

# CO GAME Videogame Research

## General Information about the Game

### Name of the game

### Year of Creation

2008

### Description of the game

Betwixt Folly and Fate, an immersive 3-D role playing game that places players in 1774 Williamsburg as one of four characters:

Chloe, an enslaved house servant

Henry, a free black carpenter

Mary, a midwife's assistant

George, a young gentleman

In each role, players face the challenges of daily life in early America while learning about the social classes and customs of the time. For example, Henry, a free black carpenter, must find enough work as a journeyman to pay his mother's rent. As Henry seeks carpentry work and other tasks that come his way, the player learns about facets of ordinary eighteenth-century life as well as the opportunities and constraints facing a free black tradesman in 1774.

As players pursue their characters' goals, they explore a large portion of eighteenth-century Williamsburg, Virginia, roaming the streets and meeting people in shops, taverns, the Courthouse, and private homes. The town is populated with dozens of characters, including George Washington, Thomas Jefferson, and Patrick Henry. Players may also bargain for goods with shopkeepers and try their hand at several colonial games.

### Platform

Microsoft Windows

OSX

### Type of the game

RPG

### Website

<http://www.eduweb.com/portfolio-betwixt.html>

**Are there more institutions cooperating to the videogame development? Which profiles?**

The Colonial Williamsburg Foundation – historical expert

## BLOCK A. HERITAGE INTEREST

This part is for describing the heritage quality of the game.

### **Is there any distinctive heritage element?**

Yes

### **If yes, which are the different historical contexts (Who, when, where, why?) described.**

In 1774, King George III's largest, wealthiest colony was Virginia. And the largest city in Virginia was its capital, Williamsburg, with just under 2,000 residents. But some Virginians were growing upset over the latest policies of their government, the government of Great Britain. In a few short months, every colonist would have to decide whether rebelling against these policies was an act of folly or of destiny—of fate.

But in May 1774, few Virginians could imagine such a choice. Instead, the people of Williamsburg faced the choices and challenges of ordinary life. Yet even on ordinary days, the simplest choices can determine your future. The best decisions are made by those who know the difference between folly and fate.

### **Which are the main historical elements described?**

The students assume the roles of individuals from various levels of 18th-century Williamsburg society.

### **Are they rigorous or inspirational or simply scenarios for the development of the story?**

Rigorous

### **Which are the most interesting elements regarding COGAME framework, and why?**

Designing the historical background and the civic heritage scenarios. Using RPG as a form of education. Learning is well integrated; the experiential/first-person nature of the simulation brings historical details to life and may help kids absorb the content more readily. By exploring in-world objects and vocabulary words, kids help shape their character and the story's trajectory. Kids will be very engaged by the game's immersive feel and the ability to make their own choices while still learning about the time period. Still, between the difficult subject matter and the slower-moving style, don't expect that kids will choose this over pure entertainment titles.

## BLOCK B. EDUCATIONAL PURPOSE

This part is about collecting information about the educational sense of the game.

### **Age addressed by the videogame**

11 - 14, 15 - 18

### **Is there any link with the national educational levels? (Is the game addressed specifically to any pedagogical level? To some pedagogical activity?)**

Between Folly and Fate game is one component of Colonial Williamsburg's A Day in the Life program, which includes an eight-episode DVD series and teacher materials.

### **Which educational purpose has the game?**

Through role playing games Between Folly and Fate, in which they become virtual citizens of Williamsburg, Virginia, students and teachers can integrate a variety of skills with the study of eighteenth-century life in the colonies. The colonial town in the game is a recreation of approximately one-third of the Colonial Williamsburg Foundation's Historic Area.

### **Target addressed by the project (List: community, classroom, subrepresented groups, disadvantaged, etc.)**

Students and pupils from the age of 12. Subject: eighteenth-century life in colonial America.

### **Which are the main skills / knowledges / attitudes learned by using the videogame?**

Students will:

- Interact with an exciting portal to the past that fits today's learners, keeps them motivated, and helps them draw from prior knowledge
- Use gaming strategies in a virtual environment based on the daily lives of Williamsburg residents in 1774
- Explore how social class and customs operated in pre-Revolutionary War Virginia
- Build problem solving, sequence learning, deductive reasoning, and memorization strategies

## BLOCK C. VIDEO GAME DESIGN

This part is for collect information about video game design

### **Graphics (Which type of graphics are used by the video game?)**

3D graphic

### **What is the storytelling of the video game? (Which are the main narrative elements?)**

Through role playing, students create or assume a persona or character, take control, overcome challenges, use creativity, try new skills, and see the consequences of their decisions. In well-structured history-based learning games, students' success hinges on using both related historical knowledge and

gaming skills.

Tasks are what keep players moving through the game. Players receive tasks from other characters. These show up in dialog pop-up boxes, and are then listed in the lower-left Current Tasks list. Each task has a colored dot that corresponds to a dot on the map in upper-left, which indicates where in town the task may be completed. Players earn points for each completed task. These points are simply to help players track their progress and feel a sense of accomplishment.

Reputation show consequences of a player's choices throughout the game,

and help players to understand the importance of both in colonial society. Only Henry has a critical need for shillings, but all of the characters may see their reputations rise or fall. Players' choices influence their characters' outcomes.

Each player character has a critical path through the day. This path includes a number of ordinary tasks of daily life, a larger task for the day, a moral decision to be made, and a resolution to the day's events and decisions. The major goal for the day is usually revealed while completing the first few tasks. The major decision often crops up unexpectedly later in the day.

### **Is it future or past oriented? It is dystopian or utopian?**

Past oriented

### **Main characters (How many characters the player can choose? Describe them.)**

The main critical path/tasks of the 4 characters:

Chloe: As a slave, she hopes to obtain better work. She must also make a major decision regarding her brother Pompey.

Mary Hubbard: As a midwife's assistant, she hopes prove her abilities before the day is over

Henry Wells: As a free black carpenter, he must earn enough money to pay his mother's rent. He must also make a major decision about a lost pocketbook.

George Whitby: As a young gentleman, he is assuming the responsibilities

of a young plantation owner, and must decide how to protest Lord Dunmore's recent actions.

**Interactivity (What is the level of interactivity inside the game? Describe.)**

The students has to walk around town and talk to people they meet. Players should choose all dialogue options when talking to other characters—otherwise, key information and tasks may be missed. Some conversations will be short; others longer. Conversations are also based on social status and levels of interaction: for example, gentlemen have little to say to slaves but have several topics of conversation with one another. Use these differences to help students

understand the importance of social status in colonial America.

**Usability (Has the game a complex screen? Number of controls (keyboard, screen, Joystick...))**

The screen of the game is easy. It is need mouse (point and click).

**Accessibility (Is the game prepared for people with mobility or control disadvantages?)**

No

## BLOCK E. ASSESSMENT FOR CO-GAME

**Which are the elements you identify as relevans to be taken in mind for the development of the different IO for Co-Game?**

Historical Thinking: Cause and Effect

To understand the past, we need to examine what happened and why, and who supported and opposed change:

- Events have multiple causes, and some causes are more important than others
- Individuals shape historical events, but events are also shaped by larger political, social, economic, and environmental forces
- Just because one event happens before another event doesn't necessarily mean it caused it
- Actions can have unintended consequences

By playing the game and completing the accompanying lessons, students will develop skills in analyzing cau敬摯擻晦挽4敲懂梃湯灑灑

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**Which are the elements not to repeat while developing Co-Game?**

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**Name of the organisation in charge of the questions (Write the name or your organisation (CEPS, LATERNA, MUNDANEUM, CIES; BFI)).**

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