

FORTNITE

JUST A MATTER OF TIME!

Social Studies

Grades 9 to 12
2-6 Hours

Have you ever wanted to be a historian? How about a historian that uses Fortnite to create artifacts for a virtual museum? Here's your chance!

In this activity, students will have an opportunity to research a historical time period and provide a visual timeline using the incredible building tools in Fortnite Creative mode. Imagination meets history!

Lesson/Author/Class Information

Lesson Title: Just a Matter of Time!

Content/Grade: Social Studies/9–12

Lesson Timeframe: 2–6 Hours

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Lesson Overview

Let's get visual! Breaking down historical events and understanding how history plays out can be complicated. By creating a timeline and laying out events as they happened, you can make understanding history a lot easier—and more fun too!

In this lesson, students will create a historical timeline for any event. Fortnite has amazing tools for building and creating that students will be able to use to make their timeline not only visually appealing but creative and fun.

By using the whole space, students can create timelines with amazing depth and detail. Encourage them to take advantage of the physics in Fortnite to add a wow factor to their timelines.

Description of class / learning environment

This activity can be done as an individual assignment or as a group assignment. The lesson is device-agnostic, meaning it does not matter what platform Fortnite is played on.

DESIRED RESULTS

What are the learning outcomes for students?

Essential Questions/Big Ideas

How can we make a historical period or event easier to understand and remember? A timeline will help us visually lay out the details and facts in a way that helps us see clearly how an event played out in history. This is a fun way for us to see the complete picture, and even memorize dates and places.

Using Fortnite to create this timeline will give us a level of realism and detail we haven't been able to have before. We'll also be able to stretch our creative abilities by building the timeline using the entire space of the world, and taking advantage of pre-made objects. The physics of Fortnite could add a whole different level of complexity to our timeline, making it a fun way to learn!

Learning Outcomes/Objectives

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

- Explain in some detail a period of time or an event in world history.
 - Describe the key dates, places and times events occurred.
 - Use a digital medium (Fortnite) to create a detailed timeline of the event or period of time.
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Standards Mapping

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.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media [e.g., visually, quantitatively, as well as in words] in order to address a question or solve a problem.

[Common Core Standards](#)
[ISTE Standards for Students](#)
[NCSS Standards](#)
[NGSS Standards](#)

ISTE Standards

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

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

- 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 (1 60-minute period)

Hook: 15 minutes

Following up on lessons that explore prior learning about an event or period of time in history, engage students in a discussion about the key events or dates in the time period being studied. Following the discussion, introduce the concept of creating a timeline to help add a visual element to learning.

Timelines add visual coherence to a situation, problem, or event. By arranging key events graphically on a timeline, they can begin to make connections they otherwise might not have seen in the data alone. Additionally, by arranging information in an alternate way, they can further retain the information being discussed.

For example, a timeline of the major battles of World War I would provide a clear picture of the war of attrition that occurred, with little movement between the major lines on the Eastern Front between fall of 1914 and mid-1919.

A timeline of the Civil Rights Movement in the United States would be a striking visual addition to the powerful narratives of that time.

Brainstorming: 15 minutes

Introduce Fortnite as the medium they are to use for creating their timeline. Explore the prefabricated buildings, and discuss the advantages of using the whole space (including vertical space). Refer to the guide and video “How to Build in Fortnite Creative Mode” provided.

Planning: 30 minutes

Have students use a tool of their choice to sketch out a plan for their timeline, with the key events, dates, and times included. Review this with students prior to moving them forward to in-game production as a formative assessment to ensure they are thinking through the project appropriately.

Lesson 2 (1–6 60-minute periods)

Getting Started: 15 minutes

Have students refer back to their notes and sketch of their timeline.

You should not spend considerable time teaching students how to play Fortnite. Refer students to resources online that may help them in their building experience.

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

Construction Phase:

Provide considerable time for students to build and create their timeline. Circulate around the class, offering help and guidance as needed. Ask questions to confirm understanding of prior learning. This period can be extended to learning. This period can be extended to provide more building time as needed.

Lesson 3 (1 60-minute period)

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.
- Taking screenshots and annotating them using a note-taking application.
- Making a video walkthrough of their Fortnite Creative timeline.

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 minutes

Have students circulate around the room, spending 3–4 minutes exploring other students' timelines. 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.

If time allows, this could be done multiple times throughout the building process as an opportunity for students to give formative feedback to each other on the status of their builds.

Interdisciplinary and 21st Century Connections

Indicate the 21st century skills that are addressed in this lesson.

[More information on 21st Century Skills](#)—from Applied Educational Systems

Students are encouraged to **collaborate** throughout the planning phase of this lesson, and teachers should also encourage students to help and encourage each other throughout the building process.

- 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 may 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 timeline in game and provide voiceover to their video.
- Extra time or guidance should be provided to students who have never played Fortnite to allow them to become accustomed to the controls. Refer them to the resources below.
- Be flexible. Students may need an extra class to complete their timeline.
- 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

TIMELINE PROJECT ASSESSMENT RUBRIC

	Developing	Competent	Proficient	Distinguished
Project Content / Learning Objectives	Timeline design does not show an understanding of the goals or learning objectives.	Timeline design shows a basic understanding of the goals and a basic demonstration of learning objectives.	Timeline design reflects understanding of the goals and a demonstration of desired learning objectives.	Timeline design reflects understanding and synthesis of the goals, and a mastery of the learning objectives.
Project Development	Timeline design does not work, or is only partially complete, preventing its intended use.	Timeline design demonstrates basic functionality, and is mostly complete.	Timeline design functions in the way the student intended and is complete.	Timeline design is functional and refined, with extra features that exceed expectations.
Project Aesthetics/ Design	Timeline design requires more attention to the look and feel of the experience, as well as the general design.	Timeline design shows some attention to aesthetics and thoughtful design, but is incomplete or lacking in some aspects of layout and design.	Timeline design is well organized and pleasing to the eye; easy to navigate and understand. Demonstrates thoughtful design.	Timeline design is well organized, 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 intent of the timeline design.	Student can mostly describe/ reflect upon the basics of the timeline design.	Student provides a thoughtful reflection/ explanation of the timeline design and how it relates to the desired learning outcomes.	Student can describe the timeline design in great detail, demonstrating a depth of understanding that exceeds expectations.