Fur Trade Survival Game - Twine

Author: A teacher

Target Grade: Grade 4 – Social Studies

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| **Title:** | Capstone -Twine-Fur Trade Survival Game |
| **Author:** | \*\* Removed at author’s request |
| **Grade/Subject:** | Grade 4 / Social Studies |
| **Summary** | Students will be creating a Twine game over 2 lessons. Students will apply previous knowledge of European and First Nations relationships during the fur trade to organize and sequence information in the planning process. The students will then input their events and outcomes into Twine to create a fur trade survival game. |
| **Learning Outcomes:**  ***Bloom’s Taxonomy*** | Students will:   * decide on the events to implement in their game. * plan and organize the events and make connections to outcomes. * apply previous knowledge in the planning process to create the game structure. * create an interactive game using Twine. * be able to understand cause and effect of their events. * remember key aspects of European and First Nations relationships during the fur trade through the processes of planning, organizing and creating. |
| **Original Source:** | There are many fur trade games using trading cards, but not adapted to Twine. I used the following sources for background information.  First Nations in Canada. Part 2: History of First Nations – Newcomers. Government of Canada. <https://www.rcaanc-cirnac.gc.ca/eng/1307460755710/1536862806124>  Trade Goods of the Fur Trade. The Canadian Encyclopedia <https://www.thecanadianencyclopedia.ca/en/article/indian-trade-goods> |
| **Required Technology, Resources, and Materials** | Laptops with internet access and Twine program.  Planning sheet and instructions handout.  Extensions handout.  Student Self-Assessment Rubric for Learning Outcomes.  Student Exit Slip. |
| **Files:** | **Teach Sample:** Fur Trade Survival Game.html  **Planning Sheet:** Fur Trade - Handouts for Lesson 1 - Planning Sheet.pdf  **Twine Extensions:** Fur Trade - Handouts for Lesson 2 - Extensions - Twine.pdf |

# Section 1: BC Curriculum Connections

**BC Curriculum Links (URLs)**

<https://curriculum.gov.bc.ca/curriculum/social-studies/4/core>

**BC Curricular Competencies**

[Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions](https://curriculum.gov.bc.ca/curriculum/social-studies/4/core).

* Organize information to plan a presentation;
* Apply established criteria for presentation, e.g., historical accuracy and context;
* Clarify a selected problem or issue (e.g., provide details; state reasons, implications);
* Create a plan of action to address a chosen problem or issue.

Sequence events and determine continuities and changes between different time periods of places.

Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence).

**BC Content Competencies**

Early contact, trade, cooperation, and conflict between First Peoples and Europeans.

The fur trade in pre-Confederation Canada.

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

This lesson will be part of a unit where students will read and research about First Peoples way of life prior to European contact. Students will learn of the reasons why Europeans traveled to North America and the events that followed. Then come to know how First Peoples communities and lives changed because of European influence.

# Section 2: Learning Plan Considerations

**Technology Benefits**

Using technology for this lesson allows for an engaging and interactive way to apply information students have learned.

The use of Twine allows students to have voice and choice in selecting their story narrative and paths for the player to follow.

The use of technology to design a game will help students with strategic thinking and problem solving as they are able to visualize decisions for the game in order to reach intended outcomes.

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

This lesson is *active* because students will design and construct a multi passage game. It is *intentional* as they will apply previous knowledge of European and First Nations relationships during the fur trade. It is *constructive* because students will be using mental models to organize and sequence information during the planning process and designing in Twine. Creating a game is a much more *authentic* way to solidify learning as students can relate to games, rather than just reading and note taking. This lesson is a *cooperative* experience that will require some students who have stronger computer and writing skills to support others that may need additional help. Students will also play each other’s game.

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

Yes, this lesson could be done without technology. I have seen trading games where the class is divided into groups, given cards and assigned a role to play. This type of role-playing game does offer value for students to see others’ perspectives. But students do not create or construct anything in this version of role play.

**Prior Knowledge/Experience**

Students will have basic computer skills and prior knowledge using Twine.

Students will have background knowledge of European and First Nations relationships during the fur trade.

**Potential barriers to success**

Students may not have basic computer skills or used Twine before.

ELL students will have a difficult time completing this lesson because it is text heavy and requires text input into Twine.

Students may also struggle if there is a lack of prior knowledge of the historical context of this lesson.

**Student accommodations**

If students lack basic computer skills and experience with Twine, then the teacher will need to model more explicit instructions using the computer to input Twine text.

ELL students will be partnered with another student and the project can be completed together. Having partners and working in table groups will also accommodate to share knowledge and skills.

**Student enrichment**

Extensions for students that need additional challenges:

Task 1: Add an image to the game.

Task 2: Change the font, font size, colour and background.

Task 3: Add some effects to the text.

# Section 3: Assessment Plan

**Formative Assessment Plan:**

Lesson 1 - Teacher will provide instructions for planning process using planning sheet. Teacher will check in with students to confirm understanding of using the planning sheet. Have students recall information learned from previous lesson of historical events with prompt questions. Model how to start planning sheet based on completed Twine game. Answer any questions.

Lesson 2 - Teacher will model writing text of game into Twine. Check in for understanding and that all students are following. If students are comprehending instructions and learning intentions than allow independent work. If students are struggling to follow, then continue to model inputting text for the game.

**Summative Assessment Plan:**

Self-Assessment Rubric for Students: students to complete before the end of day and hand in to teacher. Copy at the end of lesson plan.

**Student Self-Reflection:**

Teacher will hand out exit slip near the end of the lesson. Student to write one sentence about their experience with Twine and creating the Fur trade survival game. Copy at the end of lesson plan.

# Section 4: Teaching Plan

***Lesson 1 – Project Planning and Outline***

***Setup***

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| ***Time*** | ***Teacher Does*** | ***Students Do*** |
| 7 mins | Introduce lesson where students will be working on a plan to create a fur trade survival game.  **Hook**: Show completed Twine game as an example of finished game product for students to complete something similar.  Teacher to read through game passages and ask students which path choices to make. | Students will listen and help decide on path choices. |

***Lesson***

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| ***Time*** | ***Teacher Does*** | ***Students Do*** |
| 7 mins | **Learning Intention**: Students will apply knowledge of the events of the fur trade in Canada and organize their ideas in the planning process of game creation.  Have students recall what they know about the fur trade in North America. Ask a few questions to prompt their thinking.  Why did Europeans travel the North America? What were some goods that were traded? Why did Europeans and First Nations form alliances? Discuss some of the outcomes for Europeans and First Nations groups during the fur trade.  Handout Planning sheet and go over instructions. (Handouts - Lesson 1)  Have students work in table groups for sharing of ideas and working on planning sheet. Make sure ELL students have language support partner.  Teacher to model writing Introduction text on planning sheet using the completed Twine game.  Have students create their own text narratives for the branch passages for the Europeans and First Nations. | Students will refer to readings and notes from previous lessons and contribute to discussion questions.  Listen to instructions.  Work with table partners or move to find space to work with partner.  Students listen and follow along with planning sheet.  Work in groups to complete planning sheet. |
| 3 mins | Check in with thumbs up from students if they are understanding instructions. Answer any questions. | Confirm understanding and ask questions. |
| 15 mins | Allow for independent work if students comprehend instructions. Continue to model text for passages and outcome passages if students do not fully understand planning structure, then allow for independent work.  During independent work, walk around the class and check students are actively working on planning sheet.  Tell class they will have 20 mins to work on planning sheet. | Work independently to complete or follow along as teacher models.  Work in table groups to plan events and outcomes. |
| 5 mins | Give a 5-minute warning for remaining time to work on their game planning sheet.  If some students are done, ask them to help another student complete their planning. | Students who are done can assist other students. |

**Cleanup**

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| ***Time*** | ***Teacher Does*** | ***Students Do*** |
| 3 mins | **Closure**: Tell the students that they will using Twine to create their game using the planning sheet next class.  Have students clean up and put away their materials. | Clean up and put away materials. |

***Lesson 2 – Building Project with Twine***

***Setup***

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| ***Time*** | ***Teacher Does*** | ***Students Do*** |
| 5 mins | Introduce lesson: Tell students they will take their completed planning sheet and create an interactive game using Twine. At the end of the lesson, students will be able to play a game created by a peer.  Have students find their planning sheets from last lesson and retrieve laptops.  Have students work in table groups. Form partner groups for ELL students and any other student that may need support from a student with stronger computer skills. | Find planning sheets and retrieve laptops.  Work with table partners or move to teacher assigned groups. |

***Lesson***

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| ***Time*** | ***Teacher Does*** | ***Students Do*** |
| 20 mins | Teacher will model how to begin and name new story in Twine.  1. Have students open **Twine**, go to: <https://twinery.org/>  2. Click +Story to create brand new story.  3. Double click on untitled passage, rename passage and type example narrative text for Introduction passage.    4. To create new passage paths use square brackets around text, example [[text]].  Show resulting passage paths created.    6. Have students continue their narrative passages using their planning sheet to complete their game.  7. Check in with thumbs up with students to confirm understanding of how to start and create game in Twine.  Answer any questions.  8. Continue to model text input and linking passages if needed.  Allow for independent work if students understand.  Ask students to support their groups and walk around and assist.  Give reminders for time at 10 mins and 5 mins remaining. | Follow steps modeled by teacher.  Input their own text for Introduction passage.  Continue typing passage paths to complete game.  Confirm understanding and ask questions.  Work independently and support group. |
|  | **Extensions** for students who finish early or need additional challenges. See Extension tasks in Handouts – Lesson 2. | Can do extension tasks or assist others to complete their game. |
| 10 mins | Have students save their games as a .html file.  Click Build > Publish to File.  (Add .html to end of the file when saving.)    Have students find a partner or group of 3 to swap laptops and play each other’s games. May have time to play 2 different games. | Save file.  Find a partner or 2 to swap laptops and play each other’s game. |

**Cleanup**

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| ***Time*** | ***Teacher Does*** | ***Students Do*** |
| 10 mins | Handout exit slip for students to complete.  Return laptops and clean up. | Complete exit slip and clean up. |

# Student Self-Assessment Rubric

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| **Student Self-Assessment Rubric for Learning Outcomes** | | | |
| Student Name:  Student to mark the box that fits the skill levels achieved for each criterion during this activity. | | | |
| Criteria | Developing. | Proficient. | Exceeding. |
| I was able to apply background knowledge in the planning process. |  |  |  |
| I was able to organize the information in sequence and make connections to the next event. |  |  |  |
| I was able to communicate in creative ways and add details. |  |  |  |
| I was able to create a game using Twine with logical events and outcomes. |  |  |  |
| I was able to use correct grammar and punctuation, with very little spelling mistakes. |  |  |  |

# Student Self-Reflection Exit Slip

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| **Student Self Reflection Exit Slip:**  Hand in before the end of the day | Student Name:  Date: |
| Write a sentence on one of the following:  1. The planning process of your survival game.  2. Your experience with Twine.  3. Playing a partner’s game. | |
| Possible sentence starters:  I feel good about…  I used to… but now I…  Something that I learned from this lesson…  If I could do something again differently, I would… | |