

Ed History Games

Full Standards Crosswalk — All Current Titles

NC 6th–8th Grade Social Studies | AP World History | AP Human Geography | AP Government
NC Standard Course of Study (Approved February 4, 2021) | AP College Board Frameworks
edhistorygames.com | Prepared March 2026

This document provides a unified standards crosswalk for all Ed History Games titles currently available. Each game is mapped to relevant NC Essential Standards and AP College Board course frameworks. Part I covers each game individually. Part II provides a master summary by standard code showing which games address each standard across the full library.

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GAMES COVERED IN THIS DOCUMENT

#	Title	Grade / Course	Status	Primary Topics
01	Lawson's Journey: Carolina Uncovered	8th Grade NC History	Available Now	John Lawson's 1701 expedition; colonial Carolina; Indigenous nations
02	The Trial of Denmark Vesey, 1822	AP Gov; AP US History	Available Now	Denmark Vesey trial 1822; Stono Rebellion; slavery and resistance
03	Walker's Appeal: The Preamble	AP US History; AP Language	Available Now	David Walker 1829; abolitionism; rhetoric; resistance
04	NC History Note-Taking Challenge	8th Grade NC History	Available Now	Reed Gold Mine; Dismal Swamp Canal; note-taking skills
05	ClearPath: Mine Clearance Simulation	6th–12th; AP World; AP Human Geo	Prototype Available	Humanitarian demining; Cambodia, Bosnia, Ukraine, Yemen; refugee communities in NC

#	Title	Grade / Course	Status	Primary Topics
06	Outer Banks Navigator	6th–8th; AP US Hist; AP Hum Geo; AP Env Sci	Prototype Available	NC Outer Banks 1585–2025; 8 eras: Roanoke, Blackbeard, Wright Brothers, WWII, rising seas

PART I: GAME-BY-GAME DETAILED CROSSWALK

Game 01: Lawson's Journey: Carolina Uncovered

8th Grade NC History | Available Now | edhistorygames.com/lawsons_journey_game

Lawson's Journey follows John Lawson's 1701 expedition through the Carolina interior. Mini-Games I–III cover geographic skills and surveying. Chapter 1 covers Departure: A Colony of a Colony. Chapters 2–6 and Mini-Games 4–8 are in development.

Activity / Stage	Content Description	NC Standards	Alignment Notes
Mini-Game I: Map Parts & Directions	Cardinal/ordinal directions on period-accurate Carolina map showing Indigenous and colonial settlements.	8.G.1.1 8.G.1.2 8.B.1.1	Map includes Occaneechi, Catawba, Saponi, Keyauwee, Tuscarora, Pamlico alongside colonial settlements.
Mini-Game II: Coordinates & Period Cities	Coordinate system; world cities 1700 including Accra (Gold Coast); analysis of inaccurate period maps.	8.G.1.1 8.G.1.2 8.G.1.3 8.H.1.3 8.E.1.2 8.B.1.2 I.1.3 I.1.4	Explicitly connects the Accra coordinate exercise to the transatlantic slave trade.
Mini-Game III: Basics of Surveying	Surveyor's tools; bearing and distance notation; how survey lines transferred land from Indigenous territories to colonial titles.	8.G.1.2 8.G.1.4 8.H.1.3 8.H.1.4 8.H.2.1 8.C&G.1.4; 8.C&G.1.5; I.1.6	Frames structural injustice: individual surveyors followed legal procedures, but the legal system erased Indigenous sovereignty.
Chapter 1: Departure	Fictional companions Nora and Attamuskeet; Carolina as colony of Barbados; Eight Lords Proprietors; outfitting expedition including Slave Market; primary source + reflection.	8.H.1.3 8.E.1.1 8.E.1.2 8.E.1.3 8.B.1.1 8.B.1.2 8.C&G.1.1; 8.H.1.1 8.H.1.2 8.H.2.3 I.1.3–I.1.8	Slave Market is a required visit. Granville County / Oxford NC connection made explicit through Lord Proprietors.

Game 02: The Trial of Denmark Vesey, 1822

AP Government; AP US History | Available Now | edhistorygames.com/denmark-vesey-game

Eight stations covering the 1822 Denmark Vesey conspiracy trial and the Stono Rebellion. Designed for AP Government and AP US History. Students weigh evidence, interrogate power, and reckon with the limits of justice under a system built to preserve slavery.

Station / Activity	Content Description	Standards	Alignment Notes
Station 1–2: Historical Context	Stono Rebellion 1739; Charleston slave society; legal framework for slavery in antebellum South Carolina.	AP US History: KC-3.2.I KC-4.1.I AP Gov: Civil Liberties unit	Establishes the structural conditions that produced both the rebellion and the trial.
Station 3–4: The Conspiracy	Denmark Vesey biography; planning and organization of the 1822 conspiracy; informants and betrayal.	AP US History: KC-4.1.I KC-4.1.II 8.H.1.3 8.H.1.4	Students analyze resistance strategies and the risks of collective action under slavery.
Station 5–6: The Trial	Legal proceedings; evidence; the role of the court in upholding slavery; comparison to constitutional due process.	AP Gov: Rule of Law Due Process AP US History: KC-4.1.I	Direct application of AP Gov civil liberties content: students evaluate whether due process was possible in this context.
Station 7–8: Legacy and Reflection	Impact of the trials on free Black communities; tightening of slave codes; long arc toward Civil War.	AP US History: KC-4.1.II KC-4.3.I 8.H.1.3 8.H.1.4 I.1.4 I.1.5	Students construct an argument about whether the verdict was just and what justice could mean in a slave society.

Game 03: Walker's Appeal: The Preamble

AP US History; AP Language and Composition | Available Now | edhistorygames.com/walker-appeal

David Walker's 1829 Appeal to the Coloured Citizens of the World is one of the most radical abolitionist documents in American history. Students read, annotate, and analyze the Preamble through rhetorical and historical lenses.

Activity / Stage	Content Description	Standards	Alignment Notes
Historical Context	David Walker biography; Boston 1829; the legal and social context of free Black life in antebellum America.	AP US History: KC-4.1.I KC-4.1.II 8.H.1.3 8.H.1.4	Establishes Walker's position as a free Black man writing in defiance of the slave system.
Close Reading: The Preamble	Students read the actual text of Walker's Preamble. Guided annotation on argument structure, evidence, and rhetorical appeals.	AP Lang: Rhetorical Analysis Argument AP US History: KC-4.1.II I.1.3 I.1.4	Directly addresses AP Language rhetorical analysis skills. Text is primary source, not a summary.
Rhetorical Analysis	Identification of ethos, pathos, logos in Walker's writing. Analysis of audience, purpose, and context.	AP Lang: Rhetorical Situation Claims and Evidence I.1.3 I.1.4 I.1.7	Students apply AP Language frameworks to a historically significant text rather than a synthetic passage.
Written Response	Students construct an argument about whether Walker's Appeal was more likely to advance or endanger the abolitionist cause.	AP Lang: Argument FRQ AP US History: LEQ / SAQ I.1.6 I.1.7 I.1.8	Response mirrors AP exam free-response formats. Evidence requirement forces engagement with the historical record.

Game 04: NC History Note-Taking Challenge

8th Grade NC History | Available Now | edhistorygames.com/nc-notetaking-game

Students choose from two topics — Reed Gold Mine or the Dismal Swamp Canal — and move through five phases: a methods lesson, multiple choice comprehension, source sentence highlighting, free-write note production, and a scored completion token.

Phase / Activity	Content Description	NC Standards	Alignment Notes
Phase 1: Note-Taking Methods	Cornell notes, concept mapping, outlining, sketchnoting — each taught with examples before graded use.	I.1.3 I.1.5 I.1.7	Directly teaches disciplinary skill of organizing and summarizing historical information.
Phase 2: Multiple Choice (8 Qs, 3 Tiers)	Reed Gold Mine: discovery 1799, labor systems, economic decline. Dismal Swamp Canal: geography, construction, enslaved labor, George Washington involvement.	8.H.1.3 8.E.1.1 8.E.1.2 8.G.1.1 8.G.1.2 8.G.1.3 8.B.1.1 8.B.1.2 I.1.3 I.1.4	Three tiers (recall, interpretation, analysis) scaffold toward higher-order historical thinking.
Phase 3: Source Highlighting	Students identify key sentences in a 12–13 sentence passage. Immediate feedback models historian judgment about essential vs. contextual information.	I.1.3 I.1.4 8.H.2.1 8.H.1.3	Reinforces that infrastructure history is also labor history — enslaved workers' sentences are marked as historically essential.
Phase 4: Free-Write Note-Taking	Students produce Cornell notes, concept maps, or outlines from the source passage. Minimum length requirements enforce substantive engagement.	I.1.3 I.1.4 I.1.7 I.1.8 8.H.2.2 8.H.2.3	Scored on both content (key historical terms captured) and format (appropriate use of method structure).
Phase 5: Completion Token	Animated reward, score summary, and encoded completion token for teacher submission. Teacher decoder tool available separately.	I.1.3 I.1.4 I.1.7	Privacy-by-design: no student names stored. FERPA-compatible.

Game 05: ClearPath: Mine Clearance Simulation

Grades 6–12; AP World History; AP Human Geography | Prototype Available | edhistorygames.com/mine-clearance-sim

ClearPath places students in control of a demining robot navigating six real documented minefields in Cambodia, Bosnia (two locations), Ukraine, and Yemen. Each level is grounded in verified primary sources, real casualty data, and cited quotes from demining organizations. Each level includes a documented NC geographic anchor connecting the conflict zone to a specific NC county or landmark.

Level / Location	Content Description	Standards	NC Geographic Anchor
Level 1: Svay Chek, Cambodia (Cleared 1999)	HALO Trust clearance of rice paddy. 336 children now attend school on cleared ground. Ny Ra quote (HALO Operations Manager). Scan radius 4.	AP World: Unit 8 (Cold War) AP Hum Geo: Unit 4 (Political) Unit 7 (Industrialization) 8.H.1.3 8.G.1.4	Flat soybean fields along Hwy 58 near Snow Hill, Greene County, NC
Level 2: Anlong Veng, Cambodia (Cleared 2000s)	Last Khmer Rouge stronghold. Dense jungle terrain, no mine maps exist. Workers still ask survivors to locate mines decades later. Scan radius 3.	AP World: Unit 8 AP Hum Geo: Unit 4 8.H.1.3 8.H.1.4	Hardwood trails at Hanging Rock State Park, Stokes County, NC
Level 3: Brcko District, Bosnia (Active, MAG since 2017)	MAG clearance of farmland/stream terrain. PROM-1 mines along 1992–95 confrontation lines. Nehrudin Alihodovic quote (verified, JMU CISR / MAG). Scan radius 4.	AP World: Unit 9 (Globalization) AP Hum Geo: Unit 4 8.H.1.3 8.G.1.3	Haw River bottomlands near Saxapahaw, Alamance County, NC

Level / Location	Content Description	Standards	NC Geographic Anchor
Level 4: Kharkiv Region, Ukraine (Active, 2022–present)	Most mines of any level (18). Anti-tank mines in wheat fields. Farmer Alexander: 1,700 of 2,000 acres contaminated. Ukraine feeds 400M globally. Scan radius 5.	AP World: Unit 9 AP Hum Geo: Unit 5 (Agriculture) Unit 4 8.G.1.2 8.E.1.2	Tobacco and corn fields along NC-96 outside Oxford, Granville County, NC
Level 5: Ozren Mountain, Bosnia (Active, casualty April 2017)	Hardest level. Mountain forest terrain, thick tree columns. Families enter mined forests for firewood in winter. April 2017 casualty documented. Scan radius 3.	AP World: Unit 9 AP Hum Geo: Unit 4 8.H.1.3 8.G.1.4	Grandfather Trail, Grandfather Mountain State Park, Linville, NC
Level 6: Al-Shaqb Valley, Yemen (Active, ongoing 2015–present)	No mine maps exist anywhere. Mazaal Peak (govt) vs. Al-Saleheen Peak (Houthi). Abdullah, 35, lost both legs. Child lost both parents 2022. 257 families displaced. MASAM clearance data. HRW May 2024. Scan radius 3.	AP World: Unit 9 AP Hum Geo: Unit 4 8.H.1.3 8.G.1.4 8.B.1.1	Sharper Mountain and Gill Mountain, Wilkes County, NC (much shorter, same valley-between-peaks geography)

ClearPath: Cross-Cutting Standards

Standard Framework	Standards Addressed	Notes
AP World History (College Board)	Unit 8: Cold War and Decolonization Unit 9: Globalization NAR-1: Human migration SOC-3: Social categories WOR-2: Causes of conflict WOR-9: Post-conflict consequences	Each level is a documented post-conflict or active-conflict zone. Students encounter the humanitarian consequences of geopolitical decisions in a directly interactive format.
AP Human Geography (College Board)	Unit 4: Political Patterns and Processes (borders, sovereignty, conflict) Unit 5: Agriculture and Rural Land Use Unit 7: Industrial and Economic Development IMP-5: Human impact on environment	Mine contamination of agricultural land (Ukraine, Yemen, Cambodia) directly addresses Unit 5 agriculture disruption. Forced displacement addresses NAR-1 migration patterns.
NC 6th–8th Grade Social Studies	8.H.1.3: Discriminatory practices used to suppress groups 8.H.1.4: Resistance and resilience 8.G.1.3: Movement of people, goods, and ideas 8.G.1.4: Forced and voluntary migration 8.B.1.1: Regional, ethnic, and racial group relationships 8.E.1.2: Industry and trade impact	NC geographic anchors in every level connect global conflicts to specific NC counties, making the content locally relevant for NC 8th grade classrooms. The Yemen level specifically connects to Yemeni immigrant communities in NC.
Yemeni Community Connection (NC)	Level 6 explicitly addresses Yemeni immigrant and refugee communities in NC. Al-Shaqb Valley context: Abdullah (35), child who lost both parents, 257 displaced families.	Directly relevant for teachers in communities with significant Yemeni immigrant populations, particularly in the Triad and Charlotte metro areas. The NC anchor (Sharper Mountain and Gill Mountain, Wilkes County) grounds the comparison locally.

Game 06: Outer Banks Navigator

6th–8th Grade; AP US History; AP Human Geography; AP Environmental Science | [Prototype Available | edhistorygames.com/outer-banks-navigator](https://edhistorygames.com/outer-banks-navigator)

Students navigate eight real historical eras on NC's Outer Banks, from the 1585 Roanoke Voyages to 2025 rising seas. Each era presents a documented historical moment with real geography, real stakes, and real decision-making. A vessel-testing mode lets students test any historical ship against the same shoals across any era, with a tide slider showing how two feet of sea level change affects navigation.

Era / Scenario	Content Description	Standards	Alignment Notes
1585 The Roanoke Voyages	English colonial expeditions to Roanoke Island. Navigation of Pamlico Sound and the barrier islands. Indigenous Croatoan people and their relationship to the colonists.	8.H.1.1 8.H.1.2 8.G.1.1 8.G.1.2 8.B.1.1 AP US Hist: KC-1.3.I	Students confront the geographic reality of why Roanoke was chosen and why it failed. Indigenous knowledge of the sounds is foregrounded.
1718 Blackbeard and Stede Bonnet	Golden Age of Piracy on the NC coast. Ocracoke Inlet as pirate haven. The politics of colonial governors and piracy enforcement.	8.H.1.1 8.G.1.3 8.E.1.2 AP US Hist: KC-2.1.II	Navigation decisions reflect real shoal conditions that gave pirates strategic advantage over naval vessels.
1840s New Bern and the Sounds	Antebellum coastal trade, the role of enslaved labor in maritime industries, and the geography of NC's inland waterway system.	8.H.1.3 8.E.1.1 8.E.1.2 8.G.1.3 8.B.1.1 AP US Hist: KC-4.1.I	Connects maritime geography to the economic structures of slavery. Students navigate trade routes built on enslaved labor.
1903 Wright Brothers	Kill Devil Hills and the conditions that made the Outer Banks ideal for powered flight. Wind, open land, and isolation from population centers.	8.H.2.1 8.G.1.1 8.G.1.2 AP US Hist: KC-7.1.I AP Hum Geo: Unit 7	Geographic reasoning: why here? Students analyze how physical geography enabled a technological breakthrough.
1942 Battle of the Atlantic	U-boat attacks on Allied shipping off the NC coast. "Torpedo Alley." The Outer Banks as a front line of World War II. Civilian witnesses to naval warfare.	8.H.1.1 8.G.1.3 AP US Hist: KC-7.3.III AP Hum Geo: Unit 4	Students navigate the same waters where dozens of ships were sunk within sight of the NC shoreline. Real documented incidents.
1962 Ash Wednesday Storm	The most destructive storm in Outer Banks history. Infrastructure, barrier island vulnerability, and the tension between development and natural processes.	8.G.1.1 8.G.1.3 AP Env Sci: Unit 6 (Aquatic) Unit 9 (Global Change) AP Hum Geo: Unit 1	Introduces the core AP Environmental Science concept of barrier island dynamics and the human decision to build permanent infrastructure on inherently temporary landforms.
2025 Rising Seas	Current and projected sea level rise impacts on the Outer Banks. Real NOAA data. Which roads flood first, which communities are most vulnerable, what managed retreat means.	AP Env Sci: Unit 9 AP Hum Geo: Unit 1 Unit 2 8.G.1.4	The tide slider makes sea level rise viscerally visible: students drag a slider and watch the same shoals that Blackbeard navigated become impassable or submerged.
Vessel Testing Mode (All Eras)	Students test any vessel from a Native American dugout canoe to the Titanic against the real chokepoints of any era. Draft depth, wind dependency, and hull type interact with actual shoal geography.	AP Hum Geo: Unit 7 8.H.2.1 8.G.1.2 I.1.3 I.1.5	Cross-era comparison enables students to reason about how technology shaped what was possible in each historical period. A canoe crosses where a frigate cannot.

PART II: MASTER SUMMARY BY STANDARD CODE

This table lists every standard addressed across all six current games. LJ = Lawson's Journey. DV = Denmark Vesey. WA = Walker's Appeal. NT = Note-Taking Challenge. CP = ClearPath. OB = Outer Banks Navigator.

Standard	Description	Game(s)
INQUIRY STRAND (6–8)		
I.1.3	Analyze details, central ideas, and inferences from sources.	LJ, DV, WA, NT, CP, OB
I.1.4	Assess credibility of primary and secondary sources.	LJ, DV, WA, NT, CP
I.1.5	Identify evidence from multiple perspectives.	LJ, DV, WA, NT, OB
I.1.6	Construct claims and counterclaims using evidence.	LJ, WA
I.1.7	Construct arguments with evidence and disciplinary detail.	LJ, WA, NT
I.1.8	Construct responses to supporting and opposing perspectives.	LJ, WA, NT
BEHAVIORAL SCIENCES		
8.B.1.1	Relationship between regional, social, ethnic, and racial groups in NC development.	LJ, DV, WA, NT, CP, OB
8.B.1.2	Cultural values and interactions of indigenous, religious, and racial groups in NC.	LJ, NT, OB
CIVICS AND GOVERNMENT		
8.C&G.1.1;	Democratic ideals in founding documents.	LJ
8.C&G.1.4;	Different perspectives on state, national, and tribal governments.	LJ, DV
8.C&G.1.5;	Access to democratic rights and freedoms of various groups.	LJ, DV
ECONOMICS		
8.E.1.1	Economic growth and decline impact on individuals and communities.	LJ, NT, OB
8.E.1.2	Industry and trade impact on NC and the nation.	LJ, NT, CP, OB
8.E.1.3	Role of women, indigenous groups, and racial minorities in NC economic prosperity.	LJ
GEOGRAPHY		
8.G.1.1	Human and physical characteristics of NC and the nation.	LJ, NT, OB
8.G.1.2	Location, resources, and human geography in NC development.	LJ, NT, OB
8.G.1.3	Location and human geography: movement of people, goods, and ideas.	LJ, NT, CP, OB
8.G.1.4	Reasons for and effects of forced and voluntary migration.	LJ, CP, OB
HISTORY		
8.H.1.1	Causes and effects of conflict in NC and the nation.	LJ, OB
8.H.1.2	Debate, negotiation, compromise, and cooperation in NC history.	LJ, OB
8.H.1.3	Slavery, segregation, and discriminatory practices used to suppress groups.	LJ, DV, WA, NT, CP, OB
8.H.1.4	Recovery, resistance, and resilience to injustice in NC history.	LJ, DV, WA, CP
8.H.2.1	Innovation and technology contributing to change in NC.	LJ, NT, OB
8.H.2.2	Individuals and groups during times of innovation and change.	LJ, NT
8.H.2.3	Experiences and achievements of marginalized groups in NC development.	LJ, NT

Standard	Description	Game(s)
AP WORLD HISTORY / AP US HISTORY (College Board)		
KC-1.3.I	European exploration and colonization; encounters with Indigenous peoples.	LJ, OB
KC-2.1.II	Colonial economic systems, trade, and piracy.	OB
KC-4.1.I	Slavery, resistance, and the antebellum South.	DV, WA, OB
KC-4.1.II	Abolitionism and resistance to slavery.	DV, WA
KC-4.3.I	Sectional conflict and the coming of the Civil War.	DV
KC-7.1.I	Technological innovation in the early 20th century.	OB
KC-7.3.III	United States in World War II; home front and war theaters.	OB
Unit 8 / WOR-2	Cold War, decolonization, proxy conflicts and humanitarian aftermath.	DV, CP
Unit 9 / WOR-9	Globalization; post-conflict consequences; migration and displacement.	CP
NAR-1	Human migration patterns and causes.	CP
SOC-3	Social categories and group identity in global context.	DV, WA, CP
AP HUMAN GEOGRAPHY (College Board)		
Unit 1	Thinking geographically; maps and spatial data; scale.	OB
Unit 2	Population and migration; displacement; vulnerability.	CP, OB
Unit 4	Political patterns and processes: borders, sovereignty, conflict, displacement.	CP, OB
Unit 5	Agriculture and rural land use: mine contamination of farmland.	CP
Unit 7	Industrial and economic development; technological innovation.	CP, OB
IMP-5	Human impact on environment and land use.	CP
AP ENVIRONMENTAL SCIENCE (College Board)		
Unit 6	Aquatic and terrestrial biomes; barrier island ecosystems.	OB
Unit 9	Global change; sea level rise; climate impacts on coastal communities.	OB
ERT-1	Earth systems and resources; coastal geomorphology.	OB
STB-1	Sustainable development; managed retreat vs. armoring coastlines.	OB
AP GOVERNMENT (College Board)		
Civil Liberties	Due process, equal protection, and the limits of legal protection under slavery.	DV
Rule of Law	When legal systems fail to provide justice: the Vesey trial as case study.	DV
Foundational Docs	Tension between founding ideals and the institution of slavery.	DV, WA

PART III: STANDARDS COVERAGE NOTES

Depth and Breadth Across All Five Games

The five current titles together address all five content strands of the NC 8th Grade Social Studies standards, the full Inquiry strand, and key AP College Board frameworks in World History, Human Geography, and Government. The games are designed as complements, not duplicates.

Game Design Philosophy

Lawson's Journey	Content-driven. Students encounter standards through geographic skills, primary source analysis, and historical simulation of colonial Carolina.
Denmark Vesey	Evidence-driven. Students weigh primary source documents from the 1822 trial against constitutional frameworks and arrive at their own verdicts.
Walker's Appeal	Rhetoric-driven. Students read the actual text of a primary source document and apply AP Language analytical frameworks to a historically significant argument.
NC Note-Taking	Skills-driven. Students encounter standards through the disciplinary practice of extracting, organizing, and summarizing historical information.
ClearPath	Empathy-driven. Students experience the human cost of geopolitical decisions through a robot simulation grounded in verified real-world data and NC community connections.
Outer Banks Navigator	Place-driven. Students navigate real NC geography across 500 years of history. The Outer Banks itself is the through-line: the same shoals, the same chokepoints, the same barrier island dynamics across every era from Roanoke to rising seas.

ClearPath: NC Community Connections

ClearPath is the only game in the library that is not a NC History or US History game by subject matter, but it is deeply connected to NC communities. Every level carries a specific NC geographic anchor connecting the conflict zone to a real NC county, road, park, or landmark. The Yemen level (Level 6) was specifically designed to be relevant to teachers in communities with significant Yemeni immigrant populations, particularly in the Triad and Charlotte metro areas. The NC anchor for Level 6 — Sharper Mountain and Gill Mountain in Wilkes County — is verified by USGS topographic data. Both peaks are real named summits in Wilkes County, acknowledged in the game as substantially shorter than the Yemeni peaks while sharing the same valley-between-two-peaks geography.

Standards Not Yet Addressed

The following NC standards are not yet addressed in current releases and are anticipated in games in development: 8.C&G.2.1; and 8.C&G.2.2; (evaluating societal reforms); 8.E.1.4 (personal financial decision-making beyond the expedition budget in Lawson); I.1.9–I.1.11 (taking informed action). These will be addressed in later chapters of Lawson's Journey and in games currently in development, including The Tuscarora War, 1711.

Note on Future Games

The Tuscarora War, 1711 (in development) will expand coverage of 8.H.1.1, 8.H.1.2, 8.B.1.1, 8.B.1.2, and 8.C&G.1.4.; Additional NC History Note-Taking topics will expand standards coverage proportionally. This document will be updated as new games are released.

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