

## **Board Game Project**

With the Georgia Milestones Assessment coming up soon, we will benefit from revisiting information covered earlier in the year. We have learned about the geography, environmental issues, religious groups, ethnic groups, economics, governments, and history of Africa, Southwest Asia (Middle East), and Southern and Eastern Asia. You and a partner will create a board game that others can play to review the concepts and information discussed throughout the year. The project will have three main components:

1. Game board: the game needs to be original and colored on a poster board or cardboard. Feel free to have a theme to your game, or graphics related to the geographic areas that we have studied.
2. Instructions/Rules: make sure that your directions are clear so that participants will know exactly how to play by reading your instructions.
3. Trivia cards: You and your partner will create 70 cards (35 cards each; 5 cards for each topic).

Examples: Your games may resemble any combination of the following: *Pictionary, Charades, Trivial Pursuit, Jeopardy, Monopoly, Cranium*, or it can be completely original.

### **Grading/Assessment:**

This project will count as a major grade and will be evaluated using the rubric below. After playing everyone's game, the class will vote on the best game and the winners will receive a prize.

## Review Game Project: 7<sup>th</sup> Grade S.S. Review

Teacher Name: **Mr. Earl**

Student Name: \_\_\_\_\_

| CATEGORY                | 4                                                                                                                                                | 3                                                                                                                                              | 2                                                                                                                           | 1                                                                                       |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Creativity              | The student 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 student put some thought into making the game interesting and fun to play by using textures, fancy writing, and/or interesting characters. | The student 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.                         |
| Rules/Instructions      | 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.                                                             |
| Neatness/Attractiveness | Contrasting colors and at least 5 original graphics were used to give the cards and game board visual appeal.                                    | Contrasting colors and at least 3 original graphics were used to give the cards and game board visual appeal.                                  | Contrasting colors and "borrowed" graphics were used to give the cards and game board visual appeal.                        | Little or no color or fewer than 3 graphics were included.                              |
| Accuracy of Content     | All information cards made for the game are correct.                                                                                             | All but one of the information cards made for the game is correct.                                                                             | All but two of the information cards made for the game are correct.                                                         | Several information cards made for the game are not accurate.                           |
| Use of Class time       | Student uses at least 90% of class time to stay focused on creating a quality product.                                                           | Student uses at least 80% of class time to stay focused on creating a quality product.                                                         | Student uses at least 70% of class time to stay focused on creating a quality product.                                      | Student uses less than 60% of class time to stay focused on creating a quality product. |