

Evolution of Games: Games throughout History

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to describe relationships among products, practices and perspectives in order to compare them across cultures. - Students will demonstrate the ability to generate ideas and plans in order to meet the intended goal. - Students will demonstrate the ability to evaluate causal relationships in order to analyze change and continuity over time. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. <u>Content Standards:</u> WRSLL 3.2: access and evaluate information and diverse perspectives that are available through the language and its cultures. Anchor Standard 1 - Generate and conceptualize artistic ideas and work Anchor Standard 2 - Organize and develop artistic ideas and work Anchor Standard 11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	Transfer	
	Students will be able to independently use their learning to make informed decisions about current events and shifting paradigms through the knowledge of cultural advancements over time.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - knowledge of culture drives meaningful communication. - the perspectives, practices, and products of a people define their culture. - culture and language evolve and are influenced by people, time, and place.	ESSENTIAL QUESTIONS - How important is it for ancient games to be preserved? - How should we study games to reveal their culture's values? - How should we judge the values of the past?
	Acquisition	
	Students will know... - that the earliest civilizations have evidence of board games - that Mesopotamian culture used games to show social status - that game can be played to understand a culture's ideals, values, hopes, and fears - that Mesopotamia's success as a civilization was influenced by its geography - that Roman civilization was based on military power and success - that Nine Men Morris shows an attitude of conquest common to the Romans and other Mediterranean civilizations - that after the fall of the Roman Empire, European civilization changed dramatically - that feudal societies create unequal civilizations where the rich hold the vast majority of resources	Students will be skilled at... - accessing and evaluating information and cultural perspectives - generating and conceptualizing ideas - organizing and developing ideas - relating ideas of societal, cultural, and historical contexts - evaluating historical events and developments and their influences - analyzing change and continuity throughout history - analyzing how actions are shaped and changed over time

His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. His.2.9-12. Analyze change and continuity in historical eras. His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.	●that political and religious hierarchies had much of the power in medieval society ●that Chess reflects medieval society ●that playing cards have evolved in their usage over time and reflect both upper and lower class societies ●that American board games such as Monopoly emphasized political and cultural values ●that eurogames emphasize craft and the artistic visions of a game's creator <u>vocabulary:</u> zero sum games, cooperative games, Snakes and Ladders, Mesopotamia, The Royal Game of Ur, The Roman Empire, Augustus Caesar, Roman legion, Nine Men Morris, Hnefatafl, Medieval society, Feudalism, Religious Hierarchy, Monarchy, Chess, Bobby Fischer, Tarocco, Wist, Parker Brothers, Milton Bradley, Go, eurogame, Pandemic, Settlers of Catan.	
Content Area Literacy Standards		21st Century Skills
WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.		● <i>reason effectively</i> ● <i>make judgments and decisions</i> ● <i>solve problems</i> ● <i>think creatively</i>

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan <i>Summary of Key Learning Events and Instruction</i>	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	