

The American Revolution Game

Mr. Kersey

Name:
Class:

Introduction:

For this project, you will create a game that demonstrates your knowledge of the Revolutionary period in U.S. history, and tests the players' knowledge as well. Having a little fun is always a nice bonus! You may focus on whatever and as much information about the American Revolution and its causes as you choose, such as Acts of Parliament, specific battles, important men and women, weapons, or military strategies and maps just name a few ideas. You or your group will make or provide all materials necessary for playing and storing your game.

Objects of the Game:

1. To demonstrate how much you've learned about the American Revolution from our book, lectures, and class activities.
2. To test the knowledge of those who play the game.
3. To add to your own knowledge of the Revolutionary period by using additional sources.
4. To add to the players' knowledge with information that you have included from sources other than our text book.

Group Information:

- Groups may have from 2 to 4 members or you may work alone.
- Group members must be able to meet outside of class.
- Group members will receive individual grades.
- Groups members will be evaluating each other and their game.

Grading Information:

You will be graded according to the following criteria. You must meet all the requirements below to earn a high score. Your grade will be based on your evaluations, my observations in class, and the game itself. Please read these carefully. Many a point has been lost because people didn't follow these guidelines.

1. Your game must have a title. If you have a game board, the title must be displayed on it.
2. The rules of your game must be complete. They must make sense. They should be easy to understand. The rules must be typed or written very neatly. Finally, the rules must work.
3. There should be a lot of **specific** information about the American Revolution included in your game. The questions should not be too vague - they should have a specific answer. Think of how most trivia games work – there can only be one correct answer to a question.
4. The information must be historically accurate.
5. It should be important to know about the Revolutionary War and/or its causes in order to advance in and win the game. It should **not** be mostly a game of luck.

6. Your game **must** include questions and information from sources other than our text book and notes. I would recommend at least three additional sources.
7. The game should not be too easy (over in a few minutes) or too hard (impossible for other students). **Make sure you play test your game** before turning it in. Try having other people besides you or your group members play that game, and have them give you comments.
8. Your game should be neatly and colorfully constructed. You should use your creativity. If you have a box or other storage container, it needs to be decorated. You might even create a logo for your game title.
9. Any game pieces, playing cards, the game board, and any other equipment must be easy to store. **Everything** needs to be marked with the title of the game and the names of the group members or person who made it (except for dice and other small items).
10. There should be **no** spelling or grammatical errors anywhere in the rules or game. Obviously, factual errors are not good either.
11. Finally you and/or your group must be able to effectively summarize your game in front of the class.

Hints, Tips, and Ideas:

- You don't have to create a board game. You can create a card game, a game using just dice, trivia questions, and a notepad, a PowerPoint based game, a video game, or anything else your imagination can come up with.
- The biggest reason students lose points is that their games or directions don't work. Play test your game several time with different people before the due date to find and fix and errors or problems. Real game manufactures do this for months before releasing a final product. You should too.
- Think about the games you love to play. What makes them so good? Use those ideas to inspire you.
- Use Chapters 5 and 6 in your textbook to get ideas, then do additional research.

Due Date:

Your game is due on **Wednesday, January 9, 2012**. You or your group will briefly present your game to the class on this date and turn it in.

January 10 and 11 will be game play dates. Players will play and evaluate your game on these dates.

A Note About Money:

You should not spend a great deal of money to produce this game. I do not want people going out and buying a brand new Risk™ game for \$30 and turning it into a Revolutionary War game. The whole point is to be creative. You could easily make a wonderful game with a pack of index cards and a set of markers. Check out some dollar stores or thrift shops for old board games to work with if you must, but be thrifty.

Revolutionary War Game: Student and Group Evaluation

Name: _____ Class: _____

Title of your game: _____

1. List what you contributed to the project.

2. List what each member of your group contributed to the project.

Name

What he/she contributed to the project

(over please)

3. Was the work evenly distributed in the group? If not, why not?

4. What could be improved about your game?

5. What was the best thing about your game?

6. Think about the work you did to help put this game together. Think about what you learned and contributed. If you had to give yourself a grade for this project, what would it be? Circle the letter grade below and explain.

A B+/B C+/C D F

Revolutionary War Game: Player Evaluation

Please fill out this evaluation form as honestly as you can. **Do not** write your name anywhere on the form.

Title of game you played: _____

Names of the game's creators:

On a scale of 1 to 5, please rate the following:

(1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree, 5 = this area was flawless)

Circle one.

The rules were easy to follow and not confusing.

1 2 3 4 5

The game did a good job of testing my knowledge of the revolutionary war.

1 2 3 4 5

The game did not rely too much on luck for players to succeed.

1 2 3 4 5

The game's appearance was attractive and reflects effort.

1 2 3 4 5

Overall, I think this game was well done.

1 2 3 4 5

Things I liked most about the game were:

Things about the game that could have been better were:

The American Revolution Game – Grade Sheet

Name: _____

Mr. Kersey

Game Title:

Your American Revolution Game has been graded according to the following criteria.

1. Your game must have a title. If you have a game board, the title must be written on it. (5 points). (VI)
2. The rules of your game must be complete. They must make sense. They should be easy to understand. The rules must be typed or written very neatly. Finally, the rules must "work." (5 points). (VI)
3. There should be a lot of **specific** information about the Revolutionary period included in your game. The questions should not be too vague - they should have a specific answer. (15 points). (I, II, III, IV)
4. The information must be historically accurate. (5 points). (VI)
5. It should be important to know about the Revolutionary War and its causes in order to advance in and win the game. It should **not** be mostly a game of luck. (15 points). (I, II, III, IV)
6. Your game **must** include questions and information from sources other than our text book and notes. (5 points). (VI)
7. The game should not be too easy (over in a few minutes) or too hard (impossible for other students). Make sure you play test your game before turning it in. Try having other people besides you or your group members play the game, and have them give you comments. (5 points). (VI)
8. Your game should be neatly and colorfully constructed. You should use your creativity. If you have a box or other storage container, it needs to be decorated. You might even create a logo for your game title. (5 points). (VI)
9. Any game pieces, playing cards, the game board, and any other equipment must be easy to store. **Everything** needs to be marked with the title of the game and the names of the group members or person who made it (except for dice and other small items). (5 points). (VI)
10. There should be **no** spelling or grammatical errors anywhere in the rules or game. (5 points). (VI)

This project applies to the:

History Standard (30 points)

Your Score: _____

Culture Standard (30 points)

Your Score: _____

Geography Standard (30 points)

Your Score: _____

Economics Standard (30 points)

Your Score: _____

Social Studies Skills & Methods Standard (40 points)

Your Score: _____