

ANCIENT AGE – VEGA Teaching Scenario



Topic: Understanding Ancient Age – Babilon and Egyptian Culture.

Subject(s): History

Age / Grade: 12+

Short description of the VR game in this scenario:

[Discover Babylon](#) is an educational video game that is set in Mesopotamia. It focuses on writing, mathematics, literature, and law. This game targets ages 8 -14. It uses video game strategies and realistic digital environments to engage the learner in challenges and mysteries that can only be solved through delving into and understanding of Mesopotamian society, business, practices , and trade. This game is a good source to learn about history and historical concepts. The player will absorb historical information and become more familiar with museum and library resources. The player will navigate a series of different avatars throughout the game, with some being set in ancient Mesopotamia and the other avatar set in present time. The story of the game is that an archaeologist named Dexter had figured out a way to travel back in time and unknowingly altered the timeline for the worst. So it is your job to go back in time and fix it and find Dexter. The player will face different challenges. The game uses question and answer management tools to stimulate learning. This game doesn't have the best graphics but other than that game

Discover



will keep the player engaged and entertained. Discover Babylon is a good educational game that will keep you playing because of the good hands-on interaction, and accurate historical information that is incorporated into the game.

The game is divided into three periods of Mesopotamian history: The Uruk Period (3300-3000 BC) when writing was first developing; the Ur III period (2100-2000 BC), a time of great cities and central organisation; and the Neo-Assyrian period (1000-600 BC)

Introduction to the scenario

The aim is to work in depth on an ancient civilisation such as Babilonian or Egyptian civilisation and to learn more about it.

In this scenario, students will learn more about the Ancient Age. It is a traditional period, widely used in the periodisation of human history, defined by the appearance and development of the first civilisations that had writing, thus called "ancient civilisations". It has traditionally been the initial period of history proper, beginning with the invention of writing, preceded by prehistory. Some periodical schemes consider that there is a stage called "protohistory", between prehistory and the Ancient Age, defined by the appearance of the first civilisations without writing.

During the Ancient Age, hundreds of major civilisations emerged and developed on all continents, many of which generated products, institutions, knowledge and values that are still present today, from Sumer (4th millennium BC) and Ancient Egypt, through the ancient Vedic civilisations in India, ancient China, ancient Greece and Rome, the Achaemenid Empire in Persia, ancient South America, among many others.

The students will get a possibility to gain a visual perception of how everything is working together and they will be able to stay motivated. This assignment can easily be adjusted to all students.

Learning outcomes:

The students are able to:

- Understand the way of life in ancient civilizations. Specifically Ancient Mesopotamia
- Learn about Mesopotamian culture and compare with Egypt
- Get to know Mesopotamian and Egypt society
- Get to know Mesopotamian and Egypt agriculture
- Get to know the Mesopotamian and Egypt culture
- Get to know the clothing
- Get to know the Mesopotamian and Egypt religion

A selection of learning outcomes from the Spanish Curriculum

The ESO History curriculum is organised into different blocks. In this case, the contents belong to block 4: History.

- The first civilisations: Mesopotamia and Egypt.
- Notions related to historical time: chronological frameworks (millions of years, thousands of years, centuries), conventional ways of representing time, duration, simultaneous conventional ways of representing time, duration, simultaneity, change and succession

As for the evaluation criteria that adhere to these contents, they are as follows.

- Distinguish different time frames in Prehistory and Antiquity of the main processes of change by selecting the scale on the timeline used to represent them and showing the duration and simultaneity of the main processes of change. the scale on the timeline used to represent them and show the duration and simultaneity of these processes on one or more timelines. these processes on one or more historical timelines and maps.

This assessment criterion is related at a competence level to social and civic competences and to the competence of learning to learn.

With regard to the indicators of achievement related to the contents, they are:

- Distinguish different time frames in Prehistory and Antiquity related to the main processes of change (hominisation, formation of the first agrarian societies and ancient empires) when selecting the scale of the timeline (hundreds of thousands of years, thousands of years, centuries, etc.) used to represent them.
- Establishes chains of causes and consequences to explain the changes that led to the formation of early human societies of hunters and gatherers, agricultural societies, the emergence of religions, the creation of the first states and empires or the Greek and Roman expansions.

Students self-assessment rubric

This rubric is made to help understand what's important with games or any new media in general. An experienced teacher can run without, but this is to help new teachers to assess what's valuable.

The idea is that every ROW is just ONE variable (ex. recall, transfer. problem-solving etc.). You read the first column and give a 'grade'. The descriptions are just there to give a 'quality' if you need that.

Student evaluation rubric				
Knowledge content	1	2	3	4
Information recall	Student can't recall information covered in game	Student can recall some information covered in game	Student can recall most information covered in game	Student can recall all the information from the game well
Transfer	Student can't connect the information in game to information on books or in other medias	Student can transfer some information from the game to other medias	Student can transfer majority of information from the game to other medias	Student can connect the information in game very well to contents in other medias
Skills	1	2	3	4

Problem-solving	Student did not try to solve problems in game / during activity	Student was somewhat active in solving problems during the activity	Student worked rather actively on solving problems during class.	Student worked very actively on solving problems during class
Collaboration	Student was not able / willing to collaborate with others.	Student participated, but was not particularly active in collaboration.	Student was actively collaborating while working.	Student was very actively collaborating while working.
Creativity	Student did not actively consider / provide creative solutions to tasks or challenges	Student provided some creative ideas and solutions during the activity	Student actively considered / provided creative solutions to tasks or challenges	Student very actively considered/provided creative solutions to tasks or challenges
	1	2	3	4
Exercise completion	Student was not able to complete the tasks in the game	Student was able to complete some of the tasks in the game	Student was able to complete most of the tasks in the game	Student was able to complete all (or nearly all) tasks in the game
Engagement	Student was not engaged during the class	Student was slightly engaged during the class	Student was engaged during the class	Student was very engaged during the class

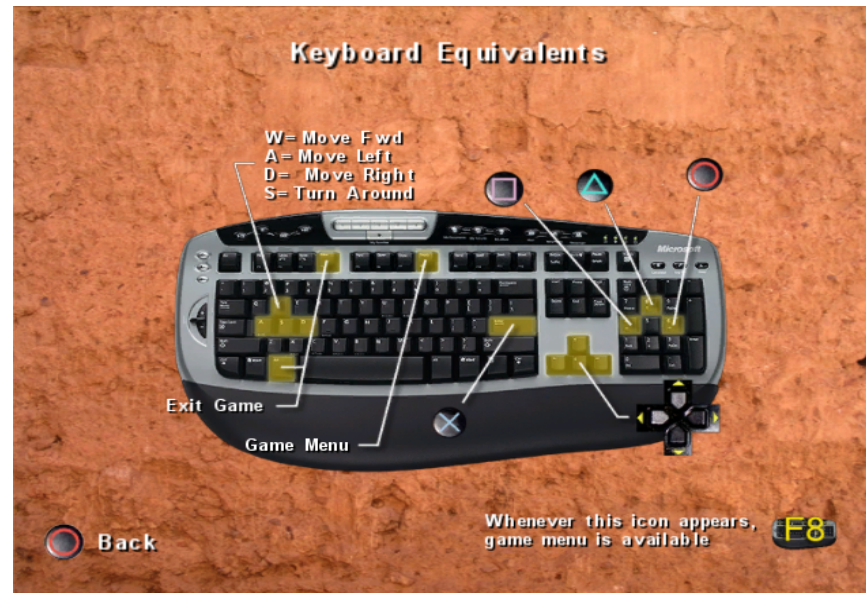
Formative assessment

Number of students: Duration (estimated time/number of lessons):

- 24 students (2 students/group)
- One lesson: 3 working days x 45 min

Prerequisites (necessary materials and online resources):

- Computer with basic configuration (game is from 2008)
- Download game from: <http://fas.org/babylon/>
- Visualize this Youtube videos to be familiar with game in classroom:
 - DISCOVERING BABYLON GAMEPLAY: <https://www.youtube.com/watch?v=WlqafevXOWY>
 - VISITING BABYLON – FIRST CITY: <https://www.youtube.com/watch?v=FTBHGfULSC8>
- Installing game and understanding key commands: **(IS MANDATORY THAT COMPUTER WILL HAVE A NUMERIC PAD (DESKTOP OR NOTEPAD))**



Before the program begins (preparatory work for teacher):

- Teacher will Introduce ancient civilisations in class. Dedicate a class to the introduction of the contents with audiovisual materials such as animation videos, documentaries, interactive games, etc.
- In class the students visualise the content of the following video: <https://www.youtube.com/watch?v=xVf5kZA0HtQ>
- Learn how basic functions work and how you use the controllers (make a manual for the controllers if the students haven't used them before)
- Create an assignment in Google classroom with project description and goals (the same task for three lessons)

All material the students need is included in the assignment

- Divide students into groups of maximum two student / computer

NOTE! Before use, check If any computer keyboard haven't a numeric pad

The main part of the scenario (number of lessons):

Part one (three lessons - 45 min)

Lesson 1

Following game instructions to solve a quiz that you find on the way, you should walk around Babylon, reading Text Boxes with information that you will need to answer questions in Key points.

1. Find the personal data assistant (PDA) to unlock the four information nodes in the museum. By collecting the nodes, your information score increases
2. Find a translation device. (This device, when implanted in your ear, will allow you to hear and speak the native languages of those around you)
 - They are hidden somewhere in the museum
 - Win 500 points

Clue for teachers: they are together in same area (near eastern art)

3. Find information about pottery

- Pottery: - most abundant material on most archaeological sites. Because pottery styles change over time, archaeologist can date pottery based on its shape and decoration
- Win 500 points

4. Find information about cylinder seals

- Cylinder seals: Are carved stone cylinders. When a cylinder seal was rolled on a written document, or a brick, or a lump of clay, the seal impression acted as a kind of signatures, proving that a document was authentic.

Clue for teachers: search in sculpture court area

5. Find information about clay tablet

- Clay tablet: The first written documents looked like this clay tablet. A written system called cuneiform (from the Latin meaning wedge-shaped) was used to write both the **Sumerian** and **Akkadian** languages) cuneiform was written with a pointed reed stick called a **stylos**, which was pressed into the clay to form distinctive wedge shapes.
- Win 500 points

6. Find professor dexter' office

7. Find 3 books that Professor Dexter has lost.

- book 1- the ancient city of **Ur** (tell **Al-mugayyar**) was founded around 4700BC. Throughout its history, it was a center for the worship of the moon God, **Nanna**.

8. Find info about Ziggurat

- Ziggurat were stepped platform on top of which sat a temple to a particular god. Although temples on top a single platform appear in the ancient near east as early as around 5000 BC, the first true ziggurats were constructed by **Ur-nammu**, king of the third dynasty of Ur around 2100 BC
- Win 500 points
- Book 2. The ancient city of **Kalhu** (now known as tell **Nimrud**, and referred to in the bible as **Calah**) had been a small, provincial city until it was chosen by **Assyrian king Assurnasirpal II** to be his capital
- Book 3 - the ancient city of **Uruk** (now known as **Warka**) was occupied for approximately 5000 years, from 4700 BC until 300 AD. The people of ancient Mesopotamia believed **Uruk** was the first city in the world, and the home of the great mythological hero, "Gilgamesh"

9. Find the near east art gallery

- Locate seals for each book

10. Time machine (initiate time travel)

- You've obtained the navigational sphere. The navigational sphere will help you to navigate between different time periods and places in the past.

11. Travelling back to 3100 BC -

- You are twelve years old, a scribal student named **Taribi**, and today is the first day of school.

12. Find your school supplies

13. Find scribal school

TEACHER GLUE. (Follow the kids)

12. Made lentil porridge before the teacher's death.

- The analysis of **Sasag's** illness reveals that you will need to create a substance like lentil porridge before his health fails.
- Recipe: lentils, butter oil and fish (in this order)

13. Find the marketplace and interact with the local townspeople to obtain the ingredients. You have been given a length of wool to use for trades.

Clue for TEACHER:

Exchange 1 wool vs 3 grain (last farmer)

Exchange 1 grain vs 1 fish (before last farmer)

Exchange 1 grain vs 1 oil (third farmer from the end)

Exchange 1 oil vs lentils (before last farmer)

14. Find a bevel-rimmed bowl to mix the porridge

Bowls were used in Mesopotamia around 3100 BC. Archaeologists call these bowls "bevel rimmed bowls" because the term "bevel" describes the flat, angled shape of the rim of the bowls.

15. Return to the scribal school before **Sasag** perishes.

16. Find the tablet that **Sasag** mentioned.

17. You will need to decode it

Find the correct name with symbols on the left.



It was used to record the amount of flour that different workers received as their wages more than 5000 years ago.

18. Collect all info point around City

After 3 days playing, the teacher starts an internal discussion with students asking about several parts of the game to understand, comparatively, how life was.

Debrief with students in the end of the first lesson

- What did you learn that you didn't know before?
- Select a topic to develop in depth with your team: agriculture, wear, food, dayliving,...
- Search and collect information and material about the topic
- Prepare 1 infographic about a topic developed.
- How does the cooperation in your group work?

Summative assessment:

Grades 5-10	5	6	7	8	9	10
Activity and engagement	The student has had challenges to get the task finished. The student hasn't shown signs of engagement neither at school nor at home.	The student has only occasionally shown interest in the work and has had difficulty finding motivation.	The student has mostly shown interest in the work both at home and at school.	The student has shown interest and commitment to the work both at home and at school.	The student has shown great interest and commitment both in lessons and at home.	The student has shown great interest, responsibility and commitment both in lessons and at home.
The overall picture of the work when completed.	The student misses several parts of his work and several points are not checked in the list.	The student lacks several parts of the checklist in his work.	The student lacks certain parts of the checklist, but it is largely complete.	The student has done all the parts on the checklist.	The student has done all the parts on the checklist and you can see that the student has made an effort to include	The student has done every single part on the checklist and it can be seen that the student has processed the content.

					all the parts.	
Content application	<p>The infographic is presented with incomplete information.</p> <p>The structure is not clear, mixing concepts and ideas.</p> <p>Photographs do not describe or support the content.</p> <p>The oral presentation is brief and even incomplete.</p>	<p>The infographic is presented with complete information.</p> <p>The structure is diffuse but concepts and ideas are differentiated.</p> <p>Photographs provide little support for the content.</p> <p>The oral presentation is brief.</p>	<p>The infographic is presented with complete information.</p> <p>The structure is clear where concepts and ideas are differentiated and presented in a coherent order.</p> <p>Photographs support the content.</p> <p>The oral presentation is of good length and clarity.</p>	<p>The infographic is presented with the complete information and some references or additional data are added.</p> <p>The structure is clear where concepts and ideas are differentiated and presented in a coherent order.</p> <p>Photographs support and describe the content.</p> <p>The oral presentation is of good length and clarity.</p>	<p>The infographic is presented with the complete information and some references or additional data are added.</p> <p>The structure is clear where concepts and ideas are differentiated and presented in a coherent order.</p> <p>Photographs support and describe the content, forming a creative design.</p> <p>The oral presentation has a good length and clarity and is original.</p>	<p>The infographic is presented with the complete information and some references or additional data are added.</p> <p>The structure is clear where concepts and ideas are differentiated and presented in a coherent order.</p> <p>Photographs support and describe the content, forming a creative design.</p> <p>The oral presentation has a good length and clarity and is original.</p>

Images and captions	The student lacks pictures.	The student has few pictures and no captions.	The student has pictures but no captions.	The student has pictures with accompanying text.	The student has several pictures and descriptive captions.	The student has versatile pictures and descriptive and explanatory text.
Showing responsibility for the completion of the work. Cooperation and peer response	The student had difficulty cooperating with his group and did not listen to his classmates. The student did not give a peer response and did not take into account what the group gave in response.	The student had some difficulties in cooperating with his group and listening to his classmates. The student gave peer feedback without following the instructions. The student did not take into account the response given by the group.	The student mostly cooperated well with his group. The student received and gave feedback from his group almost always according to the instructions. The response was mostly constructive.	The student showed responsibility and mostly a good ability for cooperation. The student received and gave feedback from his group. The response was constructive.	The student showed evidence of good responsibility and a good ability for cooperation. The student gave a versatile response and took the response he / she received from his / her group into account.	The student showed evidence of excellent responsibility and an excellent ability for cooperation. The student made an effort to formulate himself in a constructive and valuable way for the task in order to help his group further in his work. The student received a response from his group and took it into account in his own work.

Skills	The student shows obvious shortcomings in the understanding of the subject.	The student shows some shortcomings in the understanding of the subject.	The student shows evidence of a certain understanding and some learned knowledge of the subject. .	The student shows evidence of a good understanding and has assimilated the most important content in the subject.	The student shows of an excellent understanding and has assimilated the most important content in the subject but lacks some knowledge.	The student shows evidence of an excellent understanding and fully masters the content.
Language learning/English	The student has big difficulties in learning the English words.	The student struggles with and has some challenges with the English words.	The student knows the most important concepts and words in English.	The student shows evidence of understanding most parts In English.	The student has a good understanding and has learned most of the concepts and knows all the words in English.	The student masters all concepts and words in English.
Content application	The infographic is presented with incomplete information. The structure is not clear, mixing concepts and ideas. Photographs do not describe or	The infographic is presented with complete information. The structure is diffuse but concepts and ideas are differentiated.	The infographic is presented with complete information. The structure is clear where concepts and ideas are differentiated and	The infographic is presented with the complete information and some references or additional data are added.	The infographic is presented with the complete information and some references or additional data are added.	The infographic is presented with incomplete information. The structure is not clear, mixing concepts and ideas.

	<p>support the content.</p> <p>The oral presentation is brief and even incomplete.</p>	<p>Photographs provide little support for the content.</p> <p>The oral presentation is brief.</p>	<p>presented in a coherent order.</p> <p>Photographs support the content.</p> <p>The oral presentation is of good length and clarity.</p>	<p>The structure is clear where concepts and ideas are differentiated and presented in a coherent order.</p> <p>Photographs support and describe the content.</p> <p>The oral presentation is of good length and clarity.</p>	<p>The structure is clear where concepts and ideas are differentiated and presented in a coherent order.</p> <p>Photographs support and describe the content, forming a creative design.</p> <p>The oral presentation has a good length and clarity and is original.</p>	<p>Photographs do not describe or support the content.</p> <p>The oral presentation is brief and even incomplete.</p>
Exercise resolutions	They produce an incomplete infographic and presentation.	They produce a complete infographic and a short oral expression	They produce a full infographic and a good length and fairly comprehensive oral presentation	They produce a complete infographic, including additional information and an oral presentation with a good length and very	They produce a complete infographic, including additional information and with a creative design. They deliver an oral	They produce a complete infographic, including additional information and with a creative design.

				complete content.	presentation with a good length, very complete in terms of content and very original	
Skills	<p>No attitude towards the activity.</p> <p>Distorts group activity.</p>	<p>Has a resolute attitude.</p> <p>Work on an individual basis.</p> <p>Does not show motivation in the activity.</p>	<p>Has a resolute and assertive attitude.</p> <p>Develops his/her role in the group.</p> <p>Work cooperatively.</p>	<p>Shows motivation in the activity.</p> <p>Has a resolute and assertive attitude.</p> <p>Develops his/her role in the group.</p>	<p>Shows motivation in the activity.</p> <p>Has a resolute and assertive attitude.</p> <p>Develops his/her role in the group.</p> <p>Works creatively.</p>	<p>Shows motivation in the activity.</p> <p>Has a resolute and assertive attitude.</p> <p>Develops his/her role in the group.</p> <p>Works creatively.</p>