

Lesson Plan Sequence for Twine: *Into the Wild*

Description:

This activity is designed to be one of two final projects after reading Jon Krakauer's *Into the Wild*. In addition to a research paper, students will be asked to create a Twine story game, depicting their own journey "into the wild." Through basic coding, Twine allows students to create "choose your own adventure" narratives, in which players will make careful choices on their journey into the wild – ones that will cause them to live or die. By carefully crafting narrative choices, students will create a narrative game that reflects what they learned from Chris McCandless' choices, as he traveled to Alaska.

Objectives:

Students will be able to...

- Explain and utilize basic coding on Twine software
- Craft narrative choices that are engaging for the player (i.e. not a single, linear story)
- Analyze Chris McCandless' choices in *Into the Wild* as a guide for their own narratives
- Write a unique travel narrative of their choice
- Diversify their story games using colors, fonts, images, etc.

Standards:

- **CC.1.4.9–10.M** Write narratives to develop real or imagined experiences or events.
- **CC.1.4.9–10.O** Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
- **CC.1.4.9–10.Q** Write with an awareness of the stylistic aspects of writing.
Use parallel structure.
Use various types of phrases and clauses to convey meaning and add variety and interest.
- **CC.1.4.9–10.R** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
- **CC.1.4.9–10.S** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
- **CC.1.4.9–10.U** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically

Materials:

- Student chromebook
- Twine software (in web browser)
- *Into the Wild* book and study guides (as reference)

Procedures:

Each class period is 42 minutes

Day 1: Intro to Project

- Introduce the project and requirements (5 minutes)
- Show students some example Twines; allow them to play through several Twines, ask questions, etc. (25 minutes)
- Ask students to begin brainstorming a story for their Twine games (12 minutes)

Day 2: Twine Basics

- Bellringer: Ask students to write 3 observations, 2 questions, and 1 idea, based on the Twines they played yesterday (5 minutes)
- Direct students to Twinery.org. Show how to make a new game. Begin making small, simple Twine game together (5-10 passages) to show basic coding and linking between passages (30 minutes)
- Give students time to play around with linking passages and to ask questions (7 minutes)

Day 3: Work Day

- With the knowledge that students have, give them time to a) brainstorm a narrative, b) play around with Twine, or c) both
 - I will be walking around to check in with as many students as possible

Day 4: More Twine Basics

- Now that students have a basic understanding of Twine, introduce some more complicated aspects: conditions and variables, stylistic changes, etc. Do so by adding to the whole-group Twine that we started on Day 2. (25-30 minutes)
- Time to work and ask questions (12 minutes)

Day 5: Work Day

- Repeat of Day 3, but with specific requirements to meet by the end of the class period (i.e. have at least 7 passages created)
 - Check in with students that I didn't get to on Day 3

Day 6: Work Day

- Last full work day in class. Show students how to publish Twine for when they are finished. Students should try to finish as much as possible and ask questions. Will have some time at home to keep working before the due date.

Assessment:

At the end of this lesson sequence, students will turn in a published Twine, to be graded by teacher-generated rubric.