

# Gaming in the Classroom - Lesson Plan

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## Wii - The Amazing Race

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Grades: 5-8 Subject Area: Social Studies/Language Arts

### Overview

In this series of lessons, students will be able to play *The Amazing Race* game on the Wii, review persuasive writing techniques, plan, write and edit a five paragraph persuasive essay and peer edit/review two additional essays.

### A. Topic: The Amazing Race Persuasive Essay Assignment

### B. Objectives: Common Core standards for Literacy in Social Studies

Reading CCR #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.
Reading CCR #4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
Reading CCR #6	Assess how point of view or purpose shapes the content and style of a text.
Reading CCR #7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
Reading CCR #8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
Reading CCR #10	Read and comprehend complex literary and informational texts independently and proficiently.
Writing CCR #1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
Writing CCR #4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Writing CCR #5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Writing #6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
Writing #10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Writing #8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
Speaking & Listening #1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 8 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.

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Speaking & Listening #2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
Language #1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Language #2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Language #3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Language #4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
Language #5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Language #6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### C. Instructional Resources:

Wii Gaming System	Wii Game: <i>The Amazing Race</i>
Projector	White board
Speakers	Game Controllers
Word Processing Application	

### D. Procedures:

#### Teach:

1. Introduce the game on the Wii and show students how to navigate the race sections. There are generally two parts to each leg of the race: 1. a transportation choice round where you must use a set budget to choose the quickest route of transportation available to you and 2. a challenge of some sort set in a specific geographic location (the challenges take on a range of different activities).
2. Divide students into teams of two and have them work together in pairs to complete challenges and make decisions. Teams can compete against each other OR computer teams.
3. Conduct mini-lessons on persuasive writing techniques, outlining a five paragraph persuasive essay and peer editing and review skills.
4. Once the planning stage of outlining has been completed and while the students are taking turns running legs of *The Amazing Race* in the Wii game, other students can begin work on their persuasive essay. They are trying to persuade the producers of *The Amazing Race* TV show to film a leg of the race in the student's home town (or a place they are very familiar with). They will need to provide the producers with

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options for challenges involving local traditions or activities and reasons why their town would make a great stop for the race.

5. Students write and edit their first draft of the persuasive essay and submit it to the teacher for peer review.
6. Once students receive their essay back with peer feedback, students need to make decisions as to final edits and then submit their final draft to the teacher for evaluation.

### **Closure:**

Once students have edited their first draft of the essay, the essay will anonymously be given to two additional students to peer edit and review. Edits will include checks for basic writing conventions as well as content, and their reviews will include two areas of strength of the essay and one area in need of improvement. So, each student will receive two peer forms of feedback before doing a final edit and submitting the essay to the teacher for evaluation. Every student will also have the benefit of reading two other peers essays which will allow them to see different styles of writing and persuasive techniques.

### **Assessment:**

1. Teacher observation of cooperative/competitive game play, student writing process and student peer review skills.
2. Final persuasive essay graded using a 6 point rubric.
3. Evaluate peer edits/reviews for completion, accuracy and specific comments. Have a rubric so students know how these peer edits/reviews will be evaluated.

### **Differentiation:**

\*Varying the length and other requirements of the essay would allow for easy differentiation of this assignment

\*You could have students create a visual presentation of the points in their essay or a map of the leg of the race they are suggesting

\*Allowing different forms of presentation could also differentiate this assignment

### **Connections:**

\*Direct connections to the study of geographical locations and cultural practices and traditions

\*Possible math connection with distance and speed of travel as well as money problems given throughout the game

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