

SUBJECT-BASED LINKS: English Language Arts (SBL 2.1)

Key Concepts	Materials
<i>Argumentation, making inferences, citing textual evidence, supporting conclusions</i>	Quandary (Any Episode) Internet access Digital Device Post-it Notes/Poster Paper

Learning Target	Structure
Students will learn how facts and opinions influence crafting a persuasive piece which advocates for a solution.	Students should play Quandary in pairs or triads to encourage meaningful conversation during gameplay. Quandary gameplay should be prefaced by a class-relevant warm-up discussion and closed with a post-game discussion and an optional extension activity.

Warm-Up Discussion

ASK students the following questions (and/or create your own):

- “What is a quandary?” Students give their definitions while teacher creates a compilation of their responses.
- “What is a fact? Opinion? Solution?” Students can write their definitions on sticky notes and stick their responses on the whiteboard or on large poster paper at the front of the class.
- “How do facts and opinions affect coming up with a solution? Which has more weight? Which inspires more feeling?”

Tell students, “We’re going to play Quandary, paying special attention to the facts, opinions, and solutions presented by all the settlers.” Encourage the students to take notes using a class-specific method to help with the after-game writing activity.

Gameplay

PLAY Quandary in student pairs or triads, encouraging them to bounce ideas off one another and reach agreement before advancing to each next step.

Post-Game Discussion

ENGAGE students with post-game discussion questions (and/or create your own):

- What is the difference between a fact, an opinion, and a solution?
- What options did you have for solving the colony’s problem?
- What made you choose the solution you chose?
- Did you find it hard to choose? If so, why?
- How well did your colony do overall?
- What do you think the success of the colony depends on?
- How would you measure success?
- What are some other possible solutions to the dilemma?

Extensions and Activities

Students write an Episode Guide where they describe the problem affecting the settlement, citing facts and opinions stated by the settlers to support reasoning for their chosen solution. Students may want to use the steps of the Problem-solving method introduced in Lesson 1 or an existing class-specific tool, as a graphic organizer. Students share their guides with the rest of the class.

Resources

VOCABULARY *ethics; morality; values; deceptive; prohibit; reputation; obligation; loyal; dilemma; formula; betray*

SUBJECT-BASED LINKS: English Language Arts

(SBL2.2)

Key Concepts	Materials
<i>Research, gathering relevant information from multiple sources, assessing source credibility</i>	Quandary Episode 2: Water War Internet access Digital Device

Learning Target	Structure
Students will learn how to gather information to support a research question, assess source credibility, and use references.	Students should play Quandary in pairs or triads to encourage meaningful conversation during gameplay. Quandary gameplay should be prefaced by a class-relevant warm-up discussion and closed with a post-game discussion and an optional extension activity.

Warm-Up Discussion

ASK students the following questions (and/or create your own):

- “What does reliable mean?” (Trustworthy; containing true and legitimate information)
- “How can you tell if a source is reliable? What clues do you look for?”

TELL students, “different sources present different information, even when the topic is the same. When looking for information, especially online, it’s important to determine which source is most reliable.”

CREATE a ‘Reliability Checklist’ either on the board or on large poster paper for future use. Encourage students to offer ideas for questions they might ask themselves when evaluating a source. Some questions include:

- Who is the author? Which website published the source? What purpose does the author have for writing this source? Are there any references within the source? If so, to where? Have I seen these same ideas in other sources?

TELL students, “We’re going to play an episode of Quandary, where the characters are dealing with a massive water shortage. You’re responsible for finding the best solution.”

Gameplay

PLAY Quandary in student pairs or triads, encouraging them to bounce ideas off one another and reach agreement before advancing to each next step.

Post-Game Discussion

ENGAGE students with post-game discussion questions (and/or create your own):

- “Which solution did you choose and why?”
- “Was it easy or difficult to make the decision?”
- “Which settlers gave the most reliable information? Which gave the least reliable?”

DIVIDE students by having them walk to opposite sides of the room based on their answer to this question: Is water a public good or a private commodity?

Extensions and Activities

Provide definitions of “public good” and “private commodity” if needed, then instruct students to work in groups based on their answer. In groups, have students search for 3 reliable sources to back up their claims. Provide students with a graphic organizer or other familiar organizational method to structure their arguments. Have students write a brief response or give a short, oral presentation where they state their belief, their reasons, and use their 3 sources to strengthen their argument.

Resources

VOCABULARY *ethics; morality; values; deceptive; prohibit; reputation; obligation; loyal; dilemma; formula; betray*