

QUANDARY | EPISODE 1: THE LOST SHEEP

Lesson plan for differentiation and ELL support

Grade Levels: 3-5, 6-8, 9-12

LEARNING
games
NETWORK



Lesson Plan Common Core State Standard Alignments

Grade 03

[CCSS.ELA-Literacy.RI.3.1](#). Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

[CCSS.ELA-Literacy.WI.3.8](#). Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

[CCSS.ELA-Literacy.SL.3.1b](#). Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Grade 04

[CCSS.ELA-Literacy.W.4.1b](#). Provide reasons that are supported by facts and details.

[CCSS.ELA-Literacy.W.4.7](#). Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Grade 05

[CCSS.ELA-Literacy.RI.5.6](#). Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

[CCSS.ELA-Literacy.W.5.1](#). Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

[CCSS.ELA-Literacy.SL.5.1b](#). Follow agreed-upon rules for discussions and carry out assigned roles.

Grade 06

[CCSS.ELA-Literacy.RI.6.8](#). Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

[CCSS.ELA-Literacy.RL.6.3](#). Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

[CCSS.ELA-Literacy.SL.6.1d](#). Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Grade 07

[CCSS.ELA-Literacy.RI.7.8](#). Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

[CCSS.ELA-Literacy.SL.7.1d](#). Acknowledge new information expressed by others and, when warranted, modify their own views.

Grade: 08

[CCSS.ELA-Literacy.RI.8.3](#). Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

[CCSS.ELA-Literacy.SL.8.3](#). Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Grade 09-10

[CCSS.ELA-Literacy.SL.9-10.1b](#). Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

[CCSS.ELA-Literacy.SL.9-10.1d](#). Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Grade 11-12

[CCSS.ELA-Literacy.SL.11-12.1b](#). Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Objectives

Students will:

1. Distinguish among facts, opinions, and solutions.
2. Analyze situations from multiple perspectives and viewpoints.
3. Apply critical thinking, problem-solving, and decision-making skills to online game play.
4. Adapt different characters' points of view and role-play a debate of the issues.
5. Make decisions and solve problems based on listening to multiple points of view.

Materials And Preparation

*Make enough copies of the following pages for **each student**:*

- [Opinion Tracker](#). Students take notes on this chart about each character's opinions.
- [Investigate the Viewpoints](#). Students choose a colonist and take notes on this worksheet about his/her views and opinions.

*Make enough copies of the following pages for **each pair of students**:*

- [Characters](#) page. Cut out the characters to use in the Match and Sort suggestions in Activity IV-B (Get Your Facts Right). You can find the Characters page on p. 8 of the Quandary Game Guide.
- [Get Your Facts Right Sentence Strips](#). Match the colonists to their jobs and quotes in this sentence strip activity. For greater challenge, give students only the characters' names and jobs, and have them find and write in the quotes.

*As a follow up activity, students make up a story about a quandary, with pictures and dialogue, using either of these graphic organizers. Make enough copies of one or both of the following pages for **each small group**:*

- [Storyboard](#)
- [Comic Strip Template](#)

Prepare the following signs for Activity #VI, "Investigate the Viewpoints":

- Colonists' Opinions Signs. Create eight (or more) signs, with a colonist's opinion written on each one. For quick reference, copy the opinions from the [Get Your Facts Right Sentence Strips](#). Note: you may need a few of each sign, to accommodate multiple students playing the same role. For greater challenge, have students make their own signs for the roles they will be playing.

Prepare the following signs for Activity #IX, "What Will They Think?":

- Prepare one AGREE and one DISAGREE sign.

I. Introduction To The Game

To introduce the game, and the concept of a quandary, relate a story to the class about a problem you're trying to figure out. For example, say that you have a student who didn't do a project because of personal reasons. Should you give him a zero on the assignment, or give him another chance? Is it fair to the rest of the class? What would they think? What are the consequences of either action? Explain that a problem like this is a quandary. Ask partners or small groups to think of more examples of quandaries, and to talk about what they think the word means.

II. Opening Comic

A. Vocabulary

Begin two separate word walls or glossaries: 1) The Quandary, for academic vocabulary related to problems and solutions and making decisions; and 2) The Planet Braxos, for vocabulary related to the colony. You can either do two shared class word walls, adding new words as they encounter them, or have each student make their own two glossaries. If you print out and distribute the [Vocabulary](#) page to the students for their own individual glossaries, then it can be used as is, or edited as follows:

- combine the two lists;
- delete the definitions and provide students with only the words;
- cut up the words and definitions for a matching activity.

Project the opening comic and review it as a class. Add new vocabulary to the word walls (or have students add to their individual glossaries) encouraging students to paraphrase, define, or give examples. Alternatively, have the students sort the words into the two categories after you've gone over the opening comic.

B. Opening Comic

First choose one of the two captains/avatars. Read aloud, or listen to the narrator read the opening comic. You may want to write guiding questions on the board, or make copies of the [Guiding Questions](#) page for the class. The suggested questions and answers are:

1. What's the problem between the farmer and the colonist?

The robot is leaking oil in the farmer's garden.

- 2a. What is the captain's job?

To help settle arguments.

- 2b. What is a better way of doing things?

For people to work things out themselves.

3. How does the captain suggest solving the problem?

Cool off and discuss it more calmly.

4. What are the captain's responsibilities?

– To resolve disagreements, investigate problems, get all the facts, understand everyone's point of view, and give the right information to the Council.

5. What does the captain do if it's a difficult problem?

Gets the support of the Colonial Council on Earth.

6. Why might the captain have problems or difficulties?

Because it's not always easy living and working together.

7. How can he/she best avoid these problems?

Listen thoughtfully and consider everybody's point of view.

C. Summarize

Ask pairs of students to Think-Pair-Share a summary of the opening comic.



Tip: To return to the Opening Comic at any time during the game, go back to the Main Menu and click on the "Opening Comic" button in the lower left corner.



Tip: Click on the “Choose Captain” button to change the captain.

III. Episode 1: The Lost Sheep - Introductory Comic

A. Vocabulary

Have students continue adding words to the two word walls or their individual glossaries. See [Vocabulary](#) page.

B. Activities

- Go through the comic as a class on a projector or interactive whiteboard.
- Have the students read as a role-play.
- Ask students to summarize the comic.
 - Have students make notes of the main ideas. See the [Guiding Questions](#) page. The suggested questions and answers are below.

Introductory Comic Guiding Questions

1. Why are the sheep important?
They're one of the few animals they brought to the colony from Earth.
They give wool for clothing.
They give milk and meat for nourishment.
2. What's a Yashor?
a native wild cat
3. What is the problem?
Sheep are disappearing.
Yashors could be raiding the herd.
Yashors could be killing or taking the sheep.
4. What evidence do they have that the yashors did it?
Three weeks ago, sheep began disappearing. They found yashor tracks.
5. What are the two different arguments?
 - a. Eliminate the yashors because winter is coming and the colonists will need all the wool and food.
 - b. Don't kill the native animals.

IV. Get Your Facts Right

A. Predict

Before doing the activity, divide the class into small groups and assign each group a colonist. Have them look up information about the role or job that their colonist does. Using that information, ask them to Think-Group-Share, and predict what the colonist will think about the problem, based on the job's needs.

The colonists and their jobs:

Rose: Metalworker
 Dr. Canon: Doctor
 Guthrie: Herder
 Bazzil: Engineer
 Bryn: Hunter
 Yau: Historian
 Granik: Construction Chief
 Mae: Biologist
 Paskit: Computer Expert
 Landon: Tailor
 Manford: Farmer
 Dale: Security Guard

B. Match and Sort Activities

1. Have students do the online activity with a partner. They sort the cards into Facts, Solutions, or Other Opinions by dragging each card into the right category. Click on the cards to see/hear the colonists' names, their roles, and what they think. Then click the “Finish” button to see the results (10 points for each correct answer).

Alternatively, make enough copies of the [Get Your Facts Right Sentence Strips](#) for each pair of students. You can choose one of the following activities. Make sure you have enough copies of the sentence strips.

- Cut out all the strips and match the colonists to their jobs and quotes. You can also print out the [Characters](#) page from page on p. 8 of the Quandary Game Guide.
- Cut out the pictures and match them to the strips.
- Cut out the 12 quotes and sort them into the three categories: facts, solutions, and other opinions. The answers are:

Facts

Yashors aren't very large. They hunt alone.
They only come out at night. The colonists
can use the yashors' saliva for medicine.
Yashors are good at getting out of traps.
Yashors eat Braxos hares.

Solutions

Build traps to capture the yashors.
Poison the yashors with poisoned bait.
Build a fence to keep the sheep in at night.
Do nothing. It will work itself out.

Other Opinions

I'm not worried about the yashors.
I hope it won't interfere with getting ready for
winter.
We should just be careful. I think the yashors
are dangerous to more than just sheep.

2. Make enough copies of the [Opinion Tracker](#)
page for each student. Have them write the
opinions by the appropriate characters.

3. Signal Words. Ask the students to find the
signal words, or clues, in the quotes that help
them decide if the quote is a fact, solution, or
opinion. The answers are:

*Signal words for FACTS: database; We
know; We've seen that*

*Signal words for SOLUTIONS: We should;
The best solution*

*Signal words for OTHER OPINIONS:
Whatever we do; I just think; I just hope; I
think*

V. Narrow It Down

The students select two of the solutions to explore,
and then click the "Finish" button.

VI. Investigate Viewpoints

The goal of this section is to investigate what
the colonists think about the two solutions you
picked. To explore the colonists' opinions, the
students click on a Colonist card, then drag one
of the two Solutions to the circles to see what the
colonist thinks of it. Then they can drag any of the
four purple Facts to see if that fact will change
the colonist's mind. The facts help strengthen the
arguments. The more useful information they find,
the more points they score. The Fact cards lose
points after they are played.

Activities

- Do the activity online as a class.
- Role play the debate. Have each student take
a character and learn their viewpoints for and
against each of the two solutions picked in
the previous section. At this point, either have
the students select the appropriate sign from
the Colonists' Opinions signs, or have them
make their own sign by copying their colonist's
opinion. Make enough copies of the [Investigate
the Viewpoints](#) page for the students to take
notes. When they are ready to debate, make
a panel, as if the colonists are having a town
meeting. You also need a Captain to be the
moderator and leader.

VII. Decision Time

Choose one of the two solutions to recommend
to the Colonial Council back on Earth. They will
make the decision based on the information the
captain provides them. If students are not sure
which solution is best, they can click the "Go Back"
button to investigate the viewpoints again. When
they have decided on a solution, they drag it to the
"Choose a Final Solution" box and click "Submit."



*Tip: The Council's decision is based on the
chosen solution in step 7 (Decision Time) and
the arguments presented for and against the
solution in step 8 (Arguments For and Against).*

VIII. Arguments For & Against

Continue the role-play. The Captain, continuing as moderator and leader, presents the solution. As a reminder, the students, role-playing the colonists, can read out their opinions again, as they hold up their signs. The students decide which colonists have the two strongest arguments for the solution, and those colonists present their arguments. Ten points are given for each correct argument.

Then do the same for arguments against the solution.

After they click the “Finish” button, they are presented with the Council’s decision.

IX. What Will They Think?



Tip: Click the “Review the Solution” button to remind them of the Council’s decision.

Now the Council’s decision is shared with the colony. What will each colonist think? Continue the role-play. This can be done similar to a Four Corners activity (using two sides of the room instead of four corners). Place the AGREE and DISAGREE signs on opposite sides of the room. The colonists go to the side of the room that applies to them, holding up their signs. At this point, ask the colonists to review all the arguments for and against. Some of them may decide that the other side has stronger arguments. Give them a chance to change their minds and go to the other side.

X. Episode Outcome Comic

A. Go through the comic as a class.

They may go back to the beginning and play the game with a new captain. They can make different choices and decisions.

B. Present a Different Solution.

- Ask the class if they can think of another solution. Break them up into small groups and Think-Group-Share.

- Another option is to apply the entire process to a different situation or dilemma that is relevant to the students.

You can distribute a [Storyboard](#) or a [Comic Strip Template](#). In small groups, the students make up a story. They draw the comic presenting the dilemma and write dialogue.

- Essential Question: Is the process helpful? Why/why not?