

Mission Pack: I Spy Greece

Ever wanted to be a spy?



GRADE



SOCIAL STUDIES



WEEKS

Topics include: Ancient Greece and Geography



“An isthmus, we got an isthmus!” says a student as he looks at the card. “So what do we do with it?” asks another student. All four students look down at a big piece of brown paper covered with different symbols. “Maybe we can connect our continent with that other group? Let’s ask,” says one student. Minutes later, two groups of students are working together to link their continents on an imaginary planet with an isthmus.

Visit [Quest Learning in Action](#) to see more.

About This Curriculum

At Quest schools, our curriculum and instruction is grounded in game-like learning.

Game-like learning is a research-based theory of learning that draws from what we know games do best: drop players into inquiry-based complex problem spaces in which challenges are leveled to deliver just-in-time learning. Games also use data-driven feedback to help players understand how they are doing, what they need to work on, and where they need to go next. Lastly, games provide engaging contexts for students to build content knowledge along with 21st century skills, such as systems thinking, design thinking, communication, collaboration, creativity, and innovation.

Game-like learning frames the way we plan units. All learning units are organized into “missions.” When a mission is introduced, students are faced with an immediate “need to know” that engages them in solving a mission’s complex challenge. Sometimes these missions are organized around narratives; sometimes not. Students are also often given roles to play during missions, such as being detectives, spies, or journalists.

At the beginning, students don’t know how to solve the mission’s complex challenge; they must solve a series of “quests” that help them build essential knowledge and skills needed to complete the mission challenge. During quests, students use games and other project-based learning experiences to build their understanding of content and practice new skills. At Quest schools, teachers also creatively evaluate student learning through assessments that are technology-based, game-based, and/or have a connection to the real world.

This curriculum resource is designed to give you an idea of how Institute of Play and Quest teachers transform the learning of content and skills into game-like experiences that engage and excite students. Even though Quest teachers actively engage in the role of designer and innovator during curriculum development, it is important to note that Quest teachers use more well-known activities and assessments in addition to game-like experiences. This curriculum resource does not include those types of learning activities and assessments because we know that they can be found in other web-based resources or textbooks. Institute of Play designed this resource to share the unique approaches that Quest students experience and provide you with ideas and materials to bring game-like learning into your classroom.

Curriculum at Quest schools empowers students to become active problem-solvers and innovators in the 21st century.

We design opportunities for students to build 21st century skills, such systems thinking, design thinking, and social-emotional skills. As systems thinkers, students identify parts and relationships within systems, discover patterns and feedback loops, and find possible leverage points for systemic change. As designers, students brainstorm, prototype, test, and iterate ideas and solutions to challenges. As community members and citizens, students work on listening, communicating, collaborating, leading, and mediating.

The sections of this resource include:

MISSION SUMMARY

A summary of the narrative of the mission and the challenge(s) posed to students, as well as essential questions and enduring understandings for the content of the mission.

MISSION OVERVIEW

A list of quests in the mission with the length and summary for each one.

FINAL ASSESSMENT OF MISSION

A description of the final assessment that students complete at the end of the mission.

QUEST-BY-QUEST DETAILS

The collection of quests in the mission with more information about learning goals, game-like learning experiences, and other assessments used in each quest.

APPENDIX

Includes helpful resources, such as:

- Differentiation strategies
- Final assessment support materials and rubric
- Additional resources
- Lists of standards aligned to the mission

TEACHER COLLABORATOR BIO



Ross Flatt attended Gettysburg College where he earned a Bachelor's in History, with a content specialty in World History and a particular focus on Modern Europe. He has taught History at St. Joseph Regional High School in Montvale, NJ, History and Sociology in Robbinsville, NJ, and Global Studies at The Scholar's Academy in New York, NY. In 2009, Ross became part of the founding faculty at Quest to Learn school in New York, NY as its first Being, Space, and Place (Humanities) teacher for the 6th grade. Since then, Ross earned his Master's degree in Educational Leadership and Supervision from Fordham University and has taken on the leadership role of Curriculum Designer and Lead Teacher at [Quest to Learn](#).

Since collaboration and iteration are important to our work at Institute of Play, we want to hear your feedback about this resource and its impact on your teaching. To share your thoughts and ideas, please join our Google+ community by clicking on this link: [Institute of Play Google+ Community](#).

Mission Summary



Students ready themselves to create a Spartan military formation with their hoplons (shields).

In this mission, students take on the role of spies to advise the Emperor Darius of Persia. The emperor wants to expand the Persian Empire. To do so, he must make an informed decision about whether to invade Athens or Sparta, two prominent Greek city-states. The content of the mission centers both on the study of geography and of Ancient Greece.

To adequately advise the emperor, students study geography, culture, power and government, warfare and alliances, and unintended consequences. The mission culminates with a debate held in front of the Persian emperor and his war council about whether Persia should invade with Athens or Sparta or neither. Throughout the mission, students use their knowledge and skills

to reflect on Ancient Greece and how that time period still influences their own lives.

Essential Questions

- Is geography destiny?
- What is power?
- Does might make right?
- How does the past impact the present?

Enduring Understandings

- Geography is oftentimes key to the survival of a civilization.
- War and warfare is central to the history and development of civilizations.
- Elements from past civilizations are oftentimes reflected in modern societies.

I Spy Greece is terrific for student learning. In a lot of ways, it combines the best elements of Quest missions: it immerses students in an exciting learning experience as well as gives them a real-world task that motivate them for learning. As Persian spies for Emperor Darius, students have a natural entry point for learning as much as they can about the Greeks, and they want to learn about its geography and unique systems of government. Spies must collect a wealth of information as well as assess its importance when delivering it to a superior (such as Darius).

- Ross Flatt, 6th grade teacher, Quest to Learn, New York, NY

Mission Overview

QUEST TITLE	LENGTH*	DESCRIPTION
Operation Land and Sea	3 weeks	Students learn about how geography and climate impacts people and use their own lives as a self-study of the impact of geography and climate.
Operation Government Infiltration	2 weeks	Students are challenged to figure out how Athens or Sparta would respond to Persian rule. They learn about political systems focusing on Greek, Persian and current U.S. political systems.
Operation City-states	3 weeks	Students are challenged to discover which city-state is more valuable culture-wise, Athens or Sparta. They also investigate cultural artifacts from Ancient Greece that are still important in our society today.
Operation Persian Wars	3 weeks	To help Emperor Darius prepare for war, students learn about causes and consequences of wars, military tactics, and the complexity of allegiances.
Operation Peloponnesian War	2 weeks	Students debate about which city-state to invade in the Peloponnesian War.

* Based on an assumption of 50-minute classes that meet 5 days a week.

Final Mission Assessment



Students support their argument to invade Sparta during the final mission assessment.

For the mission’s final assessment, students engage in a debate that focused on Sparta and Athens. As spies well-versed in knowledge about Sparta and Athens, students debate to convince Emperor Darius to invade Sparta, Athens or neither city-state in the Peloponnesian War. Their debate focuses on three aspects of Spartan/Athenian civilization—Culture, Military, and Legacy (how the city-state will influence Persia presently and in the future)—and includes predictions of the consequences of the emperor’s final

choice. Using research and knowledge gained throughout the trimester, students present their findings in a class debate to a the emperor’s war council which includes the teacher and community members. Student groups choose their position (Sparta, Athens or neither) and are given a wide range of primary and secondary sources to find evidence to support their side of the debate.

Quest-by-Quest Details

This section provides more detailed information about each quest to help you develop and design your own version of this mission for your students. Within each quest, we describe its game-like learning experiences and list the types of assessments produced by students as evidence of their learning.

Note that all games designed by Institute of Play are italicized.



A group of students play *Inhabitation*, an Institute of Play board game designed to help students learn about the growth of civilizations.

All assessments used at Quest schools evaluate not only subject matter knowledge and skills of students (aligned to national and state Standards), but also assess 21st century skills. These skills include collaboration, empathy, problem-solving, systems thinking and design thinking. Quest assessments range from embedded and formative (happening while students are learning to help teachers guide instruction) to traditional (quizzes/tests) to performance-based (tasks similar to those in the real world) to self-assessments. We want to prepare

students to be successful in college, career, and life in the 21st century, and we believe students need support in building knowledge and skills beyond those measured on standardized tests.

Additionally, when Quest students play games to learn, there are numerous ways that teachers assess learning through game play. Some examples are:

- Circulate around the room to check for student understanding by observing student game choices, listening to student conversations, and asking questions to students.
- Ask students to create a strategy to help new players win the game.

- Ask students to change the game to help players learn different content and/or skills.
- Create game play scenarios and ask students about possible next game moves.

It is important to note that all of the resources **bolded in blue** in the rest of the document are active weblinks. Check out the example below:

Read our **Games and Learning Design Pack** for more information about using games in your classroom.

Quest 1: Operation Land and Sea

3
WEEKS

Students receive notification that they have been hired by Emperor Darius of Persia to be his spies. For the first time, they hear about Emperor Darius' goal to invade Greece to expand the borders of Persia. After students learn of their new job, they learn about Persia—the geography, government and culture. Then, they receive a letter from the emperor asking them to learn as much as they can about Greece's geography and climate to help him begin to strategize how Persia might invade Greece.

TOPICS & SKILLS COVERED

- Geographical terms
- Map reading and interpretation
- Persian geography, government and culture
- Ancient Greece geography
- Geographical impact on people
- Central ideas in texts
- Summarizing texts
- Use of multiple media and formats

GAME-LIKE LEARNING EXPERIENCES	ASSESSMENT TYPE	DESCRIPTION
Galactic Mappers	Card and design game	Students play Galactic Mappers, an Institute of Play game designed to help students learn physical geography terms and map-making skills.
Persia Wiki Page	Writing (informational)	As a class, students create a student-friendly wiki page about Persia. They are assigned different topics and are required to share their research on the class wiki page. They ask for feedback from high school students taking courses connected with early civilizations.
Interactive Ancient Greece Map	Research and presentation	Students use National Geographic's Mapmaker Interactive Tool to research Greece's geography and climate. They share their research in a presentation tool (e.g. Keynote, Powerpoint).
Inhabitation	Board game	Students play Inhabitation, an Institute of Play game designed to help students learn factors that enabled ancient hunter-gatherers to first establish settled, agrarian communities.
Your Neighborhood	Digital map and writing	Students use Scribble Maps to show the geography of their neighborhood and they write about how the geography impacts their actions and decisions on a regular basis.

Quest 2: Operation Government Infiltration



As part of their mission, Emperor Darius asks students to learn about the leaders of Athens and Sparta and about the city-states' governments to help him anticipate how the Greeks might respond to Persian rule after the invasion. Students reach out to their contacts in Athens and Sparta and ask for government information. Also, students study the Persian government to learn more about how

Emperor Darius governs. With all this information about political systems in-hand, students work on defining political power in their own ways and investigate who holds power in different political systems, including a brief study of the current U.S. political system.

TOPICS & SKILLS COVERED

- Different types of political systems (e.g. oligarchy and democracy)
- Power defined
- Power in different political systems
- Organization of current U.S. government
- Central ideas in texts
- Summarizing texts
- Use of multiple media and formats

GAME-LIKE LEARNING EXPERIENCES	ASSESSMENT TYPE	DESCRIPTION
Political System Comics	Comic strip and writing	Students use Comic Life to explain a variety of political systems. Pairs of students choose one political system to research and use as the focus of their comic.
U.S. Government Mind Mapping	Mind Map	Students use mind mapping software (like XMind) to create a visual of the U.S. government system with its different parts and the relationships among the parts.
People's Voice	Board game	Students play People's Voice, an Institute of Play game designed to help students understand the difference between government systems where decisions are made by a single leader versus democratically by a group vote.
A Brave New World	Digital game	Students play Minecraft in multiplayer worlds, forming mini-societies, collecting resources and building structures. Over the course of play, they experience different styles of government inside their mini-societies.

Quest 3: Operation: City-States

3
WEEKS

To help him strategize more about his invasion plans, Emperor Darius needs his spies to get him more information about which city-state will bring the most value to the Persian empire, Sparta or Athens. Students must gather intelligence about education, art, economy, religion, and civil rights of Sparta and Athens. Students bring their learning to the current time by

identifying what cultural aspects of Sparta and Athens are part of our culture today. At the end of the quest, students decide what they would include in a time capsule for historians to find in 3014 to help people in the future understand what life in 2014 is really like.

TOPICS & SKILLS COVERED

- Cultures of Athens and Greece
- Cultural connections of today to Athens and Greece
- Use of artifacts to understand a historical time and place
- Arguments, claims, and evidence
- Discussion skills

GAME-LIKE LEARNING EXPERIENCES	ASSESSMENT TYPE	DESCRIPTION
A Day in the Life	Video	Students use iMovie to film a 3-4 minute documentary about a day in the life of a Spartan or Athenian of their choice (e.g. child, woman, slave, teacher, etc.).
Royal Letter	Writing (argument)	Students write a letter to Emperor Darius arguing about which city-state, Athens or Sparta, to invade based on which city-state will add the most value to the Persian empire. They revise their letters based on peer review feedback.
Find it!	Physical game and writing	Students visit a cultural institution with artifacts from Ancient Greece and participate in a scavenger hunt focused on this region of the world. They then make connections between what they see at the cultural institute and current culture. For example, students might find Greek “egg and dart” designs in contemporary architecture.
Socratic Smackdown	Pen and paper game	Students play Socratic Smackdown , an Institute of Play game designed to help students learn how to discuss texts and use textual evidence to make connections and ask thought-provoking questions, to discuss Greek myths.
3014	Writing and visuals (e.g. photos, scanned documents)	Students create an online personal time capsule filled with images and sounds that would help future historians in 3014 understand what life is like in 2014.

Quest 4: Operation Persian Wars

3
WEEKS

Emperor Darius uses all of the spies' intelligence information to decide to invade Athens. The invasion fails because of an unexpected alliance between Athens and Sparta. After the failed Persian invasion of Athens, the emperor recalls his spies from the war front and asks them to recount how Sparta helped Athens defeat his army.

Students study Sparta's war tactics to help improve Persia's military as well as learn about any other significant wars in Ancient Greek history and the associated causes and consequences. Lastly, students compare Sparta's military tactics to the tactics used in wars today.

TOPICS & SKILLS COVERED

- Ancient Greek wars and military tactics
- Common causes and consequences of war
- Current military tactics
- Use of multiple media and formats

GAME-LIKE LEARNING EXPERIENCES	ASSESSMENT TYPE	DESCRIPTION
Hoplons	Shields	Students research Spartan military tactics and use that information to inform the design and construction of their own hoplons (Ancient Greek shields).
Time to Phalanx	Physical game	Student groups compete to be the best group at getting into different Spartan phalanx formations quickly and effectively with their self-designed hoplons.
War Flowchart	Flowchart and writing	Students create digital flowcharts using gliffy or paper flowcharts showing common causes and consequences (intended and unintended) of wars.
Diplomacy	Board game	Students play Diplomacy , a commercial board game designed for players to strategize how to gain land and supplies during a war, to help them learn more about military tactics and the complexity of war.

Quest 5: Operation Peloponnesian War



Emperor Darius surprises his spies by telling them that Sparta and Athens are now going to war with each other. The emperor wants to invade the weaker city-state and ally with the stronger city-state. He asks his spies to gather intelligence about the war between Sparta and Athens, then debate about which city-state should be invaded, and wait for a decision by the Persian War Council.

TOPICS & SKILLS COVERED

- Causes of Peloponnesian War
- Definition and roles of allies
- Arguments, claims, and evidence
- Debate and presentation skills

GAME-LIKE LEARNING EXPERIENCES	ASSESSMENT TYPE	DESCRIPTION
Diplomacy	Board game	Students play Diplomacy again to help them learn more about decision-making regarding wartime
The Emperor's Decision	Presentation and writing	Student groups present arguments about whether Persia should ally with Sparta or Athens during the war. Some student groups also present an argument for not participating in the Peloponnesian War at all. They must convince the Persian War Council who directly advise Emperor Darius. Topics in the debate include military strength, culture, benefits to Persian and its future, and a student groups' secret topic.

Appendix

DIFFERENTIATION STRATEGIES

- Word wall of vocabulary and definitions (with visuals when appropriate)
- Student role assignments
- Guided support materials for projects, such as Clash of the Greeks Debate Packet
- Student choice about ways to show learning (e.g. physical vs. digital model)
- Students choice to orally present research by recording it in iMovie
- Students split strategically into groups based on ability. For example, some forms of government, such as oligarchy are easier to analyze as a system, as opposed to democracy, which has many complicated components and challenges.
- Peer feedback and time for iteration
- Use of physical experiences (e.g. phalanx formations)
- Research guides with appropriately leveled readings
- Students paired in mixed ability groups
- Various websites target the same material but at different reading/ comprehension levels
- Students in groups will be given different project components to focus on depending on difficulty level (e.g. economy vs. geography)

Final Assessment Supporting Materials

Name _____

Class _____

Clash of the Greeks Debate Packet



Document #1: Debate Schedule



Document #2: Sparta and Athens Background Information



Document #3: Research Tools



Document #4: Brainstorming



Document #5: Evidence Building

***Hint from Apollo:** Set up a GoogleDoc for your specific group.

Document #1: Debate Schedule

BAD MEDICINE DEBATE PREP PACKET

On _____ ,

your class will present your research and arguments to the panel. The debate format will go as follows...

ROUND #1

Opening Arguments (2 min each)

- Ally with Sparta (invade Athens)
- Ally with Athens (invade Sparta)
- Remain neutral (invade neither)

ROUND #2

Topics to Debate (3 min each)

- Military Strength
- Culture
- Benefits to Persia
- Group Secret Topic

ROUND #3

Rebuttals (2 min each)

- Ally with Sparta
- Ally with Athens
- Remain neutral

INTERMISSION

COUNCIL DISCUSSES QUESTIONS (3 Min)

ROUND #4

Questions from the Council (4 min each)

- Questions for Military Groups
- Questions for Culture
- Questions for Benefits
- Question for Secret Topic

ROUND #5

Closing Arguments to Council (2 min each)

- Ally with Sparta
- Ally with Athens
- Remain neutral

Good luck, and may the gods be with you!

Document #2: Sparta and Athens Background Information

Complete this table based on your research.

CRITERIA	ATHENS	SPARTA
Government	Limited democracy	Oligarchy
Population (431 BCE)		
Political Organizations		
Social Structure		3 classes
Allies	Delian League	Peloponnesian League
Military Strength		
Life Style and Values		
Role of Women	Wives considered property of her husband.	
Cultural Achievements		

Document #3: Research Tools

To create your arguments for the debate, visit the following sites:

Getting Started

Site Name [Mr. Donn's History Page](http://greece.mrdonn.org/)
URL <http://greece.mrdonn.org/>

Site Name [The British Museum of Ancient Greece](http://www.ancientgreece.co.uk/menu.html)
URL <http://www.ancientgreece.co.uk/menu.html>

Site Name [BBC: The Ancient Greeks](http://www.bbc.co.uk/schools/primaryhistory/ancient_greeks/)
URL http://www.bbc.co.uk/schools/primaryhistory/ancient_greeks/

Military Strength

General Information

Site Name [Athens vs. Sparta – A Military Comparison](http://plaza.ufl.edu/tlombard)
URL <http://plaza.ufl.edu/tlombard>

Site Name [Ancient Greek Military Technology](http://www.mlahanas.de/Greeks/WarTech.htm)
URL <http://www.mlahanas.de/Greeks/WarTech.htm>

Site Name [Education in Ancient Greece](http://greece.mrdonn.org/education.html)
URL <http://greece.mrdonn.org/education.html>

Source Name [History Alive! Textbook](#)
Location Chapter 28, 271-277

Focus on Sparta

Site Name [Peloponnesian League \(Sparta & Allies\)](http://www.livius.org/so-st/sparta/peloponnesian_league.html)
URL http://www.livius.org/so-st/sparta/peloponnesian_league.html

Site Name [ABOUT the Peloponnesian League](http://ancienthistory.about.com/od/sparta/g/101107PelopLeag.htm)
URL <http://ancienthistory.about.com/od/sparta/g/101107PelopLeag.htm>

Focus on Athens

Site Name [The Athenian Navy](http://www.agathe.gr/democracy/the_athenian_navy.html)
URL http://www.agathe.gr/democracy/the_athenian_navy.html

Site Name [Warfare in Athens](http://www.h2g2.com/approved_entry/A22766420)
URL http://www.h2g2.com/approved_entry/A22766420

Site Name [The Delian League](http://www.livius.org/de-dh/delian_league/delian_league.html)
URL http://www.livius.org/de-dh/delian_league/delian_league.html

Culture

General Information

Source Name [History Alive! Textbook](#)
Location Chapter 27, 259-269
Location Chapter 29, 279-287

Focus on Sparta

Site Name [Ancient Sparta \(Cultural Study\)](http://www.h2g2.com/approved_entry/A9565437)
URL http://www.h2g2.com/approved_entry/A9565437

Focus on Athens

Site Name [Culture \(Athens focus\)](http://www.crystalinks.com/greekculture.html)
URL <http://www.crystalinks.com/greekculture.html>

Legacy

General Information

Site Name [Are We Athens or Sparta?](http://www.irascibleprofessor.com/comments-01-20-05.htm)
URL <http://www.irascibleprofessor.com/comments-01-20-05.htm>

Source Name [History Alive!](#)
Location Chapter 31, pages 297-303

Focus on Sparta

Site Name [A History of Sparta](http://www.sikyon.com/sparta/history_eg.html)
URL http://www.sikyon.com/sparta/history_eg.html

Focus on Athens

Site Name [The Legacy of Ancient Greece](http://history-world.org/greece%20legacy.htm)
URL <http://history-world.org/greece%20legacy.htm>

Remember, you can use any books from the class library.

Document #4: Brainstorming

BRAINSTORMING

My team's assignment is _____

I am working with _____ & _____

AS A TEAM, USE YOUR KNOWLEDGE TO BRAINSTORM AT LEAST THREE ARGUMENTS.

Argument #1

Argument #2

Argument #3

Argument #4

Remember, you also need plenty of solid evidence to back up your claims. You will need to xdraw on expert opinion and historical facts.

Final Assessment Rubric Categories

Below are categories used by Quest teachers to evaluate student knowledge, skills, and 21st century skills for this mission. Please feel free to expand the rubric to include different degrees of understanding and mastery (e.g. novice, apprentice, senior and master).

CATEGORY	CRITERIA	DESCRIPTION	PTS
Debate Prep (Individual)	Brainstorming	Includes a minimum of three reasonable and relevant arguments on "Brainstorming" handout in debate packet.	20
	Main Arguments	<ul style="list-style-type: none"> Includes a minimum of three reasonable and relevant arguments on "Evidence Building" handout in debate packet. Includes a minimum of three pieces of evidence to support each argument. Includes a source for each piece of evidence. 	20
	Outside Research	Shows evidence of research done both in and out of class by providing a bibliography with annotations.	20
	Teamwork	<ul style="list-style-type: none"> Works together with a team to plan and coordinate work towards a mutual goal. Demonstrates leadership skills, including the ability to persuade and guide others; and resolve conflicts cooperatively. 	20
	Time Management	Completes all tasks efficiently and effectively in and out of class.	20
Debate Performance (Individual)	Persuasion	<ul style="list-style-type: none"> Uses clear arguments to convince judges to take your side. Rebuts arguments of opposing teams. Answers all questions correctly and clearly. 	20
	Use of Evidence	Uses evidence that is clear, specific, and based on historical fact.	20
	Presentation	Clearly rehearsed, uses eye-contact, speaks to judges respectfully and clearly, and is well-prepared.	20
Debate Performance (Group)	Greek Identity	Greek Identity	20
	Organization	Team is well organized and has obviously worked together to prepare for the final debate.	20

Standards Alignment

Common Core Standards

ELA Standards

CCSS.ELA-Literacy.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

CCSS.ELA-Literacy.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-Literacy.RI.6.2

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-Literacy.RI.6.7

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CCSS.ELA-Literacy.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.6.3

Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-Literacy.SL.6.4

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-Literacy.SL.6.5

Include multimedia components and visual displays in presentations to clarify information.

CCSS.ELA-Literacy.W.6.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.6.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Standards Alignment

New York State Social Studies Standards

Time can be measured in years, decades, centuries, and millennia.

The geographic diversity of the Eastern Hemisphere has significantly influenced physical mobility and the course of human development.

Civilizations developed where geographic conditions were most favorable.

Individuals and groups in the Eastern Hemisphere played important roles and made important contributions to history.

Geographic features and climatic conditions in the Eastern Hemisphere influence land use.

The civilizations and cultures of the Eastern Hemisphere have contributed important ideas, beliefs, and traditions to the history of humankind.

Civilizations and cultures of the Eastern Hemisphere (China, India, Greece, and Rome) are explored through the arts and sciences, key documents, and other important artifacts.

Internal and external factors altered civilizations in the Eastern Hemisphere and eventually contributed to their decline.

Internal and external factors altered civilizations in the Eastern Hemisphere and eventually contributed to their decline.

Political boundaries change over time and place.

Present systems of government have their origins in the past.

Standards Alignment

21st Century Skills

At Quest schools, we integrate 21st century skills in all Missions and Quests.

Systems Thinking

A systems thinker takes a dynamic systems perspective, demonstrating understanding of part-to-whole feedback dynamics (including time factors); using visual mapping tools, writing, and physical models to learn about how systems work, and to represent, invent, and communicate about systems.

Communication

Use of oral, written, performative, and visual forms of language to formulate, exchange, present, and reflect on ideas: shared understanding is the aim of communication.

Teamwork

Students plan and coordinate work towards a mutual goal; understand and regulate themselves as a team member; demonstrate leadership skills, including the ability to persuade and guide others; and resolve conflicts cooperatively.

Time Management

Time management is the ability to achieve an effective use of time while performing goal-directed activities. It encompasses the ability to complete tasks within an expected time frame while maintaining outcome quality, through mechanisms such as planning, organizing, prioritizing, or multitasking.

Continued Learning

Now that you've explored this mission pack, we hope you are inspired to learn more about game-like learning. Below is additional information to support you in continuing to build and share your learning.

We want to hear from you

We want to hear from you about your experience with this mission pack.

What did you like about this mission pack?

What might you use in your teaching?

What do you want to learn more about?

Please join the [Institute of Play Google+ community](#) to share your thoughts and ideas!

We want you to learn more

If you are interested in learning more, please visit these following websites:

[Institute of Play](#)

[Quest to Learn, NYC](#)

[CICS ChicagoQuest](#)

We also offer other educator resources

[Q School Design Pack](#)

This pack highlights ten innovative components of the Quest school model.

[Q Curriculum Design Pack](#)

This pack provides tools and methods for you to use to design game-like curriculum for your classroom.

[Q Systems Thinking Design Pack](#)

This pack provides tools and methods for you to use to integrate systems thinking into your teaching.

[Print and Play Games](#)

These Institute of Play games are designed with support from Quest teachers and played by Quest students.

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We want to thank our partners

This mission pack is a result of collaborative work done over the past years between Institute of Play, Quest to Learn, and CICS ChicagoQuest. These resources are made possible through the generous support of the John D. and Catherine T. MacArthur Foundation.

About Institute of Play

We design experiences that make learning irresistible.

The Institute pioneers new models of learning and engagement. We are a not-for-profit design studio, founded in 2007 by a group of game designers in New York City. We are now home to an interdisciplinary team of designers, strategists and learning practitioners. Our first project was the design and implementation of an innovative New York City public school, called Quest to Learn.

At the core of the experiences we design are games, play and the principles that underlie them.

Using these principles, we have created institutions, games, programs, events, digital platforms and products. Our work unlocks the transformative power of people as seekers and solvers of complex problems, risk takers, inventors and visionaries. We work wherever people are: in communities, businesses, schools, cultural and civic institutions.

We empower people to thrive as active citizens in a connected world.

We are not preparing for a distant future. We are about meeting people where they are and igniting their potential now. We work with a diverse set of partners to make it happen, such as Electronic Arts, Intel, Educational Testing Service, the Mozilla Foundation, the Smithsonian, Parsons the New School for Design, Chicago International Charter Schools, DePaul University, E-Line Media and others.

A Selection of Our Work

GlassLab

An unprecedented collaboration between leaders in the commercial games industry and experts in learning and assessment, GlassLab aims to leverage digital games as powerful, data-rich learning environments that improve the process of learning with formative assessments teachers can trust.

Play@Your Org

With a hands-on exploration of games and design, Play@ Your Org workshops are designed to help businesses, cultural institutions and other organizations integrate the power of play-based learning in their work to maximize participation and engagement.

Playtime Online

A live hour-long webinar series, Playtime Online explores the work of leading organizations in the field of games and learning, the people who do it and why it matters in the world today. The series also offer a live forum to share learning within the Playtime community.

For more information, please visit www.instituteofplay.org