

Adventure

Teacher Lesson Plan 008



This lesson plan does not assume previous experience of the game. Teachers may show VC from *Checkpoint KIDS* of the game, use YouTube clips, or play the game.

The lesson is designed to engage children with a learning opportunity based on computer gaming and is not intended as a substitute for teaching the National Curriculum.

English (and subject specific) Assessment Objectives are provided as a means of justifying the lesson in a school environment and giving a familiar and relevant context for the learning opportunities.

The lessons are similar to the “sandbox” nature/feature of video games (where the player can create their own journey) allowing the teacher a variety of supported learning paths. All lesson timings are approximate.

Checkpoint KIDS welcomes students’ work for submission, but only if the relevant permission slips are completed.

Issue: **11**

Theme: **Adventure**

Game: **Super Mario Odyssey**

Super Mario Odyssey is a 3D platform game.

Mario travels to many kingdoms on his airship – The Odyssey – with the ultimate goal of rescuing Princess Peach from Bowser, who intends to marry her.

There are numerous parallels with Homer’s Odyssey, where the hero – Odysseus – must overcome many trials and tribulations in order to return home and rescue his wife from the suitors who plague her in the mistaken belief that Odysseus is dead.

Super Mario Odyssey is the 21st game in the Nintendo series that began in 1985.

The series has won numerous awards and has sales of over 330 million.

<https://bit.ly/3lvRHgE>

Focus: **Writing for a purpose: Taking notes. Writing summaries/historical comparisons and analysis. Writing a historical report.**

Lesson Objectives:

By the end of this learning episode you will:

- know how to take appropriate and useful notes for writing summaries and evidencing arguments
- develop greater understanding of anthropology: archaeology, historians
- develop greater knowledge of Ancient Greece and Britain’s Iron Age 800 BCE - 43 CE

Outcome:

- write a comparison of Ancient Greece and Iron Age Britain in a report
- create contemporary artefacts for future study/interpretation

Assessment Objectives:

English	A05	adapting for purpose/audience and organising ideas	Note taking and summarising texts
	A06	sentence structures adapted to purpose with accurate spelling and punctuation	Writing a report
	A08	listen and respond appropriately to spoken language	Discussing and debating historical sources
History	A0s	There are no AOs for History below GCSE level. However, the Programmes of Study for KS2 and KS3 identify the following requirements: Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history , so that it provides a well-informed context for wider learning . Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time . They should use historical terms and concepts in increasingly sophisticated ways . They should pursue historically valid enquiries including some they have framed themselves , and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed .	Analysing timelines: interpretation of findings - including supposition and theorising Analysing artefacts: interpretation of findings - including supposition and theorising Contrasting Ancient Greece and Iron Age Britain – from the perspective of a Greek explorer, Pytheas of Massalia Creating ‘historical artefacts’ that show understanding of how source material is used to make historical claims.

Literacy Objectives:

- SPaG, report: style and form

Duration: 4+ x 45 minutes

Starter – Introduction

- How do we know about the past?
- Briefly discuss students' knowledge and understanding of historical practices (historical sources: texts, artefacts, ruins etc)

and/or

- Discuss the students' existing knowledge/assumptions about Ancient Greece:
 - *where is Greece?*
 - *name some Greek: myths/heroes/gods/architecture*
 - *the Olympics*
- Where did they get this knowledge from? (discuss reliability of sources)
- Discuss the students' existing knowledge/assumptions about Iron Age Britain:
 - *how did they live?*
 - *name some Iron Age gods/myths etc*
 - It is highly unlikely they will know anything concrete about the Iron Age. One of the learning objectives is for the students to appreciate the influence on Britain of a far more developed culture which recorded its existence
- Where did they get this knowledge from? (discuss reliability of sources)
- Teachers may wish to set an ongoing, home-learning research task for the duration of the learning episode
- Inform the students that the learning episode will focus on how we know what we know about the past, The Ancient Greeks and Iron Age Britain.

Lesson 1

Activity 1:

- Run the PDF: TLP008PPT1 (Teachers may wish to interrupt the presentation of the PDF with the note taking lesson)
 - learn the definitions and spelling of key vocabulary: Slide 9. Worksheet TLP008WS1a - adding suffixes to words ending in 'y'
 - analyse timelines: Slide 11
 - write a paragraph explaining the conclusions drawn from the analysis of the timelines and maps: Slide 15. Worksheet TLP008WS1
 - share and discuss the students' paragraphs:
 - students should check the validity of an argument
 - is the argument logical?
 - is the argument supported by evidence?
 - can different arguments/conclusions be drawn from the same source material?
 - celebrate the logic of the students' arguments - the thinking should be the focus.
 - students could complete the self-assessment grid provided - or the

- teacher can mark the paragraph against the school's assessment criteria based on the History Programme of Study for KS2/3
- stop at Slide 15.

Statement	✓ or ✗	Focus
I understand how a paragraph is structured.		
I can write a clear topic sentence.		
I can develop the topic sentence using a range of connectives and complex sentences.		
I can write a concluding sentence.		
I have checked my writing using SPaG.		
I understand this work so far.	😊 😐 😞	
I would like help with _____		

Starter

- Celebrate a range of paragraphs produced in Lesson 1. Identify where students have fulfilled the criteria
- Take the opportunity for students to peer mark each other's paragraphs and offer advice
- Ensure the students are clear about the history at this point - revisit Slides 11 - 15 if necessary
- Key vocabulary assessment
- Recap timelines
- Celebrate home-learning research task (if conducted).

Lesson 2 - Note Taking

(Although it is suggested that this lesson be taught just prior to Slide 16, it can be taught at any time deemed appropriate during the presentation of TLP008PPT1).

Activity 1

- What is an odyssey?
 - an odyssey is a long, complicated and difficult journey. It often contains setbacks and will need determination and perseverance to complete. It can also be a mental journey

- Can the students link the idea of an odyssey to video gaming? Celebrate their own experience. They may reference: Rayman, Sonic, NyxQuest (right) etc
 - make the connection between undertaking an odyssey and the intrapersonal skills developed through gaming.
 - Key Words:
 - *fortitude, perseverance, determination, problem solving, resilience, logical reasoning, willingness to repeat, patience, stoicism*
- If they reference Super Mario Odyssey, it might be a good idea to ascertain how many students know, or have played, the game and distribute them evenly throughout the class for the paired listening
- Organise the class for paired listening
- Explain that this is an experiential exercise and that the students should prepare themselves. They will need resilience, patience, stoicism and be prepared to fail. These key words could be displayed throughout the exercise
- Listen once to the interview between Tamer Asfahani and Chris Winson-Longley about Super Mario Odyssey on page 6 of *Checkpoint Kids* magazine, Adventures. Do not pause the audio or allow note taking
- Read out the following questions:
 - *When did Tamer Asfahani first play Super Mario?*
 - *Which game did he play?*
 - *How many of the 22 games in the series has he played and completed?*
 - *Why does he think it is important to complete a game?*
 - *Which character is his favourite?*
 - *Which kingdom in Super Mario Odyssey is his favourite?*
 - *Which game in the Super Mario series is his favourite?*
 - *What job did Chris Winson-Longley do before he became editor of Checkpoint Kids magazine?*
 - *Which poet is supposed to have written The Odyssey?*
 - *Where and when did this poet live?*
 - *What similarities are there between The Odyssey and Super Mario Odyssey?*
 - *What is an odyssey?*
 - *What is The Odyssey in Super Mario Odyssey?*
- The students should struggle to answer the questions accurately
- Discuss how the students feel about the task at this point. Which of the intrapersonal skills do they need to call on?
- Without reference to the questions, let the pairs of students listen to the interview again. One student is to make notes about Tamer Asfahani. The other about Chris Winson-Longley
- Answer the questions again



- Share the answers: TLP008WS5 - answers
 - Discuss whether making notes was helpful and what issues there were with making notes. Did note taking require any of the intrapersonal skills?
- What advice would the students give to make the process easier?
 - *divide up the listening if possible*
 - *only write key words*
 - *use symbols or quick sketches – rather than words*
 - *pause the audio if possible*
 - *know the purpose of the note taking*
 - *be aware of their own intrapersonal skills.*
- Share the answers to the questions in class. Between them, have they managed to answer them all?

CHALLENGE:

Students create a student guide for note taking in the classroom. This can be a poster or a leaflet. It can be illustrated and should use a variety of presentation methods. Previous guidance for a leaflet is in HLP003 The World of Miniatures.

Activity 2

- Tell the students they will now be watching a VC of Super Mario Odyssey gameplay
- Questions: TLP008WS5 can be issued before or after the VC as appropriate
- How would they like to organise themselves before they watch the VC?
- Run the VC: <https://www.youtube.com/watch?v=l9Yim8z39TI&list=WL&index=1> (If the link is no longer active, locate: Super Mario Odyssey Walkthrough - Finale - Moon Kingdom)
- Explain the VC will run until 6:30 mins. Do not pause the VC. Students take notes
 - Note: TLP008PPT3 focuses on intrapersonal skills and uses the VC from 4:30 mins
- Students answer the questions
- Allow the whole class to contribute answers, but also ask for pair scores.
Answers: TLP008WS5 - answers
- Did note taking help?
- Which questions made most demands on the note taking process?
- Inform the students that there will be opportunities for them to practise their note taking skills in the following lessons.

From this point either

- teach Lesson 3 - create a celebratory amphora - as used in the Ancient Olympics
- or
- teach Lesson 4 - Ancient Greece and Iron Age Britain

Lesson 3

Activity 1

- This activity is designed to encourage analysis of historical artefacts. The students should make educated guesses as in Lesson 1 when they wrote a paragraph about the Roman Empire
- Issue TLP008WS6
 - allow the students to develop their own ideas about what the amphora was used for
 - celebrate any and all of their deductions providing they can articulate an argument
 - when they design their amphora, they should imagine an archaeologist discovering it in the far distant future and having to interpret its use
 - students could share their unlabelled designs to see how well they are communicating their ideas - again, they should justify their arguments:
 - I think this is celebrating...
 - because it shows...
 - the design reminds me of...
 - this symbol could represent...
- Answers: TLP008WS6 - answers



CHALLENGE:

Students could craft a 2D cardboard amphora or a 3D papier-mâché amphora. These could be included in a class display about Ancient Greece or designed and awarded in class as student prizes.

Categories could include:

- most accurate rendition of a Greek amphora – peer vote
 - most accurate drawing
 - accurate use of colour
 - use of the Greek alphabet
 - most informative labels
 - most time spent
 - most enthusiasm

It is important to celebrate a variety of achievements.

Lesson(s) 4 (+)

This is a sandbox activity. The depth of learning and time allocated will depend on the focus of the learning, ability levels and the intended outcome.

Starter

- Revisit TLP008PPT1
- Remind the students that they are looking at *how* we know *what* we know about the past: we examine evidence and make historical claims based on logical thinking
- Revisit Slide 11 and make sure the students understand BCE, CE and how long ago the Ancient Greek and Iron Age periods were.

Activity 1

- Study Ancient Greece and the Iron Age in Britain: Slides 16-21
 - the learning can follow any of the areas introduced; although, it is difficult to explore the Iron Age to any great depth due to the lack of historical evidence – this is one of the themes: *How do historians make sense of a time period with so little evidence available?*
 - there are some activities relating to the Olympics in the September 2020 issue of *Checkpoint Kids* magazine: Mario and Sonic at the Olympic Games pages 16-17
 - there is a PDF which introduces a couple of the Greek Myths: TLP008PPT2
 - there is a PDF showing the journey Odysseus makes in the Odyssey: TLP008PPT3 – this includes a focus on the intrapersonal skills required to make such a journey
- This lesson pack focuses on contrasting the development of the Ancient Greeks with the Iron Age in Britain
- Slide 16: Complete TLP008WS2 – Ancient Greece information and comprehension
- Slide 17: Complete TLP008WS3 – Iron Age Britain information and comprehension
- Continue PDF selecting relevant websites and VCs
- Study Slide 22 and complete final task TLP008WS4.




Activity 2

- Use TLP008WS4 to write a report contrasting Iron Age Britain to Ancient Greece as the explorer Pytheas of Massalia.

Extension activities

- Slides 1- 15 of TLP008PPT1 can be used as a general introduction to history
- Lesson 2 Note Taking can be taught independently of this lesson plan
- This lesson plan includes starting points for a focus on the Olympics, the Greek Myths or Homer's Odyssey

Final self-assessment for TLP008

Writing an Historical Report			
Name:	Date:	Class:	
Statement		✓ or ✗	Focus
I have a reasonable understanding of the terms: anthropologist, archaeologist and historian.			
I have a reasonable understanding of Ancient Greece.			
I have a reasonable understanding of Iron Age Britain.			
I can compare aspects of Ancient Greece and Iron Age Britain such as housing, pottery, religion and sporting activity.			
I know the main features of a report: title, sub-headings, 3rd person, present tense.			
I know how paragraphs are structured.			
I can write a historical report.			
I am happy with what I have achieved in these lessons.		  	
One aspect of this work I have enjoyed is _____			

In future I would like help with _____			

Word Bank

anthropology, archaeology, argument, artefact, century, chronology, civilisation, culture, data, documents, empire, era, event, interpret, logic, objective, odyssey, site, source

Lesson 1

Name:	Date:	Class:	
Statement		✓ or ✗	Focus
I understand how a paragraph is structured.			
I can write a clear topic sentence.			
I can develop the topic sentence using a range of connectives and complex sentences.			
I can write a concluding sentence.			
I have checked my writing using SPaG.			
I understand this work so far.		😊 😐 😞	
I would like help with _____ _____ _____			