

Name _____

Unit 8 Assessment Project

What are the positives and negatives of interconnection?

Unit 8 was all about interconnection. The population between the years 500-1500AD were all about growing populations. Different empires started to run into each other across Europe and Asia, and there were some positive and negative consequences.

What will a finished project include?

- Board- Cardboard, cardstock, poster board, old boards from games you don't play anymore, old pizza boxes, whatever.
- Instruction Manual
- Game pieces -- Use existing pieces from your other games, or design your own.

What's our work schedule?

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Review project instructions. Each group will create a proposal for their project.	Free work day	Computer Cart	Free work day	Free work day	Free work day (only if time is being used wisely in previous days)

Due Date:

Do you have any other tips for this project?

1. Make sure to include information from at least four of the six topics we've studied:
 - Islamic Empire
 - Medieval Europe
 - Byzantine Empire
 - Mongols
 - Silk Road
 - Crusades
2. Make sure you are addressing the unit question

Designing your Game: Mechanics

Mechanics are how the players play the game. Let's take Monopoly, for instance. It's mechanics revolve around dice-rolling & buying/selling.

Some other mechanics are below. Circle or highlight the ones you think could work in your game. Feel free to make any brainstorming notes as you read.

Buying/Selling

Players need to buy, sell, and trade items in the game.

Card Driven

Players can only do the actions written on the cards they have in their hands. When they play a card they should do the action written on it.

Deck-building

Involves acquiring cards and adding them to your stack of cards.

Dice Rolling

In dice rolling games, players roll dice to try to reach their goals.

Resource Management

You have to calculate how you spend your money (or any other kind of resources: water, grain, etc.)

Role Playing

Players take one or more roles either assigned to them or chosen that they keep or change during the game. These roles typically have a certain responsibility they are in charge of during the game.

Roll and Move

Players roll dice or spin spinners and move their pieces.

Territory Building

~~In a territory building game, players try to conquer the most territory and expand the region they control.~~

Designing your Game: Proposal

On a separate sheet of paper, each group should write a game proposal by the end of day 1. The proposal should include:

- The concept:** What's your game about? Is it based on an existing game? This should be at least 4-5 sentences.
- Required elements:** What does your game need? Examples include: a board, cards, a spinner, or pieces.
- How do you win?**

Unit 8 Project Rubric

1. Responsibility (3 points)

_____ points

3 Points	2 Points	1 points	0 points
The game is complete and on time	The game is 1-2 days late.	Either the game or the packet is 3-4 days late.	Either the game or the packet is more than 4 days late.

2. Participation (5 points)

_____ points

5 Points	4 Points	3 points	2 points	1 points
Student is consistently on-task during class and made valuable contributions to the finished project. Without this student, the project would have been less successful.	Student was mostly on-task during class and made valuable contributions to the project.	Student was occasionally off-task. Participated and contributed to the finished product.	Student was frequently off-task. May have participated, but may not have meaningfully contributed to the finished product.	Student was consistently off-task or disengaged from the group. Did not contribute to the finished product.

3. Game Design (3 points)

_____ points

3 Points	2 points	1 points	1 points
The game board and pieces are extremely creative and well-made. Instructions are neat and clear and the game makes sense.	The game board and pieces are creative and well-made overall, but some pieces may be a little sloppy. OR Instructions may be a little unclear in some parts, causing occasional confusion.	The game board and pieces may be sloppy or lack creativity. OR Instructions are unclear, causing confusion. The idea of the game may be good, but overall is too unclear to be playable.	The game board and pieces are sloppily made, and little thought was put into the theme/mechanics.

Final Product Rubric

4. Historical content (5 points)

_____ points

5 Points	4 Points	3 points	2 points	1 points
Historical content from four of the 6 topics is included. Information is correct, important, and was chosen thoughtfully.	Important, correct, and well-chosen historical content from 3 of the 6 topics OR Historical content is included from 4 of the 6 topics, but some may be random or incorrect.	Important, correct, and well-chosen historical content from 2 of the 6 topics OR Historical content is included from several topics, but with errors or without thought.	There is historical content included from only 1 topic OR There may be multiple content errors.	Very little historical content is included or is a non-factor in the game design.

5. Analysis of historical content (5 points)

_____ points

5 Points	4 Points	3 points	2 points	1 points
The historical content is included in a way that demonstrates sophisticated understanding of the positives and negatives of interconnection.	The historical content is included in a way that demonstrates understanding of the positives and negatives of interconnection.	A lot of the information is presented as trivia, but is well-organized and shows some understanding of the positives and negatives of interconnection.	The historical content is included in a way that is mainly trivia, rather than analysis of the positives and negatives of interconnection.	The historical content is included in a disjointed manner that shows little to no understanding of the positives and negatives of interconnection.

Total Score: _____/21

Comments: