

TIME-MACHINE MILLIONAIRE: GAMESHOW RULES & INSTRUCTIONS

Pre-Game Setup:

Each Thursday at the end of class, I will introduce the prompt for the following week's gameshow. It will be immediately uploaded to our course website, accessible under the "Handouts" tab. At that point, 10 students will sign up to play the following week's game. Once you agree to play, I will assign you a character. Try not to be upset if you are not assigned the character that best fits your personality: we often learn the most when we are forced to advocate a perspective that does not come naturally to us.

Contestants are expected to put in additional time in preparing for the show. This preparation is important to the success of the game, and it is the reason that I am allowing your participation to further your grade by up to 50 points. The time you invest in preparation is up to you, but generally I envision this being at least two hours. That time should be dedicated to the following tasks:

- a. Reviewing the week's central reading (if applicable to the prompt)
- b. Doing one of the additional suggested readings (on the Time-Machine Millionaire prompt)
- c. Spending some time on the internet reading about the character you have been selected to represent (if applicable)
- d. Outlining a few points that you think would be valuable to bring to the conversation.

Contestants are encouraged to role play. Act like your character; take some ownership of the role. If you are Elon Musk, you might do or say something impulsively to surprise the audience; if you are Frederick Douglas, you might consider standing and raising your voice, convincing us of your rhetorical skills.

On the day of the game, the contestants must do their best to show up to class early. The game show will begin right after class starts.

The Game:

On game day, the day's contestants should come to the front of the class and arrange their chairs in a semi-circle. The contemporary visitors will sit on the audience's right, and those from the past will sit on the audience's left.

I will introduce the game, which will last 40 minutes. Players will attempt to progress through four stages, allowing them the chance to earn the complete 50 participation points. There will be 10 minutes allotted to each stage of the game. The stages of the game are aligned with the levels of thinking described in Bloom's taxonomy.

Stage 1: Foundational Knowledge: Remember & Understand

Students signed up as present-day leaders will begin, taking 2-3 minutes to explain their current dilemma (*remember*). Time-travelers should ask questions to get more information and, having completed at least two questions, can summarize the situation (*understand*). Then the time-travelers take a turn to explain the relevant experience they have with such dilemmas. The contemporary leaders should then ask questions to gain more information. Completing these tasks within ten minutes will earn all contestants 20 points.

Stage 2: Higher-Level Knowledge: Analyze

To earn the next 10 points in the game-show, students must move on to Bloom's level analysis of analysis. Specifically the responsibility of the contestants here is to identify the similarities between the two historical moments and then distinguish them by pointing out what factors are different today, and where the historical perspectives needed to be modified or qualified.

At the beginning of Stage 2, the audience will be invited to log in to their Slack accounts and to begin making posts to our live feed. Slack will operate between Stages 2 and 3.

Audience members: your responsibility here is to further the discussion by broadening the contestants' perspectives or by swaying them towards one position or another. This can take different forms, such as:

- a) pointing out a factor that the contestants have not taken into account.
- b) quoting a relevant line from our weekly reading and using it to make a broader point (great way to get Slack points)
- c) mention potential consequences of one decision or the other
- d) asking specific historical figures to respond to a pointed question about the present situation

Stage 3: Higher-Level Knowledge: Evaluate

In Stage 3, turn to the projector screen and examine the comments and issues raised by audience members who have slacked in with quotes, comments, and questions. The contestants will be awarded points in this stage to the extent that they address these questions well and use them to further weigh the benefits and consequences of the various perspectives and possible solutions.

Stage 4: Higher-Level Knowledge: Synthesize

In the final stage of the gameshow, contestants are responsible for deciding on a solution to the contemporary problem. This can be a compromise (taking both perspectives into consideration), but it does not need to be. One side can convince the other of their position. But regardless, you must flesh out the solution. What concrete steps will you take? As you discuss these steps, try to connect back to the past as a rationale for your decision.

Once this is fleshed out, it means you have successfully navigated the entire game. All contestants will stand up and take a bow.

Post-Game:

Once the game has concluded, all players will return to seats in the audience. They will be all be awarded the same number of points, depending on whether they sufficiently addressed the issues at hand in each game stage.

Slack points will also be awarded to those in the audience that participated with quotes and questions discussed by the contestants. All points will be added to Canvas grades within 24 hours of the game show.