

# FORTNITE

# FORTNITE LITERATURE MACHINIMA: THE ALTERNATE ENDING

Grades 8 to 12 / ELA

Two weeks (ten 40-minute class periods or five 80-minute blocks)

## Lesson/Author/Class Information

Lesson Title: Fortnite Literature Machinima: The Alternate Ending

Content/Grade: Grades 8 through 12 / ELA

Lesson Timeframe: Two weeks (ten 40-minute class periods or five 80-minute blocks)

---

## Author Contact

Author: Steven Isaacs

Organization: Bernards Township Schools

Role: Teacher, Game Design and Development

Email: [sisaacs@bernardsboe.com](mailto:sisaacs@bernardsboe.com)

Twitter: @mr\_isaacs

LinkedIn: <https://www.linkedin.com/in/steve-isaacs/>

---

## Lesson Overview

In this lesson, students will have the opportunity to reimagine and rewrite the ending to a novel. They will be creating a machinima [video] in Fortnite Creative to share their alternate conclusion.

Students will analyze the text, come up with a different ending, and develop an island in Fortnite Creative to act out and record the ending as they envision it. The final product will be a machinima video produced with Fortnite Creative and screen recording software. (Machinima is filmmaking within real-time 3D virtual environments, often appropriated from existing video game engines\*.)

\* from <https://archive.org/details/machinima?tab=about>

---

## Description of class / learning environment

The author teaches game design and development and the learning space includes 25 computers, large-screen TVs, flexible seating, and a wide variety of resources available for student use. The aim of the environment is to model a game design studio.

The suggested learning environment would be a classroom with computers to be used by individual students or small groups. The computers should be able to run Fortnite Creative Mode and handle screen recording. There are a variety of free screen recording tools, or the class could use commercial video editing software. iPads or phones would be a suitable alternative, providing they can run Fortnite and provide a means of screen recording/video editing.

## DESIRED RESULTS

### What are the learning outcomes for students?

---

#### Essential Questions/Big Ideas

- What literary skills can students learn from analyzing and adapting an existing work of literature?
  - What can students achieve when we put them in control of projects requiring creativity in an open-ended forum?
  - How can students demonstrate learning and understanding through content creation and production?
- 

#### Learning Outcomes/Objectives

Analyze a literary work and develop an original ending.

- Write a screenplay based on their original writing.
  - Utilize the tools in Fortnite Creative Mode to create a virtual setting using:
    - Prefabs
    - Galleries
    - Devices
  - Direct “actors” in game based on a written screenplay.
  - Utilize screen recording software (and/or video editing software) to produce a machinima video based on their screenplay.
- 

#### Standards Mapping

##### Common Core Standards - English

###### **CCSS.ELA-LITERACY.RL.8.6**

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

###### **CCSS.ELA-LITERACY.RL.11-12.3**

Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

###### **CCSS.ELA-LITERACY.RL.11-12.5**

Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

###### **CCSS.ELA-LITERACY.RL.8.7**

Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

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

---

## ISTE Standards

### 1 Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

- 1a Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
- 1d Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

### 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.

# LESSON PLAN

---

## Learning Activities

### Hook

Watch the "[The Arrival ~ Adventures In Neverland \[Machinima\] Part 1](#)" Machinima

### Introduction

What is Machinima?

Each student should read one of the following articles to prepare for a class discussion on Machinima:

- [Machinima Facts for Kids](#) via kids.kiddle.co
- [What is a Machinima Gaming Video](#) via mediakix.com
- [The Complete Guide to using Machinima in the Classroom](#) via iste.org
- [How Machinima Works](#) via howstuffworks.com

Students will write a reflection on Machinima and provide an example from their research. This will help students prepare for the class discussion.

### Class Discussion

What is Machinima? Students construct knowledge of Machinima by reporting back and discussing the content of articles reviewed.

### Exploration

Experiment with Fortnite Creative mode to get a sense of the different devices and how they work in order to automate functions in the game.

### Introduce project guidelines: How the novel SHOULD have ended...

- Students may work in groups or individually.
- Students will reflect on a novel read in class or assigned as an outside reading.
- Students will reflect on the ending and consider/write an alternate ending to the literary work.
- Create a storyboard to visually design and lay out the story ending.
- Build the setting in Fortnite Creative mode including:
  - Prefab buildings
  - Building using galleries
  - Devices
  - Items
- Rehearse the Machinima with the required number of actors, and with a student controlling the camera in the game.
- Record the Machinima with screen-recording software. Voiceover acting can happen during recording or during post production.
- Edit the video with video-editing software, and publish the final video!

There are a variety of screen-recording options, including downloadable software and online recording tools. Some are free, including [Screencast-o-matic](#), an online screen-recording option. Other options include [OBS Studio](#), [Camtasia Studio](#), and the Windows 10 Game Bar or the Windows 10 video editor (both included with Windows 10). It is suggested that the teacher seek guidance from his/her IT Department to ensure district guidelines are followed.

## Culminating Activity

Machinima Viewing Party! Allow students to present their completed video to the class, or participate in a Gallery Walk where others can walk around and enjoy the completed projects of their peers.

---

## Interdisciplinary and 21st Century Connections

This lesson covers areas related to English language arts, literature, video production, and multimedia design.

21st-century connections:

1. Critical thinking
  2. Creativity
  3. Collaboration
  4. Communication
  5. Technology literacy
  6. Flexibility
  7. Leadership
  8. Initiative
  9. Social skills
- 

## Modifications and Accommodations

Provide any modifications or accommodations made for students with specific needs. Provide students with the option to use a different tool to create their Machinima:

- Use a different digital tool to create Machinima.
- Create a video using live actors rather than a digital medium.

Incorporate adaptive controller / game controller if necessary.

---

## External Resources

Machinima Resources

<https://wke.lt/w/s/un9exJ>

# ASSESSMENT

## Assessments

Completed Project: Alternate Ending Machinima—a published video with the setting and acting taking place in Fortnite Creative mode with voiceover acting.

## Rubric

See attached rubric template

	<b>Developing</b>	<b>Competent</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Project Content / Learning Objectives</b>	Project does not convey the required information or understanding as it pertains to the learning objectives.	Project shows a basic understanding of the subject and demonstration of learning objectives.	Project reflects understanding of the subject and demonstration of desired learning objectives.	Project reflects understanding and synthesis of the subject, and mastery of the learning objectives are met or exceeded.
<b>Project Development</b>	Project is incomplete, lacks a developed story, and requires much attention to the video production.	Published video demonstrates an alternate ending to the game but is lacking in polish. Additional attention to rehearsing and video editing required.	Published video reflects a thoughtful approach to creating and rehearsing prior to publishing the final video. Project could benefit from further refinement.	Project is well developed and refined. It is clear that great thought went into the analysis of the text and development of the story. Attention to detail is noted with regard to the published Machinima story.
<b>Project Aesthetics/ Design</b>	Project requires more attention to the look and feel of the experience as well as the general design.	Project shows some attention to aesthetics and thoughtful design, but is incomplete or lacking in some aspects of layout and design.	Project is well organized and pleasing to the eye; easy to navigate and understand. Demonstrates thoughtful design.	Project 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.
<b>Reflection</b>	Student demonstrates difficulty describing the intent of the project.	Student can mostly describe/ reflect upon the basics of the project and intended learning objectives.	Students provides a thoughtful reflection/ explanation of the project and how it relates to the desired learning outcomes.	Student demonstrates a thoughtful analysis of the text and understanding of Machinima as a medium of expression.