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| Game lesson title | Rule an ancient civilisation and rewrite history! | | |
| Brief intro | Year 7 History – Investigating the Ancient Past and/or Egypt/Greece/Rome/India/China | | |
| Lesson hook | What would you do differently if you were in charge of a developing nation? | | |
| Suggested year level | Year 7 | Suggested age level | Suggested |
| Number of lessons | 1x 60min lessons, could be extended into a sequence. | Costs Involved? (detail below) | Yes |
| Author | You are free to copy, communicate and adapt this lesson plan which was created by Ben Lawless, Sita Fatchen and ACMI, licensed under a Creative Commons Attribution 2.0 . | | |
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| Subject/s | | | |
| <input checked="" type="checkbox"/> History | | | |
| Curriculum/Capabilities Alignment (VIC/AC) and Skills | | | |
| VCHHC097 | Sequence significant events in chronological order to analyse the causes and effects and identify continuities and changes | | |
| VCHHC098 | Describe and explain the broad patterns of change over the period from the Ancient to the Modern World | | |
| VCHHC102 | Identify and explain patterns of continuity and change in society to the way of life | | |
| VCHHC104 | Evaluate the role and achievement of a significant individual, development and/or cultural achievement that led to progress | | |
| VCHHK109 | How physical features influenced the development of the civilisation | | |
| VCHHK112 | Causes and effects of contacts and conflicts with other societies and/or peoples, resulting in developments such as expansion of trade, colonisation and war, and spread of beliefs | | |



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| Game used | <i>Sid Meier's Civilization VI</i> | | |
| Game play required? | During class | | |
| Classification | Console | Internet Required? | Cost (RRP) |
| PG | Sid Meier's Civilization VI: played on a macOS or PC | Yes | \$89.95 when not on special, or play free demo – downloadable on Steam |
| Important note about game classification | | | |
| As classifications can change, teachers are responsible for checking the latest videogame classification and suitability for their class age group. Please visit https://www.classification.gov.au/ and https://www.commonsense.org/education/ to guide you. | | | |
| How are games used by students in the lesson? | | | |
| <input type="checkbox"/> Watchers – observing, analysing and evaluating. Learning about the world and ourselves through understanding the impact of games culture and industry. <input checked="" type="checkbox"/> Players - learning by playing videogames - learning things applicable to life outside of (and in) the game e.g. flight simulators, esports, etc. <input type="checkbox"/> Makers - learning through making games (coding, creative production, teamwork, leadership) <input type="checkbox"/> Explorers (Minecraft) – imaginative, self-directed, exploratory/sandbox learning. Shining through play. | | | |
| eSafety considerations | | | |
| The multiplayer mode includes a chatroom function, however for the purposes of these lessons, students will play the individual mode. | | | |
| Technical notes | | | |
| Internet required and macOS or PC with game purchased and loaded on devices. Have a projector or screen to watch the opening video and perhaps tutorial on founding the initial city with the class. | | | |



| Prior knowledge/skills (Required/Recommended/References) | |
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| Low skills required for <i>Sid Meier's Civilization VI</i> | |
| Student Outcomes | |
| Learning goals | KNOW: Major time periods in history and how societies progressed over time. |
| | BE ABLE TO: Describe elements that helped civilisations to survive as well as what made certain groups vulnerable. |
| | IMPROVE: Their historical analysis skills by being able to critically assess choices made made by nation leaders and the possible motivations behind them. |

| LESSON SEQUENCE | |
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| Prep & introduction activities | <p>Tuning in: Ask students to look out for historical elements as they watch the introductory cut scene on the class projector</p> <ul style="list-style-type: none">• What historical periods did you recognise? How?• What historical artefacts / people / buildings etc did you see that made you know it was that time in history? <p>Break into 5 small groups and nominate a group to each play as these ancient civilisations: Egypt, Greece, Rome, India and China.</p> <ul style="list-style-type: none">• What is the geography like in this part of the world?• What do you know about the history of this civilisation?• What are some strengths and challenges you anticipate playing as this nation? |

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| Main lesson activities | <p>Start new game using the following settings as a recommendation:</p> <ul style="list-style-type: none"> • Select one of 5 leaders • Game difficulty: Group can select depending on their experience. • Game speed: Online • Map type: True start location Earth <p>Read intro screen about chosen leader. Group discussion questions:</p> <ul style="list-style-type: none"> • What do we know about the leader from reading this? • Why would the features and abilities be good for a civilisation? <p>Go into first screen and decide where to place home capital city. You might like to watch this short video to help guide students who are new to the game.</p> <ul style="list-style-type: none"> • Introduce that as you play, the game records achievements, challenges and growth on a scroll as a way of capturing history, so we will do the same in groups using our history books, starting with the founding of the initial city. • Heads up that we will share our 'histories' at the end of the class. • Get students to describe the capital city using geographical language (N/S/E/W, inland/coastal) the location where this civilisation started, as well as any resources they can see close to their city. <p>Play the game for approximately 30 minutes, depending on how groups went with setting up their game. Groups record achievements, technologies, civics, exploration, conflict and growth as they go along.</p> |
| Reflection activity | <p>Each group presents their historical account of their first 30 minutes of playing the game.</p> <p>Class discussion questions:</p> <ul style="list-style-type: none"> • What were some similarities and differences between the groups? • Why do you think that different groups made different choices? • How historically accurate do you think Civilisation 6 is? |
| Differentiation: modification, extension and inclusion notes | <p>Modification: Form mixed ability grouping to ensure a confident writer is included in each group. Groups less familiar with the game could play on easier difficulty mode and make use of the in game assistant to help guide them.</p> <p>Extension: Groups who are familiar with the game could play on a higher difficulty level, write justifications for their choices in their group histories, as well as endeavour to make choices which align with historical accuracy.</p> |



| Student Homework/Further Work |
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| Read about the civilisation you chose online. What aspects were similar and different to your experience of playing as that nation? |
| Assessment |
| Student contributions to class discussion, student contributions to historical records, student group participation and collaboration. |

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