

U.S. Constitution Unreal® Presentation Project

Video Game Development & 11th Grade U.S. History



Developed by:

Nick Pant

nicholas.pant@wright.edu

Summer 2017

TABLE OF CONTENTS

Table of Contents	2
1. U.S. Constitution Unreal Presentation Project	3
1.1. Introduction	3
1.2. Materials	4
1.3. Overview of Project.....	4
1.3.1. Research Requirement.....	4
1.3.2. Video Game Level Requirement.....	5
1.3.3. Debate Presentation Requirement	5
1.4. Rubric	6
1.5. Research Requirement Handouts	9
1.6. Resources.....	16

1. U.S. CONSTITUTION UNREAL PRESENTATION PROJECT

1.1. INTRODUCTION

Students will use the Unreal® Engine 4 video game development software as a presentation tool, creating a product similar to those delivered through a PowerPoint presentation. The goal will be for students to develop a video game level that can be played by outside participants who wish to obtain new information. By completing the level, individuals will gain new knowledge, be able to take a stance on important issues and receive sources containing multiple perspectives, such as website links, primary documents and infographics. This can be accomplished with an array of topics, giving students additional presentation options in the future. The goal is for students to be more engaged in the content as a result of incorporating new technology, as well as to give them the opportunity to teach others in a fun way.

In this example, students will study amendments to the United States Constitution as part of the American Government course offered to 11th grade students in Ohio. Through teacher-led instruction, individual research and discussions, students will create a presentation meant to sway an audience to one side of an argument. Each class member will create a video game level about one or two amendments to the Constitution. Each student in the class period will play all student-created levels in order to learn about all of the amendments in more depth. The goal of each level is to prove the importance of the amendment. In the end, students will debate on the influence of amendments, using only the material presented in the levels to support their argument.

The state standards for Ohio were used to develop the unit. Content statements 5 through 13 are emphasized.

Unit Title: Basic Principles of the U.S. Constitution

Project Title: U.S. Constitution Unreal Presentation Project

Driving Question: How have the amendments to the U.S. Constitution influenced American Society?

Guiding Question: Which amendment is the most important?

1.2. MATERIALS

Social Studies Content Materials

- Primary and Secondary source documentation about the Constitution of the United States
- Access to website links containing content that is specific to amendments to the Constitution of the United States (see [section 1.7](#) for examples)
- Formative and summative assessments that align with the Social Studies Content Standards (see [section 1.5](#) for a conducting research handout)
- Project rubric (see [section 1.4](#))

Video Game Development Materials

- Student access to Unreal® Engine 4, or similar software installed on PC (recommended) computers
- [Written](#) and [video](#) tutorials provided by Epic Games
- Teacher-created assessments to accompany tutorials (see [section 1.6](#))
- A computer mouse for each student computer
- Introductory tutorials to learn video game creation technology skills (attached)
- Audio recording device (for interviews or dialogue only)
- Software or knowledge may be required to convert audio files to MP4, WAV or WMV.

1.3. OVERVIEW OF PROJECT

High school students taking American Government will conduct research on amendments to the U.S. Constitution, develop a video game level and present their findings in the form of a debate. Their goal will be to answer the driving question: *How have the amendments to the U.S. Constitution influenced American Society?* They will attempt to prove that their assigned amendment is more important than any other amendment. They will present their video game level to demonstrate their new knowledge about an amendment, using it to prove their findings during the debate.

Other students will learn about all amendments in depth by playing each other's video games. Members of outside communities will be able to learn about the influence of amendments, as well, when students share recordings of themselves playing their video game. The goal of this project is to engage students in the Social Studies content by having them combine prior skill knowledge with new ways to utilize technology as a presentation tool.

1.3.1. RESEARCH REQUIREMENT

Students will conduct research and analyze documents and videos presented by the teacher to learn the history and influence of amendments to The United States Constitution. [Social Studies Content Standards for American Government in Ohio](#), specifically standards 7 through 13, will be used as a guide in determining which amendments to emphasize. Students will follow the requirements presented in the “U.S. Constitution Unreal Presentation Project” rubric handout. The “U.S. Constitution Unreal Presentation Project: Research Sources 1-5” and “6-10” handouts will be collected from students to assess their progress in meeting the research requirements. These handouts are meant to help students organize their independent research, and to prepare the content that will be displayed in their video game level presentation.

1.3.2. VIDEO GAME LEVEL REQUIREMENT

Students will be introduced to video game development software by using [Unreal® Engine 4](#) as an example. They will follow along with [written](#) and [video](#) tutorials supplied by Epic Games and Unreal®, as well as supplemental documentation provided by the teacher (attached), in order to create a hallway, or level, in a virtual environment. All students will see each other’s levels during a jigsaw activity, whereby playing the video game, each student will learn about different amendments in depth.

In order to share what they learned about their assigned amendment, students will screen-record themselves playing their video game. This will allow outside communities to learn, in an engaging and interactive way, about the influences amendments to the U.S. Constitution have on American Society. It will also allow all students to study the amendments from any computer, and to prepare for their debate presentation.

1.3.3. DEBATE PRESENTATION REQUIREMENT

Students will use what they learned from their independent research, teacher instruction and cooperative learning to debate the influence that amendments to the U.S. Constitution have on American Society. Each student will be randomly selected to debate against one other student. He or she will argue that their assigned amendment is more important than the opposing amendment. All evidence that students use during the debate must be present in their video game level. Both levels will be shown during the debate in an effort to combine presentation, debate, and video game development skills, creating a new, engaging learning experience.

The purpose of the debate is to give additional meaning to the project, with the hopes that students will strive to complete each requirement at a higher level. Students will conduct better research because it affects their level and debate. They will want their level to meet the goals of the project because it will lead to success during the debate. The debate itself offers students

the chance to demonstrate what they have learned. It also provides an avenue for students who may struggle with technology; they are still able to make the project their own and find meaning in the content.

1.4. RUBRIC

Name:

Date:

Period:

U.S. Constitution Unreal® Presentation Project

The U.S. Constitution Unreal Presentation includes three main parts: research, a video game level (room), and a debate. This project requires you to use the Unreal® Engine 4 video game development software to present about an amendment to the Constitution. You will learn how to create a level using Unreal by completing tutorials. You will use the level similar to how you use PowerPoint to present information. The goal is for others to learn about your amendment in depth when they play your video game, and to form an opinion on its importance to American Society.

Driving Question: How have the amendments to the U.S. Constitution influenced American Society?

Guiding Question: Which amendment is the most important?

Amendment: _____ **You will turn in this rubric several times...keep it safe!**

Category	Components	Points	Comments
Research	Conduct independent research. Compile relevant information aimed at answering the driving question. Your research should support your argument that your amendment is the most important without showing too much bias. Research can include: Primary and secondary sources, court cases, videos, propaganda, class notes, interviews and websites.	/60 total	
	At least 10 historically accurate sources listed with proper MLA citation: A Works Cited Page should be displayed in your level (https://owl.english.purdue.edu/owl/resource/747/12/)	/20	
	A brief summary of each source	/20	
	An explanation how you will use each source in your level to teach others	/20	
Video Game Level	Create a hallway or room using the Unreal® Engine 4 computer software. Treat the level as a PowerPoint presentation turned into a video game. <i>When someone walks through your level, s/he should learn about your amendment, see its importance in influencing American</i>	/70 total	

	<i>Society and be able to take notes about it. If it helps you, your level should look like a virtual museum.</i>		
	Tutorial Part 1 answers and screenshots document	/10	
	Tutorial Part 2 answers and screenshots document	/10	
	Tutorial Part 3 answers and screenshots document	/10	
	Screen recording of working final level with all actor requirements (met goals of the project, Works Cited)	/20	
	Historically accurate content properly displayed	/10	
	Ease of mobility throughout level	/5	
	Professionalism and craftsmanship	/5	
Debate	Individually present your amendment to a peer in the form of a debate. You may only use the information within your level as evidence to support your argument. To win the debate, you must convince the audience why your amendment is the most important and how its influence outweighs the opposing amendment's influence on American Society. The debate will consist of your opening statement, your argument, your rebuttal to the counterargument and closing statement. Each debater will display their level during the debate.	/20 total	
<i>Total</i>	Research, video game level and debate presentation	/150 total	



Figure 1: Top Overview of Sample Level Space © 2004-2018, Epic Games, Inc. Screenshot by author.

Students will display their content in a virtual hallway they create using the Unreal® Engine 4 software (see Figures 1 through 5).



Figure 2: Player Start Position in Level Space © 2004-2018, Epic Games, Inc. Screenshot by author.



Figure 3: Hallway 1 in Level Space © 2004-2018, Epic Games, Inc. Screenshot by author.



Figure 4: End of Hallway in Level Space © 2004-2018, Epic Games, Inc. Screenshot by author.

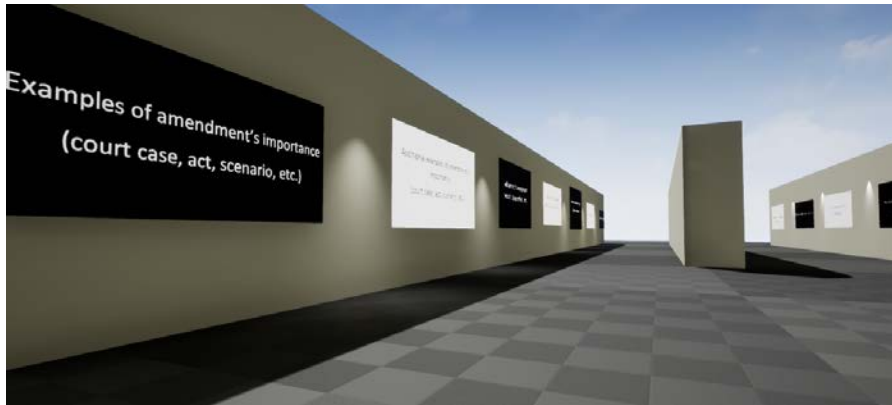


Figure 5: Hallway 2 in Level Space © 2004-2018, Epic Games, Inc. Screenshot by author.

1.5. RESEARCH REQUIREMENT HANDOUTS

Name: _____

Date: _____

Period: _____

U.S. Constitution Unreal Presentation Project: Research Sources 1-5 ____ /30 total points

Driving Question: How have the amendments to the U.S. Constitution influenced American Society?

Guiding Question: Which amendment is the most important? **Amendment:** _____

Category	Components	Points	Comments
Research	Conduct independent research. Compile relevant information aimed at answering the driving question. Your research should support your argument that your amendment is the most important without showing too much bias. Research can include: Primary and secondary sources, court cases, videos, propaganda, class notes, interviews and websites.	/60 total	
	At least 10 historically accurate sources listed with proper MLA citation: A Works Cited Page should be displayed in your level(https://owl.english.purdue.edu/owl/resource/747/12/)	/20	
	A brief summary of each source	/20	
	An explanation how you will use each source in your level to teach others	/20	

1. Source: _____

Summary:

Explanation:

2. Source: _____

Summary:

Explanation:

3. Source: _____

Summary:

Explanation:

4. Source: _____

Summary:

Explanation:

5. Source: _____

Summary:

Explanation:

Name:

Date:

Period:

U.S. Constitution Unreal Presentation: Research Sources 6-10 ___/30 total points

Driving Question: How have the amendments to the U.S. Constitution influenced American Society?

Guiding Question: Which amendment is the most important? **Amendment:** _____

6. Source: _____

Summary:

Explanation:

7. Source: _____

Summary:

Explanation

8. Source: _____

Summary:

Explanation:

9. Source: _____

Summary:

Explanation:

10. Source: _____

Summary:

Explanation:

Optional Additional Source: _____

Summary:

Explanation:

1.6. RESOURCES

Examples of resources used during this project may be found below. While Social Studies was used for this particular unit, any content-specific material can be used. The goal is for students to be motivated to learn the content while answering a driving question, and then display their knowledge within their video game level as an alternative to more traditional presentation formats.

Content-Specific Resources (Social Studies)

1. Primary source images and accompanying lessons can be found at The Library of Congress Website: <https://www.loc.gov/>

Amendments

2. History Channel Bill of Rights: <http://www.history.com/topics/bill-of-rights>
3. History Channel Constitution: <http://www.history.com/topics/constitution>
4. Brief History of Amendments: <http://legal-dictionary.thefreedictionary.com/Brief+History+of+Constitutional+Amendments>
5. Breakdown by Topic: <https://www.constitutionfacts.com/us-constitution-amendments/amendments-in-history/>
6. All amendments: <http://www.history.org/almanack/life/politics/amend.cfm>
7. Short Description of Amendments: <http://totallyhistory.com/list-of-27-amendments-to-the-u-s-constitution/>
8. Amendments with Acts: <http://history.house.gov/Exhibitions-and-Publications/BAIC/Historical-Data/Constitutional-Amendments-and-Legislation/>
9. Events affecting the Constitution: <https://www.usconstitution.net/events.html>

Court Cases

10. Supreme Court landmarks: <http://www.uscourts.gov/about-federal-courts/educational-resources/supreme-court-landmarks>
11. Cases related to students: http://www.nytimes.com/learning/teachers/featured_articles/20080915monday.html
12. Harvard Law Review: <https://harvardlawreview.org/category/leading-case/>

Media

13. Media Bias: <http://umich.edu/~newsbias/wordchoice.html>

Video Game Development Resources

14. An introduction to the video game development process: Unreal® Engine 4 Level Designer Quick Start Tutorial:

https://docs.unrealengine.com/latest/INT/Engine/QuickStart/index.html?utm_source=launcher&utm_medium=ue&utm_campaign=uelearn

15. 3 Supplemental walkthroughs to the above Quick Start Tutorial (files attached)

16. Introduction to Blueprints (visual scripting) video tutorials:

https://docs.unrealengine.com/latest/INT/Videos/PLZlv_N0_O1gY35ezlSQn1sWOGfh4C7ewO/EFXMW_UEDco/index.html