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I. Sample Game:

In this section of the text, we will take the reader through a sample version of the game. We will explain the various graphics the player will see, and how to play the game as we go along. This portion of the text will include explanations of the following:

The Introduction:

- Entering your name
- Choosing an identity
- Getting a mystery (the aim of the game)

The User's Screen, which consists of the following:

- The Map, and Map Window
- Travel Tickets, and Travel Ticket window
- The Playing Window
- Town Square
- The Mystery Object Window

In this section we will talk the reader through the game. On the following pages this explanation will be accompanied by graphics from the game.

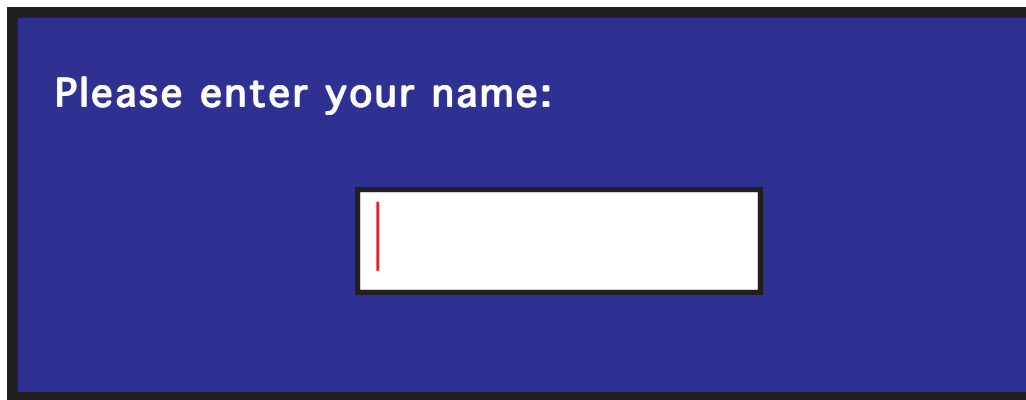
Each player starts by choosing an identity. Then, after learning a bit about their character, and place in the colony, someone approaches the player with a mystery to solve. All of the mysteries involve a missing item that the player must find. In each colony the player must answer puzzles and clues to receive a piece of the object that s/he has been sent to find.

The player then reaches the User Screen with the Map Window, the Travel Ticket Window, the Play Window, and the Mystery Object Window, where pieces of the missing object that the player collects will be stored. The player must pay attention to the map window. As the player moves from colony to colony, s/he will be given clues as to where to go next. The player must keep track of these clues. Once the player has solved the correct puzzle, s/he must choose one of three colonies to go to. The choices of colonies will be highlighted in pink. To choose one, the player must click on the appropriate colony on the map in the Map Window. If the player finds all five pieces of the mystery object before using all of the 9 travel tickets, then s/he will win the game and a place in the Hall of Fame.

Playing the Game

The first thing that the player sees is the welcome screen, which is pictured on the cover of this booklet. The player may exit this screen at any time.

Following the introductory sequence will be a screen which asks the player for his or her name. All the player needs to do is type his or her name, which will then appear in the white box, after the red line. When done, CLICK on the arrow.



Here, the user is invited to enter his or her name. This screen also has an arrow button which the students can press, once they have filled in their name. This allows the program to personalize each message to the player. Once the student has finished filling in his or her name, they reach the 'Identities' screen. In this screen, the player is invited to choose one of six identities to be while playing the game. After the player chooses a character (by CLICKING on the picture of that character) s/he will arrive in the character's home or shop, and will begin learning about what role his/her character played in Colonial Times.

A note on Design Decision:

We chose to have the students adopt identities instead of occupations so that we might be able to include a larger proportion of women and people of color. In Colonial Times, for the most part, women and people of color, no matter how significant their contribution to life in the colonies, were not recognized as having occupations. There were some exceptions to this, which might be an interesting topic for classroom discussion. The inequalities in Colonial America were real, and it is absolutely necessary that teachers talk about them with their students. We would have liked to do more of this, but the constraints of a game format were prohibitive.



After choosing an identity from the 6 choices, the player will be given a description of who s/he is, and what s/he does in the colony. After reading the screen, or reading and listening to the text on the the screen being read, the students will receive the following message:

“Suddenly, the door to your house flies open, and...”

At this point, a character will appear on the screen telling the player about something he or she has lost. This will be the mystery, or the object which the player must find in order to successfully complete the game.

At this point the game will begin, and the player will begin traveling throughout the colonies to find pieces of the mystery object. The screen which they will be seeing for the rest of the game will be the following:

A screenshot of a game interface. On the left is a map of Massachusetts with a yellow and green color scheme. On the right is a scene with a ship on the water and a church in the background. The text "Welcome to Massachusetts!" is at the top. A text box at the bottom right says "Everyone in Massachusetts had to pray in a Puritan Church!". At the bottom left are three question marks "???". At the bottom right is a button labeled "Click on a Ticket to Travel" with six ticket icons.

Welcome to Massachusetts!

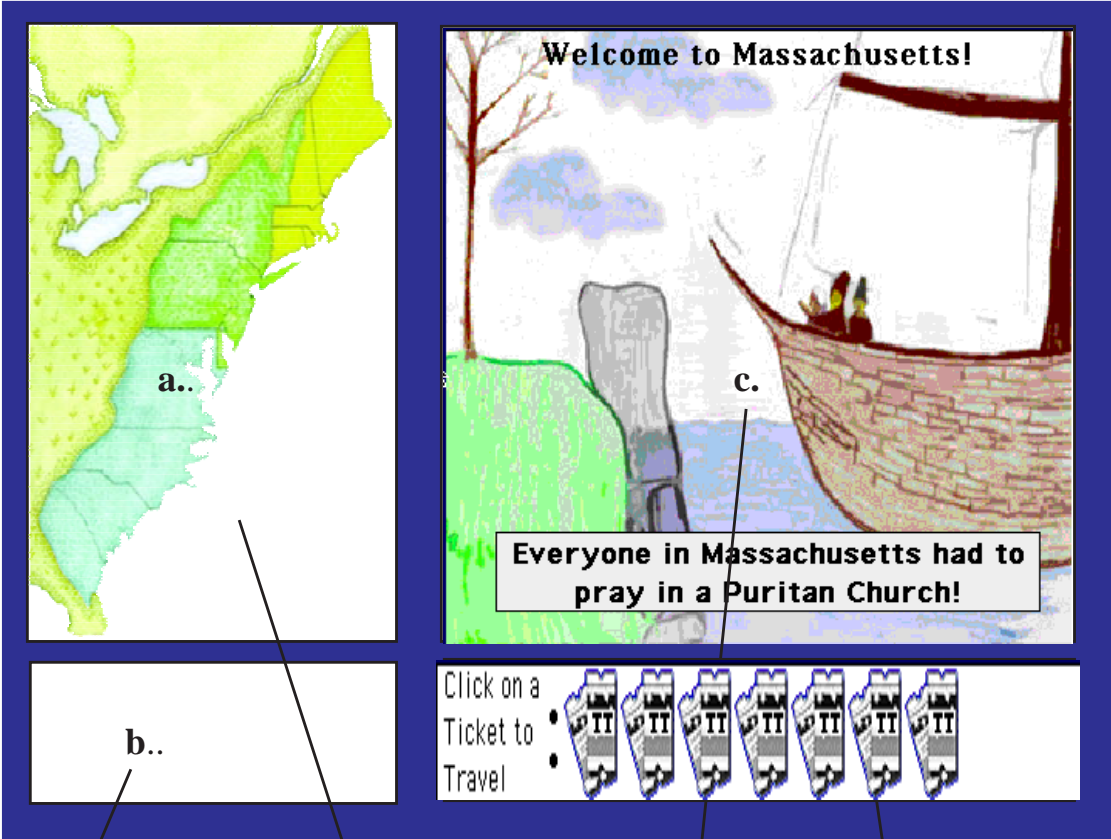
Everyone in Massachusetts had to pray in a Puritan Church!

???

Click on a
Ticket to
Travel



The User Screen

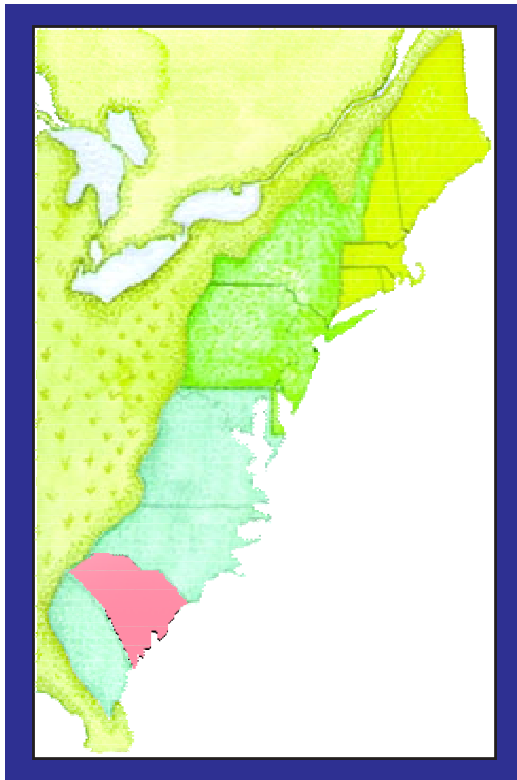


Mystery Object Box

Map Window

Playing Screen

Travel Ticket Window



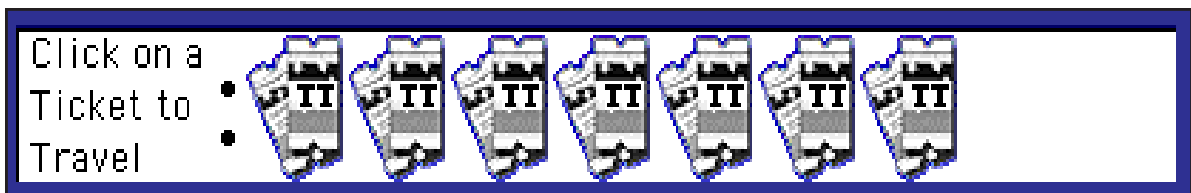
The Map Window

This map is color coded into **New England**, **Middle** and **Southern** Colonies, and the shapes of the colonies are accurate to colonial borders c. 1735. The map window is an important part of the game. When moving from colony to colony, the player may choose one of three colonies to visit. Each time the player must decide where to travel, the three choices of colonies will be highlighted as shown. To get the students more involved with the Map aspect, teachers might encourage students to keep track of which colonies they have visited in their journals. (see “Ideas, etc.” at the end of this text)



The Mystery Object Box

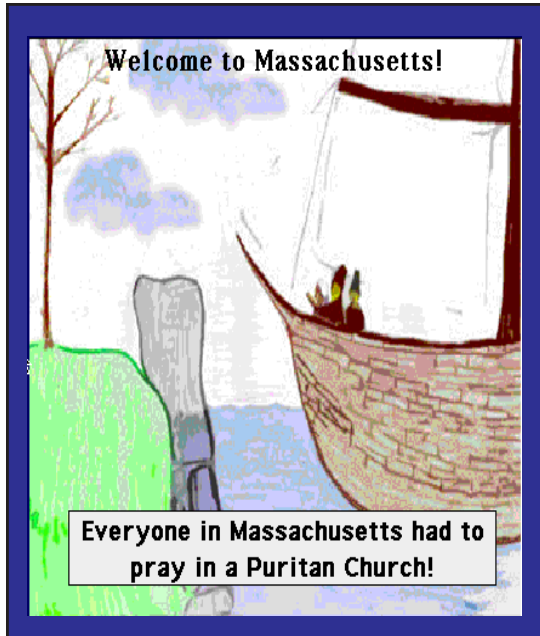
Each time the player goes to a new colony s/he may pick up a piece of the mystery object, which then appears in the box. If the player collects all of the pieces of the mystery object without running out of travel tickets, then the player wins the game.



The Travel Ticket Window

Each player starts the game with 9 travel tickets, which will appear in the travel ticket window, as shown above. When the player runs out of travel tickets, the game is over and the player’s character is stuck in a colony far from home.

The Playing Screen



Traveling

Once the player solves a puzzle, the player receives a piece of the mystery object and a clue as to where to go next. To travel from colony to colony the player must CLICK on a TRAVEL TICKET and then CLICK on the colony highlighted on the map in the Map window. If the player chooses to travel to a colony which is the wrong one, then s/he will have to use another TRAVEL TICKET to travel to the colony to which s/he was supposed to go. Each player only has a limited number of TRAVEL TICKETS and when s/he runs out of tickets, the game is over. Working with our sponsoring teacher, we decided to have a 'win/lose' scenario. The player will 'lose' if s/he runs out of TRAVEL TICKETS without having collected all of the pieces of the missing object. Students who finish the game will be entered into the Hall of Fame.

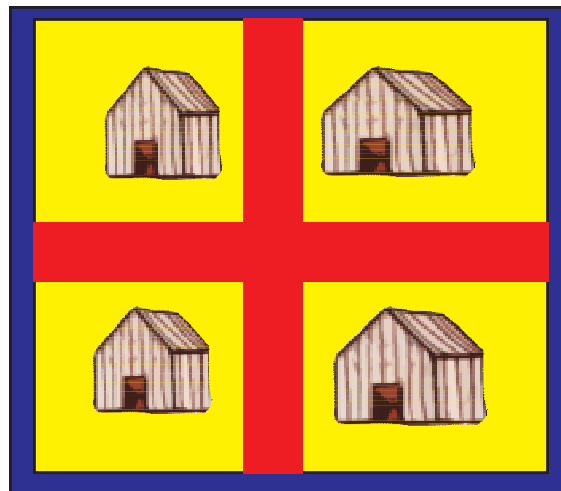
Welcome Screens:

As the player moves through the colonies looking for clues to solve the mystery, at each colony the player visits s/he will see a 'Welcome Screen' (pictured left). Each Welcome Screen contains a fact about that colony. The player should keep track of these facts, since the clues that are asked in the game are based on these facts.

The Town Square:

After reading and listening to the Welcome message, the player will reach a small village crossroads. While in the village, it would be a good idea for the player to ask some of the shopkeepers or townspeople if they have any information about the missing item. To talk to people, the player must CLICK on one of the shops or houses.

The townspeople are friendly, but they want to make sure you know your Colonial Americana. Before they give the player a clue as to where to travel next, or a piece of the puzzle, the player must answer a multiple choice question or complete a puzzle. The player may talk to as many people in the town as s/he wishes, and should keep track of the clues that s/he receives from each person s/he talks to. Also, the player should talk to as many people in the town as possible to ensure that s/he receives a piece of the mystery object.



II. Clue Appendix

The following is a list of Clues which we have used in the game. We have added this appendix so that teachers would be able to readily access and evaluate the content of the program.

Clues (*by colony*):

The New England Colonies

Massachusetts

- Go to the colony that Roger Williams left Massachusetts to found.
- Go to the colony that the Pilgrims started.
- The Puritan leaders of this colony expelled Anne Hutchinson for her beliefs.
- Go to the Northernmost Northern colony.
- Go to the colony whose first Governor was William Bradford.
- Go to the colony whose first settlers were the Pilgrims.
- Go to the colony whose main towns are Boston and Plymouth.

New Hampshire

- Go to the colony that is West of the northern half of Massachusetts.
- Go to the colony whose main town is Portsmouth.
- Go to the colony that is North of Massachusetts.

Rhode Island

- Go to the colony that Roger Williams founded in 1636.
- Go to the colony that was founded by people who were expelled from Massachusetts.
- Go to the colony that Anne Hutch went to after she left Massachusetts Bay.
- Go to the colony whose main town is Providence.
- Go to the colony with the first Jewish Temple in America

Connecticut

- Go to the colony directly west of Rhode Island.
- Go to the colony that Dutch Puritans started just south of Massachusetts in 1638.
- Go to the colony which was made up of two separate colonies, New Haven and Hartford.
- Go to the theocracy south of Massachusetts Bay.

The Middle Colonies

Pennsylvania

- William Penn settled this colony in 1682.
- Go to the colony where equality between women and men and religious freedom were practiced.
- Go to the colony whose main town in Philadelphia, the City of Brotherly Love.
- William Penn started this colony as a home for Quakers, but he extended religious tolerance to all.
- This colony tried extending equal rights to men and women.
- This colony is home of the first bank and the first library.

The Middle Colonies (cont.)

New York

- Go to the colony that was started by Peter Stuyvesant.
- Go to Manhattan Island.
- Go to the colony that was once called New Netherlands.
- Go to the colony that the Duke of York took over from the Dutch.

New Jersey

- Settlers from Connecticut started this colony in 1666.
- Go to the colony whose main town is Newark.
- Go to the colony that settlers went to after fleeing strict Puritan control in Connecticut.

Delaware

- Go to the colony that was started by Dutch and Swedish settlers.
- Go to the colony whose main town is Wilmington.

The Southern Colonies

Georgia

- Go to the colony that was started by James Oglethorpe for people who owed money in England.
- Go to the southernmost Southern colony.
- Go to the colony that was started in 1733 for debtors.
- Go to the colony whose main town is Atlanta.
- Go to the colony where King Tamochichi helped the settlers survive the first years of colonization.

North Carolina

- The first English settlers to America landed in Roanoke in this colony in 1585. They later disappeared. This colony would have been the first British colony if the first settlement there hadn't disappeared.
- Sir Walter Raleigh landed at Roanoke Island in this colony in 1585.
- In 1712 one large colony, named after King Charles, was split into two. Go to the one to the North.

South Carolina

- In 1712 one large colony, named after King Charles, was split into two. Go to the one to the South.
- Go to the colony whose main city, Charleston, was surrounded by high walls.
- Blackbeard the Pirate visited this colony in 1718.

Maryland

- Go to the colony whose main town is Baltimore.
- Go to the colony that was started by Lord Baltimore as a safe place for Roman Catholics.
- Go to the Southern colony that borders the Middle Colonies.
- Go to the colony started by Lord Baltimore.
- Go to the colony which was started as a safe place for Catholics.
- Go to the colony that was owned and run by Lord Baltimore.

Virginia

- Go to the colony where the first permanent English settlement started in Jamestown in 1607.
- Colonists first settled this colony as a fur trading outpost, but they ended up growing tobacco instead.
- Captain John Smith was head of this colony, and was saved by Pocahontas.
- Pocahontas' people lived in this colony where the Jamestown settlers settled in 1607.
- Go to the colony started by the Chesapeake Bay Company, led by Captain John Smith.
- John Smith, the leader of this colony, was saved from execution by Pocahontas.
- Williamsburg, in this colony, was the first Colonial Capital.

III. Project Goals and Challenges

We would like to take this opportunity to explain the context in which this program was designed. In this section of the text we will address the following questions: who was it designed for? What were the specific needs of the group for whom it was designed? What problems or challenges did we face in completing this game?

This program was designed over the course of a semester by four Brown seniors, Seth Goldberger, Pia Mukherji, Steve Owens, and Ericka Tucker, as the major assignment for CS92, The Educational Software Design Seminar. The Educational Software Design Seminar is offered jointly by the Computer Science and Education Departments at Brown University.

The impetus for our project came from Dianne Marahnas, a 3rd/4th grade teacher at the Vartan Greorian Elementary School in Providence, Rhode Island. She wanted a game that would motivate her students to learn or at least recognize some of the major figures, facts, and themes from Colonial American History (1585 - 1765). Ms. Marahnas's class consists of an energetic group of third and fourth graders, many of whom speak English as a second language, many of whom read below grade level. Because of the literacy limits of Ms. Marahnas's students, we decided to keep the content simple and to incorporate sound throughout the game. Because the sound is so essential to this program, the Clues, Welcome Screens, and Mysteries are not revisable by the teacher, as we had hoped. Actually, teachers may edit the clues, and mysteries, but they would not be able to change the sound component. So, if literacy levels are an issue, we recommend not changing the content of the Clues, Welcome Screens, or Mysteries.

In many ways the information in this product is very simple, and of an extremely limited nature. Why? We can answer that question by elaborating the goals of the project and the needs of Ms. Marahnas, our sponsoring teacher. The specificity and limited nature of the content in this game are functions of the specificity of the aims of Ms. Marahnas, and the level of student involvement with the content at this age and reading level.

Why limit the project usability by limiting the aims of the program to the aims of a single classroom teacher? We feel that instead of limiting the usability of the program, attending to the specific and unusual needs of Ms. Marahnas guarantees the usability of the program. It will be productively used in *that* classroom. Most software on the subject of Colonial America, or I should say including Colonial America, since there are no programs out there which focus exclusively on Colonial America, use advanced language and provide an overwhelming number of options and information for this grade level.

We have chosen a game format to present the Colonial Times content that Ms. Marahnas provided us with. Initially, in our software evaluations, we criticized the small amount of content in games like the "Oregon Trail" and "Where in the USA is Carmen Sandiego?". After taking into consideration the limited scope of the project and the demands of our users we decided that advanced content might be sacrificed, as the overall purpose of the project is to get students motivated and interested in Colonial America. We didn't want the motivating aspect of a game to be diminished by including details that would probably be too complicated for the students, and which would be extraneous to the Vartan Gregorian curriculum.

We think that Colonial Times is a fun way to introduce students to the world of British and Dutch Colonial America. We think that it can be used, along with worksheets and a variety of other classroom tools, to help students learn about Colonial Times.

IV. Classroom Ideas, Worksheets, Maps

No piece of successful educational software stands alone. Colonial Times can be a productive learning tool only if it is integrated, along with other classroom activities, into a comprehensive unit of study. We have added this section of the text to provide some ideas on how Colonial Times might be integrated into the classroom.

Characters:

One idea to integrate the game into classroom lessons would be to have the students to write stories or research what their characters' lives might have been like in colonial times. For instance, if the student chooses to be the Slave Woman, s/he might want to learn more about what slaves' lives were like in Colonial Times.

Colonies:

As students play the game, they visit a number of colonies. The Welcome Screens for each colony provide information about that colony. There is, of course, more information about each colony to be learned. On one of the worksheets at the end of this text we have provided a 'Traveler's Journal' which asks students to list the colonies they have visited and what they have learned about each. Using this worksheet while playing the game might help students to pay attention to this important educational aspect of the game and help them remember what they learn about each colony.

Teachers might also choose to have students write down (next to the Traveler's Journal Map) where they have travelled to, and what they learned about each colony. Teachers then might have students write a story about their adventures. Teachers might also use the travel aspect of the game to reinforce math skills by providing the students with an atlas and having the students calculate how many miles their trip through the colonies would have been.

Worksheets:

We have added worksheets to this text which teachers might find useful in planning activities to go along with Colonial Times. We added these worksheets with the hope that by using them teachers might be better able to integrate the program into their classes. Using these or other worksheets while playing the game yields a far richer educational experience than the game alone can afford. For more advanced students, the game and the worksheets might provide a jumping off point for further investigation into colonial times. As we mentioned previously, this game was written for a fairly specific group of third graders. In order for this, or any other piece of educational software to be profitably integrated into the classroom we believe that more is required than just playing the game. We have also included a large map which teachers can direct their students to use as they might. Teachers might have their students write the names of the colonies, or the major cities and towns, in the appropriate places. These maps and journals might also be provided to the students as they play the game as a way to reinforce the students' map skills.

Traveler's Journal

1) Who did you choose to be?

2) What did you need to find?

3) Which Colonies did you visit?

4) What did you learn about each colony that you visited?

5) Who did you talk to?

