In this lesson, students will examine the history of certain games, including the Rubik’s Cube.

Common Core Standards:

**CCSS.RST.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**CCSS.WHST.6-8.7** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**CCSS.WHST.6-8.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Objectives: Students will gain a cross-cultural understanding of the history of gaming.

Materials:

Variety of games, suggestions include: Mancala, Chinese checkers, traditional checkers, wooden brain teasers, dominoes, Rubik’s Cubes, parcheesi, Monopoly, Scrabble, etc

Optional reading:

*Mistakes That Worked, 40 Familiar Inventions and How They Came to Be*, by Charlotte Foltz Jones

www.YouCanDoTheCube.com
Procedure:

**Before class:**
- Familiarize yourself with how to play the various games you have available for the students.
- Make copies & cut apart the game cards and mix up the dates, games, and countries of origin. Can have 1 copy per student, per pair, or small group.

**Part 1: The History of Games (30 minutes +)**
1. Distribute game cards to individual students, partners, or small groups. Instruct students to match the dates with the games the country of origin, and arrange the dates in a timeline order.

2. You can give clues as the students are matching the dates-countries-games, or let students know which ones they have correct when they ask you to check their work. As a clue, you may consider showing pictures of the lesson common games to students. Historical photos may give clues regarding the country of origin and timeline.

3. After you reveal the correct dates and countries, students can create a timeline of the games and their origins and identify their origins on the world map.

4. As time allows, students may play as many of the games mentioned in the matching game as you have available in your classroom.

**Part 2: Rubik’s Cube History**
1. Look closely at the history of one or more of the games, such as the Rubik’s Cube. Students can research to develop a timeline specific to one game, write a summary, or prepare a presentation for classmates.
2. Make resources available to students to use for research purposes or review the materials
together as a class. Potential sources of information for the Rubik’s Cube include:

a. History of the Rubik’s Cube (article from Rubiks.com):
   https://www.rubiks.com/about/the-history-of-the-rubiks-cube

b. Stuff of Genius, Erno Rubik (video from HowStuffWorks):
   https://www.youtube.com/watch?v=KUb337oEGrl

c. How the Rubik’s Cube Became one of the Bestselling Toys in History
   https://www.youtube.com/watch?v=Y5tyCCEvSyY

3. Students can develop a timeline specific to events in the history of the Rubik’s Cube or researched game of their choosing.

Technology Connection:

Many of the games have online versions that can be played online:

- Senet - https://www.mindgames.com/game/Senet
- Mah Jong - https://www.mahjonggames.com/
- Backgammon - https://www.classicgame.com/game/Backgammon
- Checkers - https://www.classicgame.com/game/Checkers

Optional Follow Up / Extend the Lesson:

Examine the maps in which students marked the games from the matching activity.

- Ask: What continents did we not identify games from? (*South America, Australia, Antarctica*)
- Research to find games popular in countries that are part of these continents. (*Exception-you probably won’t find anything from Antarctica.*)

Students can learn about other familiar inventions from reading short excerpts from the book *Mistakes That Worked, 40 Familiar Inventions and How They Came to Be*, by Charlotte Foltz Jones
Notes to Teacher:

Many of the modern games are adaptations of ancient versions, so you may find alternate countries of origin and dates depending on which sources you reference.

If you want to make additional game cards, you may consider adding:
3000 BCE - Egypt - Ur
1100’s - China - Dominoes
1869 - United States - Parcheesi
1933 - United States - Monopoly

This lesson is an adaptation of “Introduction: Ancient Games and Puzzles Around the World,” originally developed by STEM.org™ for You CAN Do the Rubik’s Cube.

References:
http://www.checkershistory.com/
http://www.dominogames.com/domino-history.html
http://www.tradgames.org.uk/games/Mah-Jong.htm
http://www.sweetoothdesign.com/games-mancala
http://www.playchinesechessers.com/CCHistory.html
http://originalpeople.org/senet-and-the-history-of-chess/
<table>
<thead>
<tr>
<th>Year</th>
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<tr>
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<tr>
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<tr>
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<tr>
<td>1892</td>
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</tr>
<tr>
<td>1948</td>
<td>United States</td>
<td>Scrabble</td>
</tr>
<tr>
<td>1974</td>
<td>Hungary</td>
<td>Rubik’s Cube</td>
</tr>
</tbody>
</table>

Make copies and cut apart cards for each student or group of students.