Case File XY: Inheritance Dispute

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Target Grade: Science 10

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| **Title:** | **Case File XY: Inheritance Dispute** |
| **Author:** | Kevin Tran |
| **Grade/Subject:** | Science 10 |
| **Summary** | *Students will engage with Twine, both by learning the information AND creating the scenarios in the story as they learn the information. The skeleton structure of the story is present; however, students will organize the story passages based on what they are learning to ensure one person comes out as the biological heir.* |
| **Learning Outcomes:**  ***Bloom’s Taxonomy*** | *Students will be able to construct written scenarios that communicate their understanding of Dominant and Recessive allele heredity through a Twine game.*  *Students should be able to explain the difference between Phenotype, Genotype, and Allele, as well as identifying the relationship between these three terms.*  *Students should be able to use their knowledge of dominant and recessive genotypes to propose and justify their choice of biological heir when playing another student’s game, as well as while developing their own game.* |
| **Original Source:** | *Image and information sourced from:*  [*https://www.khanacademy.org/science/ap-biology/natural-selection/hardy-weinberg-equilibrium/a/allele-frequency-the-gene-pool*](https://www.khanacademy.org/science/ap-biology/natural-selection/hardy-weinberg-equilibrium/a/allele-frequency-the-gene-pool)  *Twine commands document adapted from:* [*https://blogs.stockton.edu/textscape/files/2015/04/A-Twine-Cheat-Sheet.pdf*](https://blogs.stockton.edu/textscape/files/2015/04/A-Twine-Cheat-Sheet.pdf)  [*https://pinnguaq.com/learn/mythology-using-twine/*](https://pinnguaq.com/learn/mythology-using-twine/)  *[only the section on changing the default appearance of the story board]* |
| **Required Technology, Resources, and Materials** | *Laptops/computer for each student, Twine software (can be accessed online: https://twinery.org/), Wi-Fi access. Pen and paper for brainstorming if in pairs.*  *Teacher laptop/computer, projector, PowerPoint.*  *Class PowerPoint and Twine template files.*  *Print out the Twine cheat sheet at the end of this document:*  [*https://blogs.stockton.edu/textscape/files/2015/04/A-Twine-Cheat-Sheet.pdf*](https://blogs.stockton.edu/textscape/files/2015/04/A-Twine-Cheat-Sheet.pdf) |
| **Files:** | ***Twine Template:***  Case File XY - Inheritance Dispute.html  **Class PowerPoint:**  Case File XY - Inheritance Dispute.pptx |

# Section 1: BC Curriculum Connections

**BC Curriculum Links (URLs)**

[*https://curriculum.gov.bc.ca/curriculum/science/10/core*](https://curriculum.gov.bc.ca/curriculum/science/10/core)

**BC Curricular Competencies**

* *Seek and analyze patterns, trends, and connections in data, including describing relationships between variables (dependant and independent) and identifying inconsistencies.*
* *Use knowledge of scientific concepts to draw conclusions that are consistent with evidence.*
* *Communicate scientific ideas, claims, information, and perhaps a suggested course of action, for a specific purpose and audience, constructing evidence-based arguments, and using appropriate scientific language, conventions, and representations.*

**BC Content Competencies**

*Patterns of Inheritance:*

* *Mendelian genetics, Punnett squares, complete dominance, co-dominance, incomplete dominance, sex-linked inheritance, human genetics.*

**Infusing Aboriginal Education and Indigenous ways of knowing, doing, and being.**

*While the science content itself does not lend itself to Indigenous knowledge, the way we are going about passing on this information requires students to create a story to demonstrate their understanding, rather than a simple quiz. Instead of simply giving notes, students are asked to imagine and place themselves into authentic and relevant scenarios, where they are required to reflect upon their understanding before finding the steps they need to create. While there is a guide to the activity, how students choose to portray their knowledge in the creation of the game may look very different from each other, as this is based on the student’s thoughts and ideas.*

# Section 2: Learning Plan Considerations

**Technology Benefits**

*This lesson combines both the learning and the creating in one package. Twine allows students to learn either from technology or by creating using technology, and I thought why not incorporate both. Students are given a creative medium to write a story situation based on the information that they can engage within an unfinished Twine project. The skeleton and main concept are already laid out for them so there is some guidance; however, there is plenty of room for creativity as well, as applying what they have learned by making scenarios based on the information provided in the Twine project.*

**Howland’s Criteria for Meaningful Learning:**

*The stories students are creating reflect their understanding on the topics of heredity, which is a relevant concept to many (if not all) their lives. They are given opportunities to apply this new knowledge in a context that is placed in the real-world. Afterwards, they share their interpretations with their peers, and it is through learning via playing through their stories and receiving peer critiques, that everyone can reach a mutual level of understanding on the topic of genetic heredity.*

**Could this lesson be done without technology?**

*If we break the lesson up into its core parts, we have: Information providing, scenario creation, and game making. On their own, it can be done without technology; however, this cannot realistically be done incorporating all of this together. Twine, on its own, provides a medium for interactive fiction that allows students to create multiple scenarios and paths branching from said scenarios, all of which can be done with paper, but requires significantly more planning and organization, whereas this organization is built into Twine.*

*This lesson also embeds new knowledge and instructions in the game, so students can create at their own pace without needing to wait for a teacher to provide notes.*

*On top of all that, this easily allows students to share their work with each other once they are done and allows for quick adjustments upon receiving peer-feedback.*

**Prior Knowledge/Experience**

*This lesson is suited for grade 10 students; however, the ideas portrayed are simple enough that a person with basic knowledge of DNA and genetics will be able to pick up the main ideas and make a game of their own.*

*Prior biological knowledge that will help make the experience smoother:*

* *Cells contain DNA/Genetic information (Grade 8)*
* *Genetic information is pass from parents via sperm and egg (Grade 9)*
* *Offspring is similar to parents, but not identical. (Grade 9 )*

*Additional knowledge:*

* *Knowledge of what Twine is and a basic comprehension of basic commands, such as creating new branching paths.*
* *How to type on a keyboard and use non-letter symbols*
  + *< > - less than, greater than*
  + */ - forward slash*
  + *\ - back slash*
  + *| - pipe*
  + *‘ ” – single and double quotations*
  + *{} – left and right curly braces*
  + *[] – left and right square brackets*

**Potential barriers to success**

*Biology Barriers:*

* *It is important to keep in mind that not everyone comes from a traditional/biological family. Some students may have adopted parents/stepparents and siblings who they do not share as much genetic relation with.*
  + *Do no assume and use phrases such as “Like your parents…”*
  + *Instead, use fictitious character examples unless given permission by a student to use their own family scenario.*
  + *Using the term Birthparents or biological parents can minimize confusion for people from cultures that consider parental figures as a broader group.*

*Physical Barriers:*

* *Twine requires typing in a specified language (For the use of this class, that language is English)*
  + *While Twine does have 20 languages available, to peer assess and trouble shoot problems, the language needs to be translated to English. This can be challenging for students who are new to the English language and also learning a new topic in science.*
* *The act of typing requires hand dexterity and adequate sight. Students who have disabilities in vision will have a harder time engaging with this lesson. Similarly, students who do not have adequate finger dexterity to type will also struggle without adaptions to the lesson.*
* *Not all students will have access to personal devices that they can bring from home. Similarly, the school may not have devices available for everyone in class.*

**Student accommodations**

* ***Other Organisms:*** *Students have the option to alter the characters in the story to ones of non-human animals or plants if this makes them feel more comfortable around the topic of heredity. They would still need to retain the investigation aspect and goal of finding the biological offspring (or weed out and find the non-biological offspring), but they can change the story premise to not involve human affairs.*
* ***Physical Impairments:*** *Students who are vision impaired will need to pair with a student who is willing to say out loud what is on the screen and type for them. This would be a paired project. The characteristic examples mentioned in class should also focus on traits that can be felt and heard, rather than see. E.g., naturally straight vs naturally curly hair. Ring finger longer than index or vice versa. Dangling ear lobes present or absent.*
  + *In the same vein, student who still developing in the English language or have physical difficulties typing, will pair with another student.*
* ***Device Sharing:*** *It is recommended that students who have personal devices, bring them for this activity; however, it is not required. If the school devices provided are not sufficient in amount to accommodate everyone in class, we will instead make this a paired project activity.*
  + *While only one person is needed to do the in-game writing, both students can come up with evidence scenarios and dialogue as there are multiple evidence pieces. While one person is typing it in, the other person can be writing down some more ideas to add.*

**Student enrichment**

*Scenario one: student is proficient in writing dialogue and scenarios.*

* *If student is finished the four pieces of evidence and the dialogue early, and they do not wish to change anything more with regard to background colours, images, and so on; then challenge them to add 2 more pieces of evidence to make the game more challenging.*
  + *Have them create evidence scenarios where both parents have dominant genotypes, but they pass on recessive alleles.*
  + *Not all evidence needs to weed out characters. Some can be false flags meant to confuse the player.*

*Scenario two: student is familiar with heredity, specifically Dominant and Recessive alleles.*

* *The above plan for scenario one still applies, as this student may finish the four pieces of evidence early and should be challenged to add additional evidence.*
* *Additionally, if they are aware of the next topic of Incomplete Dominance, Co-Dominance, and Sex-linked, they can look into these topics in more detail and make an evidence scenario where one of these can apply. Link to more information here:* [*https://www.khanacademy.org/science/biology/classical-genetics/variations-on-mendelian-genetics/a/multiple-alleles-incomplete-dominance-and-codominance*](https://www.khanacademy.org/science/biology/classical-genetics/variations-on-mendelian-genetics/a/multiple-alleles-incomplete-dominance-and-codominance)

# Section 3: Assessment Plan

**Formative Assessment Plan:**

*Broken into two segments:*

* *Segment one – Before project activity*
  + *Questions will be posed by the teacher at the beginning of the lesson, in which students can discuss and share their ideas. These questions are to guide us into the big ideas of this lesson; therefore, it is important to check if students’ responses are moving into the direction of genetics and heredity.*
* *Segment two – During project activity*
  + *Teacher should be roaming around the class and checking in on students. Asking students:*
    - *“What do you need to better understand the activity?”*
    - *“Are you facing any technical problems, and if so, could you describe them? What would you like to accomplish?”*
  + *It is important to gauge how students are progressing in the activity, and if need, to extend the activities length or recommend cutting down on the number of characters to create dialogue for.*
  + *While roaming around, be sure to also check in with students regarding the 3 questions posed or similar questions. Such as:*
    - *“Why do you think black hair is much more common than red hair?”*
    - *“Is it possible for two parents with brown eyes to give birth to a child with blue eyes?”*
    - *“Why do you think people may look similar even if they do not share the same parents?”*

**Summative Assessment Plan:**

*While there is no summative assessment plan for this day of the lesson, the following class day, students are to share their completed Twine projects. Students/project pairs will be grouped with two other students/project pairs, in which one game will be played and peer reviewed by the other students over the course of 10 minutes, before switching to the next project game. Students can also use this time to ask questions and provide real-time constructive feedback. After each Twine project, students will provide their peer review to the student(s) who made the project.*

*Students are then to write a reflection that they will hand in along with the HTML file of their Twine project, via email. The reflection needs to include:*

* *What information did they learn from this activity that they did not know before?*
* *What were some challenges that they faced, and how did they overcome these challenges, if at all?*
* *After sharing their Twine games with peers, what changes would they make to their projects, if any. And why make these changes or not make changes?*

*Using the peer review and their reflection, they will be marked partially on the quality of understanding I saw while playing through their Twine games; however, as I am not asking them to make changes to their game due to time constraints, their reflections may hold more signs of understanding and growth. This is why I must consider both the Twine project and their post-peer review reflections in their summative assessment.*

**Student Self-Reflection:**

*At the end of the lesson activity, remember to revisit the three questions mentioned at the beginning:*

* Q1. What is an allele, where does it come from, and how does it result in a phenotype?
* Q2. Why are some characteristics much less common than others? (e.g., red hair)
* Q3. Why may some people look like siblings even if they do not share common parents?

*As students to consider these questions now that they have completed (or mostly completed) their games. Do they have answers for them? What are they still confused on? If the teacher were to show students two pictures of two different people, would the students be able to tell for certain if the two were siblings or not? What information would they want that could better help them in making a choice?*

# Section 4: Teaching Plan

***Setup***

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| ***Time*** | ***Teacher Does*** | ***Students Do*** |
| *5 min*  *5 min* | **Teacher asks class:**  *“I want you to turn to the people next to you, and answer this question: If you were walking down the street together, would a stranger think you were siblings?”*   * We’re looking for students to make the connection that physical similarities occur between biological siblings. * Note: some students may mention stepsiblings or adopted siblings. While we are talking about biological siblings, ask students what makes stepsiblings different than biological siblings. * Note: some students will simply say “because we’re both [insert ethic race].” Have them elaborate further as to what would make someone think they are of the same ethnic race. * Note: the term Biologically and Genetically can be interchangeable. Refers to sharing family genetic information.   **Teacher informs** *“what we have been doing is looking at physical characteristics: characteristics that we can SEE, FEEL, sometimes HEAR, SMELL, TASTE”.*   * Link to the idea that biological family members share many of the same characteristics.   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Open up PowerPoint (**Filename:** Case File XY - Inheritance Dispute - Kevin Tran.pptx).  On slide 2, have students discuss which of the 4 children do they think is biologically related to the parents.   * Have students discuss shortly and voice out ideas along with justification.   On slide 3, have students do the same thing.  On slide 4, students will do the same thing as the previous two slides, however, it is intentionally not clear which, if any, of the children in the image are biologically related.   * Ask students why this example is more difficult.   **Teacher asks students** *“what decides what colour our hair is? The colour of our skin? How tall we are?”*   * Looking for “DNA”, “Genetics”, “Genes”, and sort of “chromosomes”.   **Teacher informs students** that physical characteristics, such as the colour of our hair, or the thickness of our eyebrows, is called a **PHENOTYPE**.  Slide 5.   * The specific genes involved in showing that phenotype is called the **GENOTYPE**.   Make sure students understand that Phenotype is something tangible and can be measured, while Genotype are not. | *Students turn to the people around them, and prompted with the question, determine if people would consider themselves to be siblings. If so, why or why not. Come up with reasons, which could include physical characteristics.*  *Students will look at the people shown on the PowerPoint slide and discuss with the class who of the children shown are likely to have a biological relation to the parents. Provide reasons to justify your assumptions.*  *Students should be able to connect previous knowledge of DNA and Genes to blueprints that decide physical characteristics.* |

***Lesson***

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| ***Time*** | ***Teacher Does*** | ***Students Do*** |
| *3 min*  *5-7 min*  *5 min*  *5 min*  *45-55 min* | Move to slide 6 – Introducing the big questions.   * *Q1. What is an allele, where does it come from, and how does it result in a phenotype?* * *Q2. Why are some characteristics much less common than others? (e.g., red hair)* * *Q3. Why may some people look like siblings even if they do not share common parents?*   Slide 7 – Introduce the activity and provide the file link.   * Before having them open up Twine, inform them they are going to make a mystery/investigation game where the player needs to find out which child is the biological offspring. * All instructions and information needed to make the game are already in the Twine file.   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Have student’s get laptops from storage if they need device.  Have students open up Twine and download the project from the link on Slide 7 and 8.   * You may see a block of text. Don’t worry, you must download the HTML file, and you can open it normally. * Note: the project file is intentionally incomplete, as students will be completing the rest/altering the story.   While students are logging into their devices, **hand out** the paper document of simple Twine commands to refresh if students have forgotten. Paper document is attached at the end of this lesson plan.  Slide 8 shows how to import a file for editing. Additional screen captures below:  *Link takes to Google Doc*    *HTML file appearance and name.*  *Click Import using Library > Import.*   * *Choose the downloaded HTML file: Case File XY - Inheritance Dispute - Kevin Tran.html*     *Should appear on Twine Story Board.*  *Change scale of story board if doesn’t default to the middle option (see bottom left of Twine window).*  If some students are struggling to get the files to load, switch to Slide 9 for guiding instructions for students who are ready to start.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Once all students have the file loaded up on Twine, draw their attention to Slide 9 and 10.  *Example of instruction text appearance:*      Students are to leave the instruction text alone, as it will not appear in their finished product.  *When students want to test their whole story, they can click Story > Play.*    If students want to test a specific passage, they can click Passage > Test From Here.  **Reassure students** that while it appears there is a lot of writing, the extent of what they are writing in Evidence 2, 3 and 4 is to the length of the sample in Evidence 1:    They can be creative with the characters responses, but they do not need to be long. As long as they include the phenotype evidence.    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  For the **next ~45 min**, students will use the time to   * Read the in-game section on Dominant and Recessive alleles * Follow in-game instructions to create the rest of the investigation.   **Planning**  *Once students have reviewed the assignment, suggest that they first create a “map” of how they will weed out the characters with each step. This map can be organized in a way that works for students, but it is* ***suggested that students make 4 columns (one column per evidence) and list the characters names in the column.*** *They should then decide what pieces of evidence will fail for some characters, and ultimately, which character will pass all the pieces of evidence.*  **Teacher will roam** around the room, checking in on students.   * **Ask students** **what they need from you to understand/continue with the activity.** * Do students know where to start? * Is it clear to them the difference between Dominant and Recessive alleles? Ask them what their thoughts are on the question “*how can two people with brown hair have a child with red hair?”* * **Ask students the big three questions** from the PowerPoint, and if they are struggling to come up with an answer, ask them what information they feel they are missing to answer those questions.   What to do if some students are a bit behind or near finished early:   * For students who are a bit behind, they can delete some of the characters. So instead of 6 characters they need to account for and make dialogue for, they can reduce it down to 3 minimum. This will make it much easier to plan which person will be positive for each evidence. * For students who are almost done early:   They can use the paper document to change font colour, font animation, background colour, add pictures, and so on.  Alternatively, they can add a 5th or even 6th evidence piece. Show slides 11, 12, and 13 for students who want to expand their project further.  **Check in after 35 min** to see where people are at. If less than half are at or starting Evidence 4, give the class an additional 10 minutes.  Have students pause what they are doing when there is about ~7 min left of class. | *Students are not required to give an answer to these questions now, but they are asked to read them over and think about them as they work through the activity.*  *Students will follow along with the teachers’ instructions and explanation of the activity. Students should then ask questions or voice concerns, if any, during the activity.*  *Students either bring out their own devices or sign our class devices. The class devices will have Twine already downloaded, and students can have the choice to either use the desktop version or the browser version of Twine on their own devices.*  *Students will need to follow the link on Slide 5. They are then to download the HTML file onto their desktop and import the file into Twine so it can be worked on.*  *Students can start working on the activity as soon as they have the file open on Twine. They can follow directly via the instructions in-game or wait until the teacher shows Slide 7 for more instruction before starting.*  *Students will then follow the instructions in-game to complete the rest of the investigation game.*  *They first need to read up on Dominant and Recessive alleles to understand how genotypes are created.*  *Afterwards, they can use this new knowledge to create scenarios where at least one of the characters will be weeded out because they do not positively match with the evidence. Their goal is to create 3 additional scenarios where all but one character is disqualified. Meaning that only one character is positive to each of the 4 pieces of evidence.*  *If students are behind, they can delete up to three characters, leaving three left. This makes it easier to create dialogue and scenarios.*  *Students who are ahead can use the paper document to add extra detail to their projects. They can also use the information on slide 12 to add additional pieces of evidence.* |

**Cleanup**

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| ***Time*** | ***Teacher Does*** | ***Students Do*** |
| *3 min*  *4 min* | Go slide 14. Slide consists of the three big questions listed at the start of the activity.   * *Q1. What is an allele, where does it come from, and how does it result in a phenotype?* * *Q2. Why are some characteristics much less common than others? (e.g., red hair)* * *Q3. How can someone look more like their grandparents (or great-grandparents) than their parents?*   Ideally, as you walked around the class, you would have asked groups of students these questions already. Ask for volunteers to share their thoughts/ideas.  Ensure that everyone is on the same page with these questions before leaving.  Unveil the 4th question on slide 15.   * *What if both alleles have equal power (in other words, there is no dominant)? What happens if a child has a black hair allele and a blond hair allele, and neither is dominant? What will that look like?*   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Have students **“save” their projects**. The project will stay on their Twine program if they brought their own device, but they can choose to save it as an HTML if they wish to work on it at home if they used a school device.  Saves as an HTML file for extra security.  Inform students that there is no mandatory homework; however: (slide 16)   * They can work on their projects at home if they want to expand and make it look nicer. * They will have 15 minutes of working time next class before we share our games with peers who will be peer-reviewing your projects. * Consider question 4 for next class, and come to class with some ideas of how this may look like in people, animals, and plants.   Once students are done saving their projects, students who borrowed devices either need to return them to the teacher to have them marked off as returned on the clip board in the metal cabinet, OR they can sign them out for use at home to work on their projects.  Students are not to be dismissed until all school devices are accounted for. | *Students will share their thoughts and ideas regarding the big three questions.*  *Students will volunteer to share some thoughts on question 4. They will hold onto any further questions regarding this new scenario for next class.*  *Students should Publish their files as a pre-caution. The file saves on the Twine desktop app, but it is recommended that students save their files as HTML files before closing down.*  *Student’s need to remember to power-down and return school devices if burrowed. They may also sign them out for home usage if they wish to continue working on their project at home using a school device.* |

# Section 5: Lesson Follow-up

**Homework:**

*There is no mandatory homework; however:*

* *Students are asked to consider question 4 and bring back ideas/examples of these scenarios in humans, animals, and plants for next class discussion.*
* *Students will have 15 minutes of working time next class to finish their projects. If they are a bit behind or want to bring their project to the next level, they may work on their projects at home. These projects will be shared with their peers and undergo peer-reviews next class.*

**Next lesson teacher preparation:**

*During the first 15 minutes of class, students will use this time finish up their projects.*

*Print out and distribute the peer-review sheet to all students at the beginning of class so students who have completed their project can use the peer review to make any minor changes/clarifications.*

*Next class we are going to visualize allele exchange.*

*Materials required:*

* *Pipe cleaners (multiple colours)*
* *Ribbons (multiple colours)*
* *Scissors and tape*

# Slides

*Note that the slides shown here are before minor edits were made on Nov 20, 2022.*

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Graphical user interface, application, Teams

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Graphical user interface, application, Word

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|  |
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| Stars and Wishes – Peer Review sheet Provide at least 2 Stars (things you liked or thought they did well with their game).  Provide at least 2 Wishes (things you think could be improved or clarified with their game).  Some Questions to consider:   * *Does the choice of evidence make sense? Is the use of that evidence justified?* * *Are they creative in their character responses?* * *Has the concept of Dominant and Recessive alleles been applied clearly?* * *Does the evidence gathered match up with the results (Does the right answer make sense based on the evidence)?* * *Are there bugs? Is the dialogue easy to follow?* |
| Stars |
| Wishes |

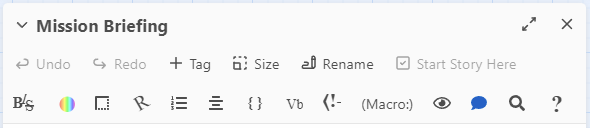
# Twine Cheat Sheet

**LINKING PASSAGES**

Creating a link from one passage to another:

* Include the name of the target passage in two square brackets. E.g., [[Passage1]] will create a passage called Passage1 and produce a link that will take you there.
  + Note: passage titles are case sensitive.
* If you type [[Passage1]], it will show up as a link called Passage1 in your project game. If instead you want the link to say “Go right” instead of Passage1:
  + Use square brackets and a vertical line to separate the link name and the passage name. E.g., [[Go right|Passage1]].
    - This will create a link that says “Go right”, which will take you to a passage called Passage1
* Note: if you want to use square brackets in your story
  + Add tilde ` marks to either side of the square bracket. E.g., `[[Insert Text]]`. This will not make a new passage.

**USING BUILT IN COMMANDS**



* You can highlight text, and click the buttons circled to toggle Bold, Italics, colour, etc.
* Clicking the Styles (BIS) button will open up an additional menu.

Table

Description automatically generated

* + You can add different formatting and even text animations.
  + Pay attention to your lines of text after adding to see what commands were added.

**ADDING IMAGES**

For simplicity, use images found on the internet by linking the image location. When you find an image, you want to use Right Click > Open in new tab. Then copy the image URL.

Note: you can adjust the size of the image by changing the width to a percentage or to the actual pixel width (300 pixels).

<img src="Insert Image URL" width="85%"/>

<img src="Insert Image URL" width="300"/>

For example, the file:



Has the URL:

<https://upload.wikimedia.org/wikipedia/commons/7/75/Cute_grey_kitten.jpg>

So the image tag in Twine will be something like this (for a width of 300 pixels):

<img src="https://upload.wikimedia.org/wikipedia/commons/7/75/Cute\_grey\_kitten.jpg" width="300"/>

Graphical user interface, text, application, email

Description automatically generated