I have always been a big believer in interdisciplinary education. I believe that children are capable of learning complex concepts in STEM at a much early age. I have created a game targeting 4th-8th-grade students to teach them about the history and its relation to STEM. I wanted to replicate a similar pathway as the familiar, “Sherman’s March to the Sea”. The game primarily follows a journey to Andersonville Prison. Each side’s job is to correctly answer a series of questions pertaining to their primary region (Confederate/Union) in relation to the Civil War; more primarily Andersonville Prison. After the player(s) complete their designated regional questions, they will begin the Wildcard questions. All of the questions tie in different topic in STEM, whether it is medicine, population, or mathematics. The game also includes a few cultural/informational facts about important gender/ethnical diversity, and more in order to ensure the game is comprehensive with the reality of the war. The questions contain a lot of information and introduce challenging topics not frequently introduced to 4th graders. Younger students are much more capable than what is comfortably enforced (of course not for all students). I believe that if we can present more complex topics to students when educating them on our history, they can become better critical thinkers, and will be able to retain information. I have found in my own studies that information I learn through fun facts, I am able to retain more, and for longer. STEM education is important, yet still not widely available. Hopefully this game will allow some STEM discussion to be introduced in the classroom earlier. This submission is a part of a research study I am conducting in order to see if students can learn more about the state’s history through interdisciplinary games and STEM.