**The War of 1812 Board Game**

With your knowledge of the themes, conflicts, and events surrounding the war of 1812, you will work in small groups (2-4 players) to create a playable board game.

As you can see above, there are many different types of games. You are REQUIRED, however, to include historical detail and fact in your creation.

**PLEASE INCLUDE:**

* Causes of the War of 1812
* Participants of the War of 1812 (heroes?)
* Aboriginal, British, American, British North American (Canada) perspective
* Equality rights (slavery, women, aboriginal land rights)
* Events of the War of 1812
* Appropriate terminology (i.e. loyalist, patriots, etc.)
* Consequences of the War of 1812
* Evidence of using notes and some external research
  + Include a BIBLIOGRAPHY
* A clear set of instructions to a playable game

**This project will be due before March break (spring break). Class time will be allocated towards its completion.**

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| **Criterion A: Knowing and Understanding** | | | | |
| **(0)** | **Beginning (1-2)** | **Developing (3-4)** | **Accomplished (5-6)** | **Exemplary (7-8)** |
| *I have not achieved a standard described by any of the descriptors to the right*. | *I am able to:*  use **limited** relevant terminology  demonstrate **basic** knowledge and understanding of content and concepts with **minimal** descriptions and/or examples. | *I am able to:*  use **some** terminology **accurately** and **appropriately**  demonstrate **adequate** knowledge and understanding of content and concepts through **satisfactory** descriptions, explanations and examples. | *I am able to:*  use a **range** of terminology **accurately** and **appropriately**  demonstrate **substantial** knowledge and understanding of content and concepts through **accurate** descriptions, explanations and examples. | *I am able to:*  **consistently** use **a wide range** of terminology **effectively**  demonstrate **detailed** knowledge and understanding of content and concepts through **thorough**, **accurate** descriptions, explanations and examples. |
| **Criterion B: Investigating** | | | | |
| **(0)** | **Beginning (1-2)** | **Developing (3-4)** | **Accomplished (5-6)** | **Exemplary (7-8)** |
| *I have not achieved a standard described by any of the descriptors to the right*. | *I am able to:*  formulate a research question that is clear **or** focused and **describe** its relevance  formulate a **limited** action plan to investigate a research question or does not follow a plan  collect and record **limited** information, not always consistent with the research question | *I am able to:*  formulate a research question that is **clear** and **focused** and **describes** its relevance in detail  formulate and **somewhat** follow a **partial** action plan to investigate a research question  uses a research method(s) to collect and record **mostly relevant** information | *I am able to:*  formulate a **clear** and **focused** research question and **explain** its relevance  formulate and follow a **substantial** action plan to investigate a research question  use research method(s) to collect and record **appropriate**, **relevant** information | *I am able to:*  formulate a **clear** and **focused** research question and **justify** its relevance  formulate and **effectively** follow a **comprehensive** action plan to investigate a research question  use research methods to collect and record **appropriate**, **varied and relevant** information |
| **Criterion C: Communicating** | | | | |
| **(0)** | **Beginning (1-2)** | **Developing (3-4)** | **Accomplished (5-6)** | **Exemplary (7-8)** |
| *I have not achieved a standard described by any of the descriptors to the right*. | *I am able to:*  communicate information and ideas in **a limited way**, using a style that is **limited** in its appropriateness to the audience and purpose  structure information and ideas according to the specified format in a **limited way**  document sources of information in a **limited way**. | *I am able to:*  communicate information and ideas **satisfactorily** by using a style that is **somewhat** appropriate to the audience and purpose  structure information and ideas in a way that is **somewhat** appropriate to the specified format  **sometimes** document sources of information using a recognized convention. | *I am able to:*  communicate information and ideas **accurately** by using a style that is **mostly** appropriate to the audience and purpose  structure information and ideas in a way that is **mostly** appropriate to the specified format  **often** document sources of information using a recognized convention. | *I am able to:*  communicate information and ideas **effectively** and **accurately** by using a style that is **completely** appropriate to the audience and purpose  structure information and ideas in a way that is **completely** appropriate to the specified format  **consistently** document sources of information using a recognized convention. |
| **Criterion D: Thinking Critically** | | | | |
| **(0)** | **Beginning (1-2)** | **Developing (3-4)** | **Accomplished (5-6)** | **Exemplary (7-8)** |
| *I have not achieved a standard described by any of the descriptors to the right*. | *I am able to:*  **analyse** concepts, issues, models, visual representation and theories to a **limited extent**  **summarize** information to a **limited extent** to make arguments  **identify** different perspectives and **minimal** implications. | *I am able to:*  **analyse** concepts, issues, models, visual representation and theories  **summarize** information to make arguments  **interpret** different perspectives and **some** of their implications. | *I am able to:*  **discuss** concepts, issues, models, visual representation and theories  **synthesize** information to make **valid** arguments  values and limitations  **interpret** different perspectives and their implications. | *I am able to:*  complete a **detailed discussion** of concepts, issues, models, visual representation and theories  **synthesize** information to make **valid, well-supported** arguments  **thoroughly interpret** a **range** of different perspectives and their implications. |

**You will be assessed with the following rubric. Ensure there is an even divide of labour.**