Final Project

Canadian Geography Board Game

In groups of four or five, you will be responsible for creating a board game that details all of the content we have covered in our Geography Unit. Your charts are a good source of information for your board games but remember I was also looking for additional information that extended your knowledge about Canada. The newspaper articles we have looked at are also good sources of information and should be included in your board games.

Board games must be as accurate as possible and must in some way test student’s knowledge about the unit.

You will have complete freedom in deciding what kind of board game you would like to create as well as what they rules of the board game will have and what will be the final objective of the game. Keep in mind our unit not only looked Physical Geography but how it affected living in those particular areas. Your board games should take this into account.

Things to consider:

1. Does your game have a name?
2. How many players are required?
3. Will there be pieces required such as dice etc?
4. How difficult or challenging will the game be? Will it become more challenging the further you progress into the game?

You will be given class time to work on your board games but do keep in mind that may need to meet outside of school in order to complete the project. Remember if class time is not being used properly, it will be taken away from you, and you will be forced to complete your project on your own time.

Once the board game has been completed, each group will be responsible for handing in a set of rules and how to play the game. In addition to this, you must also hand in a short-written piece as to why your group chose to make the board game as they did and why they feel their game can be useful when learning about Canadian Geography.

Marking Scheme

Participation: 20%, Accuracy of Content 20%, Rules/Explanation 20%, Knowledge Gained 20%,

Creativity/Aesthetics 20%

Each category will be marked using a 5-point scale and group will be given a total mark out of 50.

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| --- | --- | --- | --- | --- | --- | --- |
|  | 0 | 1 | 2 | 3 | 4 | 5 |
| Participation | No attempt at participation is made. | Most group members have failed to participate. | Only 1 or 2 students are making an attempt. | Some group members at times failed to help. | Most member of the group played an equal role. | All members of the group played an equal role. |
| Content | Historically inaccurate. | Mostly historically inaccurate. | Somewhat accurate with inclusion of some key events. | Mostly accurate but fails to include many key events. | Historically accurate, missing a few key events. | Historically accurate, including all key events. |
| Hand – In | Game does not make sense. | Game cannot be completed because of discrepancies in the rules. | Game can be completed but some rules prevent this from happening. | Game may or may not be completed. Some changes would be needed. | Game is completed but a few problems exist in the rules and planning. | Game can be completed without any problems. |
| Knowledge | Game fails to incorporate what was learned from the unit. | Game allows students to review minimally. | Game allows students to review partially. | Game allows students to review adequately. | Game allows students to review chapter without leaving anything out. | Game incorporates knowledge from class and extends knowledge. |
| Creativity/ Aesthetics | No effort shown. | Minimal effort shown. | Very simple design. | Clearly well thought out but lacks detail. | Clear and well thought out design with good detail. | Original design with amazing attention to detail. |