Lesson Name	Create Your Own World History Board Game
Grade Level	High School
Estimated number of lessons	*5 periods, 80 minutes per period, two weeks total.*
Prerequisite skills/content	A semester or more of World History

If students were able to create their own board game using old maps and information from the class, what would the game look like? Can students have fun and learn from their classmates' creations?

Applicable Standards Ex: Maine Learning Results: History 1 History 2	*Include any applicable state social studies standards here* *Maine Grades 6-8* *Maine Grades 9-12* H1: (F2)) Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the United States and the implications for the present and future. H1: (D2) Analyzing and critiquing major historical eras: major enduring themes, turning points, events, consequences, and people in the history of the world and the implications for the present and future.
Inquiry Objectives	- Students will create a game based on a World History topic - Learners will study old maps to add as a background to their game - Students will process the connection between Geography, World History, and overall knowledge of the topic.

Summative Performance Task	Osher Map Board Game Project.docx Board Game Rubric Osher Map Maps: Browse Maps

	https://oshermaps.wpenginepowered.com/wp-content/uploads/2024/09/Globalization-Maps.pdf American Panorama The Carter Center Around the World https://oshermaps.org/browse-maps?id=155387#?c=&m=&cv=&xywh=3025%2C3067%2C5090%2C1991 https://oshermaps.org/browse-maps?id=113690#?c=&m=&cv=&xywh=-854%2C2707%2C8549%2C3344 https://oshermaps.org/browse-maps?id=106756#?c=&m=&cv=&xywh=-8667%2C-469%2C23048%2C9689 https://oshermaps.org/browse-maps?id=106964#?c=&m=&cv=&xywh=-6445%2C0%2C20936%2C8190 If using as a final project: Final World History Project World History Oral Presentation Sheet Final Project World History Final Project Presentation
Modifications	Students who have modifications will be able to complete the project, as per their 504, IEP, etc. Students who have difficulty with the oral part of the project can meet with the instructor in order to create an alternate path for success.
Taking Informed Action	Once the board game is complete, learners will have an additional period to play everyone's game and rate them, according to the sheet provided. If used as a final for the class, the student/group will also present their game to the class in a 5-10 minute oral presentation. This also included demonstrating how the game works, key ideas, and answering the question as to why the student/group chose this topic and what lessons did they learn while working on the project.