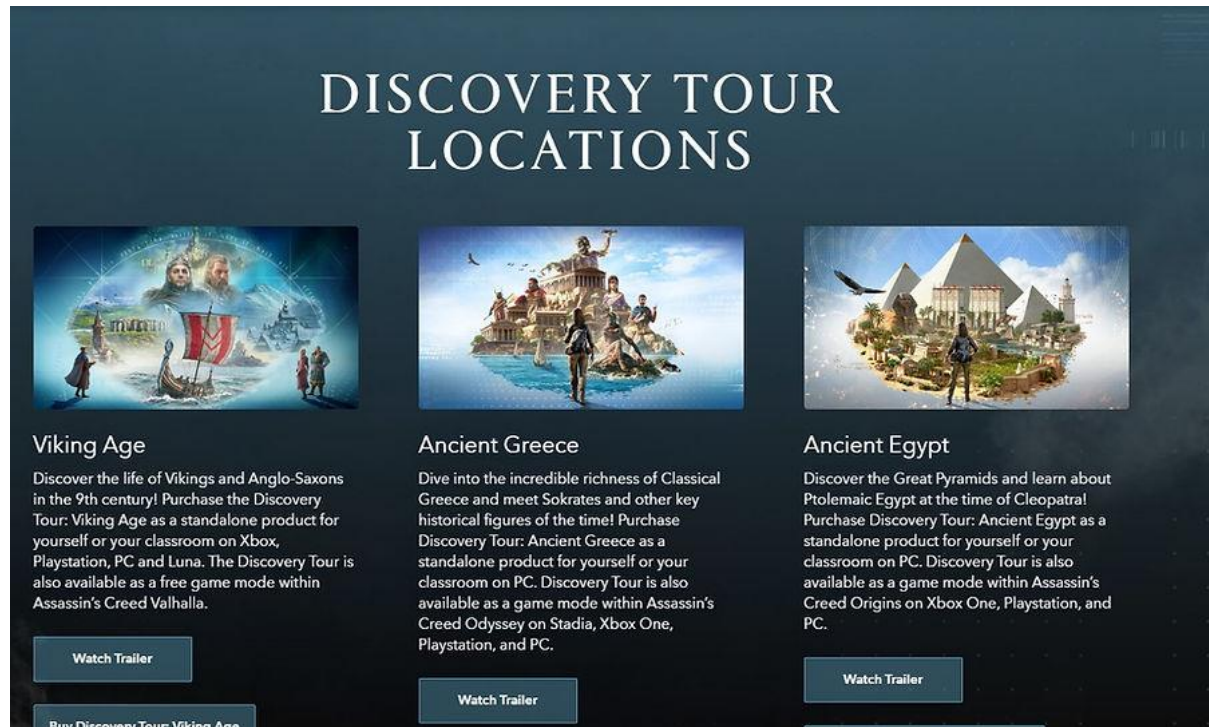


Discovery Tours

Introduction

Discovery Tours, by Ubisoft, are educational versions of the Assassin's Creed games.

The Discovery Tours games allow children to explore three eras: Ancient Greece, Ancient Egypt at the time of the Romans and Anglo Saxon Britain/Vikina Scandinavia.



Game settings

The games require a computer built for gaming – equipped with a fairly good graphics card. Something like an RTX 2060 graphics card should be powerful enough to play the games well.

To ensure the games run smoothly, the user should enter the settings and ensure that graphics settings are adjusted appropriately. A particularly important setting is the **refresh rate** which should be as high as possible to reduce screen tearing. **VSync** should also be either set to 'auto' or set on a high level to reduce screen tearing.

When playing the game, '1st person' view can be toggled in the Ancient Greek and Anglo Saxon games. This is achieved by pressing the shoulder button on a game controller, or right clicking the mouse. 1st person view gives a more immersive, less 'computer game' like experience. In the Egyptian game, the first person button must be held down.

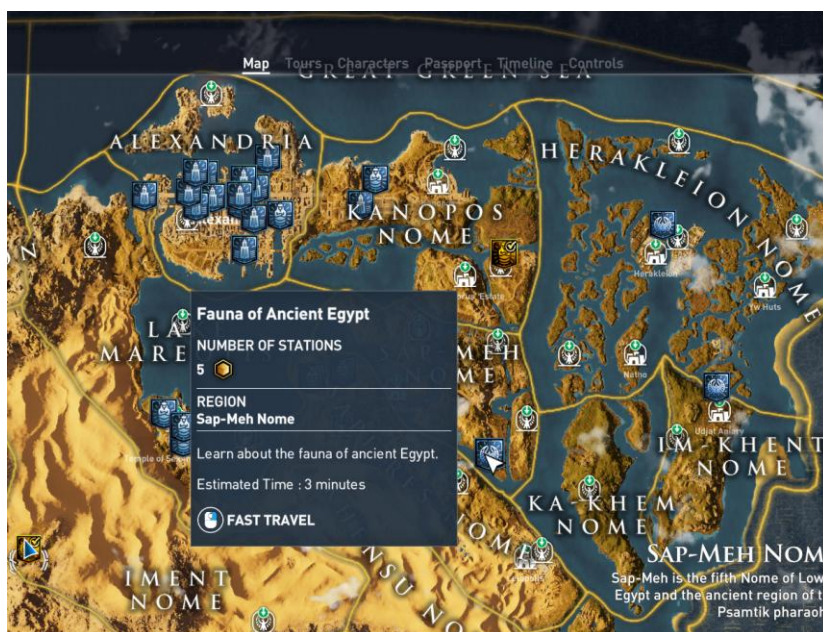
Using Discovery Tours in lessons

Discovery Tours is like an interactive movie about historical settings. Due to the cost of a gaming computer, it is likely that schools might have one computer for class use. The teacher might therefore lead the class in exploring the settings, with children taking turns or suggesting aspects of the settings to explore. Schools that wished could make additional gaming computers available.

The games can be explored freely, or children can follow preset tours. In the Viking Age game, these tours are arranged in a more story-like format. These tours teach users about aspects of historical life, such as sport, culture, music agriculture and theatre and can be a good way for a teacher to structure use of the game. Children like following the tours, listening to the tour guides and the sense of accomplishment at discovering the locations.



Tours can be accessed through the Tours menu, or by locating them on the map.



Exploring detailed worlds

The Discovery Tours games have been painstakingly crafted, with historians as well as game designers contributing to the detail in the world. As a result, children can truly experience what it would have been like to walk around in these time settings.

Exploration of the worlds can be used for **historical investigation**. The worksheets below give children tasks to complete and information to gather from looking at the detail in the world. It should be made clear to children that these games are an interpretation of history that should be used in conjunction with other historical sources.

The games could also be used for stimulus of creative or non-fictional writing. As the teacher leads exploration of the world, children could write down ideas for writing, vocabulary or questions. These prompts might then form the basis for creative and non-fictional writing.

As with all media, it is worth the teacher completing the historical tours to review material, before the children seeing it. Some of the tours feature statues without clothes on, depiction of crucifixion and other details that may need consideration!



The level of detail in the games are such that children can learn, ask questions and form hypotheses about the historical settings.

Example lesson plan and supporting materials

Most schools that make Discovery Tours available will only be able to run the game from a single computer. This is because Discovery Tours requires a gaming PC, not state of the art, but likely to cost between £500- £1000. This lesson plan therefore assumes that the class has access to a single copy of the game.

Example History lesson using Discovery Tours	
Year 4 History	Learning objective: To understand how Ancient Egyptians grew crops using water from the River Nile
National curriculum requirements: <i>'Pupils should be taught about the achievements of the earliest civilizations and a depth study of one of the following (includes Ancient Egypt)'</i>	Success criteria: 1) Know why the Nile was necessary for growing crops in Ancient Egypt 2) Name some of the equipment that Ancient Egyptian farmers used 3) Describe the three seasons and how they affected farming 4) Ask questions about farming in Ancient Egyptian times and answer some of these using software
Lesson opening	Place some stimulus in the room relating to farming in Ancient Egypt. These could be photographs, equipment, models or maps. Elicit questions and theories from the children; record these for investigation during the lesson (this could be done on groups and then fed back to the class). The teacher outlines the lesson objective and explain that we are going to use a range of sources to try to answer some of the children's questions.
Activity 1	The teacher show the Discovery Tours program, having it pre-loaded and ready at the 'Ancient Egyptian Cultivation' tour. The teacher guides the class around the scene and discusses whether any of our questions have been addressed. Record any new questions or thoughts. Allow the children turns at guiding the character around. Point out:

	<ul style="list-style-type: none"> - The proximity of the Nile - Environmental challenges - Human activity
Activity 2	<p>Hand out worksheets (from supporting materials). The teacher starts the tour by walking up to the marker and pressing the 'Y' button.</p> <p>Children fill in the information as they complete the tour. Record any additional information and vocabulary.</p>
Independent Task	<p>Children complete a piece of writing about farming in Ancient Egypt. This can be scaffolded according to the needs of the task, with question prompts and vocabulary provided.</p> <p>Alternatively, children write about pictures provided by the teacher.</p> <p>While children are doing their writing, the teacher can allow individuals/groups to further example Discovery Tours. <i>(This may be distracting for the resto of the class, but the teacher may allow this excitement in this particular lesson!)</i></p>
Plenary	<p>Review children's learning and further questions. What other areas of Ancient Egyptian life would they like to investigate?</p>
Further learning	<p>Children could create artwork about farming in Ancient Egypt. They could also build models of plants growing and shadoofs.</p>

Discovery Tours – Ancient Rome (in Egypt)

The Great Library of Alexandria

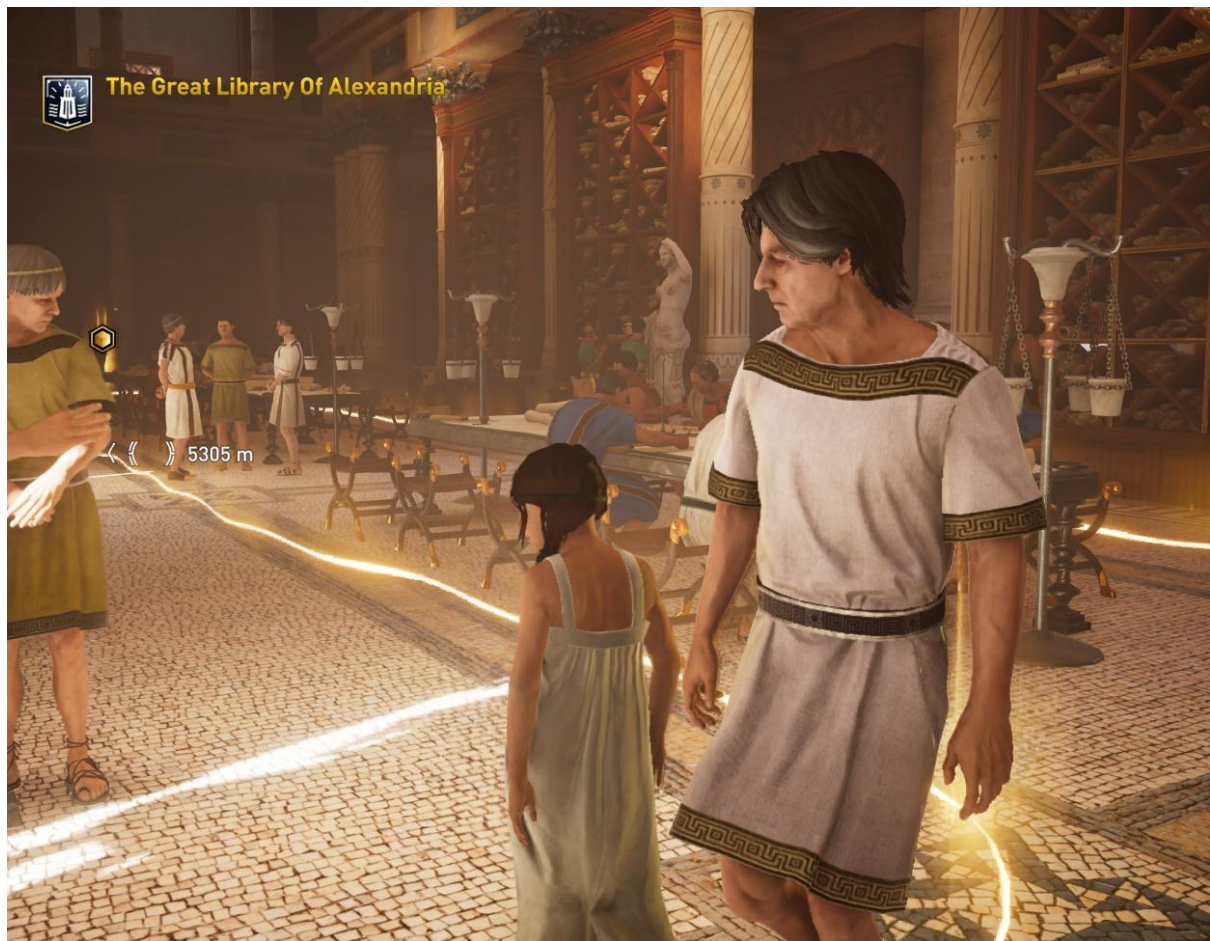


1) Alexandria became a mix of Egyptian, Greek and Roman language, culture. What examples can you find of:

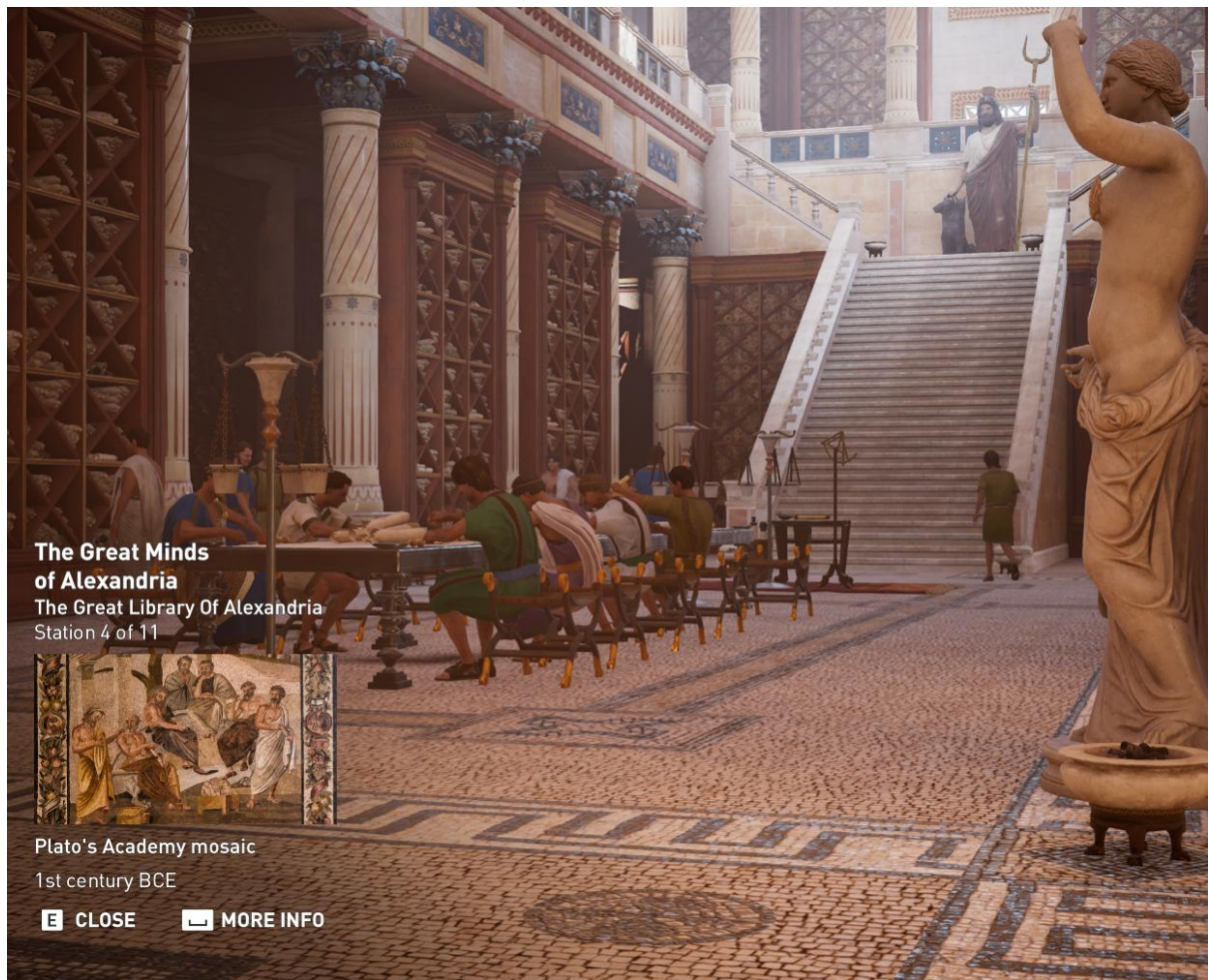
Egyptian culture?

Roman culture?

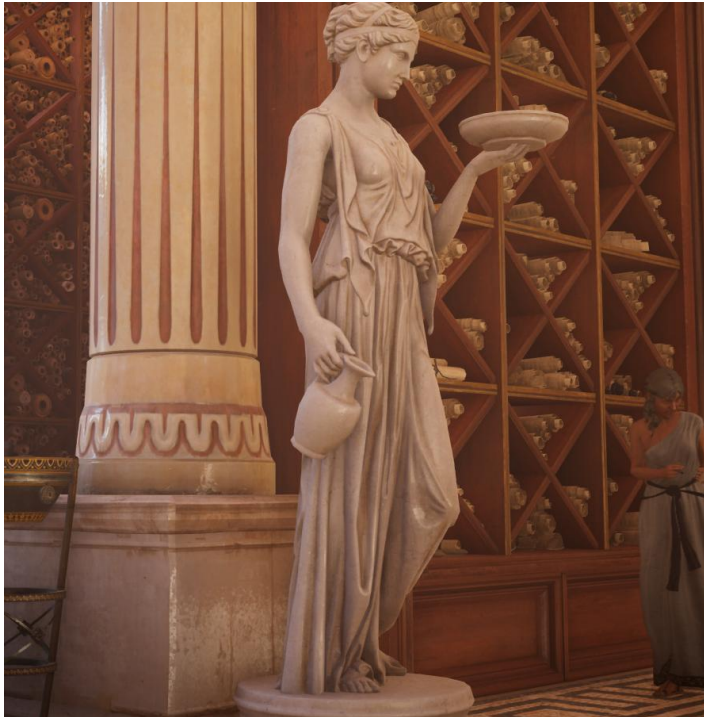
Greek culture?



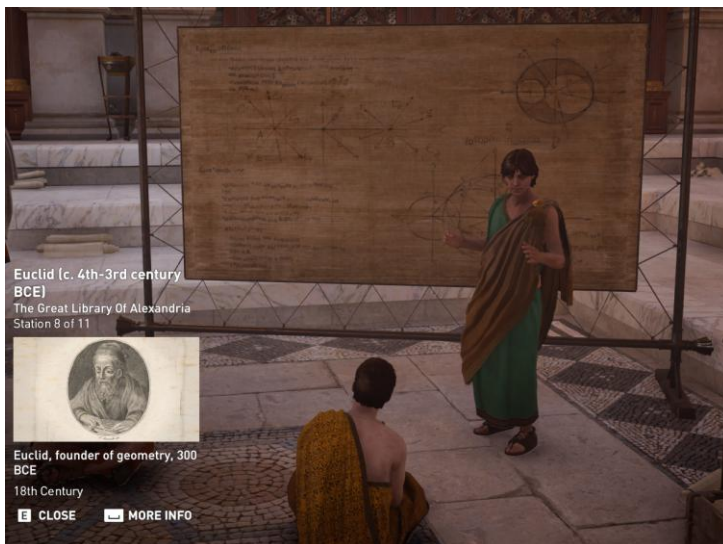
2) What did people do inside the Great Library? Listen to the tour entries and use your observational skills!



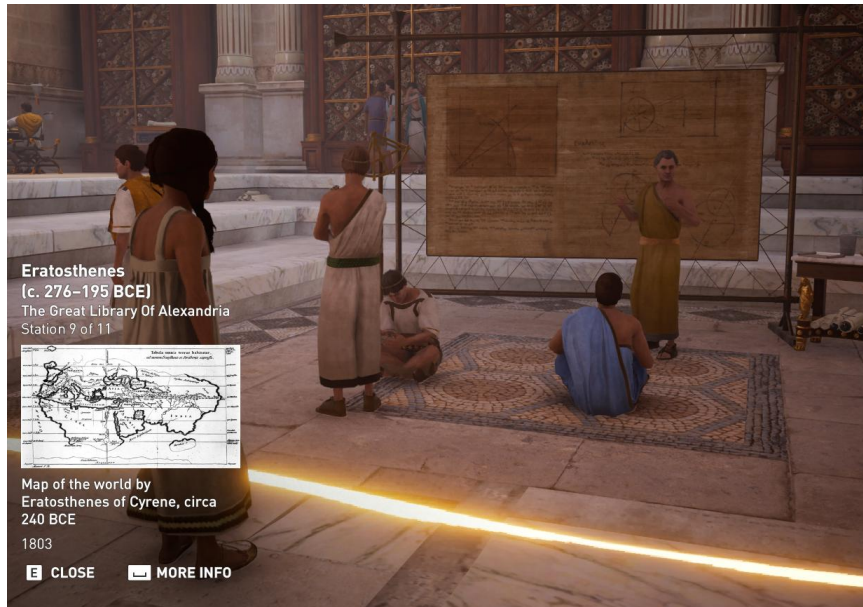
3) What kinds of people visited the Great Library?



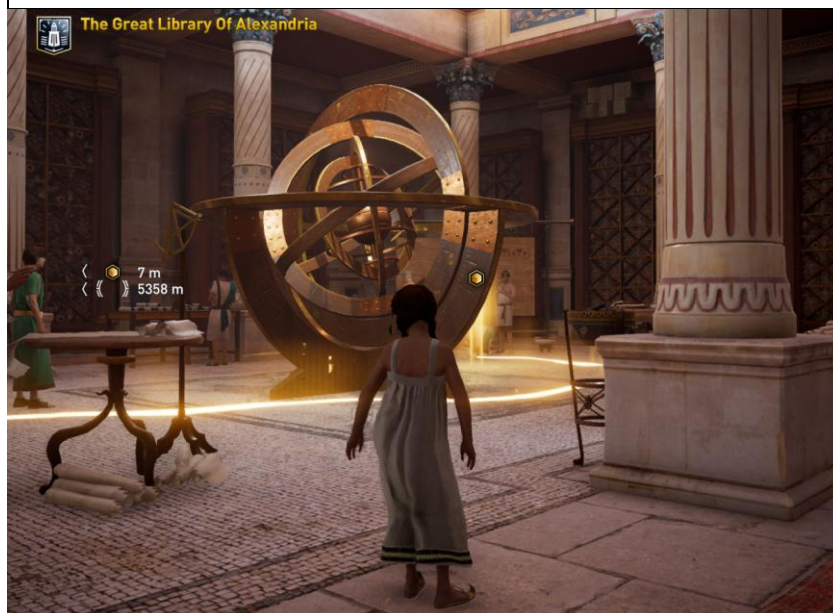
4) Who is this statue of?



5) What did Euclid do in the Great Library?



6) What did Eratosthenes calculate? How did he do this?



7) What is this device for?

Discovery Tours – Ancient Rome (in Egypt)

The Mouseion of Alexandria



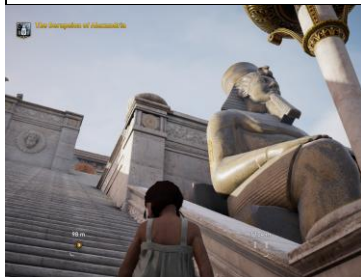
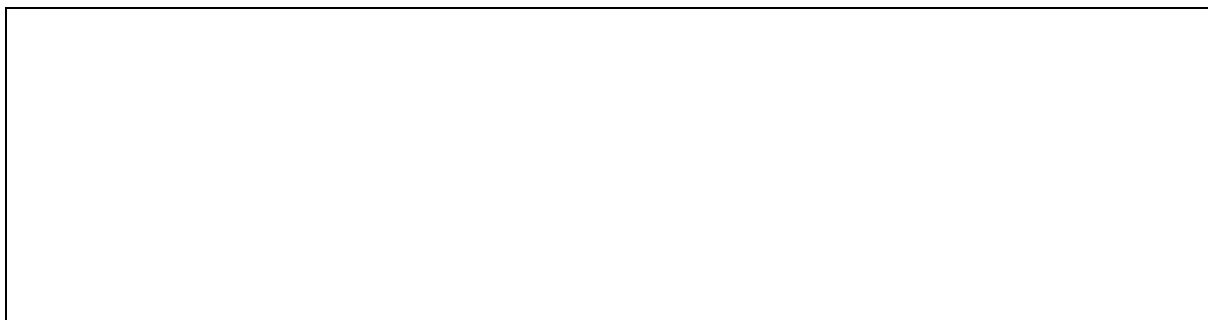
What was the Mouseion of Alexandria? What did people do there?

Discovery Tours – Ancient Rome (in Egypt)

The Serapion of Alexandria



1) What was the Serapion of Alexandria? Who commissioned it?



2) How many steps did visitors have to climb?



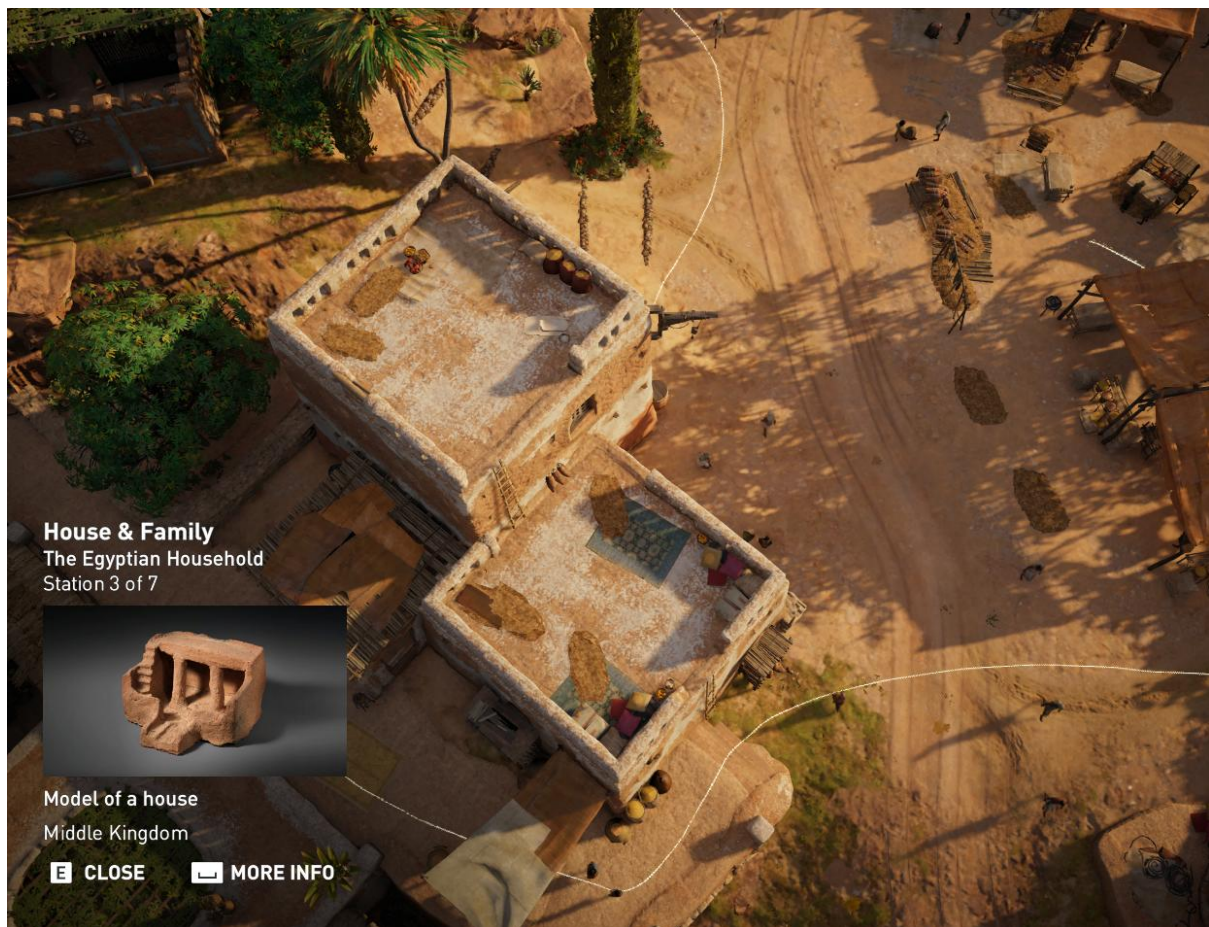
3) What did people do inside the Serapion? Use your observational skills and the tour information!

Discovery Tours – Ancient Egypt

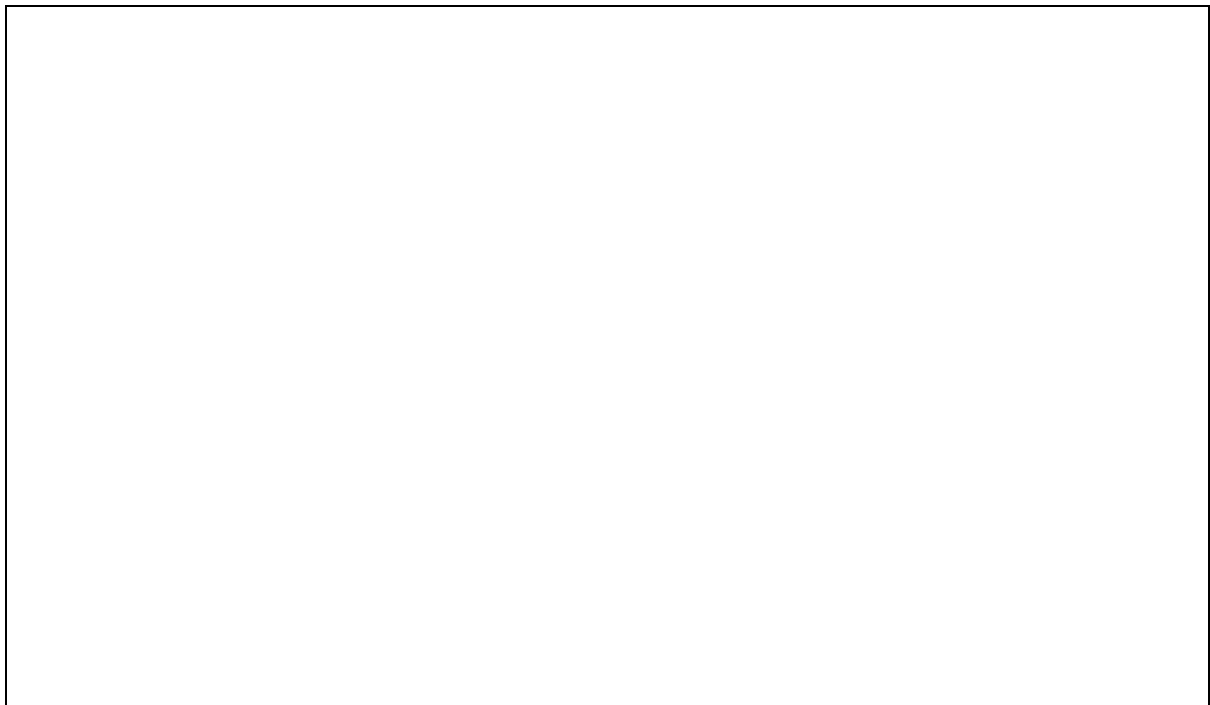
The Egyptian Household



1) Look around the village. What jobs can you find people doing?

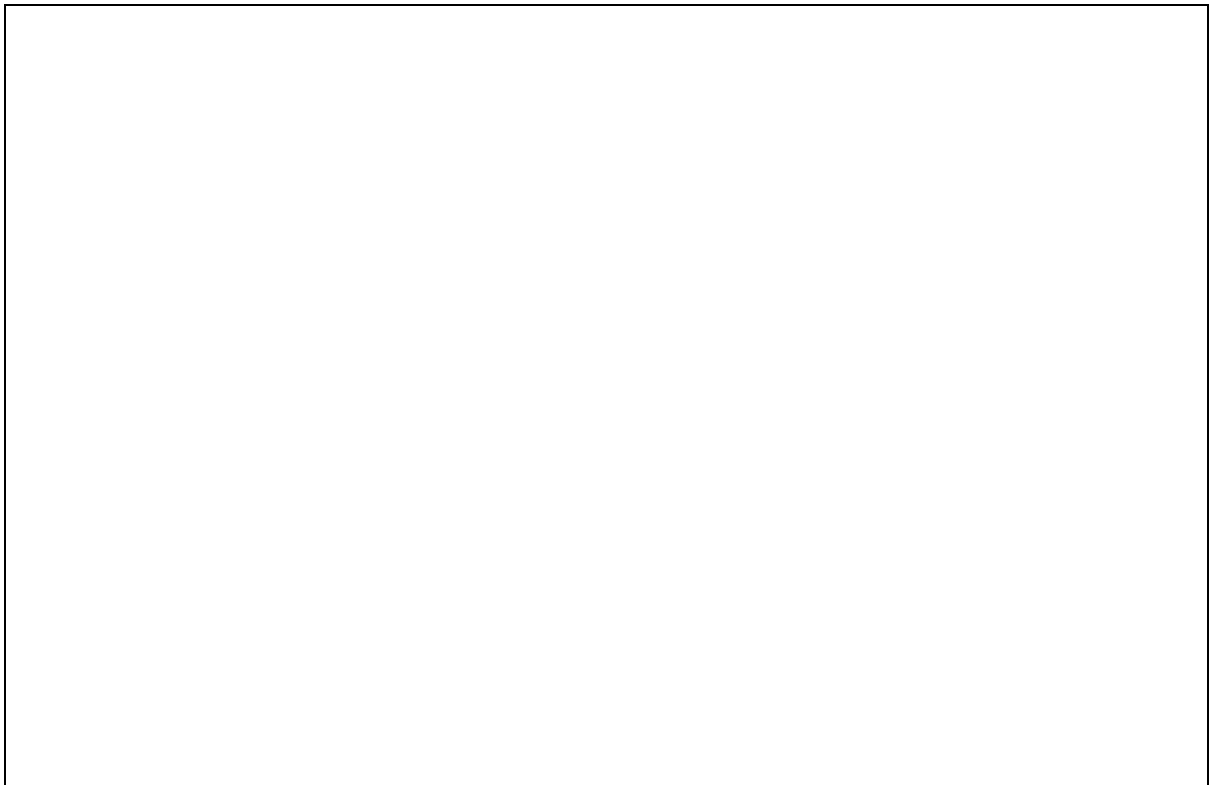


2) Find and explore an Egyptian house. What were Egyptian houses like? What did they have inside? Draw a map if you like!





3) Find an explore a stone house. Who would live in a house like this? How is it different?





4) Explore the village. Can you find three different forms of transport that Egyptian used?

Discovery Tours – Ancient Egypt

Temples and Rituals of Ancient Egypt



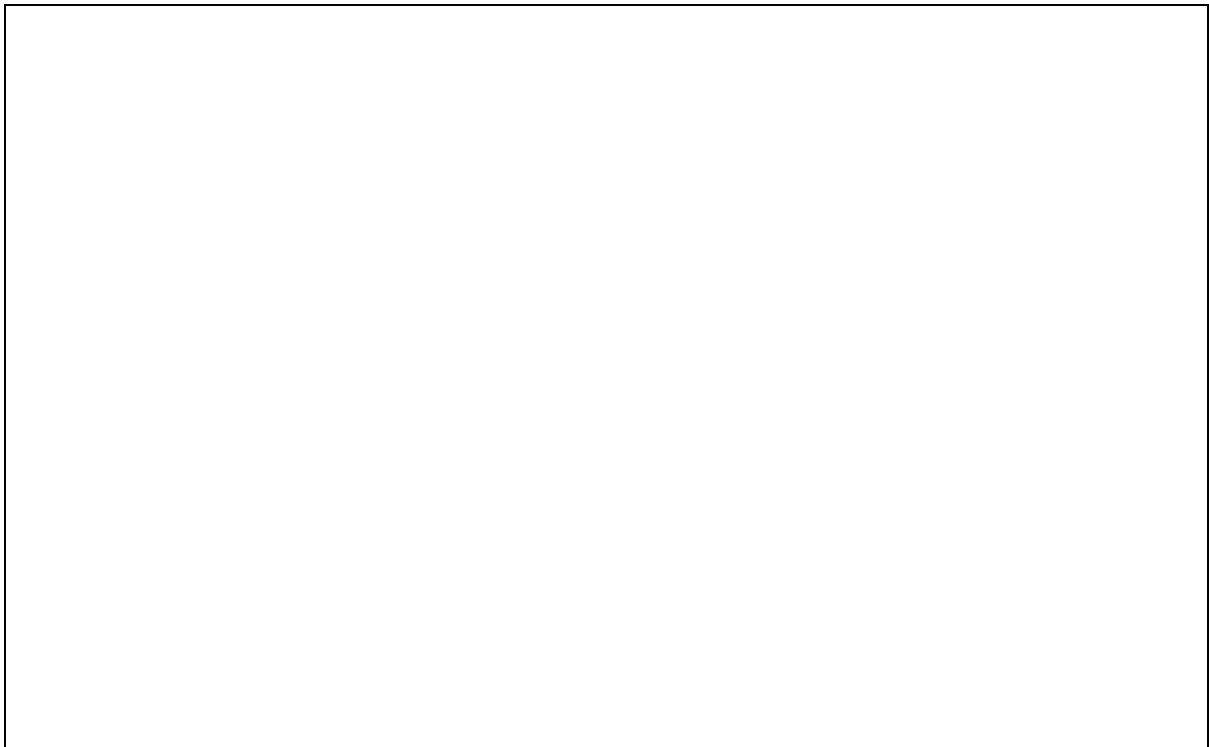
1) Outside the temple, what evidence can you find of Ancient Egyptian religion?



2) What would you like to know about Ancient Egyptian religion?

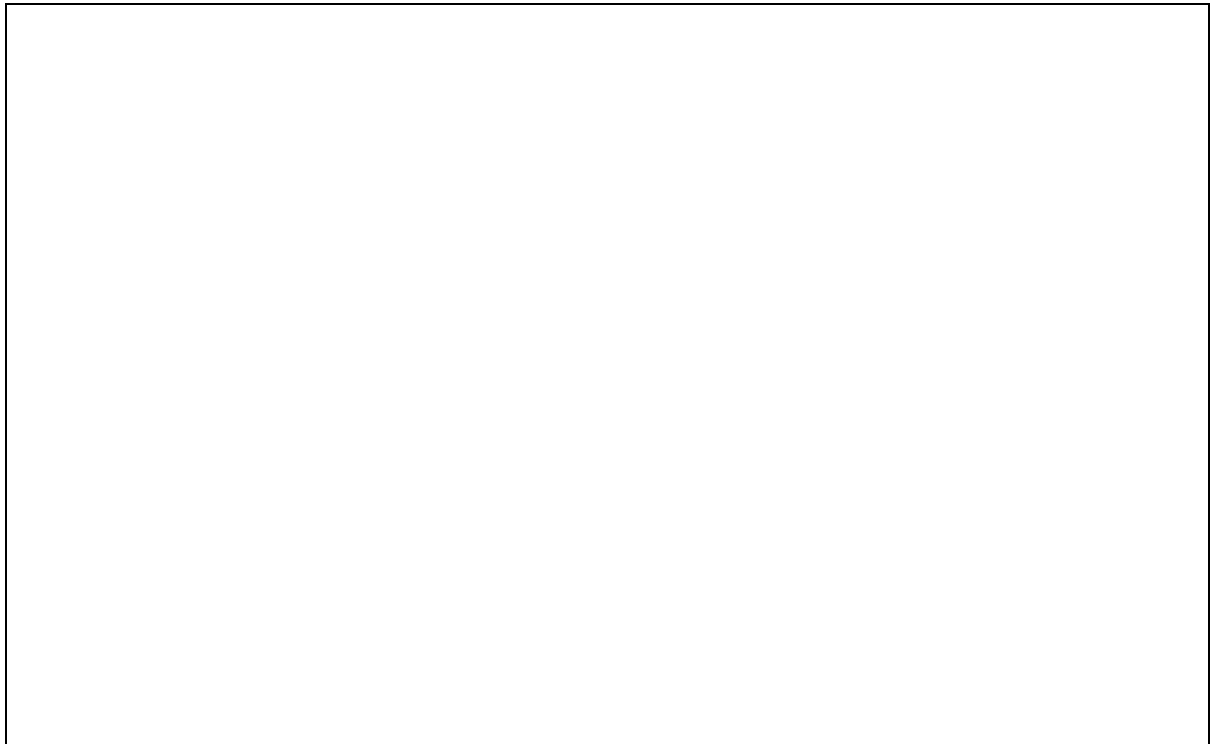


3) What did people do inside the temple? What was the role of priests?





4) What was the most sacred part of the temple for Egyptians? What would be found inside?





5) Find out the names of some of the gods and goddesses Ancient Egyptians believe in. How many of them can you find painted or as statues in the temple?

Discovery Tours – Ancient Egypt

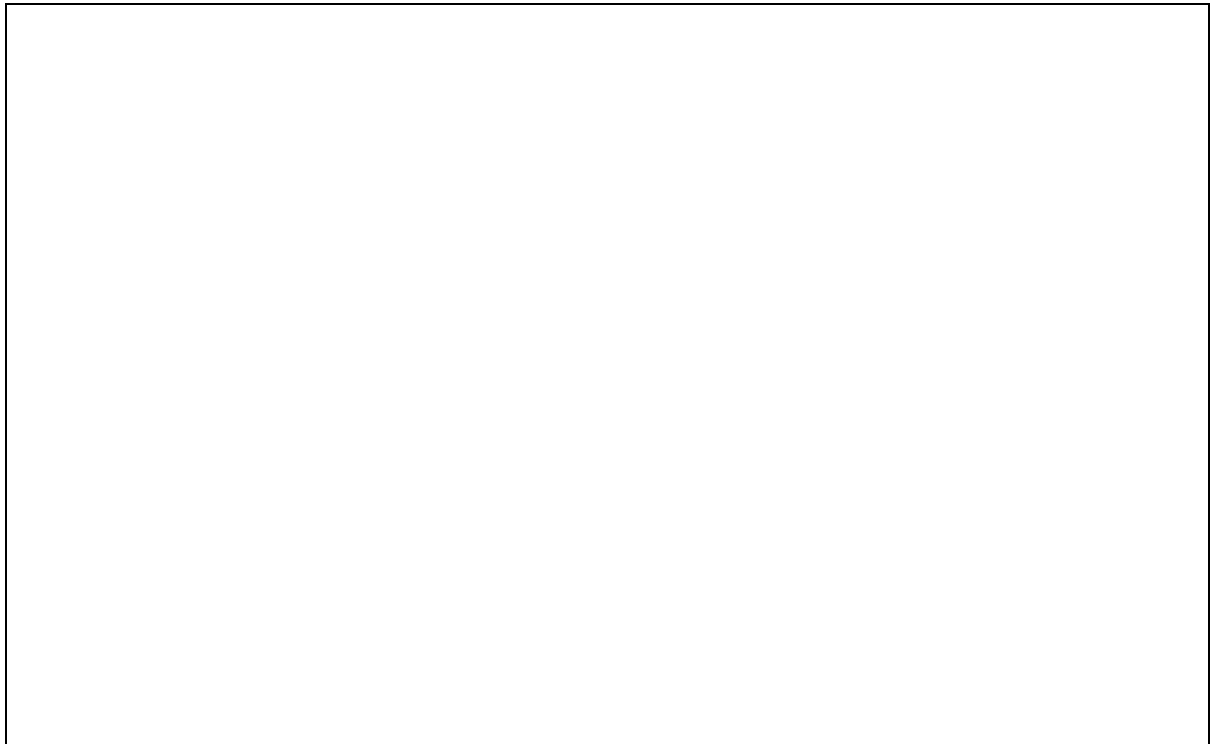
Building Ancient Egypt



1) What did Egyptians dig from quarries? What were these materials used for?



2) How did Ancient Egyptians remove blocks of stone in quarries?





3) What was life like for workers who worked in a quarry? How were they kept safe?

Discovery Tours – Ancient Egypt

Agriculture and seasons



1) What were the main two crops that Egyptians grew? Where did they do most of their farming?



2) What were the three seasons that Egyptians worked according to? What happened in each season?



3) What do you think these nets were used for?



4) How easy do you think life would have been for Egyptian farmers? What did they do to make their work easier?

Discovery Tours – Ancient Egypt

Ancient Egyptian cultivation



1) How did farmers irrigate their fields from the Nile?



2) What was threshing? How did it work?



3) What are these workers doing?



4) How did Egyptians transport their grain?



5) What buildings can you find on the farm? What were they used for?



6) What are these people doing?

Discovery Tours – Ancient Egypt

The Giza Necropolis



1) What sights would a traveller arriving at the Giza Necropolis have seen?

2) Who would have been buried in the Giza Necropolis?

Discovery Tours – Ancient Egypt

Khufu's Funerary Complex



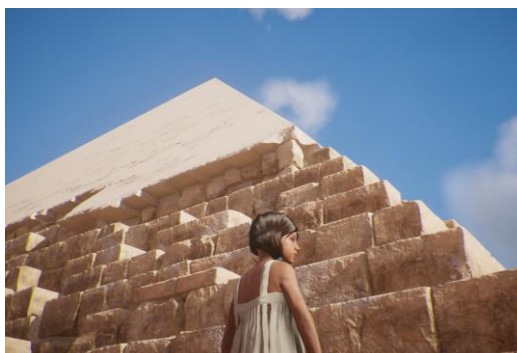
1) What would travellers see when they first entered the funerary complex?



2) What different types of burial buildings can you find in the complex?



3) What do you notice about how the pyramids were built?



4) What was placed on the top of the largest pyramids?

