Major Events of the ‘GREAT WAR’

Game Project

The Assignment: You are going to create a World War One (WWI) board game that focuses on one of the specific areas, ideas, people and/or events in WWI. You may select one of the following topics:

|  |  |
| --- | --- |
| Causes of WWI & Canada’s role | Canadian Battles in WWI |
| Life in the Trenches | War at: Sea/air/land |
| The war at home / changing roles | The Treaty of Versailles |

Now, because this class is not just about world history, but about Canada’s role in it, our task as students of Canadian history to determine how the war has played a role in the development of our country. So, your game must include the following criteria:

1. Be a functioning game that will help review concepts/facts that we have covered in class (using metacognitive strategies is a plus)
2. Address the historically important events, facts, times and people in each section
3. You will also need to answer the essential question **“How did Canadian identity develop out of events in WWI?”**
4. This question will be answered individually (each person in the group on the backside of your game board), and you will be given options for methods of presenting your answer within the game board.

This task is a complicated one, so here are a few things that you must know.

1. We will be on a schedule to research and develop your game.
2. Your game is a method of review for the unit test (if you don’t finish it, you are hindering the review of your fellow students)
3. We will create a rubric together that will require time in class to collaborate
4. We will be researching some of these topics in the library so we need to avoid plagiarism

**Day 6-ESSENTIAL QUESTION DAY**

We will play the games your classmates have created, and we will collect the data that is necessary for your assessment. You will also discuss the “essential question.”

# Day 3

* Begin putting your game together
* Make sure your directions are clear and make sense
* Make sure all materials are accounted for
* BE SURE YOUR MATERIAL IS ACCURATE
* Be ready to explain your game on ………..
* YOU MAY NEED TO MEET BEFORE OR AFTERSCHOOL TO FINISH YOUR GAME.

# Day 2

* Continue to Research your topic.
* MAKE DIRECTIONS FOR YOUR GAME
* Decide on the material you well need to create your board game (board game, dice, spinners, cards, etc)
* Bring materials to the next class (assign/who is bringing what)
* Be sure to bring in enough in case someone in your group is absent
* Continue Research

# Day 4

* In class work day
* Creator Play day
* Game Reflections/Changes

**Day 5**

* Your games are **OFFICIALLY** due.
* Your group will present and explain your original religion game to the class.
* Once the presentations are complete, we will begin playing the religions game.

# Day 1

* Meet with your group and decide what type of game you want to create (i.e. Candy Land, Monopoly, Life, Chutes and Ladders, etc.)
* Assign different group members parts to research for homework:
  + Major Events
  + People
  + Vocabulary (other than above)
  + Geography (where in the world)
  + Essential Question
* Begin to research your assigned topic
* Map out important vocabulary using a metacognitive strategy
* Before you leave, plan what needs to be done for the next class

Full Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Group Members & Topic:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Beginning** | **Developing** | **Competent** | **Exemplary** |
| Content  Major Events  People  Vocabulary (other than above)  Geography (where in the world)  Essential Question | * at least 25% of the required information is included * some of the information pertains to the topic   some of the information is clear | * at least 50% of the required information is included * most of the information pertains to the topic   most of the information is clear | * at least 75% if the required information is included * all of the information pertains to the topic   the information is clear | * all of the required information is included * all of the information pertains to the topic   the information is clear |
| Comprehension  Does student understand role of topic in WWI?  Does student understand topic in development of Canadian identity? | * demonstrates little or no understanding of the topic   has little ability to explain why the topic is historically important | * attempts have been made to understand the topic   attempts have been made to explain the historical importance of the topic | * clearly understands the topic * is able to think beyond the basic ideas * is able to explain the historical importance of the topic | * clearly understands the topic * can analyse the information (show connections between the different aspects of the information)   is able to clearly explain the historical importance of the topic |
| Style of Language  Are written components observant of writing conventions? | * unclear * repetitive   many spelling and grammar errors | * sometimes clear * some errors in structure   some errors in spelling and grammar which may interfere with meaning | * clearly written * some variety in word choice   few spelling and grammar errors which do not interfere with meaning | * clearly written using sophisticated language * no grammar or spelling errors |
| Visual Representation/Gameplay  Is the game easy to play and easy to follow? Is the game board constructed to be visually fluid and eye catching? | * confusing * bland * result appears hurried   lacks attention to detail | * clear * some creativity   inconsistent attention to detail | * clear * creative   effort has been put into producing a quality product | * clear * highly creative * attention to detail is evident   final product is of high quality |
| Research  Is there at least one source per group member cited?  Are the works cited completed and placed on the back  Is information clear and accurate? | * Research is uncited/plagiarized or is unclear * Several parts of research is inaccurate * Information that has been researched is incomplete * Works cited is missing | * Research is partially uncited/plagiarized or is unclear * A few parts of research are inaccurate * Information that has been researched is incomplete * Works cited is incomplete   Less than 1 source/member is present | * Research is cited and is clear with few mistakes * Research is accurate but may lack complete picture in places * Works cited is complete   With 1 source/member is present | * Research is cited and is clear with no mistakes * Research is accurate and paints a complete picture of topic * Works cited is complete & more than 1 source/group is present |

Comments: