# UNIT PLAN

## I. Text:

Students will read “The Giver” by Lois Lowry.

***Additional resources for the text:***

*The Giver CliffsNotes:* [*http://www.cliffsnotes.com/literature/g/the-giver/book-summary*](http://www.cliffsnotes.com/literature/g/the-giver/book-summary)

*Notes also available through* [*http://www.sparknotes.com*](http://www.sparknotes.com)

## II. Standards:

Teachers may choose to use as many or as few of these standards as they like. In order to be a part of the Survivalcraft experience, teachers must choose to use at least three (3) standards and choose to share student achievement data concerning these standards with others in the experience. **Only aggregate data is shared – student identities are not revealed in any way during this experience.**

**Common Core/Alaska Standards (Grades 6-12):**

***Key Ideas and Details***

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

***Research to Build and Present Knowledge***

3. Draw evidence from literary or informational texts to support analysis, reflection, and research.

***Integration of knowledge and ideas***

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**ISTE NETS Standards**

1. Creativity and innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

a. Apply existing knowledge to generate new ideas, products, or processes

b. Create original works as a means of personal or group expression

c. Use models and simulations to explore complex systems and issues

2. Communication and collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media

b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats

c. Develop cultural understanding and global awareness by engaging with learners of other cultures

d. Contribute to project teams to produce original works or solve problems

5. Digital citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

a. Advocate and practice safe, legal, and responsible use of information and technology

b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity

c. Demonstrate personal responsibility for lifelong learning

d. Exhibit leadership for digital citizenship

##

## III. Transfer Goal:

Students will be able to independently create and engage in simulations in order to enhance and make concrete knowledge gained from interaction with quality young adult literature.

## IV. Understandings:

***Content: CCS and Alaska Standards***

Students will understand that:

1. When writers choose words, they are creating specific pictures that contribute to the story development. (CCS/Alaska Key 1)

2. The specific words the writers choose matter and can influence the progress of a story or the development of a character. (CCS/Alaska Key 1)

3. Ultimately, a story could develop in any number of ways, and exploring alternative story development is fully open to the reader. (CCS/Alaska Key 1)

4. The themes of stories create frameworks for understanding; there’s a great deal of freedom within themes – and the reader has control over extended theme development. (CCS/Alaska Key 2)

5. Interaction of themes, characters, and ideas in quality literature create an ultimate experience in which engagement is natural and seamless. (CCS/Alaska Key 3)

6. Many skills can be enhanced through online resources (written, video, and interactive). (CCS/Alaska Research 9)

7. Use of simulation and gaming as well as wiki writing assists the reader in deconstructing , “living”, and understanding quality literature. (CCS/Alaska Integration 7)

***Technology: ISTE NETS***

Students will understand that:

1. They can create systems of behavior and performance in virtual environments in order to create original works based on literature. (NETS 1.a.)

2. They can build worlds and participate in role play to assist in understanding literary content. (NETS 1.b)

3. They can deepen and extend their understanding of literary works through living in the worlds they have created. (NETS 2.c.)

4. Certain rules and norms are necessary to “live” and solve problems effectively in a virtual environment with others. (NETS 2.a. & NETS 5.a, 5.b. & 5.d.)

5. Different ways of communication are important as we talk or work together in a virtual simulation vs. individual work on the Wiki, vs. individual pencil and paper work. (NETS 2.b.)

6. Not all people believe or operate in the same way that we do within our culture. (NETS 2.c.)

7. Team planning contributes to the impact and effectiveness of construction within the virtual world. (NETS 2.d.)

8. Many resources are available in a variety of formats to assist us in maintaining currency with technology. (NETS 5.c.)

## V. Essential Questions:

### Content: CCS and Alaska Standards

1. What quotes or words are descriptive enough to help me to recreate the world from the book I am reading? (CCS Key 1)

2. How would my building be different if similar words – but not exactly the same words – were used as the story progressed or as the character developed? (CCS Key 1)

3. How do I believe the actual storyline ends, beyond the final sentence of the novel? (CCS Key 1)

4. What happened to characters during the times they actually are not appearing in the stories? How do I know? (CCS Key 1)

5. Would the area I built have been as good if one primary theme had been changed? Why or why not? (CCS Key 2)

6. How did my building benefit from the themes developing in the way they did? (CCS Key 3)

7. Had the themes in the story not developed like they did, how could the building I made have changed? (CCS Key 3)

8. How can I find out how to do something if I don’t know how to do it in MinecraftEdu? (CCS Research 9)

9. What are my favorite MinecraftEdu resources online? (CCS Research 9)

### Technology: ISTE NETS

1. How do I have to change or adapt information from the book so that my character can live in the society my group created?(NETS 1.a.)

2. How does living in the simulation change or inform my understanding of the book I read? (NETS 2.c.)

3. How do rules, expectations, or consequences for behaviors happen within in the world that we created? (NETS 2.a., NETS 5.a., NETS 5.b. & NETS 5.d.)

4. How do I communicate with others differently if I am in the Wiki, or if I am in the virtual world, or if I am just writing a paper? (NETS 2.b.)

5. Do the people in my virtual world believe the same things, and have the same values as people in my physical world have? (NETS 2.c.)

6. How did the team’s approach to building help or hinder the creation of our virtual world? (NETS 2.d.)

7. How did I find out how to build things or do things I didn’t know how to do in the virtual world?

## VI. Evaluation:

### Artifact to be graded

As students play the game, they should take screenshots and create signs and books to indicate how they have demonstrated an understanding of the themes of the game. It is recommended that students are allowed to take up to (two) 2 hours each week to post their screenshots and write on their wiki pages.

### Rubrics

Each criterion of the rubric (represented by a row) represents a standard within the experience. Each criterion may be used independently of the other. You will score only the criterion for the CC/Alaska or NETS standards you have chosen for your students’ three-week experience. In order to provide evidence that each criterion is met, students should take screenshots of their work, and use their individual Wikispaces page to document their work, and to share this evidence with the teacher.

|  |  |  |  |
| --- | --- | --- | --- |
| Criterion  | Not Met | Met | Exceeds |
| CCS Key Ideas and Details 1. | Student construction (as recorded through screenshots in the Wiki) may resemble information represented in the text – but specifics are not cited, and there is not evidence that students have considered the impact of the detailed choices made by the author on the storyline. | In the wiki, student uses references: words, passages, and/or phrases, to indicate that the construction created or action taken derives from and follows the text. | In the wiki, student uses detailed references including words, passages, and phrases, to indicate that the construction created or action taken in the simulation derives from and follows the text in a precise way. |
| CCS Key Ideas and Details 2. | While the student may understand there are themes in the text, they do not identify these themes in the wiki, or student documents themes which do not exist in the book(s). | Student correctly identifies themes in the text, documenting these themes within the world and demonstrating an understanding of how these themes are developed through using screenshots to document the themes within their wiki. | Student correctly identifies several themes in the text, using signs, buildings, and other creative constructions to identify these themes within the world. A deep and specific understanding of the way that these themes are developed is demonstrated in the Wiki through use of screenshots and textual explanation. |
| CCS Key Ideas and Details 2. | Very little analysis of character motives and the impact of these motives on the storyline are demonstrated, or student incorrectly attributes motives to characters, or student demonstrates very little understanding of the reason the storyline developed as it did. | Through the Wiki, the student analyses of the motives of the characters and the progression of the storyline. Students create a convincing case through narrative, screenshots, and/or screencasts that they understand why the characters behaved as they did, and how character behavior contributed to the storyline. | Through the Wiki, the student uses role-play and simulation to conduct an analysis of the motives of the characters and the progression of the storyline. Students create a convincing case through sharing narrative, screenshots, and/or screencasts that demonstrate they understand why the characters behaved as they did, and how character behavior contributed to the storyline. |
| CCS 9. Research to Build and Present Knowledge | Little or no evidence that students builds skills in Minecraft through online research. | Student builds skills in Minecraft through online research, and shares and summarizes resources found on their Wiki, using a curation tool such as PearlTrees or Diigo. | Student builds skills in Minecraft through online research, and shares using a curation tool such as PearlTrees or Diigo. In addition student documents and demonstrates these skills by sharing howtos and strategies for research on their Wiki. |
| CCS 7. Integration of knowledge and ideas. | Students demonstrate their understanding primarily through use of Minecraft blocks and screenshots, or through text on the wiki. | Student use some variety of media including Minecraft blocks, screenshots and text, to assist in demonstrating their understanding on the Wiki. | Students use a rich variety of media including Minecraft blocks, Minecraft avatars, screenshots, curation tools, audio and/or webcasts to assist in demonstrating their understanding on the Wiki. |
| Criterion  | Not Met | Met | Exceeds |
| NETS -1 a. & b. | Student is confined to accuracy as they create the world, building exactly as things exist within the text, and behaving exactly as characters behave within the text. There is little or no evidence of contributions that are individual expressions of the student. | Student creates an accurate portrayal of the world within the book; however, the student adds his or her own personal contribution to their portrayal in order to create something new. | Student moves beyond the text to create a system of behavior, a way of working, a way of building and/or constructions which enhance (without strictly replicating) the world within the book. |
| NETS 1. c. | Student may engage in Minecraft; however, this engagement is focused on something other than the simulation of the world in the text. | Student somewhat engages within the Minecraft environment to explore the simulation of the world in the text. | Student fully engages within the Minecraft environment in order to explore the simulation of the world of the text. |
| NETS 2. a. & 2.b. | Uses verbal communication in physical environment to work through collaboration with other students and with teachers during the project. | Use wiki and Minecraft to communicate with and work through collaboration with other students and with teachers during the project. | Use wiki & Minecraft along with with screenshots, screencasts and/or other media or publishing venues (such as Tumblr or YouTube) as available to communicate with and work through collaboration with other students and with teachers during the project. |
| NETS 2.b. | Demonstrates an unwillingness to communicate or collaborate with others at a distance – or demonstrates ongoing reluctance to engage in communication and collaboration with other participants at a distance. | Demonstrates a willingness and ability to communicate and collaborate with other participants who are at a distance. | Demonstrates proficiency in communicating and collaborating with other participants who are at a distance. |
| NETS 2.c. | No evidence that the student contributed to the group OR student contribution is disruptive and distracts from the overall experience. | Student contributes within a group to enhance building, interactions, and the overall experience. | Student leads and contributes within a group to enhance building, interactions, and the overall experience. |
| Nets 5. a, b, & d. | Student demonstrates a lack of awareness or a lack of regard for the norms and rules of the digital community. Student may distract others from their tasks, and/or may serve as a disruptive presence in the community. | Student demonstrates good digital citizenship through minding the norms and rules set in the virtual community. | Student demonstrates excellent digital citizenship through assisting others, minding the norms and rules set in the virtual community, and creating a positive and stable presence within the experience. |
| NETS 5.c. | Students demonstrate a dependence on others for finding resources for creating and playing in Minecraft. They constantly turn to the teacher for assistance. | Students seek out or are willing to find resources for creating and playing in Minecraft. Students don’t mind sharing with others. | Students proactively seek out resources for creating and playing in Minecraft, and share these resources generously with others. |