

<b>LESSON TOPIC</b>	Impact of Games in CS/US History
<b>INQUIRY</b>	<ul style="list-style-type: none"> <li>• Why are games important to CS/US history...to me?</li> <li>• What is the value in developing digital games?</li> </ul> <p><i>In spite of the common perception of computer science history as being male dominated and shifting from a personal to a vastly social realm, the unsung heroes and forgotten narratives convey quite the opposite.</i></p> <p><i>Gaming, one of the most immersive and engaging social dynamics recorded since the history of humans, has reflected and perpetuated social dynamics that can continue to persist or be altered by games themselves!</i></p> <p><i>The power lies in game designers and developers and their understanding of the significance that video games has had and continues to have.</i></p>
<b>STANDARDS</b>	<ul style="list-style-type: none"> <li>• 9-12.IC.1 Evaluate the impact of computing technologies on equity, access, and influence in a global society.</li> <li>• 9-12.IC.7 Investigate the use of computer science in multiple fields.</li> </ul>
<b>OBJECTIVE</b>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain one or more ways that digital games have affected our present</li> <li><input type="checkbox"/> Identify ways that early computer (video game) usage has shifted online dynamics from personal to social.</li> <li><input type="checkbox"/> Explain how video games can both positively and negatively affect our future</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• <a href="#"><u><b>A People's History of Computing in the United States (book)</b></u></a> <ul style="list-style-type: none"> <li>◦ Provides basis for unit's motivation</li> <li>◦ Early chapters contain excerpts that can be used by teacher (focus on early video gaming's relationship to what was presented in "inquiry" section above)</li> <li>◦ Includes summary, link to purchase, &amp; related resources/media)</li> </ul> </li> <li>• <a href="#"><u><b>Jane McGonigal Believes Games Can Change the World (article)</b></u></a> Wall Street Journal</li> <li>• <a href="#"><u><b>Tech Bro Culture was Written In the Code (article)</b></u></a> Slate.com</li> <li>• <a href="#"><u><b>Fact or Fiction: Video Games are the Future of Education (article)</b></u></a> Scientific American</li> <li>• <a href="#"><u><b>Video Games Can Be Good For You (article)</b></u></a> Game Design.com</li> </ul>
<b>AGENDA</b>	
<b>STARTER</b>	<p>Describe your favorite (or worst!) memory that involves a video game OR</p> <p>Provide a prepared list of games with brief descriptions and have them guess how it has shifted society</p>
<b>GUIDED PRACTICE</b>	<p><b>1.</b> Brief intro of 10+ variety of games of teacher's choice that has had significant social impact. Can include but not limited to:</p>

mini lesson	<p>Nim, Oregon Trail; Ftbll(BASIC game from Dartmouth in "People's History..." book); Pong; Mario; GTA; NBA2K; Atari; Among Us; games used by doctors in study to treat schizophrenia, Alzheimer's, dementia, etc.; kahoot; (<a href="#">citizen scientist</a> games to help researchers, etc.); etc.</p> <ol style="list-style-type: none"> <li>2. Jigsaw puzzle protocol modeling/demo</li> <li>3. Group creation</li> <li>4. Text Analysis Worksheet Distribution (same for all)</li> <li>5. Article/excerpt distribution (diff article or scaffolded excerpt from) for each group member</li> </ol>
<b>WORK PERIOD</b> independent practice	<ol style="list-style-type: none"> <li>1. Those w same article, sit together in groups</li> <li>2. Independently Read then Analyze article</li> <li>3. Share out, w/ prepared prompts if needed, to group members</li> <li>4. Refine/modify answers after share out, if needed</li> </ol> <hr/> <p><i>The following steps can be done digitally:</i></p> <ol style="list-style-type: none"> <li>5. Move to originally assigned groups (each member has a different article)</li> <li>6. Show 3 posters, each with a different heading (correlating to objective)</li> <li>7. Rotating a timed share out protocol, each person shares out last section summary of their article worksheet while a group member who volunteered as recorded documents answers to throw on posters</li> </ol>
<b>CLOSING</b> and/or exit slip	<ul style="list-style-type: none"> <li>• Poster Share Out</li> <li>• Anything new? Debatable? Want to know more about?</li> </ul>
<b>ASSESSMENT</b>	<ul style="list-style-type: none"> <li>• Worksheet <ul style="list-style-type: none"> <li>◦ (individual; use purple answer sections as CFUs + to identify interests and points of engagement for targeted students who may need support regarding motivation)</li> </ul> </li> <li>• Posters <ul style="list-style-type: none"> <li>◦ (for whole group feedback + tailoring lessons going forward)</li> </ul> </li> <li>• Share Out <ul style="list-style-type: none"> <li>◦ (to identify interests and points of engagement for targeted students who may need support regarding motivation + tailoring lessons going forward)</li> </ul> </li> </ul>