

of respondents towards board games by focusing on the educational or recreational values they attribute to them. After summarizing the conditions of the survey, this communication will analyze the social distribution of practices, from upper class to working class, but also the different forms of value accorded depending on social background.

**11:40-12:00**     ***Morten Lilleören***

*Independent Researcher*

*European chess gateways: the northern route*

Chess came to Europe through several channels. The northern route has for almost two centuries been disputed among chess historians. I will, through linguistic evidence, show that this route really existed. Chess came directly from Persia to the Nordic area, and spread from there to the British isles, Germany, Poland and Czech areas. Somewhere in the middle of Europe this spread of chess met with the game's spread from the south. The examination will be based on linguistic evidence, through a comparison of the mediaeval chess terms of the languages of northern Europe. Establishing the chess terms of the different languages and comparing them, will give a phylogenetic tree that clearly determines the development. This conclusion will be followed up with tracking some of the terms back to Persian and Indian (Sanskrit) roots. In passing, the chessmen called rooks in the Lewis chessmen sets—which hitherto have been an enigma to board game historians—will also be explained.

**12:00-12:20**     ***Alberto Edite***

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*History learning through our board games*

Playing with History was a learning project developed in the Lisbon City Museum. During almost ten years museum educative technicians together with History school teachers created a set of activities from board games to aid in the teaching of history. Board games as “Duodecim scripta” and “tabula” were developed as a strategies to aid in the study of the Rome Empire, while “alquerque” or “nine men morris” were used in the study of Medieval society. In this paper we want to present this project, explaining pedagogical results and show some learning strategies developed to reach the educational goals of official Portuguese education programs.

**12:20-12:40**     ***Questions & Answers***