

# SUBJECT-BASED LINKS: History/Social Studies (SBL 3.1)

| Key Concepts  | Materials   |
|---|---|
| <i>Media literacy, news literacy, current events, fact and opinion</i>              | Quandary (Any Episode)<br>Internet access<br>Digital Device<br><i>News article (Optional activity)</i>  |
| Learning Target   | Structure   |
| Students will learn how facts and opinions influence reporting and decision-making. | 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):

- “When retelling history, who gets to write the story? How much of history is fact? Opinion?”
- “How do you tell what’s fact and what’s opinion? What are some clues to look out for?”
- “When you read a news article, do you think about the source first and whether it’s credible?”
- “Where do you get your news?”

Create your own questions based on relevant class material.

Tell students, “We’re going to be playing Quandary, where you’ll be responsible for solving a problem while listening to different facts and opinions and sorting them to come up with 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):

- “When you had to sort facts and opinions, how could you tell them apart?”
- “When making your decision, which mattered more? Facts or opinions?”
- “How did the facts or opinions change based on the role or perspective of the character?” (e.g., did the craftsman think about how the solution would affect her salary? Did the doctor offer medical facts?)

## Extensions and Activities

Students select (or teacher pre-selects) a short, class-relevant news article for students to read, highlighting facts and circling opinions as they read. Each student shares one fact and one opinion, including how they could tell which was which. If the chosen article presents a problem, students can then brainstorm and share solutions.

## Resources

**ARTICLE** *5 Questions Students Should Ask about Media*

<https://www.common sense.org/education/blog/5-questions-students-should-ask-about-media>

**ARTICLE** *How to Integrate Media Literacy into Classroom Learning*

<https://www.common sense.org/education/blog/4-ways-to-integrate-media-literacy-in-the-classroom>

## SUBJECT-BASED LINKS: History/Social Studies (SBL 3.2)

| Key Concepts   | Materials  |
|--|--|
| <i>Identity, membership, belonging, in-group/outgroup conflict, discrimination</i> | Quandary Episode 3: Fashion Faction<br>Internet access<br>Digital Device |

| Learning Target   | Structure   |
|---|---|
| Students will explore identity, community, and what it means to be a part of a group in the context of historical applications. | 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 it feel like to be part of a group? How does it affect your identity? What are some groups you are proud to be a part of?”
- “How does it feel to be excluded from a group? How does exclusion affect your identity?”
- “What problems in history have started with group exclusion? How about problems in school?”
- “Do people have the right to exclude others? Why/why not?”

Create your own questions based on relevant class material.

Tell students, “Today we’ll be playing Quandary, where some of the characters will experience group exclusion and you’ll be responsible for finding a solution to bring them back together.”

### 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 were the two groups involved in the game? Which group was excluding the other?”
- “Was it right for the tailor to only customize his friend’s clothes? Why/why not? Even if it wasn’t right, did he have the right to do it anyway?”
- “What were the consequences of the tailor’s exclusion?”
- “Why do you think the excluded settlers formed the group called the ‘plaingrays’?”
- “What solution did you choose and why?”
- “What is another example from history of favoritism and exclusion?”

### Extensions and Activities

The class creates an Identity web for the school community, with the school name at the center and 5 aspects of community identity (e.g., urban/rural/suburban, town-specific celebrations or points of pride, how students perceive the culture, etc.). Students then create their own web, circling their name in the center of a piece of paper and creating at least 5 branches out from the center that represent different parts of their identity (e.g., soccer player, daughter, caring/kind, etc.).

### Resources

**LESSON PLAN** *Identity and Community*

<https://www.facinghistory.org/resource-library/identity-and-community>