Using Sid Meier’s Civilization in the Classroom
Lesson Plan 3, “100 Years in Rome”

Module: Development of Society from Tribe to Nation
Curriculum: Social Studies, Geography, History, Economics
Grade Level: 9-12
Estimated Completion: 2 class periods

GLEs/Standards Addressed:
SS:WH:12:4.5 -- Consider the relationship between weapons development and political or economic power, e.g., the horse-drawn chariot, gunpowder, or nuclear weapons.
SS:GE:12:4.5 -- Demonstrate how cooperation and conflict are involved in shaping the distribution of social, political, and economic spaces on Earth at different scales
ISTE NETS 3 - Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information
ISTE NETS 4 - Critical Thinking, Problem Solving, and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Objectives:
1. Students will be able to describe the relationship between military might and political power.
2. Students will be able to describe how cooperation, trade and economics may allow less powerful countries to thrive in the face of militarily powerful competitors
3. Students will demonstrate understanding of the complexities of balancing trade, military strength, knowledge and civics required in managing a thriving society.

Materials
- Computers with Sid Meier’s Civilization 4 installed
- Civilization pre-saved game “Romulus, King of Rome” installed
- Black/Whiteboard, Interactive Whiteboard or overhead display
- Civilization Log Sheet w/ appropriate binder (or digital copies saved to appropriate storage device)

Anticipatory Set – 10 minutes
Introduce examples of countries that are based on peace and cooperation (Switzerland) rather than on military and technical supremacy. Why do these countries evolve? What are the advantages and disadvantages? What keeps those countries from being taken over by others?

Gameplay – 30 minutes.
Each student or team should start the saved game “Romulus, King of Rome” and play the scenario for 100 game-years. (753to 653 BC). During the first class period, play the game by growing a single city and concentrate in developing peace, wealth and culture. Record your stats at the end of the game in the retirement screens. In the second class period, play the scenario again, but concentrate on developing military might and technology. Be aggressive; take over other cities and civilizations if possible.

Closure / Assessment – 10 minutes
At the end of each day’s gameplay, students should complete a Log sheet and record stats recorded by the “retire” option. Compare the two styles of gameplay. How did the game change? How did the other leaders react? Compare the retirement stats. What does this suggest to you? Which style of play has the best strategy for the long-term? Does this suggest any changes in how you might want to approach your strategy in the semester-long game?