



Gaming Guru's

Jessica Matthews

3rd grade

7/25/20



Table of Contents

Introduction.....	3-5
Goals and Outcomes	6-7
Assessment Plan.....	8-13
Lesson Plans	
Lesson 1.....	14-23
Lesson 2.....	24-32
Lesson 3.....	33-46
Lesson 4.....	47-51
Unit Resources.....	52-54

Introduction

1. In this curriculum unit, students will learn many skills such as effective communication, questioning, explaining, problem solving, and strategizing. Students will know that strategy is involved during the planning and development of designing a board game. Finally, students will understand that strategy determines success. The skills, content, and concept presented in this unit are important for students to learn because they are relevant to other areas of their lives.

For example, students will learn that a board game designer must communicate effectively with peers if he or she want to complete their product. Students are already grappling with how to express their emotions and ideas at this stage of development, so this skill will also help them in daily life. Students will also realize that they will need this skill for their future jobs in order to be successful. The questioning skill will encourage them to be inquisitive and curious and to engage in independent study. The explaining skill will help them realize that in order to explain something effectively to others; they must have evidence and details to back up what they are explaining. The problem solving skills they use while planning and designing their game is important because it will make them practice ways to find a solution to a problem. They can strategize to find out how they can solve each problem, and can strategize when thinking about the task sequence of their board game development. All of these skills transcend to other areas of instruction and the students daily lives.

The content of this unit is also important for students to learn because it teaches them that strategy is involved when planning and developing things such as games. This could apply to many aspects of their life where they need to plan or develop something. This unit will

provide them with the knowledge they need to strategize a plan and set a successful goal. The content of this unit will also allow students to collaborate with one another in order to create clear strategies for their game. This knowledge will help them in the future when they need to collaborate with others in their job.

The concept of this unit, strategy determines success, will be the biggest take away for students. Whether they aspire to be a scientist, a lawyer, or Olympic athlete, they will realize that their strategy will determine their success. The scientific process involves strategy. A lawyer must find the best strategy when defending their clients. An Olympic athlete trains vigorously to find the best strategy for success. Strategy is a part of so many careers, and some of the most successful people in the world have used strategy to determine their success.

2. This curriculum unit has many elements that are appropriate for gifted learners. Gifted learners can find differentiation of content, process, product, and learning environment. This unit differentiates for gifted students in its complexity, challenge, depth, creativity, and acceleration. This differentiation will keep students engaged in their learning experience and be challenged by the content.

The content in this unit follows a unique curriculum that goes beyond the core curriculum to explore big ideas. Some content has an unclear solution and depends on perspective. Student are given the freedom to move more rapidly through the curriculum and are encouraged to explore their interests. Differentiation of the process skills is evident when students must use higher order thinking skills to grapple with complex dilemmas. The process is also open-ended which allows gifted students to question and follow their interests. Students

must also be empathetic during the process of viewing himself or herself as a game designer. The process skills are also appropriate for gifted students because it allows for individual inquires and independent study. The product differentiation is beneficial to gifted students because it allows student choice in working independently or in a small group to complete the product. Class assignments involve real problems and include a real audience. Students are constantly self-evaluating their work to determine if their game is successful. Students are encouraged to create their own product assignment as long as it follows the rubric. The rubric also matches students various skill levels.

Gifted students will enjoy the level of creativity involved in this curriculum unit. Creativity is encouraged while students brainstorm the layout of their board, the visual features such as manipulatives or cards that they may want to introduce, and the theme they would like for their game. Students are encouraged to move at their own pace, which allows students who have deep background knowledge to accelerate through the curriculum and product. Students will face complex issues as they strategize the board game design process in order to be successful. The strategies involved in the game design process provide a level of depth that gifted students crave. Each component of the game must tie in with another in order for the game to have a clear theme and be successful. With this level of depth comes the challenge to create a cohesive game that has appropriate elements and potential for success.

Unit Goals and Outcomes

Unit Topic:	Board Game Development
Unit Concept:	Strategy
Essential Understanding:	Strategy determines Success
CONTENT Goal and Objectives:	<p>GOAL: To develop an understanding of game planning, development, and design.</p> <p>OBJECTIVES: <i>The students will know that...</i></p> <ul style="list-style-type: none"> • Strategy is involved during the planning and development of the board game, as well as during play. • Game developers collaborate and problem solve in order to create clear strategies.
PROCESS Goal and Objectives:	<p>GOAL: To collaborate with peers in order to develop a board game</p> <p>OBJECTIVES: <i>The students will be able to...</i></p> <ul style="list-style-type: none"> • Communicate effectively with peers to successfully produce a board game • Question and explain reasoning when problem solving

	<ul style="list-style-type: none">• Determine the strategies needed for a successful board game
CONCEPT Goal and Objectives:	GOAL: To understand that strategy determines success OBJECTIVES: <i>The students will understand that...</i> <ul style="list-style-type: none">• Strategy is used in developing board games• Successful games have many strategic elements

Assessment Plan

There will be many opportunities to check in on student understanding throughout this curriculum unit. Each unit lesson will give me the opportunity to check in with students and formatively assess their progress towards their goal through discussion and reflection. In the classroom, I would also have the chance to walk around the room, visually monitoring student work and providing assistance for those who need it. I would also consider student participation when gauging how well each student understands the concept presented. Finally, I will give a summative assessment that asks students to create their own board game. The goal of this assessment is for students to think strategically as they create a successful game. The performance tasks reads as follows:

Performance Task

You are an aspiring game designer, and your favorite gaming convention has a prize for anyone with the best original game. What is the prize, you ask? One of the best game producers will produce your game for distribution! You have a week to strategize as you create a functional game that has a theme, mechanics, and potential for success. Once you create your game, you must present your game, and a written description of the strategies you used while creating it, to multiple game producers who will collectively determine if you are the winner.

Your task is to design the layout of your board game, choose manipulatives and mechanics, choose a theme, choose an age range and time frame, and successfully play your game. You may use strategy to decide the sequence you would like to use when creating your board game. Your board game must be easy to understand and play. You need to present your

game as well as a written description of the strategy involved in making your game a success to game producers at the game convention.

Criteria	Inadequate	Developing	Accomplished
Visual Appearance	Product is difficult to comprehend visually. Visual displays are hard to read and the visual components are unorganized.	Product visuals are somewhat clear and easy to comprehend. Visual components are somewhat organized.	Product visuals are clear and concise with no flaws. Visual displays are easily readable and the visual components are easy to understand.
Theme	Product does not have a theme or the theme is unclear.	Product has somewhat of a theme.	Product has a clear theme that deepens the playing experience.
Manipulatives/Mechanics	Product does not have enough manipulatives or mechanics for everyone. Manipulatives/Mechanics are present for all, but	Manipulatives and mechanics are somewhat easy to use and understand.	Manipulatives and mechanics are easy to use and understand. Pieces and cards

	hard to use and understand.	There are enough pieces and/or cards for everyone	are used appropriately with enough product for all, or a system to create enough product for all. (ex. Re-shuffling cards)
Rules/Guidelines	The products Rules/Guidelines are unclear to the point that it is difficult to play the game.	Products rules/guidelines are somewhat clear, but there is some troubleshooting needed when discussing the rules of the game.	Product has clear rules/guidelines that help the game run smoothly. No troubleshooting is involved when discussing the rules of the game.
Completion	Cannot successfully complete the game. A	Players can successfully	Players can successfully

	<p>clear winner cannot be established.</p>	<p>finish the game. A clear winner can be established, but the game may lack challenge or be too difficult.</p>	<p>finish the game while being challenged appropriately. A clear winner can be established.</p>
<p>Written Description</p>	<p>Written description does not include the strategy involved for successfully creating a game. Little detail is given in the text.</p>	<p>Written description includes some details about the strategies involved with a few examples from the game.</p>	<p>Written description includes detailed examples of how strategy was used in creating and designing each component of the board game. The reader gets insight on the individuals thought process</p>

			while designing this game.
--	--	--	-------------------------------

TEACHER NAME		Lesson #
Jessica Matthews		1
MODEL	CONTENT AREA	GRADE LEVEL
Visual Thinking Strategy	ELA	3rd
CONCEPTUAL LENS		LESSON TOPIC
Strategy		Sports Strategy
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.</p> <p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p>		
THE ESSENTIAL UNDERSTANDING (What is the overarching idea students will understand as a result of this lesson?)		THE ESSENTIAL QUESTION (What question will be asked to lead students to "uncover" the Essential Understanding)
Strategy determines Success		How does strategy determine success?
CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)		PROCESS SKILLS (What will students be able to do as a result of this lesson?)
<ul style="list-style-type: none"> • Students will know that strategy can be found in many aspects of life- including sports • Students will know that success is the accomplishment of an aim or purpose. • Students will know that written and visual imagery invites communication • Students will know that strategy is a plan designed to achieve and overall aim. • Students will know that sports strategy involves a team responding to other teams/outliers with the plan designed to achieve the goals for their team. • Students will know that sports strategy can also be applied to non-team sports. In this case, students will know that an athlete will perform 		<ul style="list-style-type: none"> • Students will be able to communicate effectively. • Students will be able to explain • Students will be able to analyze pictures • Students will be able to problem solve • Students will be able to debate • Students will be able to evaluate • Students will be able to question • Students will be able to inference • Students will be able to reason

<p>based on the plan that they have to achieve their personal goals.</p> <ul style="list-style-type: none"> • Students will know that there are team sport teams as well as individual athletes who rely on sports strategy to help them succeed. 	
--	--

GUIDING QUESTIONS
What questions will be asked to support instruction?
 Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ul style="list-style-type: none"> • What do you think about when you hear the word success? • What does success include? • What is strategy? • When talking about the success of sports players/teams, how does sports strategy play a role? • What does it mean to succeed? • What is it like to win? • How could you connect succeeding and sports strategy? • What are other times when you use strategy? • What is the role of sports teams/players when talking about strategy? • How might sports strategy connect with general strategy? • How do you think teams/players use sports strategy? 	<ul style="list-style-type: none"> • What do you see? • What else can you see? • What is going on in the picture? • What do you see that makes you say that? • What are people in the picture doing? • What do you see that makes you say that? • What else are they doing? • How does the person (people) in the picture feel? • What do you see that makes you say that? • Why do they feel the way they feel? • How is strategy shown in the picture? • What do you see that makes you say that? • What do you see that makes you think that this is an example of strategy? • How are sports represented in this picture? • What examples of 	<ul style="list-style-type: none"> • What do you see? • What do you see that makes you say that? • What else do you see? <p style="margin-top: 20px;">After several rounds, questions include:</p> <ul style="list-style-type: none"> • What do you see that represents sports strategy? • What makes you say that? • What do you see that represents strategy? • What makes you say that? • What do you see that indicates success? • What makes you say that? • What do you see that relates to sports? • What makes you say that? • How is strategy represented in your image? • How does strategy determine success?

<ul style="list-style-type: none"> • What are you succeeding at in your picture? • What details did you include to let us know that? • How did you feel in the picture? • What did you include to let us know how you felt? • How did you succeed? • What did you include in your picture to show us how you succeeded? • How was strategy important to you in this picture? 	<p>sports strategy do you see?</p> <ul style="list-style-type: none"> • What else do you see that shows an example of sports strategy? 	
---	---	--

DIFFERENTIATION
(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
The content of this lesson follows a unique curriculum	Student response is through their individual inquiries and perspectives of these images.		This session is student led and students are welcomed to debate.

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

As students enter the room, a picture of a team celebrating is projected on the Smart Board

The teacher begins the lesson by asking pre-lesson questions:

- What do you think about when you hear the word success?
- What does success include?
- What is strategy?
- When talking about the success of sports players/teams, how does sports strategy play a role?
- What does it mean to succeed?
- What is it like to win?
- How could you connect succeeding and sports strategy?
- What are other times that you use strategy?
- What is the role of sports teams/players when talking about strategy?
- How might sports strategy connect with general strategy?
- How do you think teams/players use sports strategy?
- How do you think teams/players use strategy?
- How do sports strategy and game strategy differ?
- How are sports strategy and game strategy similar?

Students are given a sheet of paper and instructed to illustrate a time that they were successful. Students are asked to think about how they looked, how they felt, what they were doing, and where they were as they illustrate their success. Students should also consider what made them feel successful in the picture.

Once students have completed their illustrations (approximately 20 minutes), teacher facilitates a whole group conversation. (Teacher will provide a 5 minute warning if students are not done at the 20 minute time line)

Teacher asks students to share their drawings. As each student shares their drawing, the teacher asks the following:

- What are you succeeding at in your picture?
- What details did you include to let us know that?
- How did you feel in the picture?
- What did you include to let us know how you felt?

- How did you succeed?
- What did you include in your picture to show us how you succeeded?
- What made you feel successful?
- How was strategy important to you in this picture?
- How did you represent strategy in your picture?
- How did you represent success in your picture?

Explore - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.

Direct student attention to the image displayed on the Smart Board. Instruct students to look at the image for 2 minutes in silence. After 2 minutes of observation, the teacher asks the following to students.

- What do you see in this image?
- What do you see that makes you say that?

(Multiple students will respond to these questions. The teacher can paraphrase what the students say and point out aspects of the image that they refer to when responding. No opinion is made by the teacher.)

When the discussion fades, the teacher asks:

- What do you see?
- What else can you see?
- What is going on in the picture?
- What do you see that makes you say that?
- What are people in the picture doing?
- What do you see that makes you say that?
- What else are they doing?

After these observational questions are asked, the teacher may have follow up questions such as:

- How does the person (people) in the picture feel?
- Why do they feel the way they feel?
- How is strategy shown in the picture?

- What do you see that makes you think that this is an example of strategy?
- How are sports represented in this picture?
- What examples of sports strategy do you see?
- What else do you see that shows an example of sports strategy?

How does this image represent sports strategy?

Explain - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.

After students have responded to the prompting question, the teacher refers to the image and asks the following:

- What do you see that represents success?
- What do you see that makes you say that?
- What clues about success do you see in the image?
- What do you see that makes you say that?
- Who are the people in the picture?
- What do you see that makes you say that?
- What is going on in the picture?
- What do you see that makes you say that?
- What do you see that makes you say that?
- What clues are given about how they feel?
- What do you see that makes you say that?
- How is strategy represented in the picture?
- What do you see that makes you say that?
- What examples of sports strategy do you see?
- What do you see that makes you say that?
- How do the athletes feel about what is going on?
- What do you see that makes you say that?

Teacher divides the students in small groups for elaboration

Elaborate —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

Each small group will select an image to analyze. Images will be numbered and students will draw numbers from a bowl to see which image they will use for this step. VTS strategies will be used by each group.

- What do you see?
- What do you see that makes you say that?
- What else do you see?

After several rounds:

- What do you see that represents sports strategy?
- What makes you say that?
- What do you see that represents strategy?
- What makes you say that?
- What do you see that indicates success?
- What makes you say that?
- What do you see that relates to sports?
- What makes you say that?
- How is strategy represented in your image?

Each group answers the follow questions:

What evidence of success is represented in your image?

How is strategy represented in your image?

How is sports strategy represented in your image?

Evaluate: This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.

Each group presents their image and presents answers from these questions as other students listen and take notes:

What evidence of success is represented in your image?

How is strategy represented in your image?

How is sports strategy represented in your image?

Final Assessment: See "Performance Task"

Based on the images we have seen today, how would you respond to the following question:

How does strategy determine success?



Whole Class VTS



Group 1



Group 2



Group 3



Group 4



Group 5

TEACHER NAME		Lesson #
Jessica Matthews		2
MODEL	CONTENT AREA	GRADE LEVEL
Bruner; Structure of the Discipline	ELA	3rd
CONCEPTUAL LENS		LESSON TOPIC
Strategy		Working as a board game developer
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
Strategy determines Success		How does strategy determine success?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<ul style="list-style-type: none"> -Many strategies can be used when creating a game -Game Developers must collaborate -Game Developers must create guidelines and/or rules to their game -Game Developers may design their own game or game pieces -Strategy determines Success -Game Developers have various attributes -A game developer must test their game -Game developers create their game using different types of strategies -The manipulatives of a game are important 		<ul style="list-style-type: none"> -Reason -Problem Solve -Collect data -Explain -Create -Question -Generalize -Analyze -Observe -Communicate effectively -Role Play -Utilize multiple perspectives
GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding</i>		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:

<p>-What are the people in these pictures doing?</p> <p>-What do the people in the pictures have in common?</p> <p>-What do you notice about the games in these pictures?</p> <p>-Who created these games?</p> <p>-What does a game developer do?</p> <p>-In what setting does a game developer work?</p> <p>-What are the characteristics of a board game developer?</p> <p>-Whom do board game developers collaborate with?</p> <p>-What items or manipulatives may a game developer need?</p> <p>-What does a game developer need to think about when developing a game?</p> <p>-What is strategy?</p> <p>-How does a board game developer know if he/she is successful?</p> <p>What could we add to our list after watching that video?</p> <p>What are some of the steps a game developer must take in order to create a game?</p> <p>Why is sequence important when developing a game?</p> <p>What is the process in developing a game?</p> <p>What did you learn about strategy?</p>	<p>-What did you learn about strategy as you rotated to each station?</p> <p>-How were you successful in each section?</p> <p>-Why is strategy important?</p> <p>-How do manipulatives play a part in strategy?</p> <p>-What manipulatives did you find successful?</p> <p>-What makes those manipulatives successful?</p> <p>-How does strategy help you succeed?</p> <p>-How do strategies help to develop a game?</p> <p>-How is strategy needed to develop a game?</p> <p>-How does strategy determine success?</p> <p>-How did each station change or progress?</p> <p>-What can you infer about the sequence of the stations?</p> <p>-How does each station reveal what makes a game developer successful?</p> <p>-What could we add to our list after developing a game?</p> <p>-What are some of the steps a game developer must take in order to create a game?</p> <p>-How do the steps contribute to creating a successful game?</p>	<p>-What did you consider as you created your game?</p> <p>-What challenges did you face in working as a team? If individual, what challenges did you face?</p> <p>-What are the attributes or qualities of a game?</p> <p>-How do you use strategy to develop a game?</p> <p>-How did you choose what to include in your game?</p> <p>-Who did you work with in creating your game?</p> <p>-What did you learn about the game developing process?</p> <p>-What did each team member add to the development of your game?</p> <p>-What makes a game successful?</p> <p>-How does strategy determine success?</p>
---	---	--

<p>Why is strategy important?</p> <p>What manipulatives might a game developer need?</p> <p>What manipulatives seem to create a successful game board?</p> <p>What characteristics might a game developer have?</p> <p>What does a game developer need to consider?</p> <p>Whom does a game developer rely on?</p> <p>Who relies on the game developer?</p> <p>How do these characteristics assist in the success of the game developer?</p> <p>How does a game developer use strategy?</p> <p>How does a game developer know if he/she is successful?</p>	<p>-Why is sequence important when developing a game?</p>	
--	---	--

DIFFERENTIATION
(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
	<p>-students use higher order thinking skills to think deeply about the questions posed.</p> <p>-Students are empathic as they view themselves as a professional and consider multiple perspectives</p>		<p>-There are many different learning environments for hands-on, visual, and auditory learners.</p>

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

The classroom is set up with multiple pictures displayed on the board. (See Pictures at the end of this document)

Students sit down before the teacher asks questions. The teacher takes notes on an easel of student responses for each question. One easel sheet is used for each question. Students will participate in answering these questions with their own perspectives. The teacher will wait until there is no more student response before moving on to the next question. The teacher will keep the questions and responses visible during the duration of the lesson.

- What are the people in these pictures doing?
- What do the people in the pictures have in common?
- What do you notice about the games in these pictures?
- Who created these games?

Familiarity with the discipline

The Teacher asks: -What does a game developer do?

Teacher records responses on the board while repeating student responses. This continues until it is difficult for students to think of responses. Then, the teacher moves on to the next question:

- In what setting does a game developer work?

Students call out words or phrases and the teacher continues to record these thoughts on the board, without organization or grouping.

- What are the characteristics of a board game developer?
- Whom do board game developers collaborate with?

-What items or manipulatives may a game developer need?

The teacher again records these responses by adding them to the master list.

-What does a game developer need to think about when developing a game?

The teacher adds to the list of responses

-What is strategy?

The teacher asks one final question before moving on:

-How does a board game developer know if he/she is successful?

The teacher then presents a video of top ten tips for game developers. The teacher skips around this video to play a minute or two of each tip. The purpose of this video is to engage students and introduce them to the thought process and skills of a game developer.

<https://youtu.be/gggYxa3vTnU>

After students have observed the video, the teacher asks: (responses to these questions are added to the original list on the board.)

What could we add to our list after watching that video?

What are some of the steps a game developer must take in order to create a game?

Why is sequence important when developing a game?

What is the process in developing a game?

What did you learn about strategy?

Why is strategy important?

What manipulatives might a game developer need?

What manipulatives seem to create a successful game board?

What characteristics might a game developer have?

What does a game developer need to consider?

Whom does a game developer rely on?

Who relies on the game developer?

How do these characteristics assist in the success of the game developer?

How does a game developer use strategy?

How does a game developer know if he/she is successful?

Explore - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.

Practice the Discipline

The teacher has set up stations around the classroom with materials possibly needed for strategies used in game development.

Students work silently and independently in each station. Students remain in each station for 15 minutes.

Student debrief and for 5 minutes between rotations on what they observed in the previous station. Groups record their finding on chart paper.

Before students break out into the stations, the teacher will provide pencil and paper for students to record their thoughts before they start stations. The teacher numbers students off to select which station they will start with.

Station 1: Students watch this video as they brainstorm their game concept:

<https://www.youtube.com/watch?v=xGyECdZwzu8>

Students take notes and jot down questions they have from the video.

Station 2: Students watch this video before they jot down notes for their game rules and mechanics

<https://www.youtube.com/watch?v=NZixTnCAixI>

Station 3: Students watch this video before sketching a draft for their board game design:

https://www.youtube.com/watch?v=wrD_i4Btr4I

The teacher divides the class into groups of three. Students are provided a pencil and notebook for note taking and brainstorming. The teacher has the following expectations for the groups:

- Groups rotate through all three stations during three rounds
- Groups go to one station each round and are allowed and encouraged to use materials at each station
- Students must create or brainstorm at each station and record observations from their experience

- Students should record strategies in their notebook to review during the game developing process
- Students must collaborate effectively for 5 minutes after each station

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

Once students have all rotated throughout the stations and debriefed as a group, each group displays their finding on their chart paper on the wall of the classroom. All students walk through the class room with their notebooks, adding insights about game development that they may have missed by looking at chart papers from other groups.

The teacher then debriefs the learning experience by asking during lesson questions:

What did you learn about strategy as you rotated to each station?

- How were you successful in each section?
- Why is strategy important?
- How do manipulatives play a part in strategy?
- What manipulatives did you find successful?
- What makes those manipulatives successful?
- How does strategy help you succeed?
- How do strategies help to develop a game?
- How does strategy determine success?
- How did each station change or progress?
- What can you infer about the sequence of the stations?
- How does each station reveal what makes a game developer successful?
- What could we add to our list after developing a game?
- What are some of the steps a game developer must take in order to create a game?
- How do the steps contribute to creating a successful game?
- Why is sequence important when developing a game?

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Continued Practice and Reflection

Students work individually or in small group to continue to brainstorm their own game- the teacher explains that whatever they decide to do today, they must try to stick with during the week of lessons. Students are instructed to create the “bones” of a game using the strategies they observed in class. Students should consider the following:

Strategies they found successful

responsibilities and attributes of a game developer

team members and collaboration involved in game development

Behavior of a game developer

Importance of ideas- and listening to ideas with an open mind

Each group pitches their game ideas to the teacher.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

After each group pitches their game idea, the teacher asks the following post lesson questions:

- What did you consider as you created your game?
- What challenges did you face in working as a team? If individual, what challenges did you face?
- What are the attributes or qualities of a game?
- How do you use strategy to develop a game?
- How did you choose what to include in your game?
- Who did you work with in creating your game?
- What did you learn about the game developing process?
- What did each team member add to the development of your game?
- What makes a game successful?
- How does strategy determine success?



Jessica Matthews		3
MODEL	CONTENT AREA	GRADE LEVEL
Socratic Seminar	Language Arts	3rd
CONCEPTUAL LENS		LESSON TOPIC
Strategy		Game Strategy
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area</p> <p>RI.3.6 Distinguish their own point of view from that of the author of a text.</p> <p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
<i>Strategy determines Success</i>		<i>How does strategy determine Success?</i>
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<ul style="list-style-type: none"> • Playing a game takes strategy • Strategy is plan of action intended to accomplish a specific goal. An elaborate and systematic plan of action. • Battleship is a strategic game involving five ships and a grid system for attack • Battleship has many different strategies in order to be successful • There are many different types of board games • Strategies may differ depending on the type of board game • Game success depends on strategy 		<ul style="list-style-type: none"> • Strategize • Problem Solve • Reflect • Collaborate • Dialogue • Analyze data • Engage • Develop • Question

GUIDING QUESTIONS

What questions will be asked to support instruction?

Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ul style="list-style-type: none"> • <i>How do you see strategy used in this video?</i> • <i>Which strategies are successful in this video?</i> • <i>How do Ryan and Hector feel when they are successful?</i> • <i>What else did you notice about strategy or success in this video?</i> • <i>How will you use this video to help you with identifying strategy?</i> • <i>In what ways does this video show or talk about strategy?</i> • <i>How did the strategies Ryan used determine his success?</i> • <i>Why do you think they chose Marines to play this game?</i> • <i>What did you notice about the nature/process of this game?</i> • <i>How could Hector have won the game?</i> • <i>What successful strategies did Hector use?</i> • <i>What tools or resources were needed to play this game?</i> • <i>What did the men need to know in order be successful with this game?</i> 	<ul style="list-style-type: none"> • <i>What did you underline? Why did you underline or circle the word or phrase?</i> • <i>What questions were answered as you continued to read?</i> • <i>Why do you think the words you highlighted are significant?</i> • <i>What did you notice about the game board?</i> • <i>Why is ship placement important in this game?</i> • <i>How could guessing be a successful strategy?</i> • <i>How can you relate to this article?</i> • <i>What does this mean to you?</i> • <i>What would add to the game?</i> • <i>How can you use this information?</i> <p><i>Students will also ask questions in this stage, which will also add to this section. Here are some ideas of opening questions:</i></p> <p><i>How does strategy play a role in game play?</i></p> <p><i>How does having a strategy determine the success of your game?</i></p>	<ul style="list-style-type: none"> • <i>How does strategy play a role in successfully completing a game?</i> • <i>How does having a strategy determine if you are successful?</i> • <i>How do strategies vary by type of game?</i> • <i>How does strategy determine success?</i> • <i>What was the big concept you learned during this seminar?</i> • <i>What generalizations could you make about the game design process?</i> • <i>How did this experience help you deepen your knowledge of strategy?</i> • <i>What challenges did you have during this seminar?</i> • <i>How did your role in the seminar impact your feelings about the content? (inner/outer circle)</i> • <i>Which question that was asked made you think differently?</i> • <i>How has your thinking changed?</i> • <i>What are some strategies you can use to be successful while playing a game?</i> • <i>How does strategy determine success?</i>

--	--	--

DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.)

Content	Process	Product	Learning Environment
This lesson includes unique content not taught in the curriculum	The process involved will be open ended with questioning and allows students to follow their interests.		There will be many learning environments including individual, small group break outs, and whole group discussions.

PLANNED LEARNING EXPERIENCES (What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

As students come into the room, a definition of Strategy is written on the board. Students are encouraged to look at the definition and reflect while at their seats.

- **How do you see strategy used in this video?**
- **Which strategies are successful in this video?**
- **How do Ryan and Hector feel when they are successful?**
- **What else did you notice about strategy or success in this video?**
- **How will you use this video?**

Students are instructed to use a piece of paper and answer these questions while watching the video: <https://youtu.be/LSqF68-N4Ak>

Once everyone has seen the videos, students will share orally what they wrote on their papers. Once students have the opportunity to share their reactions, pose the following questions to students. Students will respond orally to the questions while a scribe writes down the responses under each question. The whole class will participate in discussion surrounding these questions:

- **In what ways does this video show or talk about strategy?**
- **How did the strategies Ryan used determine his success?**
- **Why do you think they chose Marines to play this game?**
- **What did you notice about the nature/process of this game?**
- **How could Hector have won the game?**
- **What successful strategies did Hector use?**
- **What tolls or resources were needed to play this game?**
- **What did the men need to know in order to be successful with this game?**

Explore - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.

The teacher will facilitate student close reading of "How to Win at Battleship" (text included below lesson plan) <https://www.thesprucecrafts.com/how-to-win-at-battleship-411068>

During exploration, students are to read the article three times. Once to familiarize themselves, once for content, and once for making connections. Students are asked to take notes in the margins to record their thoughts and questions. Underline/circle or highlight words and phrases they find confusing and/or significant.

The teacher provides time for students to use these close reading strategies. Once all students are finished, the teacher debriefs by asking the following:

- **What did you underline? Why did you underline or circle the word or phrase?**

- What questions were answered as you continued to read?
- Why do you think the words you highlighted are significant?
- What did you notice about the game board?
- Why is ship placement important in this game?
- How could guessing be a successful strategy?
- How can you relate to this article?
- What does this mean to you?
- What would add to the game?
- How can you use this information?

Explain - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.

Students will each be provided an article titled “Board game types explained: a beginner's guide to tabletop gaming terms” (text included below lesson plan)

<https://www.dicebreaker.com/categories/board-game/how-to/board-game-types-explained>

Students will be divided into groups of three or four. Each group should ‘close read’ this article by making sure to write down questions and notes while they read. Each group should produce five questions in response to the reading. Questions should be conceptual in nature and have higher-order thinking elements. Questions during dialogue may also be added to these questions.

Elaborate —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

Students are divided into two groups- an inner and outer circle. The participants in the inner circle will begin dialogue when one student (identified by the teacher) or the teacher asks the opening question. The outer member’s role at this point will be to listen and take notes on what the inner circle participants are saying. The outer circle will also craft questions of their own to ask when it is their turn to participate. Each member of the outer circle will have one member of the inner circle that they will observe during this process. (Outer circle participants will be given an observation sheet). The leader will begin the seminar by asking one provocative and open-ended question. Inner circle students will respond to this question through dialogue with each other. They will communicate respectfully with one another. The inner and outer circles will change positions half way through.

Opening questions may include: (If the designee does not have an opening question, these could be used. These questions can also be asked by the facilitator at any point during the dialogue) :

How does strategy play a role in success?

How does having a strategy determine if you are successful?

How do strategies vary by type of game?

How does strategy determine success?

Students will dialogue for 20 minutes and then inner and outer circles will change places. The new outer circle members will now take notes, ask questions, and will each observe a member of the inner circle during dialogue)

When students have completed the seminar (after 10-15 minutes with the second circle), the teacher poses the following questions:

- **What was the big concept you learned during this seminar?**
 - **What generalizations could you make about the game play process?**
 - **How did this experience help you deepen your knowledge of strategy?**
 - **What challenges did you have during this seminar?**
 - **How did your role in the seminar impact your feelings about the content? (inner/outer circle)**
 - **Which question that was asked made you think differently?**
 - **How has your thinking changed?**
 - **What are some strategies you can use to be successful while playing a game?**
- How does strategy determine success?**

After students have shared responses orally, students are instructed to return to their small groups

Evaluate: This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.

Students will play “Battleship” online: <https://www.battleshiponline.org/> and refer to readings and video to determine strategies for success. Students will collaborate and use the same rules for respectful dialogue as they did during the seminar. Students will sketch the layout of their ship positions in their board and jot down each move they make with notes about the success of that move. After playing, students will write a summary of the strategies they used. Students will include the strategies that worked well for them and those that did not. Students may also include what strategies worked well for their opponent. Students will also include a strategy that they will try next time in order to succeed.

ARTICLE: How to Win at Battleship

Common Strategies for Placing Ships and Taking Shots

Written by

[Seth Brown](#)

•

Updated 10/28/19

Andrew Malone / Flickr / CC By 2.0

Unlike [chess](#), which is a complex game that has spawned hundreds of books on strategy, the strategy for Battleship is not very complicated. Basically, there are only two simple decisions in your [Battleship game](#). First, you have to figure out where to hide your ships, and then you have to figure out how to shoot at your opponent's board.

Illustration: The Spruce / Marina Li

Placing Your Ships

The object of placing your ships on the board is to make your opponent take as long as possible before finding all of them. On the most basic level, this means that your ships should be placed somewhat randomly. All other placement guidelines are based on considerations of how your opponent is likely to attack.

Do not place your ships touching each other: An opponent who scores a hit on your grid will likely circle that point looking for the rest of the ship. If your opponent finds two ships at once, then you have just lost an extra ship.

Place a ship on the edge of the board: Many opponents will fire most of their shots towards the middle of the board, so having at least one ship on an edge may give you an advantage. Do not place all your ships on the edge, or your opponent may guess the pattern of what you are doing.

Be asymmetrical: In other words, do not mirror your ship placements. If you have a ship one square away from both edges in the lower left, do not do the same thing in the upper right. The human mind seeks patterns, so your opponent will be more likely to find both ships after finding the first one.

Be unpredictable: If you have followed the above rules for a few games in a row against the same opponent, then break them. This will confuse your opponent and ensure you are not too easy to outguess.

Leo Cox Photography / Getty Images

Taking Your Shots

The goal of your shot-firing is to locate and sink your opponent's ships as quickly as possible. Unless you are a mind-reader whose random guesses are likely to hit, you should go about firing your shots in a logical and ordered fashion.

Guess in diagonal lines: In other words, if your first shot is fired at C-1, consider firing your next shot at F-4, and your next shot at I-7. By firing shots along a diagonal line, you guarantee that each of your shots is located in a new row, and a new column, thus maximizing the number of rows and columns into which you are firing.

Do not bunch up your shots early on: Your initial goal is to cover as much ground as possible, so do not start by firing shots adjacent to each other, even diagonally. Instead, leave a few spaces between shots. After your opening [salvo](#), you can go back and fill in the gaps in your diagonal lines. Once you have fired enough shots to draw a few diagonal lines, you will notice that you have used those lines to divide the board up into small chunks. From this point forward, you should try to systematically take shots in each chunk to eliminate the possibility of your opponent's biggest remaining ship existing in that region.

Consider the checkerboard method: If you imagine the firing grid as a giant checkerboard, with alternating white and black squares, you can hit all opposing ships by firing only on black squares. This meshes well with the diagonal line strategy and means you never need fire on half the squares in the game (the "white" ones) except to finish sinking a ship you have already hit. When you score a hit, continue to fire adjacent shots to attempt to continue sinking the opposing boat.

ARTICLE #2:

Board game types explained: a beginner's guide to tabletop gaming terms

How to tell your roll-and-writes from your roll-and-moves.



How To by [Simon Castle](#) Contributor

Published 12 Feb, 2020

Updated 12 Feb, 2020



Getting into tabletop gaming as a beginner can be a challenge. From knowing the [best board games](#), working out what to buy first and finding others interested in playing them with you, through to understanding the conversation when you meet these peers, there are all sorts of potential barriers to even the friendliest of pastimes.

Board gaming, as one of humanity's oldest hobbies, can be one of the most welcoming activities around. You can start anywhere and with anyone - you can learn [how to play Dungeons & Dragons 5E](#) in a board games shop or café, crack out the [best party board games](#) down the pub or at home and pick up tips on [how to play Magic: The Gathering](#) with an established club, or simply enjoy playing around the kitchen table with your existing friends or even all by yourself thanks to the growing number of [solo board games](#).

But like everything that a lot of people spend a lot of time on, a whole specialist language has built up around board games, not least of which is the various genres that tabletop games get grouped into. What's a deckbuilder compared to a deck construction game? What makes a [living card game](#) different

to a trading card game, and is that the same as an [expandable deck game](#)? What do you actually do in a worker-placement board game?

Fear not; to help those of you who haven't yet had a proper chance to learn your roll-and-writes from your roll-and-moves, Dicebreaker has put together the following beginner's guide to the different types of board game types and what they mean.

Bear in mind that many of these board game types aren't exhaustive or exclusive, and many board games will fall into more than one of these categories - or might be something else entirely. However, the following board game terms represent the most common types of games on the tabletop, so they're a good place to start next time you're wondering if something really is a Eurogame, or just happens to have a farmer on the cover.



Shobu is an example of a modern abstract board game.

Board game types

Abstract

Board games with no theme at all, or what theme is offered is so disconnected from the actual experience of playing that it might as well not be there. Draughts and Go are the purest examples of abstracts, while chess - with its set of named pieces and suggestion of historical warfare - is relatively thematic by the standards of the category.

Examples: Draughts, chess, Go, Tak, Shobu, Hive, Santorini, Azul and its sequels.

Area control

Board games with some form of map or board defining a space that players compete to dominate, usually through adding their own pieces to regions or areas or removing opponents' pieces. Sometimes the control can come through denying access to areas rather than taking them yourself - it could be argued that Scrabble is an example of the genre!

Examples: Small World, Risk, Nanty Narking, Blood Rage.

Campaign/legacy

Campaign board games are defined by individual plays following a series of connected scenarios, where the actions and outcome of one scenario will usually affect the next. [Legacy board games](#) are a specific type of campaign game where your choices and actions cause you to make permanent (often physical) changes to the game and its components, such as applying stickers to the board or tearing up cards, often providing a one-time experience.

Examples: Gloomhaven, Pandemic Legacy, Charterstone, Betrayal Legacy.

Deckbuilder

Each player starts with their own identical deck of cards, but alters it during play, with more powerful cards being added to the deck and less powerful ones removed. Deckbuilders are sometimes conflated with deck construction games such as [trading card games](#), with the difference being that in deckbuilders the act of creating and customising your deck is part of the core gameplay experience, instead of something that usually happens away from the table between plays.

Examples: Dominion, Star Realms, Undaunted: Normandy, Harry Potter: Hogwarts Battle.

To see this content please enable targeting cookies.[Manage cookie settings](#)

Deck construction

A type of board game where the players use different decks of cards to play, constructed prior to the game from a large pool of options, according to specific rules. There are two main distribution models: trading or [collectible card games](#) sell booster pack products with a randomised set of cards in each, while living card games and expandable deck games provide a fixed set of cards in each expansion. (Living card game applies specifically to such games produced by Fantasy Flight Games, which has trademarked the term.)

Examples: Magic: The Gathering, Android: Netrunner, Marvel Champions, Arkham Horror: The Card Game.

Dexterity

Board games involving physical skill, whether using the whole body as in Twister or just the fingers for moving things about, as with removing blocks in Jenga. This can include flicking discs or other objects

with your fingers like Flick 'em Up, balancing things in games such as Beasts of Balance or even throwing objects around, like Dungeon Fighter.

Examples: Cube Quest, Catacombs, Flip Ships, Flick 'em Up, crokinole, Beasts of Balance.

Drafting

Drafting is a mechanic where players are presented with a set of options (usually cards, though sometimes dice) from which they must pick one, leaving the remainder for the next player to choose from. The selection may be made from a shared central pool of choices, or from a hand of cards passed between players. This can be a small part of a game, such as selecting an ability for use during a round, or the entire decision space for a game.

Examples: 7 Wonders, Sushi Go!, Villagers.

To see this content please enable targeting cookies.[Manage cookie settings](#)

Dungeon-crawler

Players take the roles of characters making their way through a location, often depicted by a map with a square grid or a page in a book, defeating enemies controlled by another player, a companion app or the game system itself.

Examples: Gloomhaven, Mansions of Madness, Star Wars: Imperial Assault, Mice and Mystics.

Engine-builder

Over the course of an engine-building board game, you'll build an "engine": something that takes your starting resources and/or actions and turns them into more resources, which turn into even more resources, which - somewhere along the line - will usually turn into a form of victory points.

Examples: Res Arcana, Century: Spice Road, Race for the Galaxy.

Eurogame

Often shortened to just 'Euro', these are strategy-focused board games that prioritise limited-randomness over theme. Usually competitive with interaction between players through passive competition rather than aggressive conflict. Named for the fact many of the early games of this style were developed in Europe - particularly Germany - in contrast to the more thematic but chance-driven "American-style" games of the time. (Sometimes referred to as 'Ameritrash' by those who dislike the high luck element.)

Examples: Agricola, Paladins of the West Kingdom.



The Quacks of Quedlinburg - a game in which pushing your luck leads to victory (or everything blowing up in your face).

Push-your-luck

Board games that invite you to take ever bigger risks to achieve increasingly valuable rewards - or to decide to keep what you've got before you lose everything. Think the card game blackjack or deciding whether to give an uncertain answer on Who Wants to be a Millionaire? Sometimes also called press-your-luck.

Examples: The Quacks of Quedlinburg, Port Royal, Deep Sea Adventure.

Roll-and-move

Board games where you roll one or more dice and move that many spaces - commonly on a looping track of spaces, or a path with a start and finish. Often landing on certain spaces will trigger specific actions or offer the player certain gameplay options. Simple as that.

Examples: Monopoly, The Game of Life, Snakes and Ladders, Formula D.

Roll-and-write

Roll some dice and decide how to use the outcome, writing it into a personal scoring sheet. Each decision impacts your options for the rest of the game, so even in games where everyone uses the same dice, slightly different choices at the start can lead to very different end results. Some games twist the

name by replacing the dice with something like cards for a 'flip-and-write' (Welcome To...) or the writing with something like placing miniatures for a 'roll-and-build' (Era: Medieval Age).

Examples: Yahtzee, Railroad Ink, Ganz Schon Clever, Corinth.

To see this content please enable targeting cookies.[Manage cookie settings](#)

Social deduction

One or more players around the table have a secret, and the rest of you need to figure out who! Expect lying, bluffing and wild accusations all round. Players are often secretly assigned hidden roles that only they know, and must achieve their own objectives - commonly either finding the odd one out, or hiding the fact that you are the odd one out yourself.

Examples: Blood on the Clocktower, One Night Ultimate Werewolf, The Resistance.

Storytelling

Board games with a focus on narrative and description that is directed or fully created by the players. This could be an overarching story lasting the whole game - or across a campaign of multiple sessions - read from pre-written passages, or a sequence of vignettes as players are tasked with inventing and describing something prompted by a single card.

Examples: The King's Dilemma, Tales of the Arabian Nights.

To see this content please enable targeting cookies.[Manage cookie settings](#)

Worker-placement

Board games where you choose actions from spaces on the board by assigning your pool of "workers" - often thematically actual workers in your employ - to them. Usually Eurogames, with player interaction created because actions one player has taken often can't be taken by or come with a cost for anyone else.

Examples: Charterstone, Agricola, Caverna, Lords of Waterdeep.

Wargame

Players pit armies against each other, represented by collections of miniatures or tokens on a map, with a grid or actual measured distances for movement. Eliminate the opponent's figures or achieve objectives to win, with combat usually dictated by dice rolls or card play.

Examples: Warhammer 40,000, Memoir '44, Risk, Axis & Allies.

TEACHER NAME		Lesson #
Jessica Matthews		4
MODEL	CONTENT AREA	GRADE LEVEL
Kohlberg's Moral Development	ELA	3rd
CONCEPTUAL LENS		LESSON TOPIC
Strategy		Dilemmas
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions.</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding?)</i>
Strategy determines Success		How does strategy determine success?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<ul style="list-style-type: none"> -Students will know that moral dilemmas involve many stages of development -Students will know that strategy involves a detailed plan with a goal in mind. -Students will know that a moral dilemma is a problem with a complex answer that may differ depending on the audience. -Students will realize that strategy is involved in solving moral dilemmas through problem solving methods. -Students will know that a characters moral code may be influenced by what they deem successful -Students will learn that success may have multiple meanings 		<p>Students will be able to:</p> <ul style="list-style-type: none"> -Analyze -Compare and Contract -Explain -Reason -Debate -Prioritize -Inference

GUIDING QUESTIONS

What questions will be asked to support instruction?

Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ul style="list-style-type: none"> • What do you see in this picture? • What else do you see in this picture? • What is going on in the picture? • What might the man be thinking? • What is on his mind? • What is a dilemma? • What is an example of a dilemma? • What makes dilemma's difficult? • How would you solve a dilemma? • How would you define "strategy"? • How do you think strategy might relate to a dilemma? • During what events or situations might people use strategies? • How would you define success in solving a dilemma? • How might strategy be used in determining success? 	<ul style="list-style-type: none"> • What happened in this situation? • What strategy was used in this situation? • Who is involved in this situation? • What options do you have? • How might you use strategy in thinking about this dilemma? • Who should you consider as you think about his dilemma? • How might you think about your family's perspective while thinking about your dilemma? 	<ul style="list-style-type: none"> • What was the dilemma you faced? • What alternatives did you choose? • What were your reasons for your positions? • What strategy did you use in the decisions you made? • Whose perspectives did you discuss as you made your decisions? • Why do you think your decisions were impacted by strategy? • How might strategy play a role in determining success when solving a dilemma? • What does success mean to you based on the strategic decision you made? • How could you use Kohlberg's stages of Moral Development to strategize about characters and the decisions they might make? • How would strategizing lead you to a sound position? • Now what do you think the older sibling should do? • What is the most important reason for this action? • How does strategy determine success?

DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
Content is sophisticated	Students must use higher order thinking skills in order to grapple with a complex dilemma.		Students will work individually and in groups.

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

Teacher has an image displayed on the board as students enter the room. The image is of a man standing in the middle of two arrows on a wall. One arrow is pointing to the left while the other arrow is pointing to the right. Students are instructed to look at the picture for a couple of minutes.

The teacher asks:

- **What do you see in this picture?**
- **What else do you see in this picture?**
- **What is going on in the picture?**
- **What might the man be thinking?**
- **What is on his mind?**

Students will respond to these questions and share their thoughts. The conversation leads to the conclusion that this man is thinking about a decision or dilemma he is solving.

The teacher asks pre-lesson questions:

- **What is a dilemma?**
- **What is an example of a dilemma?**
- **What makes dilemma's difficult?**
- **How would you solve a dilemma?**
- **How would you define "strategy"?**
- **How do you think strategy might relate to a dilemma?**
- **During what events or situations might people use strategies?**
- **How would you define success in solving a dilemma?**
- **How might strategy be used in determining success?**

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Step 1: Introduce and clarify the nature of the dilemma.

The teacher states that moral dilemmas are a part of our everyday lives, even while playing board games. She adds that dilemmas help us with our critical thinking and reflection skills, and that people often use strategy as a basis for decision-making while attempting to solve a dilemma.

The teacher presents a dilemma she created for the class involving the famous board game, Monopoly. Each student reads the following excerpt silently:

You are playing Monopoly with your younger brother. The winner of this game will go out for ice cream with his grandparents while the loser of this game will do chores. Your strategy is to trade property with your younger brother, but he is not aware that he is giving you a Monopoly. You realize that he does not know the severity of the transaction. He already have a monopoly. Do you continue this trade in order to succeed, or does your guilty conscious prevent you from making the deal?

The teacher asks the whole group: What is the nature of the dilemma?

Step 2: Clarify the facts of the situation and identify the issue involved

The teacher asks students about what happened in the dilemma. The teacher asks the students to describe the options for the older sibling.

The teacher asks the whole group:

- **What happened in this situation?**
- **What strategy was used in this situation?**
- **Who is involved in this situation?**
- **What options do you have?**
- **How might you use strategy in thinking about this dilemma?**

- **Who should you consider as you think about his dilemma?**
- **How might you think about your family's perspective while thinking about your dilemma?**

Explain - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.

Step 3: Students identify a tentative position on the action the central character should take and state one or two reasons for that position.

After reflecting on the options, the students collaborate through the teacher facilitating, to choose what they should do in this dilemma.

The teacher asks the following questions:

What is your position?

What are one or two alternatives you should choose?

What are two reasons for choosing those alternatives?

Step 4: Divide the class into small groups.

Students share their reasons for the position they have taken in their small groups. Each small group discussion will have 4-6 members. They should discuss their reasons and select the best two reasons for the position. Students will discuss both positions and choose the best reasons for each. If the class agrees about one position, the students will be divided into groups based on the similarity of their reasons for supporting a position. Each group can then decide why the reason they prefer is the best one. Ideally, students will be grouped by differences in reasons. These small groups will discuss their reasons and decide on the best two or three that support their decision.

The teacher will instruct each group to have a recorder who takes notes on everyone's stance and their reasoning behind their decision.

Elaborate —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

Step 5: Reconvene the class for a full class discussion of the dilemma- This will take most of the class time.

The teacher acts as the facilitator as she asks questions that focus on clarity, student interaction, focus, perspective taking, and proof of reasoning.

The teacher instructs students to form a circle for whole-class discussion and ask the students to answer the following questions:

- **What was the dilemma you faced?**
- **What alternatives did you choose?**
- **What were your reasons for your positions?**
- **What strategy did you use in the decisions you made?**
- **Whose perspectives did you discuss as you made your decisions?**
- **Why do you think your decisions were impacted by strategy?**
- **How might strategy play a role in determining success when solving a dilemma?**
- **What does success mean to you based on the strategic decision you made?**

After these post-lesson questions, the teacher presents the different stages of Kohlberg's stages of Moral Development. The teacher explains that these stages start at birth and develop to adulthood.

The teacher provides students with a handout of Kohlberg's Stages of Moral Development.

Stage One-Avoiding Punishment

Stage Two-Getting a Reward or Benefit

Stage Three-Winning Approval (What others will think of me)

Stage Four-It is the Rule or the Law

Stage Five-It is in line with Social Order; This is the difference between moral and legal

Stage Six-(theory) Universal Principles (Ethics)

The teacher asks:

- **How could you use Kohlberg's stages of Moral Development to strategize about characters and the decisions they might make?**
- **How would strategizing lead you to a sound position?**

Evaluate: This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.

Students return to their seats to work independently.

STEP 6 *Reevaluate their original positions individually.*

After the large group discussion, students to review the discussion to answer the following questions on their index cards:

- **Now what do you think you should do?**
- **What is the most important reason for this action?**
- **How does strategy determine success?**

The teacher will collect these responses.



Image displayed when students enter the room

Unit Resources

The Dice Tower. (2013, May 30). *Top 10 Tips for Game Designers*. [Video]. YouTube.

<https://youtu.be/gqqYxa3vTnU>

This website includes a video of the top ten tips for game developers. Students will watch clips of this video during the second lesson in the unit in order to familiarize themselves with the discipline.

TIMORUM Gamers. (2015, September 18). *How to Create a Board Game- Brainstorm and*

Concept Phase. [Video]. YouTube. <https://www.youtube.com/watch?v=xGyECdZwzu8>

Students will watch this video in the first station in second lesson in order to get a clear understanding of how to brainstorm their game concept.

TIMORUM Gamers. (2015, October 2). *How to Create a Board Game- Basic Rules and Game*

Mechanics. [Video]. YouTube. <https://www.youtube.com/watch?v=NZixTnCAixI>

Students will watch this video in the second station during their second lesson. This video will help them understand how to create game rules and mechanics.

Fessiwig. (2010, June 15). *Creating a Board Game*. [Video]. YouTube.

https://www.youtube.com/watch?v=wrD_i4Btr4I

Students will watch this link in the third station during their second lesson in order to get inspiration for sketching a draft of their board game.

BuzzFeed Multiplayer. (2018, October 1). Real Marines Play Battleship. [Video]. YouTube.

<https://youtu.be/LSqF68-N4Ak>

Students will observe the strategies two marines use while playing Battleship. A discussion surrounding strategy will stem from this video.

Brown, Seth. (2019, October 28). How to Win at Battleship: Common Strategies for Placing

Ships and Taking Shots. The Spruce Crafts. <https://www.thesprucecrafts.com/how-to-win-at-battleship-411068>

Students will read the article three times. Once to familiarize themselves, once for content, and once for making connections. Students take notes in the margins to record their thoughts and questions. Underline/circle or highlight words and phrases they find confusing and/or significant.

Castle, Simon. (2020, February 12). Board Game Types Explained: a beginner's guide to tabletop

gaming terms. Dicebreaker. <https://www.dicebreaker.com/categories/board-game/how-to/board-game-types-explained>

Students are placed in groups to close read this article. Students take notes and form questions from this reading.

(2012-2020). Battleship Game. <https://www.battleshiponline.org/>

Students will have the opportunity to play Battleship and observe what type of strategies they use while playing the game.