

FORTNITE

SITE AND SITUATION: WHERE WOULD YOU SETTLE?

World Geography

Middle School

Have you ever thought about how the geography of where you settle could impact your life? There are so many things to consider if you are looking for a place to settle. Where will your people flourish? Where would be best for them to grow crops? What geographic features will be important in terms of defending your settlement? In this activity, you will explore different areas to determine the best site to build up based on analysis of the pros and cons of each. Your people are counting on you!

Lesson/Author/Class Information

Lesson Title: Site and Situation: Where Would You Settle?
Content/Grade: Social Studies (World Geography)/Middle School

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Description of class / learning environment

My classroom is a one-to-one classroom in which we use iPads as our primary device. I ask my students to create videos and pictures from Fortnite Creative for our classroom. I teach both general education and special education students. This lesson is designed to be used with or without access to Fortnite Creative mode in the classroom.

DESIRED RESULTS

What are the learning outcomes for students?

Lesson Overview / Big Picture

This lesson is geared toward students studying the influence of physical geography on the interactions of humans. Students will explore how a site's physical characteristics affect the decisions of those who settle there.

Typically, decisions are based on the situation of the location. In geographical terms, **situation** means the types of soil, availability of fresh water, the ability to defend the site, and so on. In this case, students will be evaluating the site and situation of a particular island in order to understand why people decide to settle.

The evaluation can lead to a more in-depth conversation as to why a consumer would choose the island to build on. This can easily lead into an economic lesson or conversation.

Essential Questions/Big Ideas

How does a location's site and situation influence interactions with others?

Why do people decide to live where they do or to move to other places?

Why is location important?

Enduring Understandings

Students will understand that a location's site and situation influence growth.

Learning Outcomes/Objectives

Students will be able to evaluate a location's site and situation, and explain how it influences interactions with others.

Students will begin to understand why people decide to settle in locations that have specific resources.

Students will begin to learn how a location's situation affects the ability of that location to grow.

Standards

NCSS Theme Strand III: People, Places and Environments—The study of people, places, and environments enables us to understand the relationship between human populations and the physical world.

CCSS.ELA-LITERACY.SL.7.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

ISTE Standard 7a: Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

ASSESSMENT EVIDENCE

What will be the evidence of learning and how will that be used to guide instruction?

Assessment Overview

Students will analyze a location's site and situation in order to better explain how the conditions of a location could affect its ability to grow and to defend its location. Students will analyze the effect of geographical features on a location's ability to thrive. Students will use Fortnite Creative to create scenarios for which they will explain why their location's site and situation is the best possible choice.

Fortnite Unavailable: Using the [video](#) and [website](#), students will pick one island and prefab to place on their island. Students will defend their choice of island location based on the criteria provided.

ASSESSMENTS

Formative (Low Stakes):

For groups: Ask students to form groups, or assign student groups. Groups should be no more than four people. Ask students to come up with a team name for their group and report to you.

Using the islands that were picked in *Instruction Block 2* (later in this lesson plan), ask students to pick one of the islands listed. You can also assign each group an island or allow all students to use the same island. Students will share codes and allow other students to edit the island they are working on.

NOTE: *It's important to have a clear understanding how to use Creative before doing this part. Provide time for students to explore Creative if there is a need to do so before beginning the lesson.*

Working with their team, students will decide where on their island to build a fort. Students will be asked to focus on the location and why their choice of location is the best possible location. Students will be asked to build their fort, and complete the graphic organizer as they work together. This is a great time for students to familiarize themselves with Fortnite and the Creative toolset.

After students have completed their forts and graphic organizer, they will evaluate the site and situation of a different group's fort. Each group will be assigned to another group's project.

Students will trade devices in order to play on each other's islands. It is not necessary to allow for students to edit each other's island. Students will be asked to complete evaluation (see *Evaluation Sheet* below).

As a group, they will choose one of four structures to put on the island. After they choose, they will determine which would be the best place to put the structure based on the following criteria:

1. Is it easy to defend?
2. Is it near another natural resource?

After building their fort, students will be asked to answer the following questions about the group they evaluated:

1. Are there any significant geographical features near the fort?
2. Is the fort itself a significant geographical feature?
3. Is the fort near trees or a water source?
4. If you could move the group's fort, where would you put the fort?

Suggestion: *Since this is a low-stakes, formative assessment, using a tool like Flipgrid or a Schoology discussion board makes it more interactive and less like an assessment.*

The rubric provided in this lesson plan will be used to grade the reflection video.

Extension: *The depth to which the assessment is made will depend on whether the instructor would like to ask students to do a multi-day evaluation.*

ASSESSMENTS CONTINUED

If Fortnite is unavailable:

After students have picked the one island to use, they will choose from four different [prefabs](#) available in Creative mode. You can limit these to four different types of prefabs, or to a group of prefabs.

They will fill in the evaluation sheet using one of the six islands in the video. [Here](#) is a video of six different islands.

They will use the website listed above to help with prefabs.

Once they complete their sheet, they will exchange sheets with another group. They would complete an evaluation of the group's choices, either on their own sheet or using any type of app.

Suggestion for student-to-student feedback: *I like to use Flipgrid as this allows students to watch and respond to one another.*

LEARNING PLAN

Learning Activities

Warm-up/Hook:

The instructor will show the student a map of where major cities are located. The instructor will ask students to rank the top three reasons why people settle in those locations. Students could **also** use [Google Earth](#) or [Google Maps](#).

List of possible cities:

1. Paris
2. Phoenix
3. Hong Kong

Suggestion: *Using major cities that the students are familiar with will help for buy in. You could **even** use the city or town where the students live.*

Instructional Block 1 (Individual, Partners or Group 5–7 minutes):

Evaluating using an example in Creative Meadow Island.

Suggestion: *At the start, review with the whole group the definitions of "site" and "situation" below.*

LEARNING PLAN CONTINUED

Site is the exact location of a place, and the **situation** of a place involves the surrounding areas and its natural and manmade resources.

Students will explore the Meadow Island in Creative mode, and independently describe the island's physical geography and the surrounding situation. Students will be instructed to go into Meadow Island 1 in Creative Mode and explore the island to discover its elements. Students will then share out what were some advantages and disadvantages of this island.

Suggestion: This can be done as a partner talk or a group talk.

Instructional Block 2 (Independent/Group):

Assign each student an island from the list provided. There are six islands to choose from:

1. Meadow Island
2. Ice Lake Island
3. Tropical Island
4. Sandbar Island
5. Canyon Island
6. Black Glass Island

This assignment can be random or strategic, based on the dynamic of the students.

Students will be given approximately 4–5 minutes to explore their island and complete their graphic organizer. Once they have completed their own evaluation, they will share with their groups what they discovered about their island (see *Evaluation Sheet* below).

After students independently complete this portion, they will share the advantages and disadvantages of their island. Once they complete their group share, students will be instructed to come to a group consensus as to which of the islands they would choose to build on.

Suggestion: They will report to the class using whiteboards. Whiteboards can be changed to any delivery method of the teacher's choice, such as any kind of polling website or app.

If Fortnite is unavailable:

Students will complete this portion of the lesson by using this [video](#). If you would like to personalize the videos, it's important to give an overview of the island. There should be as many video options as there are groups in the classroom. The videos should consist of a variety of islands to help students see a different perspective each time.

Once students watch their video, ask them to describe the island in one word.

Suggestion: If this is a one-to-one school, the instructor can ask students to pick an emoji that describes their island.

After students share their emojis, they will be asked to give a one-minute "In Defense" speech. Students will deliver a defense for their island.

After hearing about each island, students will vote for the best island using a polling method of the instructor's choice.

Interdisciplinary and 21st Century Connections

This lesson addresses a student's ability to think critically about the environments they are examining. They will need to be able to clearly articulate their reasoning for their choice, while proving that other choices are not sound. This lesson requires students to collaborate in a meaningful way by examining each others' choices and deciding which is the best for all students.

Students would collaborate using technology that connects them with each other inside and outside of the classroom. This connection deepens their understanding of the world around them by providing different perspectives of learning.

Modifications and Accommodations

Students who need accommodations will need more time to provide responses. Number and chunking of the assignment will provide students a clear outline of which item comes next.

Resources

Fortnite is available:

1. Computer or device capable of running Fortnite
2. *Evaluation Sheet* (see below)

Fortnite is unavailable:

1. Computer or device
 2. [Videos](#) of islands and [pictures](#) of structures
 3. *Evaluation Sheet* (see below)
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Teacher Feedback on Unit

Stay tuned!

Student Feedback on Unit

Stay tuned!

Rubric

Standard/Theme	Exceeds	Proficient	Approaching
<p>NCSS Theme Strand III: People, Places and Environments; The study of people, places, and environments enables us to understand the relationship between human populations and the physical world.</p>	<p>Student can clearly and accurately identify the characteristics that make a location geographically unique by identifying geographical features, and providing an analysis of how those features affect a location's interactions with others.</p>	<p>Student can accurately identify the geographic characteristics of a location, and provide an analysis of how those features affect a location's interactions with others.</p>	<p>Student can identify the geographic characteristics of a location, and provide an analysis of how those features affect the location.</p>
<p>CCSS.ELA-LITERACY.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>Student is able to present sound claims with thorough analysis and evidence to support their claims. Student is able to make the appropriate eye contact with the audience as well as speak clearly with the appropriate volume of voice.</p>	<p>Student presents sound claims with evidence to support their claims. Student is able to maintain eye contact with the audience and speak with an appropriate volume of voice.</p>	<p>Student presents claims. Student can maintain eye contact for a short amount of time and speaks to the audience.</p>
<p>ISTE Standard 7a: Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.</p>	<p>Students clearly show the use of data collected from their surveys. The choices made in their creation were clearly influenced by the outcome of the survey done with their school. Students were able to survey different grade levels.</p>	<p>Students clearly show the use of data collected from their surveys. The choices made in their creation were clearly influenced by the outcome of the survey done with their school.</p>	<p>Students examined the data collected from their surveys. Students are able to determine how to use the data collected to improve their games. Students examined the data collected from their surveys. Students are able to determine how to use the data collected to improve their games.</p>

Evaluation Sheet

Independent:

Location	Physical Geography (Description)	
Meadow Island 1		
	Advantages	Disadvantages

How would the physical geography of this location contribute to the growth of this location?
What questions do you still have after exploring the island?

Location	Physical Geography (Description)	
Assigned Island:		
	Advantages	Disadvantages

How would the physical geography of this location contribute to the growth of this location?
What questions do you still have after exploring the island?

Evaluation Sheet continued

Group:

Location	Site of Building (describe where you are building your fort)	
Choice Island:		
	Advantages	Disadvantages

Evaluation of Site and Situation: Group

Group Name:	Site of the group's fort	
Choice Island:		
	Advantages	Disadvantages
	Situation of the location of the fort	
	Advantages	Disadvantages

Where would you have built your fort if you had this island? (It cannot be the same location!)