*World History Final Review - Board Game Project*

-During the next few days, you and your partners will be designing your own board game. Remember all those great games you have played? Well, now you can make your own; your own rules, your own design, your own questions! The only thing is, you must relate it to World History. First, before you start thinking about your “new” design, think about board games that you like to play, or ones that you have played before---

*Example Board Game List*

* Boggle
* Candy Land
* Checkers
* Chess
* Chutes and Ladders
* [Clue](http://www.boardgamecentral.com/games/clue.html)
* Guess Who?
* Hungry Hungry Hippos
* Life
* Monopoly
* Pictionary
* Scrabble
* [Sorry!](http://www.boardgamecentral.com/games/sorry.html)
* Yahtzee

Now, it’s your turn to create a board game based on the following topic\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. \*REMEMBER board games should be fun, interactive, & structured. Use your creative minds to create a fun game!

Requirements:

Each board game made must have the following items included in the project

* Actual playing board: including game pieces and any other necessary devices to complete your game
* The game theme, questions, statements, layout, & design must be related to your topic
* The Rules and Directions: The rules must be written out, easily understandable, and applicable to the game
* Must be neat and organized
* Must be creative & colorful
* Your board game ***must be playable*** -you will be playing each other’s games once completed

Grading:

Your games will be graded on the following criteria

* Relation to topic, using key terms, themes, & concepts based on the topic (accuracy of content & knowledge gained)
* Uniqueness, neatness, attractiveness, and organization of the game (attractiveness & organization)
* Directions of the game are either **typed up or written clearly** and explained thoroughly (rules)
	+ Rules of the game are described very well, so people know what they can and cannot do
	+ Grammar, spelling, and punctuation of directions, rules, and of game board—your game needs to be understandable!
* Playability of the game (playability & creativity)
* Group behavior & teamwork (cooperative work)

Grading Rubric:

Below is a guideline on how you will be graded for your game board. You should be able to go through this and know exactly what is expected of you to earn the grade you want.

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| **GAME RUBRIC****Student name(s)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  |

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| CATEGORY  |  **11 9**  |  **8 6** |  **5 3**  |  **2 0** |
| **Cooperative work**  | The group worked well together with all members contributing significant amounts of quality work.  | The group generally worked well together with all members contributing some quality work.  | The group worked fairly well together with all members contributing some work.  | The group often did not work well together and the game appeared to be the work of one or two students in the group.  |
| **Rules**  | Rules were written clearly enough that all could easily participate.  | Rules were written, but one part of the game needed slightly more explanation.  | Rules were written, but people had some difficulty figuring out the game.  | The rules were not written.  |
| **Accuracy of Content**  | All information cards made for the game are correct.  | All but one of the information cards made for the game are correct.  | All but two of the information cards made for the game are correct.  | Several information cards made for the game are not accurate.  |
| **Attractiveness & Organization**  | Contrasting colors and at least 3 original graphics were used to give the cards and gameboard visual appeal.  | Contrasting colors and at least 1 original graphic were used to give the cards and gameboard visual appeal.  | Contrasting colors and "borrowed" graphics were used to give the cards and gameboard visual appeal.  | Little or no color or fewer than 3 graphics were included.  |
| **Playability & Creativity**  | The group put a lot of thought into making the game interesting and fun to play as shown by creative questions, game pieces and/or game board.  | The group put some thought into making the game interesting and fun to play by using textures, fancy writing, and/or interesting characters.  | 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.  |
| **Knowledge Gained**  | All students in group could easily and correctly state several facts about the topic used for the game without looking at the game.  | All students in the group could easily and correctly state 1-2 facts about the topic used for the game without looking at the game.  | Most students in the group could easily and correctly state 1-2 facts about the topic used for the game without looking at the game.  | Several students in the group could NOT correctly state facts about the topic used for the game without looking at the game.  |

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