FORTNITE

COUNTERFACTUALS— THEIR STORY, YOUR WORLD

Language
9th grade
3–5 hours

What if Franz Ferdinand's car had not stalled in the streets of Sarajevo on June 28, 1914? Have you ever thought about what would happen if different choices or actions occurred with regards to historical events? Choices matter, and when it comes to history, they are sometimes the difference between success and failure, the start of war, economic downfall, and even life and death. What would have happened if different choices were made? How would these new choices have changed the course of history?

In this lesson, students will be asked to present a counterfactual history. They will select a story or period relevant to their learning and consider alternative scenarios. Students will write a script and present an alternative reality in Fortnite Creative mode to show how their story would unfold. Let's rewrite history!

Lesson/Author/Class Information

Lesson Title: Counterfactuals—Their Story, Your World

Content/Grade: Language/9th grade

Lesson Timeframe: 3–5 hours

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Description of class / learning environment

This activity can be done as either an individual assignment or a group assignment. The lesson is device agnostic, meaning it does not matter which Fortnite platform is used.

Lesson Overview

Choices matter, and when it comes to history, they are sometimes the difference between success and failure, life and death. But what would have happened if different choices were made? How would these new choices have changed the course of history?

In this lesson, students will be asked to present a counterfactual history. They will select a story or period relevant to their learning, consider alternative scenarios for that story, write a script, and present an alternative reality in Fortnite for their story to unfold. Extension activities abound in this lesson, with the opportunity to use video and audio to take their stories to the next level in game.

DESIRED RESULTS
What are the learning outcomes for students?

Essential Questions/Big Ideas

By understanding the context of the situation and the person making the choices, we might be able to rebuild a world living with the consequences of that choice. Encourage students to consider big questions that changed the course of history: What if we didn't drop atom bombs on Japan? What if JFK had not been assassinated? By creating this counterfactual history, we can make an informed opinion about the choice that was actually made and whether it was a wise choice.

Learning Outcomes/Objectives

By the end of this lesson, students will be able to:

- Explain in some detail a critical decision made in world history.
- Describe the context and questions asked relating to this important decision.
- Detail alternative paths that could have been taken.
- Demonstrate the outcome of an alternative path.
- Use a digital medium (Fortnite) to create a world that reflects the alternative path.

Standards Mapping

Link to standards that your lesson directly addresses. General links to standards are provided. Teachers should also link to content and state specific standards where appropriate.
Common Core Standards
ISTE Standards for Students
NCSS Standards
NGSS Standards

Common Core

CCSS.ELA-LITERACY.RH.9-10.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CCSS.ELA-LITERACY.RH.9-10.3
Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
CCSS.ELA-LITERACY.RH.9-10.6
Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
CCSS.ELA-LITERACY.RH.9-10.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

ISTE

3   Knowledge Constructor

3a   Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

3c   Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

4   Innovative Designer

4a   Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

4b   Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

4c   Students develop, test and refine prototypes as part of a cyclical design process.

6   Creative Communicator

6a   Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

6b   Students create original works or responsibly repurpose or remix digital resources into new creations.

6c   Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

6d   Students publish or present content that customizes the message and medium for their intended audiences.

7   Global Collaborator

7c   Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

LESSON PLAN

Learning Activities

Lesson 1: Community and Community Living

Hook: 15 minutes

Following up on prior lessons that explored an event in history, engage students in a discussion about what key decisions surrounded that event, and how they may have changed the entire outcome. For example, what if Franz Ferdinand's car had not stalled in the streets of Sarajevo on June 28th, 1914?]

Following the discussion, explain that by examining the alternative options and choices, we learn more about the choice made and the context surrounding it. These alternative outcomes are called **counterfactuals**.

LESSON PLAN CONTINUED

Brainstorming: 15 minutes

Have students select a situation or choice related to the period they are studying, and brainstorm possible alternative scenarios.

Have students create a short synopsis of their situation, decision, and the counterfactual they will examine.

Have them also begin to brainstorm how they can demonstrate that counterfactual visually in Fortnite.

Planning: 30 minutes

Have students use a tool of their choice to create a scene or storyboard for their counterfactual as a means of planning their Fortnite creation.

Review the plans with the students prior to moving them forward to in-game production as a formative assessment, and to ensure they are thinking through the context and decisions, and demonstrating a grasp of the context involved.

Lesson 2: Constructing and Documenting

Getting Started: 15 minutes

Have students refer back to their notes and storyboard for their counterfactual.

You should not spend a lot of time teaching students how to build in Fortnite Creative mode. Instead, refer students to resources online that can help them in their building experience.

- https://ca.ign.com/wikis/fortnite/How_to_Build_in_Fortnite_Creative_Mode

Construction Phase: 1–4 60-minute periods

Students will use this phase of the project for building their counterfactual world.

Every student is different, and some may need more time than others. Build in extra time for students who are a little slower. During this time, students who are ahead should be encouraged to help others and guide their classmates.

Circulate around the class, offering help and guidance as needed. Ask questions to confirm understanding of prior learning.

By the end of this lesson, students will have a world that shows their counterfactual. As part of this world students will have:

- Buildings and other architectural features.
- Walkways and paths to guide the viewer.
- A clear demonstration of the narrative through the visuals.
- The ability to walk a player through their world and explain how their building ties to their counterfactual.

Lesson 3: Demonstrating and Sharing

Documentation: 30 minutes

Have students document their creation and the process in some way. Options could include:

- Writing a blog or a note in a notebook.
- Take screenshots and annotate them using a note-taking application.

If possible, have students record their Creative island codes so they can be explored at another time or reviewed for assessment.

If that is not possible, encourage students to create short screen-capture videos of their world as they are creating it. These videos can then be embedded in a documentation platform to add depth to their journalling.

Gallery Walk: 30 mins

Have students circulate around the room, spending 3–4 minutes exploring another student's creation. Encourage students to ask questions and provide feedback.

Teachers should also circulate around the room, spending time with each creation, asking questions and providing encouragement.

Interdisciplinary and 21st-Century Connections

- Students are encouraged to **collaborate** throughout the planning phase of this lesson. Teachers should also encourage students to help and encourage each other throughout the building process as well.
- There will be students who excel at building in Fortnite. Those students should be encouraged to be class **leaders** who provide their expertise to students who struggle with building.
- Students should be pushed to express themselves **creatively**. Fortnite Creative is a powerful building tool with incredible potential for amazing designs. Students who are creative will do amazing things.

Modifications and Accommodations

- Students who excel at the building aspects of Fortnite and finish quickly can also be given the opportunity to screen capture a walkthrough of their community in game, and provide voiceover for their video.
- Extra time or guidance should be provided for students who have never played Fortnite in order to allow them some time to become accustomed to the controls. Refer them to the resources below.
- Be flexible. Students may need an extra class to complete their city.
- Provide game controllers or adaptive controllers, based on individual student needs.

External Resources

- Website: How to Build in Fortnite Creative Mode: https://ca.ign.com/wikis/fortnite/How_to_Build_in_Fortnite_Creative_Mode

ASSESSMENT

Assessments

Through conversation and interaction, students will demonstrate their understanding.

Throughout the building process, students will document their learning in a portfolio style of their choosing to provide formative evidence of understanding.

They will create their world in Fortnite Creative as a way of showing a summative grasp of the topic.

They will also disseminate what they know to their peers and teachers verbally as part of a demonstration either in person or through video.

Rubric

	Developing	Competent	Proficient	Distinguished
Project Content/ Learning Objectives	Counterfactual design does not show an understanding of the goals or learning objectives.	Counterfactual design shows a basic understanding of the goals, and a basic demonstration of learning objectives.	Counterfactual design reflects understanding of the goals, and a demonstration of desired learning objectives.	Counterfactual design reflects understanding and synthesis of the goals, and a mastery of the learning objectives.
Project Development	Counterfactual design does not work, or is only partially complete, preventing its intended use.	Counterfactual design demonstrates basic functionality, and is mostly complete.	Counterfactual design functions in the way the student intended, and is complete.	Counterfactual design is functional and refined, with extra features that exceed expectations.

Project Aesthetics/ Design	Counterfactual design requires more attention to the look and feel of the experience as well as the general design.	Counterfactual design shows some attention to aesthetics and thoughtful design but is incomplete or lacking in some aspects of layout and design.	Counterfactual design is well organized and pleasing to the eye; easy to navigate and understand. Demonstrates thoughtful design.	Counterfactual design is well organized and makes good use of space; great use of available and user-created assets; world is inviting and thoughtful, and intentional design is apparent.
Reflection	Student demonstrates difficulty describing the scenario and intent of the counterfactual design.	Student can mostly describe/ reflect upon the basics of the counterfactual design scenario.	Student provides a thoughtful reflection/ explanation of the counterfactual design scenario and how it relates to the desired learning outcomes.	Student can describe the counterfactual design scenario in great detail, demonstrating a depth of understanding that exceeds expectations.