The Global Age
World History from 1450-1770

Time Allotment
Ten 50-minute class periods

Overview
Playing the commercial computer game, Civilization III (Windows PCs only), students learn about the first global age, between the years 1450 and 1770. Students play as the Spanish, Ottomans, Mali, or Aztecs playing against 15 other civilizations: The Chinese, English, Spanish, Dutch, French, Iroquois, Aztecs, Incans, Indians (Moguls), Vikings, Russians, Germans, Portuguese, Ottoman or Mali. Students learn about the physical and political geography, technological advances, and global trade networks that mark the period. In addition to playing the game, students make maps and timelines to show how their civilization grew and to help them reflect on their game play. At the end of the unit, students present their analyses of historical questions to their classmates on posterboards, which can also be used for discussion and debriefing activities.

Grade Levels
Grades 6-12

Subject Matter
World History; Colonial Age; History of technology

Learning Objectives
Students will be able to:
• Identify the major empires, and key leaders of the era
• Describe connections between physical, cultural, and political geography, explaining how geography helped shape the political and cultural divisions that arose in the 15th – 18th centuries
• Identify and explain the significance of the technologies on the global trade network that arose during the period
• Analyze the importance of trade routes modern civilizations, describe the natural resources that were the basis of trade, and describe the global networks of commercial exchange that connected the world
• Analyze ways in which military technologies, particularly horse back units, affected the era
• Identify the underlying causal mechanisms driving history and identify how these same patterns affect modern life (i.e. technologies, trade networks, isolationism, natural resources)

Standards

History Standards:
From The National Center for History in the Schools
http://www.sscnet.ucla.edu/nchs/

• **Standard 1:** How the transoceanic interlinking of all major regions of the world from 1450 to 1600 led to global transformations.

• **Standard 2:** How European society experienced political, economic, and cultural transformations in an age of global intercommunication, 1450-1750.

• **Standard 3:** How large territorial empires dominated much of Eurasia between the 16th and 18th centuries.

• **Standard 4:** Economic, political, and cultural interrelations among peoples of Africa, Europe, and the Americas, 1500-1750.

• **Standard 5:** Transformations in Asian societies in the era of European expansion.

• **Standard 6:** Major global trends from 1450 to 1770.
Geography Standards:
From Mid-Continent Research for Education and Learning
http://www.mcrel.org

The World in Spatial Terms
1. Understands the characteristics and uses of maps, globes, and other geographic tools and technologies
2. Knows the location of places, geographic features, and patterns of the environment
3. Understands the characteristics and uses of spatial organization of Earth's surface

Places and Regions
1. Understands the physical and human characteristics of place
2. Understands the concept of regions
3. Understands that culture and experience influence people's perceptions of places and regions

Physical Systems
1. Understands the patterns and networks of economic interdependence on Earth's surface
2. Understands the patterns of human settlement and their causes
3. Understands the forces of cooperation and conflict that shape the divisions of Earth's surface

Environment and Society
1. Understands how human actions modify the physical environment
2. Understands how physical systems affect human systems
3. Understands the changes that occur in the meaning, use, distribution and importance of resources

Understands how geography is used to interpret the past

Media Components

Digital Computer Game:

2002-03 MASTER TEACHER KURT SQUIRE
Civilization III, developed by Firaxis, published by Infogrames Interactive. Civilization III is a turn-based strategy game where players can lead a civilization from 4000 BCE to the present. This lesson uses a custom scenario made by Kurt Squire, which is available from his Web site at http://cms.mit.edu/games/education/civilization/, and will soon be commercially available through Scholastic.

Web Sites:
Hyper History Online
http://www.hyperhistory.com/online_n2/History_n2/a.html

Hyper History Online is a set of hyperlinked online maps and timelines that trace the evolution of human society from antiquity to modern times. Recommended by the History Channel and The Discovery Channel, The Hyper History Project is unique in that it helps students see connections among events. Hyper History also has a companion book, The World History Chart, which can be ordered from the Web site and is highly recommended.

http://www.hyperhistory.com/online_n2/History_n2/contact.html

Prep for Teachers

1. The most critical thing to do in preparation is to be sure and play Civilization III for at least 8-12 hours on your own time before playing with the students. The game is very complex, and can take hundreds of hours to master. I suggest blocking out some time over a vacation to really dig into the game.

2. Install Civilization III on each student’s computer. You will need to give each student a copy of a saved game file to let them play on the historically accurate, custom scenarios. These scenarios can be found on my Web site at http://cms.mit.edu/games/education/civilization/. Download the saved games by right clicking on each game and saving it to your computer. The games need to be saved in the “saved games” folder (Where this folder is located will depend on what version of Windows you run). Generally, the game should be found in: C:Program Files/Infogrames

Materials
Days 1-4
• Projector
• Copies of Civilization for every computer (Windows only)
• Saved game files
• World History Chart

Day 5 (not in computer lab)
• Poster board
• Glue
• Ruler, markers
• Large paper (although 8-1/2x11 will do)
• Students’ log sheets and maps

Day 6
• Posters
• Online computer labs, to use http://www.hyperhistory.com/online_n2/History_n2/contact.html - if lab is not available, the World History Chart book will suffice
Interactive/Civilization III/Saves. You can find this folder by using Windows search feature.

3. Obtain a projector to display the game from your computer.

4. Make one photocopy of the student information packet for each student.

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**Day 1: Choosing a Civilization**

**Introductory Activity**

1. Demonstrate Game with projector
   - Show “map” screen
     - Move military units
     - Explain that Settlers build cities; build city
     - Explain that workers build roads, irrigate, and mines; build road
   - Show “city” screen
     - Build warrior to defend city
     - Build warrior to explore
     - Build city improvement (library, etc.)
   - Meet another civilization
     - Trade technologies, if possible
     - Make peace
   - Show Civilopedia.
     - Show students how to look up technologies
     - Look up geography bonuses (can also be done via a right mouse click).

2. Introduce log sheets. Provide a **FOCUS FOR MEDIA INTERACTION** by telling students to take notes on all major events from their games; they will use these to create timelines later. The log sheet also engages them in reflection activity to help them learn the game quicker.

3. Give students a new map. Provide a **FOCUS FOR MEDIA INTERACTION** by having students fill in the map as accurately as they can.
Learning Activities
1. Suggest that students try to meet as many civilizations as they can, forming alliances, trading technologies, and adjusting their global map accordingly. Trading with other civilizations will help them understand what

2. Discuss what students are learning so far.
   • What is surprising about the game so far?
   • Who seems to be the most powerful?

3. If students have not completed their maps, they may use their textbook, the websites, encyclopedias, or atlases to get up to speed.

Day 2: Geography and Civilizations
1. Introduce today’s activity: Learning more about the simulation model.

2. Open game for demonstration.

3. Open city screen. Show food icons on resource window. Click on different squares to see which ones get more food, which ones less. Show effects of irrigation by contrasting an irrigated square with a non-irrigated square. Show trade, contrasting roads with non-roads. Talk about trade along waterways.

4. Introduce other game variables, connecting to yesterday’s culminating activity
   a. Food → Affects population growth → Improved by irrigation
   b. Commerce → Affects Gold, Science, Luxuries → Improved by roads
   c. Resource Production (shields) → Affects building → Improved by mines
   d. Cultural influence → Affects borders → Improved by city improvements
5. Show students how to right click on a square to find out more information about that land type.

6. Explain concept of luxury and strategic resources
   a. Show how they can be traded.
   b. Using Aztecs as an example, explain that they cannot build horsemen because they have no horses.
   c. Discuss other luxury resources.

7. Review log sheet which provides a focus for students’ play by helping them reflect on their activities. Tell them to carefully record all major game activities.

8. Provide a **FOCUS FOR MEDIA INTERACTION** by mentioning that the goal for the day is to learn more about what natural resources their civilization has and lacks.

9. Pass back maps as students play. Tell students to mark all cities from all civilizations on map.

10. End class five minutes early to discuss any difficulties that students are having.

11. Provide a **FOCUS FOR MEDIA INTERACTION** by reminding students that their goal will be to make a poster on their civilization.

**Culminating Activity**

1. Homework for the evening is to locate a map of their civilization in 1750 and answer the questions: How is it different than their game? Do they think that they can do better than their civilization did? What strategies do they have?

**Day 3: Government, Religion, Happiness, and Technology**

**Introductory Activities**

1. Project game for demonstration and answering questions. Ask students if they are having difficulty with any portions of game.
Review any game concepts that are giving students difficulty.

2. Click on Civilopedia. Remind students that they can look up any concept they like in the Civilopedia. Look up government types. Read about despotism.

3. Have students look up what government they are in, and let students read off information about their governments, so that each one is covered by at least one student.

4. Click on Domestic Advisor. Show students how to adjust tax rate and luxury rate.

5. Open city screen to show students how to create entertainers. Some students may have problems with cities in civil disorder by now. Explain that the player is a chief of their tribe, and they need to help keep their people happy. Explain that happiness is shown by the faces at the bottom of the city screen. Turn one laborer into an entertainer by clicking on the laborer until he or she turns into an entertainer, producing a smiley face.

6. Show students how to build temples to make people happy.

Learning Activity

1. Remind students to record important events on their log sheet and mark down cities on their maps. Provide a FOCUS FOR MEDIA INTERACTION by challenging students to think of five ways that the game is realistic and ways that it is not.

2. Students play games, recording realistic and unrealistic events on their log sheets.

3. End class five minutes early to answer questions and discuss elements of the game that are particularly unrealistic.
Day 5: Comparing Civilizations

Introductory Activity
1. Project game for demonstration and answering questions. Ask students if they are having difficulty with any portions of game. Review any game concepts that are giving students difficulty.

2. Show students how to view the advisor screens and the city information screens. At the end of the day, they will need to record their population size, as well as any other information that they think helps describe their game.

Learning Activity
1. Have students find another student playing a different civilization. Have the students compare games and answer the two reflection questions.

2. Students play games.

3. Students fill out log sheet and mark on map any new information.

4. At the end of the game, they can retire, and learn more about how their civilization compared. Students can take notes on whatever facts they think are interesting.

Day 6: Technologies

Learning Activity
1. (TIP) Project game for demonstration and answering questions. Ask students if they are having difficulty with any portions of game. Review any game concepts that are giving students difficulty.

2. Call up science advisor. Take a quick informal poll of the class to see what technologies students are developing. On the board, compile the results. Discuss which civilizations seem to be ahead of the others. Why does this seem to be? What factors seem to contribute to a civilization’s rate of technological
progress?

3. Have students find another student playing a different civilization. Have the students compare games and answer the two reflection questions on their daily log sheets.

4. Students play games. Provide a **FOCUS FOR MEDIA INTERACTION** by having students fill out the log sheets and maps while playing.

5. During class, observe students’ games. Look for interactions that might illuminate social studies issues, such as entangling alliances, colonization, government corruption, or isolationism.

**Culminating Activity**

1. Discuss what parts of the game students perceive as unrealistic. Because students should be entering the 18th century, you should be able to discuss the fact that the game does not allow colonists to splinter off from a civilization. In other words, the game cannot model colonial revolution, or the disintegration of a government. A second example might be the game’s inability to model diseases well. If an Aztec civilization is doing well, you can discuss how disease ravaged Native American tribes.

**Day 7: Analyzing Games**

**Introductory Activity**

1. Ask the class for volunteers who would be willing to have their games projected. Based on your observations, project two to three different games to highlight different points. Examples might be the effects of being isolated on Aztec civilization, the Silk road in China, the global trade of the Ottoman empire, or the game’s inability to model smallpox.

**Learning Activity**

1. Discuss the nature of simulations. Distinguish between scripted events and simulated events. Show how the AI (artificial intelligence programming) is spontaneously reacting to players, or behaving in realistic (or unrealistic ways). Discuss the
differences between models and simulations. (Models illustrate ideas; simulations can be used to predict events).

2. Students play games. Use the log sheet to provide a focus for game play, as students analyze the game to see what events it predicts well and which ones it does not.

3. Students fill out log sheet and mark on map any new information.

**Culminating Activity**

1. Students pair up with another student and compare games and notes on what the game simulates realistically, and what it does not. For tomorrow, students are required to write one page on how they would change the game if they could.

**Day 8: Examining the Editor Civilizations**

**Learning Activity**

1. Open up the editing tool. Explain how the editing tool is used by designers to create scenarios such as this one.

2. Using the editing tool, edit the attributes of a civilization, add resources to an area, and build an island in the Atlantic. Ask students how the game would be different if there were islands in the Atlantic Ocean.

3. Have students open the editor. Allow them to edit their games in order to change any inaccuracies that they have identified.

4. After students have answered the reflection questions on the log sheet, they can finish their games.

5. At the end of class, discuss the changes that students made to their models, and if students thought that the model is realistic. Students may have expected greater differences in their model; explain how historical events are the complex interactions of several factors.
Day 9: Comparing Civilizations

Culminating Activity
1. Pass out poster boards, and timeline materials (rulers, markers). Announce that students will be making poster of their civilization. Poster will include:
   - Timeline of their civilization, including 15 major events.
   - Three maps of their world. One at 4000 BCE, one at a date of their choosing, and one at the end of the game
   - One page describing how their civilization evolved differently from history.
   - One page on the insights they gained about history through playing the game.

2. Students playing the same civilization may want to work near each other to discuss ideas. Encourage them to compare and contrast their games.

3. OPTIONAL: This work could be done as homework, and the class period could be used for discussion.

Day 10: Comparing Civilizations

Culminating Activity
1. Students divide into groups, according to what civilization they played (Egyptians get together, Babylonians get together).

2. Students prepare a five minute presentation on their civilization. Students report on what they learned about that civilization through playing the game. Presentations should cover:
   a. Geography, including luxuries
   b. Politics, including other rivaling civilizations
   c. Brief history of the civilization – where they were and for how long.
   d. How their games differed from history, and why they think this was true.

3. Using Hyper History (www.hyperhistory.com/online_n2/History_n2/a.html), they
look up their civilization, and examine how their games differed from history.
  
  a. How were the borders similar or different?
  b. Were there similar wars or struggles over resources?

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**Cross-Curricular Extensions**

**History of technology:**
Students might use the Civilopedia to examine the history of technologies. As a class, make a timeline of where each invention came from, and in what year it started. Using butcher’s paper, have each student choose five to six technologies to research. The class could also make a Web site with this same information.

**Language Arts:**
Students write a history of their civilization. Using student’s timeline, describe the major events in the civilization’s history. What caused the major events, such as wars or revolutions? Using the retirement screen, find out facts like the average life expectancy or education level. Try to imagine what life was like for your citizens. Be sure to pick people from different social classes.

Write the front page of a newspaper from any ordinary day in your civilization. Imagine how your people might have felt toward you. Imagine their responses to your policies, wars, or their living conditions.

**History:**
What if? What if your game really was real? How do you think the rest of history might have played out? How might the rest of the world changed? Write a three page paper on the major changes in the world that would have happened as a result of events unfolding as they did in your game.

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**Community Connections**

**Where are they now?**
Although the ancient civilizations are long gone, the descendents of those early peoples still live on today – some maybe in your neighborhood! Have students find and interview someone
descended from the culture they studied. Find out how they look back on their heritage. Are they proud of their roots? Have they been to their home country? What is the landscape like? Are there ruins from these ancient times remaining? How long can they trace back their roots? Can they tell any family stories or traditions that might help you learn more about the culture? If you live in a big city, heritage or cultural centers may help you out.

You may also find someone in the community who studies this culture, or has traveled there extensively and may have pictures, slides, or stories from the culture to share.

Students might also use the Internet to find students from the civilization they are studying, who may be able to tell students more about the geography, history and culture of the land. Perhaps they have visited archeological sites, or have other pictures that they can share with students.
CIVILIZATION III STUDENT PACKET
THE FIRST GLOBAL AGE

KURT SQUIRE, MASSACHUSETTS
INTRODUCTION TO CIVILIZATION III

Overview
Civilization III is a turn-based strategy game developed by Sid Meier at Firaxis and published by Infogrames. You, the player, are the supreme leader of the civilization of your choice. You lead this civilization from the year 4000 BC to the present. In this custom made version of the game, you lead your civilization from 1450-1750. Can you survive this age of intense global competition? You decide what technologies to pursue, whether you will colonize new lands, or strengthen your domestic economy. Be careful: Diplomacy in this era will be critical to your success.

Winning the Game
In this version of Civilization III, you can win the game if you

• Are the first one to enter the modern ages. Discover the technologies that you need to enter the modern ages before anyone else and claim victory.
• Political Diplomacy. Get voted the head of the global council (a fictitious organization created for the game). To be a you must do all of the following:
  1. Have built the council.
  2. Control at least 25% of the world's territory.
  3. Control at least 25% of the world's population.
  4. If only one civilization is eligible, then the second candidate is the civilization with the largest population.
• Cultural Domination. Have 66% of the world's land surface within your borders. You will need to have a strong culture to do this.
• Conquest. A purely military solution: conquer the world, civilization by civilization.
  To win the vote, you will need to be popular with the other civilizations.

You can also make your own goals for the game. Maybe you want to play as the Ottoman Empire and take over the United States. Maybe you want to be the Aztecs and hold off European colonists. How you play the game will depend on what you think makes a civilization great. Several challenges you might consider include:

• How many cities can you build?
• How much technology can you discover?
• Can you build a strong culture?
• Can you build a powerful army?
• Can you make all of your citizens happy?
• Can you make your city rich?
CHOOSEING A CIVILIZATION

Think about what Civilization you want to play. Each one has different geographical advantages and challenges. In addition, the game gives each civilization a "natural strength" based on its culture. You might think of this as the game's way of accounting for the difference in values across cultures. Each strength one free Advance and one rules advantage as outlined below:

1. **Commercial** -- The center city squares of all cities produce extra commerce and less corruption.
2. **Expansionist** -- The civilization starts the game with a scout and can build more later. Barbarians are friendlier.
3. **Industrious** -- Workers complete tasks faster and the center city square of all cities produces extra shields in cities.
4. **Militaristic** -- It is easier to build military improvements (barracks, for example), and combat experience is gained more quickly.
5. **Religious** -- Civilizations do not experience periods of anarchy during revolutions, and religious city improvements (temples, for instance) are easier to build.
6. **Scientific** -- Scientific city improvements (like research labs) are easier to build and the civilization receives a free Civilization Advance at the start of every era.

**What is a Civilization**

“Civilization” is a loaded word. When people say something is civilized, they usually mean that it is cultured, refined. In this unit, we use the term “civilization” more loosely, meaning “settlements and cities.” When historians talk about the birth of civilizations, they usually just mean the start of cities.

**Barbarians**

The Chinese, Greeks, and Romans all thought that anyone different from them was non-civilized and called them barbarians. Barbarians were nomad hunters and gathers. They were illiterate and did not settle into civilizations. Many think that the word is biased toward Greek, Roman, or Chinese culture. The barbarians lived in most of Europe, including Germany, Russia, and France. Many Americans are surprised to find that for hundreds of years the “civilized” world was around the Mediterranean, including the Middle East and Africa. The English, French, or Germans would have been seen by “civilized” people as racially inferior. If there is a lesson to be learned from the barbarians, it may be that many cultures have treat anyone who is different as “barbaric,” but this may not always be true.

**Barbarians in Civilization**

In Civilization, Barbarian tribes inhabit every continent of the world and there are two types: Passive and Aggressive. Passive barbarians reside in small villages. When you send a unit into one of these villages, several things can happen -- some good and some bad. Possible results range from learning a new Civilization Advance to enraging the residents and having to battle them. Aggressive tribes also live in villages on the map, but they send out raiding parties to fight your units and pillage your cities and towns. By destroying a tribal village you can stop the raids from that village. But the survivors will move to a new site in explored or unexplored territory and begin raiding from there.
CIVILIZATION TYPES

AZTECS
The Aztecs were a race of nomadic warriors who migrated into the Valley of Mexico during the 12th century. The Aztecs took on some aspects of the Toltec civilization they encountered, and in 1325 they built their capital, Tenochtitlan, on two islands in Lake Texcoco. At first a group of elders ruled, but towards the end of the 14th century they elected their first king: Tennoch (1349-93). Around 1430 the 3-city league of Tenochtitlan- Tezcuco-Tlacopan was formed to gain political control. In a series of bloody campaigns the league subjugated neighboring tribes and made them vassals until the empire stretched from the Gulf of Mexico to the Pacific Ocean. The Aztecs had to put down repeated revolts of the tribes in the outlying areas, an effort which drained the strength of the kingdom and weakened its capacity to resist the European invaders in 1519. (from Hyperhistory.com)

THE OTTOMANS
The Ottomans are one of the greatest and most powerful civilizations of the modern period. Their moment of glory in the sixteenth century represents one of the heights of human creativity, optimism, and artistry. The empire they built was the largest and most influential of the Muslim empires of the modern period, and their culture and military expansion crossed over into Europe. Not since the expansion of Islam into Spain in the eighth century had Islam seemed poised to establish a European presence as it did in the sixteenth and seventeenth centuries. Like that earlier expansion, the Ottomans established an empire over European territory and established Islamic traditions and culture that last to the current day (the Muslims in Bosnia are the last descendants of the Ottoman presence in Europe).

The Ottoman empire lasted until the twentieth century. While historians like to talk about empires in terms of growth and decline, the Ottomans were a force to be reckoned with, militarily and culturally, right up until the break-up of the empire in the first decades of this century. The real end to the Ottoman culture came with the secularization of Turkey after World War II along European models of government. The transition to a secular state was not an easy one and its repercussions are still being felt in Turkish society today; nevertheless, secularization represents the real break with the Ottoman tradition and heritage.

(Taken from Washington State University’s World Civilizations site http://www.wsu.edu:8080/~dee/WORLD.HTM)

CHINESE
The Chinese are one of the oldest civilizations on Earth and probably the first to develop a unified “identity”. China is surrounded by oceans and mountains, so it was isolated for thousands of years. The Chinese developed their own language and many unique technologies, such as gunpowder.

ROMANS
The Romans (now in Italy) rose to power around 500 BC. Their empire covered the Mediterranean for centuries. They borrowed many ideas from the Greeks. Roman philosophy, art, and religion were also an important part of Western Civilization.
Civilization Log Sheet Day 1

Name _________________________________ Date _______________________________

Civ _________________________________ Government __________________________

Starting Date ___________________________ Ending Date _________________________

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Civilization is made up of three main variables – or factors that drive your civilization. Can you name them? For a bonus, name the “Fourth” factor that we have not talked about yet.

1. ______________________  3. ___________________________
2. ______________________  4. ___________________________

What is the biggest thing that has surprised you so far?

What are your goals for your civilization in this unit?
Civilization Log Sheet Day 2

Name __________________________________ Date _________________________________

Civ __________________________________ Government ____________________________

Starting Date ____________________________ Ending Date ___________________________

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Natural resources are an important way to keep your citizens happy. What luxuries are found around your civilization?

1. Bonus Resources (like cattle, wheat, or gold) ___________________

2. Luxuries (Like gems, dye, silk): _____________________________

3. Strategic Resources (like horses or iron) __________________________

What is the biggest challenge facing your civilization?
Civilization Log Sheet Day 3

Name __________________________ Date __________________________

Civ ___________________________ Government __________________________

Starting Date _____________________ Ending Date __________________________

What parts of the game seem realistic?

What parts of the game seem unrealistic?

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Civilization Log Sheet Day 4

Name ________________________________ Date ________________________________

Civ ________________________________ Government ____________________________

Starting Date _________________________ Ending Date ____________________________

What were the biggest differences between your civilizations?

How does your geographical location affect your civilization?

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Civilization Log Sheet Day 5

Name ___________________________ Date ___________________________

Civ ___________________________ Government ___________________________

Starting Date ___________________________ Ending Date ___________________________

How have technological innovations affected your civilization?

So far, what are the biggest differences between your game and how history actually played out?

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Civilization Log Sheet Day 6

Name ______________________________  Date ______________________________

Civ ______________________________  Government ________________________

Starting Date ____________________________  Ending Date ______________________

What parts of History does your game predict well?

What are the biggest weaknesses of the simulation, in your opinion?

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Civilization Log Sheet Day 7

Name _____________________________________ Date _____________________________

Civ _______________________________________ Government _______________________

Starting Date _______________________________ Ending Date _______________________

What things did you change about the game?

Examine the “model” underlying the game. How would the game be different if science rates were doubled? Do you think the model should be changed at all?

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Civilization End of Game Log Sheet

Name ______________________________  Date _________________________________

Civ ________________________________   Ending Date ___________________________

Record the following statistics from your game:

Population Size ________________  Military Service ______________________

Literacy Rate __________________  Family Size _________________________

Pollution Level _________________  Manufacturing _______________________

Average life span _______________  Disease _____________________________

Describe the average citizen of your population. Is he/she rich? Poor? What do you think life is like in your civilization?

Would you want to be a citizen of one of your cities? Why or why not?