

## **Dixit: Social Science Assignment**

You will be playing a game of Dixit!

### **Rules of the Game**

- On your turn,
  - You choose a card from your hand and place it face down on the table and say a hint.
  - Other players will then choose a card from their own hand that corresponds to your hint. These cards are shuffled and placed face up on the table.
  - Players will then vote for what they think your card is. You will get a fixed amount of points as long as one-person votes for your card unless everyone votes for it.
  - Players whose cards got votes will also receive points
  - Tabulate the points and it is the end of your turn and it is the next player's turn
- The player who reaches 30 points first wins the game.

### **Your Task**

- Playing through the game gives you a good idea of the variety of the art portrayed on the cards.
- Create a magazine that covers national identity. Your magazine should examine anthropological, sociological and psychological concepts. Use various cards from the game to inspire you and connect those feelings to the 3 social science views to national identity. You should use at least 6 cards (2 for each strand).
- Each article must have at least one reference and uses appropriate terminology.
- Each article should be at least 400 words per article.

### **Questions to Consider**

- *What would an anthropologist say about the card?*
- *What would a sociologist say about the card?*
- *What would a psychologist say about the card?*
- *Which of the three social sciences does the card most relate to?*

## Check-Bric

<b>Knowledge &amp; Understanding</b>  I have effectively connected two cards for each of strands: <ul style="list-style-type: none"> <li>• Anthropology</li> <li>• Psychology</li> <li>• Sociology</li> </ul>	<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"/>
<b>Application</b>  I have made cultural connections between the cards played and national identity.  I have made psychological connections between the cards played and national identity.  I have made sociological connections between the cards played and national identity.	<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"/>
<b>Communication</b>  I have created a written passage to articulate each playing card with the three strands.  I have used appropriate anthropological, psychological, and sociological theories/terminology to develop my articles.  My magazine is presented in a logical, and fluid manner. All stories comprehensively contribute to the concept of national identity.	<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"/>
<b>Thinking &amp; Inquiry</b>  I have created an outline for each of my articles.  I have one pertinent reference for each of my articles.  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"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  <input type="checkbox"/>
<b>Total</b>	<b>/53</b>

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

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

### **Teacher Considerations: Expectations**

#### **A. Research and Inquiry Skills**

- A1. Exploring: explore topics related to anthropology, psychology, and sociology, and formulate questions appropriate to each discipline to guide their research;
  - A1.1 explore a variety of topics related to anthropology, psychology, and sociology (e.g., rites of passage, identity development, effects of social networking) to identify topics for research and inquiry
  - A1.2 identify key concepts (e.g., through discussion, brainstorming, use of visual organizers) related to their selected topics
- A2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
  - A2.2 locate and select information relevant to their investigations from a variety of primary sources
- A3. Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry;
  - A3.3 analyse and interpret research information
- A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.
  - A4.2 use terms relating to anthropology, psychology, and sociology correctly

#### **B. Anthropology**

- B2. Explaining Human Behaviour and Culture: use an anthropological perspective to explain how diverse factors influence and shape human behaviour and culture;
  - B2.1 explain, from an anthropological perspective, how various factors (e.g., physical environment, globalization, pandemics) influence and shape human behaviour and culture (e.g., technology, language, social structures, law, politics, religion and ritual, art)

#### **C. Psychology**

- C2. Explaining Human Mental Processes and Behaviour: use a psychological perspective to explain how diverse factors influence and shape human mental processes and behaviour;
  - C2.1 explain, from a psychological perspective, how various influences (e.g., heredity, environment, personality, identity, developmental stage, attachment) contribute to an individual's psychological development

#### **D. Sociology**

- D2. Explaining Social Behaviour: use a sociological perspective to explain how diverse factors influence and shape individual and group social behaviour;
  - D2.1 explain, from a sociological perspective, how diverse factors (e.g., social norms and expectations, social structures, social distinctions, socio-economic status, geographic location, physical environment, media coverage) influence and shape individual and group behaviour