

7 Wonders: Overhead Map

You will be playing a game of 7 Wonders.

Rules of the Game

- In the game, your task is to collect resources and use it to build an army, buildings and stages of a Wonder for points, the player with the most points wins the game.
- The game consists of 3 stages (rounds), players are dealt a hand of cards and choose one card to play and hand the deck to the player beside you. Continue this process until there is one card left and discard it. Tabulate scores then start the next stage.
- Each player receives a wonder tableau from the 7 Ancient Wonders.
- Some cards provide resources, coins or points. Other cards require coins and resources to be built.
- You can purchase resources from the players beside you at a cost.
- Once a player has enough resources, a player can discard a card to built a stage of their Wonder tableau.
- Players can also build their army to receive or lose points based off the players' war tokens beside them.
- Players can also accumulate points by collecting cards that have science tokens.
- Refer to the rule booklet as you play the game.

Your Task

- After completing a full play through of the game, take a picture of the tableau with the cards that you played.
- Your project is to create an overhead shot of a city that includes 15 of the buildings that you played and the Wonder.
- Include a 600 word report on why you arranged your city in the manner that you did.
- This can be a hand made model or a drawing.

Considerations

- *What factors did you consider when placing buildings in different parts of the city?*
- *Remember to include the Wonder in your project. If you built part of it, ensure that your project reflects that.*
- *Consider creating a scale to ensure that the size of the buildings is reasonable.*

Check-Bric

Knowledge & Understanding All of the buildings are represented in the diagram/model (1 mark per building, 5 marks for the Wonder) Photos of the tableau of the game is included in the report that is legible to ensure that the proper buildings are represented in the project	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Application The model demonstrates the scale of each building (1 mark per building, 5 marks for the Wonder)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Communication Correct use of used spelling, grammar, syntax, punctuation and form in my report. The diagram or model is aesthetically pleasing.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Thinking & Inquiry The report uses geographic thinking on why they put buildings in certain parts of their city. I have completed a playthrough of the game.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Total	/55

Self-Evaluation: Please assign yourself a score by circling the level you feel you have achieved.

<u>Learning Skills and Work Habits</u>	Needs Improvement/Satisfactory/Good/Excellent
Responsibility <ul style="list-style-type: none"> I have completed all of my tasks on time 	N S G E
Independent Work <ul style="list-style-type: none"> I have come prepared to work on my project when given time. 	N S G E
Initiative <ul style="list-style-type: none"> I have sought guidance/clarification when necessary and helped my group as necessary. 	N S G E
Organization <ul style="list-style-type: none"> I have submitted all components of the project. 	N S G E
Collaboration <p>A. I have worked well with my fellow game mates and provided feedback for others' progress.</p>	N S G E
Self-Regulation <ul style="list-style-type: none"> I have used class time effectively to complete my project. 	N S G E

Teacher Considerations: Expectations

A. Geographic Inquiry and Skill Development

- A1. Geographic Inquiry: use the geographic inquiry process and the concepts of geographic thinking when investigating issues affecting ecumenes;
 - A1.5 use the concepts of geographic thinking (i.e., spatial significance, patterns and trends, interrelationships, geographic perspective) when analysing and evaluating data and information and formulating conclusions and/or judgements about issues affecting ecumenes
 - A1.6 evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues they are investigating
- A2. Developing Transferable Skills: apply in everyday contexts skills, including spatial skills, developed through geographical investigation, and identify some careers in which a background in geography might be an asset.
 - A2.1 describe ways in which geographic investigation can help them develop skills, including spatial skills and the essential skills in the Ontario Skills Passport (e.g., reading graphic texts, writing, graphing, computer use, use of spatial technologies, oral communication, numeracy, decision making, planning, management, finding information, problem solving), that can be transferred to postsecondary opportunities, the world of work, and everyday life
 - A2.3 apply the concepts of geographic thinking when analysing current events involving geographic issues

E. Changing Ecumenes

- E1. Quality of Urban Life: analyse interrelationships between urban environments and quality of life
 - E1.2 assess the role of planning (e.g., land-use planning, infrastructure planning, green- and open-space planning, transportation flow planning) in maintaining and enhancing the quality of life in urban communities