

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

Knowledge & Understanding	
I have effectively connected two cards for each of strands: <ul style="list-style-type: none"> • Anthropology • Psychology • Sociology 	<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	
I have made cultural connections between the cards played and national identity.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I have made psychological connections between the cards played and national identity.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I have made sociological connections between the cards played and national identity.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Communication	
I have created a written passage to articulate each playing card with the three strands.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I have used appropriate anthropological, psychological, and sociological theories/terminology to develop my articles.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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"/>
Thinking & Inquiry	
I have created an outline for each of my articles.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I have one pertinent reference for each of my articles.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I have completed a playthrough of the game.	<input type="checkbox"/>
Total	/53

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 magazine when given time.	N S G E
Initiative <ul style="list-style-type: none">• I have sought guidance/clarification when necessary.	N S G E
Organization <ul style="list-style-type: none">• I have submitted all components of the magazine.	N S G E
Collaboration <ul style="list-style-type: none">• I have worked well with my fellow game mates and provided feedback for others' progress.	N S G E
Self-Regulation <ul style="list-style-type: none">• I have used class time effectively to complete my magazine.	N S G E

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