**Gaming in the Classroom**

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| **Subject:** English Language Arts | **Time:** 60 |
| **Grade:** 10 | **Lesson Number:** 1 of 1 |

**The class and context:** Grade 8 (ages 14 and 15). There are approximately 24 students in the classroom. Sometimes students are distracted and not engaged in the material. The class is currently reading *The Hobbit* for their novel studies.

**The Big Question(s):** Examine the character perspectives within *The Hobbit*. Look at the game trailers for the video games and compare whose perspectives are emphasized to what is emphasized in the novel. How does which character you play with in the game influence your emotions towards events?

**The physical space:** There is a whiteboard, computer and Smartboard in the class. Desks are arranged in a U-shape.

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| **Objectives:**Encourage students to work collaboratively, engage and interact with the novel to achieve a more holistic understanding of the characters.Give students the opportunity to explore the novel through the perspective of multiple characters and observe how this may influence their understanding of the events in the novel. |
| **Prescribed Learning Outcomes:****A3** listen to comprehend, interpret, and evaluate ideas and information from a variety of texts , considering– purpose– messages– tone– structure– effects and impact– bias**A4** select and use a range of strategies to interact and collaborate with others in pairs and groups, including– selecting methods for working together effectively– listening actively– contributing ideas and recognizing the ideas of others– demonstrating awareness of diverse points of view– reaching consensus**A5** select and use a range of strategies to prepare oral communications, including– interpreting a task and setting a purpose– considering audience– generating ideas– making connections among relevant knowledge and experiences– planning and rehearsing presentations**B7** after reading and viewing, select and use a range of strategies to extend and confirm meaning, including– responding to text– asking questions– reviewing text and purpose for reading– making inferences and drawing conclusions– summarizing, synthesizing , and applying ideas**B12** recognize and explain how structures and features of text shape readers’ and viewers’ construction of meaning, including– form and genre– functions of text– literary elements– literary devices– use of language– non-fiction elements– visual/artistic devices  |
| **Hook and Introduction:** | Play the literary devices game on Quizlet to reinforce understanding of terms discussed in the previous lesson and how these devices are used in the novel: <http://quizlet.com/2818596/literary-devices-flash-cards/>  | 5 minutes |
| **Development:** | Build on students’ background knowledge. Ask students if they have ever played the video game for The Hobbit. (In order to continue building interest in the novel.)Why should they incorporate video games into their learning experiences?Video and PowerPoint mini-lecture to aid visual and auditory learners and supplementary to previously read chapters. | 20 minutes |
| **Activities:** | 1. Jeopardy on chapters of *The Hobbit*.
* Establish rules for the game. (Example: No name calling or insults if a person cannot answer a question, etc.)
* Split up the class into four teams, have each team come up with a name that relates in some way to The Hobbit.
* Each team will get a turn to answer and pick the next category in the Jeopardy game.
* Team members must collaborate and allow each team member a chance to answer a question.
 | 30 minutes |
| **Closure:** | Final thoughts. Questions about the activity or lesson. (Encourage the students to give their feedback about if they thought the lesson was effective or not.) See if they have any unanswered questions about *The Hobbit* and assign the following chapter for homework. | 5 minutes |

**Materials needed:** Powerpoint presentation, copies of *The Hobbit*, sample video game of *The Hobbit*, Smartboard and Quizlet literary vocabulary web page.

**Assessment Plan:**

* **Formative:** Large and small group discussion where the students will orally demonstrate their understanding of the readings and the principles of good gaming. Retention of literary terms and devices and assessment of oral reading skills. Assessment of collaborative learning skills.