****HIST 111

Livingstone

***Reacting to the Past:***

***Athens, 403 BCE***

Self/Peer-Evaluation Assignment

**Self-Evaluation:**

1. Using the rubric on the back, what participation grade do you believe you **earned** in the Athens game? Explain and justify your estimation in 2 or more sentences.
2. What is one thing that you did in the game that you are really proud of doing or getting accomplished? Why?
3. What is one thing that you wish you could have changed about how you played? Why?
4. If you could go back in time to the beginning of the game, knowing what you know now about the game experience, what piece of advice would you offer? What do you wish you knew then?

**Collaboration**

One purpose of the game is to help students to develop better collaborative and leadership skills. Part of this is identifying one’s own strengths and weaknesses in this regard while also realizing what makes an effective working group and what does not.

Some of the things that we as a class discussed as being important for a successful group project are as follows:

* Attendance
* Coming prepared
* Being open-minded and a good listener
* Helping each other
* Meeting outside of class to strategize and prepare
* Being organized

Answer the following based on the above requirements. Your answers should be in paragraph form (a minimum of 4 sentences each).

1. Why are these important behaviors in creating a successful collaborative experience? Use specific examples from your game to answer.
   1. What, if any, other behaviors would you add to that list? Why?
   2. What, if any, would you remove from that list? Why?
2. Consider in terms of the overall game, how would be rate your level of collaboration – excellent, good, average, poor or non-existent? Explain.
3. What is one specific positive collaborative behavior of yours that helped to make the game succeed? How does that trait contribute to the successful functioning of a group?
4. What is one specific collaborative behavior that you need to work on? Why? How is this important to a successful group?

**Peer Evaluation:**

1. Using the rubric on the back, evaluate the efforts of **at least 3** people in the game. Explain your rationale. This is your chance to give credit to someone whose good work may have not been noticed; conversely, this is an opportunity to call out someone who didn’t do his/her fair share. I’m especially interested in evaluations that consider what went on outside the classroom.

**Rubric for assessing class participation for Athens Game**

**(NOTE: Participation means speaking, not voting)**

**A range:** Attended all of the time. Participated frequently. Participation almost always addressed pertinent issues, and demonstrated a clear understanding of the dynamics of the game. Participation frequently or always integrated readings into the arguments made by the character, demonstrated a clear sense of the student’s “character” and the way that character would have reacted to game events. In general, convincingly demonstrated thorough understanding of the game and the readings.

**B range:** Attended most or all of the time. Participated frequently. Participation usually addressed pertinent issues regarding the game. Readings not always integrated into the arguments made during the games, or didn’t always demonstrate complete understandings of the readings.

**C range:** Attended most or all of the time. Participated reasonably often, but participation indicated lack of complete understanding of the game and seldom cited readings OR participated occasionally, but in ways that demonstrated clear understanding of the course of the game and used the ideas of the readings successfully in addressing game issues.

**D range:** Attended most of the time, but seldom participated. Participation indicated little understanding of the game or of the readings upon which the game was based.

**F**: Rarely attended, said little, openly ignored game or game requirements.