompany the game are based on the geographic, political, economic, religious, and social structure of the ancient civilization chosen for the project.

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Let’s get started...

Each student will be assigned a specific role (task) in the group:

1. Reader (reads directions, proof reads, etc.)
2. Artist (draws or selects cut outs for the final version of the game board)
3. Scribe (writes questions, answers, and rules)
4. Materials Manager (selects, gathers and returns materials)
5. Monitor (makes sure everyone in the group contributes (stays on task), and turns in everyone’s evaluation form)

Other students may assist in these roles, but the student assigned has the ultimate responsibility for completion.

Making the Game

1. Decorate the board with art that relates to the unit of study or book assigned. There should be a “Start” and “Finish” box connected by at least a 22-space path. Label one half of these spaces “Facts” and one half “Opinion” (or other information that the group has decided on).
2. Make up questions that relate to the unit of study or book. Print them neatly on 3”x5” index cards cut in half (or item GP04 Bare Game Cards). Divide your questions equally between Fact and Opinion (or other information that the group has decided on). Write the type of question (Fact, Opinion, Other) on the back of each question card. Number each set of cards.
3. On a sheet of lined paper, write the answers to the factual questions. Glue this paper to a piece of Construction paper and label it “Answers”.
4. Make up and write the rules for the game. Remember that each game has a specific “Object”.
   - How many players can play?
   - How do you set up the board before play?
   - How do you decide who takes the first turn?
   - How does a player move around the board?
   - Are there penalties for incorrect answers?
   - Decide how the game is won.
5. Play the game through once. Adjust (correct) parts of your game as needed.
6. Exchange and play another group’s game.
7. Complete an evaluation form for each game played.
Group Evaluation Form

Name: ___________________________ Group Members: ___________________________

1. What was your job? What were its good and bad points? ___________________________

2. Do you prefer working by yourself or with a group? Why? ___________________________

3. Would you want to design another game? Why or why not? ___________________________

Game Evaluation Form

Name of Game ___________________________

1. Were all the rules clear? If not, what made them hard to understand? ___________________________

2. Was the board attractive, colorful, etc? Explain: ___________________________

3. Were the questions easy or difficult? Did you understand what was being asked of you? ___________________________

4. What suggestions do you have for the group that designed this game? ___________________________

5. Did you enjoy playing the game? Would you play it again? ___________________________