World History I Board Game Project

In this project, you will create a board game based on a topic or unit from World History I. If you like, you can use other board games as a way to get yourselves started on your own ideas. Something you need to keep in mind is that board games are fun, interactive, and structured. Use your creative minds to think of ways to relate the information you have learned to create your board game.

Requirements:

* Actual playing board (poster board)
* Rules: the rules must be written out, understandable, and applicable to the game you created
* Directions: how to play the game
* Creative, colorful, neat, and organized!
* At least 40 tiles that demonstrate the chosen topic or unit from the World History I curriculum
* A method of player movement (spin wheel, dice, etc.)
* Your board game must be playable – we will be playing these!

Grading: your games will be graded on the following criteria…

* Related to World History I, using key terms, themes, concepts, and situations
* Physical aspects: includes physical game board and game pieces
* Game tiles: at least 40 game tiles are present
* Creativity: uniqueness of the game
* Colorful Neat and organized
* Directions of the game are either typed up or written clearly and explained thoroughly
* Rules of the game are described very well, so people know what they can and cannot do!
* Your game needs to be understandable
* Knowledge gained: after you finish your game, you need to be able to explain the topic of your board game without any help
* Playability: if you make it, you need to make sure people can play it!

Grading Rubric

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| --- | --- | --- | --- | --- |
| CATEGORY | Excellent (10 pts) | Good (7 pts) | Average (4 pts) | Poor (0 pts) |
| **Application of knowledge – Related to the Bill of Rights** | All information made for the game is correct, relates to World History I, applied in an excellent playable way and demonstrates vast grasp of subject. | All information made for the game is correct, relates to World History I, applied in a good way and demonstrates students grasp of the subject. | Most information made for the game is correct, relates to World History I, applied in a playable way and demonstrates basic understanding of knowledge. | Some information made for the game is correct, somewhat relates to World History I, applied in an unplayable way and demonstrates little grasp of subject matter. |
| **Physical aspects** | Includes a physical game board and game pieces | Either a physical game board is present or game pieces are present | --- | Does not include a physical game board or game pieces |
| **Game tiles** | At least 40 tiles are present on the game board | At least 40 tiles are present on the game board, but not all are filled out | At least 40 tiles are present on the game board, but none are filled out | Less than 40 game tiles are present |
| **Creativity** | The group put a lot of thought and great strides into making the game interesting and fun to play as shown by creative design, game pieces and/or game objective. | The group put some thought and some effort into making the game interesting and fun to play as shown by creative design, game pieces and/or game objective. | The group 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. |
| **Colorful, neat, and organized** | The game board, all game pieces, and any other game related object is colorful, unique, neat, and has wonderful visual appeal. | The game board, all game pieces, and any other game related object is colorful, neat, and has visual appeal. | The game board, and most of the game related pieces are colorful, neat and a mediocre appeal. | The game board and the game pieces are somewhat colorful, scattered design, and little to no appeal. |
| **Directions** | Directions are typed up or written and are clear | Directions are typed up and written, but are not clear to players | Directions are short, unclear, and ineffective | Directions are not present |
| **Rules** | Rules and directions were typed up and were understandable that all could easily participate. | Rules and directions were typed up and were mostly understandable so that all could easily participate with little confusion. | Rules and directions were written up and were somewhat understandable so that players could participate with some confusion. | The rules and directions were poorly written or not written at all. |
| **Understandable** | The game is easy to understand | The game mostly makes sense | Only a few parts of the game make sense | The game makes no sense |
| **Knowledge Gained** | Students in group could easily and correctly state several facts about the topic used for the game without looking at the game. | Students in the group could easily and correctly state 5-10 facts about the topic used for the game without looking at the game. | Students in the group could easily and correctly state 3-5 facts about the topic used for the game without looking at the game. | Students could NOT correctly state facts about the topic used for the game without looking at the game. |
| **Playability** | The game is easy/enjoyable to play | The game is relatively easy/enjoyable to play | The game is decent to play | The game is neither easy nor enjoyable |