

WOW IN SCHOOL

-A HERO'S JOURNEY-



A MIDDLE GRADES LANGUAGE ARTS ADVENTURE

BY

LUCAS GILLISPIE AND CRAIG LAWSON



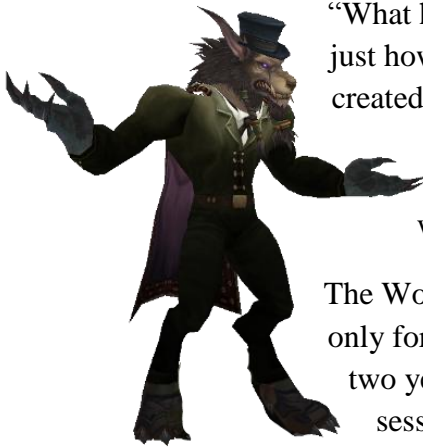
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Introduction



“What have we wrought?” That was my first thought as I began to realize just how big this project had become while transferring the content we’d created in Moodle into a single document. As the page and word counts grew, suddenly, I began to gain an appreciation for all of the work Craig and I had put into this project and the Saturdays we’d sacrificed to create learning quests for our young Heroes.

The WoWinSchool Project has and continues to be an epic journey, not only for our learners, but also for us as their guides. Over the course of two years, the project has grown from a crazy afternoon brainstorming session of the possibilities, to an after-school program, to a full-fledged, year-long language arts course. Understand as you read this that we didn’t have a great deal of precedent to go on. As the saying goes, we “built the airplane while it was in the air.” The result? We’ve seen some incredible things. We’ve seen students running to class, begging to get started, day after day, week after week. We’ve seen students improve their reading and writing skills. We’ve seen kids develop much needed social skills. But, most importantly, we’ve seen our kids get excited about school and learning.

We make no claims about the impact to standardized test scores (though our learners *did* show growth), and we certainly don’t claim that this project, or any game-based learning, is a magic pill that will meet the outcry for educational reform. What we *do* claim is that learning can be fun and engaging. If you, as an educator, are simply willing to take a risk and give your learners something they’ll “own,” the results can be remarkable, and you might just enjoy guiding them along the journey.

There’s just about everything you need to get started here. Consider this a foundation or even simply an idea starter. We welcome you to create your own quests and share your own experiences. After all, it has been our goal all along for this to be a collaborative effort with educators and gamers sharing and building ideas using our project wiki (<http://wowinschool.pbworks.com>).

Real learning is always an adventure!

-Lucas Gillispie





Using This Work



If you are inclined to use any or all these ideas with your own learners, we are humbled. In fact, we're pretty excited about that prospect. Feel free to take any of these ideas and modify them to suit your learners' needs. We simply ask that you give us attribution and share your ideas and observations with the growing community of educators exploring games in the classroom.

Please note that the images used here are primarily from Flickr and Wikimedia. They are listed under a Creative Commons License and can be found listed, with links, in the Resources section of this document. *All game images are owned by Blizzard Entertainment and are used under educational, nonprofit, fair use guidelines.*

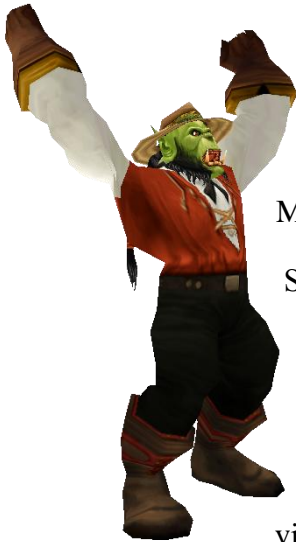


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Thanks...



A few sincere words of thanks are in order.

First off, we'd like to thank Linda Breneman and the Breneman Jaech Foundation for their generous grant to our project. It's this support that has enabled us to fully explore the possibilities of learning with an MMORPG like *World of Warcraft*.

Secondly, if you'd asked me a few years ago if doing a project like this in a public school setting was possible, I would have very likely laughed, not because it wasn't technically feasible but because the idea was (and still is) "out there" and convincing administrators or even other teachers to take the risk would have been unthinkable. However, here in rural Pender County Schools in southeastern North Carolina, I work among visionaries. My fellow Instructional Team members are amazing, and when I pitched the idea, they were willing to take the risk. Likewise, our district technology staff deserves so much praise. They have consistently supported these efforts and have even gone above and beyond to enable them.

Principal Edith Skipper also deserves a great deal recognition. As all educators know, without the support of building-level administrators, even the best of instructional initiatives can meet an untimely end. She has supported this program from day one and has worked tirelessly to accommodate us.

I'd also be remiss if I failed to mention the giants upon whose shoulders I stand. My good friend and pioneer in virtual worlds education, Peggy Sheehy, has been a tireless proponent of this project. She blazed a trail for this and future projects. Of course, the researchers and authors whose work laid much of the foundation for this course deserve recognition as well. Their names can be found in the Supporting Research section in the Resources section.

Lastly, I'm sure both Craig and I would agree that the support of our families has been invaluable. It's amazing that both of us are married to spouses who not only support our work but also are gamers themselves. They've been incredibly forgiving of our long hours and sacrificed Saturdays to make this project a reality

-Lucas Gillispie





Organization of Materials

A brief explanation of how this course is designed...

Terminology



One of our goals was to experiment with the gamification, or application of game-like principles, to the classroom. So, we started by simply re-labeling many of the standard components of the classroom. Here's a translation of terms used throughout the course:

Quest – an assignment, unit, section, week, or lesson depending on how you use it.

Challenge – a smaller component of a quest. There are a several types of challenges:

Tavern Talks – threaded discussions or live discussions. In fantasy lore, the local tavern is where tales are told and where adventures begin.

The Hero's Journal – a place for personal reflection. Though readable by other Heroes, no discussion is permitted.

IRL – gamer lingo for “in real life.” These challenges take place primarily outside the game.

Adventures in Azeroth – These challenges take place primarily inside *World of Warcraft*.

Lore and Legend – These challenges relate specifically to our book study and literature circles for learners.

XP/Level – experience points. Really, this is how games like *World of Warcraft* indicate to the player their mastery of content. As learners complete challenges, they earn experience points, these accumulate as the player completes content, and subsequently they gain player levels. There are rubrics included to show what must be done to earn certain levels of experience points for certain challenges.

Lorekeepers – teachers. However, we felt this designation relayed our desire to work more as an experienced guide alongside our learners rather than a teacher in the traditional sense.





Heroes – students. The goal here was to inspire greatness and the sense of adventure in our learners. Incidentally, this also connotes a higher standard of behavior and performance than “student.”

Other Design Elements

Several game-related decisions were made to support our efforts. This included choosing to play on a Role Play (RP) -designated server. Though not strict in their policies regarding role play, this server format most closely aligned with many of our goals for the learners. We also decided to play as the Alliance faction, mostly because this fit best with our Hero’s Journey format and because we already had established characters.

To support reading outside the game, we chose to use Tolkien’s *The Hobbit*; however there are many books that would make excellent parallel readings.

How This Document Is Arranged

This document was created from our Moodle course. It’s arranged in a similar format. We’ve placed many of the documents needed to start the course up front, the learning quests are in the middle, and supporting resources can be found at the end. Some of the quests should be offered sequentially, as they build on previous quests, but others could be offered at any point. In fact, they could easily be modified to offer learners choice in quest selection.

For each quest, we’ve provided some basic Instructor’s Notes with our thoughts about implementing those activities. We’ve also included portions of the Common Core standards to which we feel that particular set of activities aligns.





A Hero's Journey: Sample Course Syllabus



Greetings traveler! We are the *Council of Three: Lorekeeper Lawson, Lorekeeper Sheehy, and Lorekeeper Gillispie*. You have been selected for a very important quest that will stretch your mental abilities and test your resolve. Not all have been chosen to undertake this journey, but you are unique, gifted, and talented, and *that* is why the *Council* has selected you. What is this mission, you ask? It is a journey... *A Hero's Journey*.

This letter will inform you of the task ahead. It contains all you need to know about your training and the challenges you'll face. Read on, friend. Your path is laid out before you, and should you choose to embark on this road, we will be here to guide and assist you.

The Road Ahead

The challenges you'll face on the path ahead will take place in three major arenas:

- **World of Warcraft** - During this journey, you'll experience the trials of a hero as you explore the popular, online world of Azeroth. Here, you'll choose what role you'll play, and how you aid the good citizens of that world, while reflecting on your experiences there. Most of our challenges for you will take place there. You won't face these alone, however. Together with your fellow heroes (your classmates) and fellow adventurers from other schools, you'll form a player guild and support each other on this journey.
- **The Hobbit** - Though you'll be experiencing the trials that heroes before you have faced, we'll have another hero we'll be studying along the way. Together, we'll read *The Hobbit* and see how Bilbo Baggins faced his own challenges and how they compare to yours.
- **The Real World** - All of your challenges will be outlined for you in an online format. In the online course, you'll submit your work in each challenge we present to you. Along the way, you'll also draw from your experiences in the real world and see how those compare to your experiences in Azeroth as well as Bilbo's in *The Hobbit*.

Challenges and Experience Points

There are no assignments in this quest nor are there grades as you are probably familiar with them. Rather, each week you'll be presented with a series of challenges.

These come in a variety of forms:

- The Hero's Journal - this is where you'll write and reflect on your journey.
- Tavern Talks - these are online discussions you'll have with your fellow heroes. Many of your challenges will be submitted here.
- Adventures in Azeroth - these are challenges that take place entirely in World of Warcraft.





- IRL - these are challenges that take place in the real world.

Each challenge you undertake in this quest will be awarded with experience points. The number of experience points you earn will depend on the quality of your work. The Lorekeepers will inform you of how many experience points each assignment is worth and how you can earn the greatest possible experience. As you earn experience points, your hero's level in the course will increase. Will you reach the highest level possible?

A Hero's Reputation

One of the things most valued by a hero is their own reputation. Your reputation is a critical piece of your success on this quest. All heroes must agree to the following:

- **Courteous.** A hero will not curse, spam, or beg. This applies to your activity in the classroom as well as in the online course and in *World of Warcraft*.
- **Respect.** You must demonstrate this to the Lorekeepers, your fellow heroes, and to those you meet in *World of Warcraft*.
- **Prepared.** You should arrive each day ready to embark on whatever challenges the Lorekeepers have for you and with any previous challenges completed on time.
- **Focused.** Your challenges will require you to be completely focused. Straying from the path will impede your progress.

The Path Ahead

The following is a rough outline of the journey that lies before you. The Council has foreseen the following, but the future is sometimes unclear and there may always be unknown challenges ahead.

Quest 1 - Journey's Beginning - Orientation.

Quest 2 - Answering the Call - Introduction to World of Warcraft.

Quest 3 - What Is Your Name? - Creating a World of Warcraft character.

Quest 4 - Choosing a Path - Choices.

Quest 5 - What Is Your Quest? - Exploring quests.

Quest 6 - The Quest Giver - Writing your own quests.

Quest 7 - Don't Go It Alone - Adventure groups.

Quest 8 - Something Bigger Than Myself - The mission of hero guilds.





Quest 9 - Sharp in Wit - Poems and Riddles.

Quest 10 - A Light in Chaotic Times - Tweets and in-world events.

Quest 11 - The Will and the Skill - Hero talents.

Quest 12 - Civilization and Society - Cities and society in World of Warcraft.

Quest 13 - A Leader Among Men - Guild structure.

Quest 14 - One Of the Elect - Guild officer speeches.

Quest 15 - Bootstrapping It - Trade skills and crafting.

Quest 16 - Only as Strong as My Allies - Teamwork.

Quest 17 - A Tale for the Bards - Poetic storytelling.

Quest 18 - In a Flash - Interacting with the player community.

Quest 19 - Forging Ahead - Cooperative questing and dungeons.

Quest 20 - Know Your Lore - Understanding the story behind the adventure.

Quest 21 - I Bought This from a Goblin - Advertising and propaganda.

Quest 22 - The Hero's Footprint - Who you are, online.

Quest 23 - Rising Above - Digital citizenship in online games.

Quest 24 - Against Impossible Odds - Strategic thinking for dungeons.

Quest 25 - For Future Heroes - Writing strategy guides.

Quest 26 - Villains - A study of the villains of Azeroth.

Quest 27 - The Villain Inside - A hero's struggle to do what's right.

Quest 28 - My Enemy Is My Friend? - Exploring the Horde perspective.





Quest 29 - Telling the Tale I - (Machinima Project) - Storyboarding.

Quest 30 - Telling the Tale II - (Machinima Project) - Collaborative script writing and scene planning.

Quest 31 - The Hero's Goal - Setting goals and reaching them in Azeroth and the real world.

Quest 32 - The Journey Home - Making the world better for other players.

Quest 33 - The Hero's Reward - Reflecting on the Hero's Journey.

Quest 34 - Putting the Pieces Together - (Machinima Project) - Video capture and editing.

Quest 35 - The Legacy - Leaving a legacy behind for future heroes.

Quest 36 - An Epic Tale - (Machinima Project) - Machinima film festival.

The Pact

So will you accept this call of the hero? Will you face the challenges that lie ahead, helping your fellow heroes along the way? Will you maintain a reputation worthy of heroism? If so, sign this agreement. Destiny awaits...

Sincerely,

The Council of Three

The Council of Three

Lorekeeper

Lorekeeper

Lorekeeper

Lawson

Sheehy

Gillispie





A Hero's Journey: Expectations

A Hero's Expectations

You are a member of a select few, chosen by your teachers and principal to participate in this program. There are thousands of students around the world who love the chance to participate in something like this. This is a big opportunity and the world will be watching. Already, this project has been the topic of over 40 blogs and website articles. It has been written about in magazines like [THE Journal](#), and has been featured in WoW Insider's prestigious [15 Minutes of Fame](#) section three times! It has been featured in local news and in several online podcasts. There are over 70 education leaders from around the world following this project closely on the [RezEd](#) website and the project wiki has had about 22,000 visitors from 118 countries. The project has also expanded around the world as students in Florida, New York, New Jersey and even Australia are beginning to participate. As a participant in the WoWInSchool Project, you are one of our Heroes. You leave a legacy. You represent yourself, your family, your classmates and your school.

So, of course, there are some expectations for you:

- **Do not share your account information with anyone** in or out of this class, especially online.
- School and district rules regarding your behavior should be followed both in the classroom and "in-world."
- You must follow Blizzard Entertainment's End-User License Agreement while "in-world."
- **Cursing, spamming** (using chat to repeat unwanted messages), and **griefing** (disrupting the play experience of other players) **are prohibited**. This applies to both "in-world" and real life (especially Ventrilo).
- Your account may have characters on them created by teachers or others. You may not log into those accounts or change them in anyway. Likewise, they will respect your characters.
- **Treat everyone**, both in class and "in-world" **with respect**. You represent your school and this project!
- You must follow all rules established by your guild (the student-run player association).
- **You are a team player**. Don't forget!

I agree to these expectations (student signature):

I understand these expectations (parent signature):





RUBRICS AND GUIDES





Standards Alignment Information



The following are resource links for standards to which this course is aligned. Each quest is specifically aligned with broad or specific goals from the Core Standards for 8th Grade Language Arts.

National Standards for Alignment:

<http://www.ncte.org/standards>

<http://www.nctm.org/standards/content.aspx?id=270>

<http://www.corestandards.org/>

New Media Literacies:

<http://newmedialiteracies.org/>

<http://www.newmedialiteracies.org/files/working/NMLWhitePaper.pdf>

Course-wide Common Core Elements

The following are elements of the Common Core Standards for 8th Grade Language Arts that apply to all quests. Each quest includes any specific, additional standards to which it is aligned.

English Language Arts Standards » Reading: Literature » Grade 8

Key Ideas and Details

3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Integration of Knowledge and Ideas

9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.





English Language Arts Standards » Reading: Informational Text » Grade 8

Key Ideas and Details

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

English Language Arts Standards » Writing » Grade 8

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Research to Build and Present Knowledge

9. Draw evidence from literary or informational texts to support analysis, reflection, and research. (Hero's Journal, Tavern Talk, and Lore and Legend)
 - Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) (Hero's Journal and Tavern Talk)

English Language Arts Standards » Speaking & Listening » Grade 8

Comprehension and Collaboration





1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (Lore and Legend)

- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

English Language Arts Standards » Language » Grade 8

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Hero's Journal)

- Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- Form and use verbs in the active and passive voice.
- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- Recognize and correct inappropriate shifts in verb voice and mood.*

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Hero's Journal).

- Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- Use an ellipsis to indicate an omission.
- Spell correctly.

Knowledge of Language





3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
(Hero's Journal)

- Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).





Literature Circles

Directions: Literature circles are designed to be modest groups of heroes who come together to share and discuss a famous legend at great length. This hero centered approach is not driven by your Lorekeeper. Instead, every week you will be responsible for reading a chapter of *The Hobbit* on your own for independent study. Then, you will be required to complete a discussion log for your meeting preparation. Finally, you will setup a weekly meeting with 2 - 5 other guild mates to discuss a chapter of the book. During this meeting, you will be responsible for positively participating in the group and giving feedback on your participation and preparation of your guild mates.

Below are a few guidelines for completing each step of the literature circle process.

Step 1: Reading

Read the assigned chapter(s) for the week. While reading, use sticky notes to mark interesting parts of the chapter(s). These notes will be marked with runes. Runes were old symbols used in ancient Germanic cultures as an early form of written communication. In addition, many believe that these marks were used for magical purposes.

For your purpose, you will use simple letters as a means to help with understanding the text. You may refer to the Rune Chart below to help guide your use sticky notes in the book.

Rune Chart
L - I learned something new.
S - I was surprised by something.
C - I was confused by something.
I - I found important information.
RL - I was reminded of real life.
B - I was reminded of another book.
G - I was reminded of the game.

Sticky notes will be provided by the Lorekeeper.





Step 2: Meeting Preparation

You will prepare for the weekly meeting by constructing a discussion log. This log will be completed as an offline activity. You may either write it by hand or type it on the laptop; however, you must bring it to your book meetings.

This discussion log will contain at a minimum: one question you had about the chapter; one quote from the chapter that you found interesting, thought provoking, or inspiring; one other point of discussion based upon your sticky notes.

Step 3: Groups

Groups will be formed at the beginning of the week, and they may be changed from week to week. You will be responsible for getting into a group of students that consists of 3 - 6 members.

Once the group has been decided upon, one member of the group will post the group discussion time for Friday on the guild calendar in-game. The rest of the group members will accept the invite to the meeting. You may not schedule a meeting for a time slot that has already been taken by another group. Meetings should be scheduled for a 30 minute block of time on the calendar.

Groups may only meet on Fridays, unless they approve it through a Lorekeeper in advance.

Step 4: Weekly Meeting

One group will meet at a time during their designated time slot. Meetings may take place three different ways: in-person in a separate section of the classroom; in the Great Hall, weekly chat room, and use a set Ventrilo channel; in-game at a designated location (note: all in-game characters must be in the same physical location within the game during the entire meeting, and you are not allowed to quest or perform other actions during the meeting).

During this meeting, a Lorekeeper will be with the group and observe their discussion. They are neither leading the discussion, nor are they there to persuade the group conversation. Instead, their role is to help answer questions that students may have and guide them.

Discussion Elements:

Active Listening: eyes on speaker; sit-up straight; face speaker; stay focused on discussion.

Active Participation: hands to yourself and empty; talk one at a time; nod head in agreement/understanding; raise hand to ask for clarification if you have a question.





Disagreeing Constructively: no rude comments; smile; accept others opinions.

Supporting Opinions with Evidence: use quotes from the book; avoid saying "because" to answer a question; use logic.

Encouraging Others: ask questions; encourage others to participate.

Discussion guidelines:

1. Stay on Track
2. Be Prepared
3. Help Refresh Memories
4. Listen to Others
5. Everyone Participates
6. No one Interrupts
7. Help Others to Understand
8. No Put-downs
9. Be Open to Other's Ideas

The meeting should last between 15 and 30 minutes. Once you have finished with the mission, you must fill out a Literary Circle Evaluation form for each of your group mates. Send this form to the Lorekeeper through the Moodle instant messaging system.





Hero's Journal (Blog) Rubric

(Created by the WoW in School class of Cape Fear Middle School)

Name: _____

Teacher: _____

Class: _____

Date: _____

Criteria	100 - 199 XP	200 - 299 XP	300 - 399 XP	400 - 500 XP
Content	This diary is more of a summary than a reflection. There is no evidence that a connection is being made between the lessons and real life. No connection is made to the book study.	This diary entry shows very little reflection. Lessons and topics are mentioned; however, there is no connection made between these topics and real life events. No connection is made to the book study.	This diary entry shows evidence of some reflection. There is some evidence that you are connecting the literature to your everyday life, and you provide details and examples as proof. However, little connection is made to the book study.	This diary entry shows evidence of deep reflection and transference of class material and lessons to real life events. It shows higher order thinking and problem solving skills. In addition, it clearly relates to topics and themes within the book study.
What I'm thinking...	<i>I wish you were sitting here as I read this. I'm having a hard time understanding what</i>	<i>If I had your cell phone number, I'd probably give you a call to ask you what you</i>	<i>I'm not having any trouble reading your ideas and thoughts.</i>	<i>What you've written is pretty amazing and you are very reflective here. In fact, I can't</i>





<p><i>you mean. There's not much here other than what we discussed in class. If someone asked me, I'd have a hard time telling them what you thought about this topic.</i></p>	<p><i>meant about some things. As I read, some things aren't too clear. I could probably summarize your overall view, though.</i></p>	<p><i>Everything makes sense. If someone asked me what you said, I could easily give them several examples from your writing.</i></p>	<p><i>wait to share it with people. Your ideas and thoughts give me something to think about and they make sense. In fact, I think I'll go read it again.</i></p>
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(This challenge is worth 500 XP.)





Tavern Talk Rubric

(Created by the WoW in School class of Cape Fear Middle School)

Name: _____

Teacher: _____

Class: _____

Date: _____

Criteria	50 exp.	45 exp.	35 exp.	15 exp.
Content	Shows excellent reasoning and argumentative skills. Supports statements with details and facts.	Shows good reasoning and argumentative skills. Supports most statements with details and facts.	Shows some reasoning in writing, but lacks any true argument. Supports some statements with details or facts.	Shows little to no reasoning in writing. Supports little to no statements with any details or facts.
Features	The topic of the response is clearly stated. Organization and structure progress logically.	Minor lapse in the focus of the topic. The response is organized; however, it does not show a strong relationship between	Topic does not relate to the prompt. The organization is organized; however, it may not be organized	Topic is not stated or is incomprehensible. There is no organizational structure.





		ideas.	logically.	
Connection	<p>Precisely connects personal and game experience with reading selection.</p> <p>Gives relevant examples that support the student's interpretation of the text.</p>	<p>Relates personal and game experience with reading selection.</p> <p>Gives examples that support student's interpretation of the text.</p>	<p>Attempts to relate personal experiences with the reading selection.</p> <p>Examples do not support the student's interpretation of the text.</p>	<p>Fails to relate any experiences to the reading selection.</p> <p>No examples are given to reinforce or prove conclusions drawn from the interpretation of the text.</p>
Convention	<p>Demonstrates master of sentence formation and language usage.</p> <p>No capitalization, punctuation, or spelling errors.</p>	<p>Demonstrates reasonable understanding of sentence structure and grammatical rules.</p> <p>Few capitalization, punctuation, or spelling errors.</p>	<p>Demonstrates minimal understanding of sentence structure and grammatical rules.</p> <p>Some capitalization, punctuation, or spelling errors.</p>	<p>Demonstrates no control of sentence structure and grammatical rules.</p> <p>Many capitalization, punctuation, or spelling errors.</p>
Format	<p>Reading Response is written in paragraph format.</p> <p>Paragraphs</p>	<p>Reading Response is written in paragraph format.</p> <p>Paragraphs</p>	<p>Reading Response is written in paragraph format.</p> <p>Paragraphs</p>	<p>Reading Response is written in paragraph format.</p>





	are indented. Each paragraph consists of five sentences minimum. Response is at least three paragraphs in length.	are indented. Each paragraph consists of five sentences minimum.	are indented.	
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(This challenge is worth 250 XP.)





Political Speech Rubric

(Created by the WoW in School class of Cape Fear Middle School)

Name: _____

Teacher: _____

Class: _____

Date: _____

Criteria	215 XP	175 XP	100 XP	75 XP
Content	Shows excellent reasoning and argumentative skills. Supports statements with details and facts.	Shows good reasoning and argumentative skills. Supports most statements with details and facts.	Shows some reasoning in writing, but lacks any true argument. Supports some statements with details or facts.	Shows little to no reasoning in writing. Supports little to no statements with any details or facts.
Features	The topic of the response is clearly stated. Organization and structure progress logically.	Minor lapse in the focus of the topic. The response is organized; however, it does not show a strong relationship between	Topic does not relate to the prompt. The organization is organized; however, it may not be organized	Topic is not stated or is incomprehensible. There is no organizational structure.





		ideas.	logically.	
Connection	<p>Precisely connects personal and game experience with reading selection.</p> <p>Gives relevant examples that support the student's interpretation of the text.</p>	<p>Relates personal and game experience with reading selection.</p> <p>Gives examples that support student's interpretation of the text.</p>	<p>Attempts to relate personal experiences with the reading selection.</p> <p>Examples do not support the student's interpretation of the text.</p>	<p>Fails to relate any experiences to the reading selection.</p> <p>No examples are given to reinforce or prove conclusions drawn from the interpretation of the text.</p>
Convention	<p>Demonstrates master of sentence formation and language usage.</p> <p>No capitalization, punctuation, or spelling errors.</p>	<p>Demonstrates reasonable understanding of sentence structure and grammatical rules.</p> <p>Few capitalization, punctuation, or spelling errors.</p>	<p>Demonstrates minimal understanding of sentence structure and grammatical rules.</p> <p>Some capitalization, punctuation, or spelling errors.</p>	<p>Demonstrates no control of sentence structure and grammatical rules.</p> <p>Many capitalization, punctuation, or spelling errors.</p>
Format	<p>Reading Response is written in paragraph format.</p> <p>Paragraphs</p>	<p>Reading Response is written in paragraph format.</p> <p>Paragraphs are indented.</p>	<p>Reading Response is written in paragraph format.</p> <p>Paragraphs</p>	<p>Reading Response is written in paragraph format.</p>





	<p>are indented.</p> <p>Each paragraph consists of five sentences minimum.</p> <p>Response is at least three paragraphs in length.</p>	<p>Each paragraph consists of five sentences minimum.</p>	<p>are indented.</p>	
Intro.	<p>The beginning of the speech really caught the listener's attention.</p>	<p>The beginning of the speech made the listener curious.</p>	<p>The beginning of the speech caught the listener's attention, but they were unsure if they wanted to hear more.</p>	<p>The beginning of the speech did not create the listeners attention.</p>
Delivery	<p>The speaker was clear, and they spoke with authority in a loud voice.</p>	<p>The speaker was clear but their inflection was not expressive enough.</p>	<p>The speaker was not clear, and their speech was hard to hear at times.</p>	<p>The speaker could not be heard, and they were unclear.</p>

(This challenge is worth 1505 XP.)





Literature Circle Rubric

Hero Name: _____

Date: _____

Experience Criteria	Experience (0 - 70)
Prepared for Meeting	
Participation in Meeting	
Quality of Questions/Ideas	
Encouraged Others to Speak	
Behavior During Meeting	
Total Experience	(350 XP Possible.)

Comments:





THE QUESTS





Quest 1: Instructor's Notes

The primary goals for this quest are to introduce students to the Moodle environment and set the stage for an exciting and epic adventure. This is an opportunity for us to begin to create a different classroom culture where we as the instructors (now Lorekeepers) emerge as learning partners with the students. We also begin identifying our learners as "Heroes," setting the stage for the rest of the course.

To prepare students for using Moodle:

- Hand out students' usernames and passwords. They will be required to change their password to one of their choosing when they first log in.
- Be sure to walk students through the login process.
- Demonstrate to students how to find and identify the various parts of the Quests they'll undertake in *Moodle*. Explain that nearly all of their challenges can be collected and managed from within the *Moodle* course and that each will offer them the opportunity to earn XP (experience points).
- After students have logged in, walk them through the process of accessing their profile as a way of accessing their student blogs for their first Hero's Journal challenge.
- Students may need close assistance with learning their way around the *Moodle* environment during the first few weeks.
- Walk students through rubrics. Explain that they could practically grade their own challenges using the course rubrics. These rubrics will be used often throughout the course.
- Remind students that if they have Internet access at home (or if they use public access) they can access the Moodle and complete challenges outside of the regular class hours.

Contact Parents:

- In addition to sending the Hero's Contract home with the students, this is a good time to call parents to inform them about the course and to invite them to visit. Be ready to answer any questions they may have.

Show the *World of Warcraft* Cinematic Trailer. This is an opportunity get kids excited about the adventure they're about to experience in the course.

Student work in the Moodle:

- Monitor students' blog responses and forum posts. Offer lots of "hand-holding" during the first few blog postings, helping students realize the desired outcomes.

At the end of the first quest, assess students' blog postings, forum post, and reading response based on the rubric(s), and provide feedback as necessary.





Quest 1 – Standards Addressed

Common Core Standards

<http://www.corestandards.org/>

English Language Arts Standards » Writing » Grade 8

Text Types and Purposes

1. Write arguments to support claims with clear reasons and relevant evidence. (Tavern Talk - A Cowardly Hero?)

- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
-





Quest 1: Online Resources

World of Warcraft Cinematic Video - http://www.youtube.com/watch?v=dYK_Gqyf48Y

Think Exist's Adventure Quotes - <http://thinkexist.com/quotations/adventure/>





Quest 1: Journey's Beginning - Overview



"Remember what Bilbo used to say: It's a dangerous business, Frodo, going out your door. You step onto the road, and if you don't keep your feet, there's no knowing where you might be swept off to."

-Frodo Baggins to Samwise Gamgee in *The Lord of the Rings: The Fellowship of the Ring* by J.R.R. Tolkien

Overview:

This is the beginning of a journey, your journey. As you begin this journey, it's important for you to learn how this course works and how to find your way in *Moodle*. You'll learn how to log into the course and how to update your blog (Hero's Journal). You'll also complete your first Tavern Talk.

Challenges for the quest:

- Learn how to log into *Moodle*.
- Learn how to find your class assignments.
- Learn how to find and update your student blog.
- Create your first Tavern Talk post.
- Return your Hero's Contract signed.
- Watch and discuss the *World of Warcraft* Cinematic Trailer.





Quest 1: Challenges

IRL - Watch the *World of Warcraft* Cinematic Trailer

With your fellow Heroes, watch the *World of Warcraft* Cinematic Trailer. Discuss your thoughts about it with your Lorekeeper and fellow heroes.

(This challenge is worth 50 XP.)

IRL - Signed Course Agreement

To earn credit for this assignment:

- Read through the course agreement handout.
- Both you and a parent should sign the agreement and return it to your Lorekeeper.
- If you have questions or comments about the course or what you'll be learning, ask your Lorekeeper.

(This challenge is worth 200 XP.)

Hero's Journal - The Beginning of a Journey

Periodically, you'll share your thoughts in your online, course journal. Sometimes, you'll be given a topic to write about, other times you'll have the opportunity to free-write about anything you wish related to this course.

Your assigned journals will be graded based on a rubric. You should review the rubric guidelines before posting to your journal.

Your assignment this week is:

- Visit [ThinkExist.com's list of quotes on "adventure."](#)
- Choose a quote that you like and share it on your blog.
- In one paragraph, explain what this quote means to you and how you think it relates to this class.
- You should copy and paste your chosen quote at the beginning of your blog post. Be sure to cite the source (in other words, who said it).

(This challenge is worth 500 XP.)





Tavern Talk - A Cowardly Hero?

Complete a reading response that answers the following questions, “Does bravery equate to fearlessness?” Give a definition of bravery and what it means to you. Do you know any brave individuals in your real life? Who are they? Are they fearless? What separates a brave person from a coward?

(This challenge is worth – 250 XP.)





Quest 1: Lore and Legend

During this quest you are responsible for reading chapter 1 of the *The Hobbit*. Ensure that you complete all required steps of the Literature Circle this week, and complete a Literature Circle Evaluation form for each member of your group. These forms should be submitted to your Lorekeeper through the course messaging service.

While reading this week, contemplate the following essential questions:

How do the decisions and actions of characters reveal their personalities?

How can a person's decisions and actions change his/her life?

Quest 1:

Describe the first exchange between Gandalf and Bilbo. What different meanings does the phrase "good morning" have during this meeting?

(This challenge is worth 350 XP.)





Quest 2: Instructor's Notes

In Quest 2, we want students to begin thinking about what race and class they'll choose when they create their characters in *World of Warcraft*. This is really an important decision and it's important to emphasize this to them.

If you ordered the *WoW BattleChest* you should have received a number of player guides. If not, there are numerous online resources that you can direct students to so they can research the differences between the various races and classes.

Again, you'll likely need to support students' use of the Moodle environment. Provide them with lots of helpful feedback as they make their second Tavern Talk post during this quest. This may be a good opportunity to introduce them to the idea of peer editing, encouraging them to read each others' writing.





Quest 2: Standards Addressed

Common Core Standards

<http://www.corestandards.org/>

English Language Arts Standards » Writing » Grade 8

Text Types and Purposes

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (Tavern Talk - A Huge Decision)

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
-





Quest 2: Online Resources

Video – That's The *World of Warcraft* That You Play -

<http://www.youtube.com/watch?v=n4TyqYsC26g>

Video – *World of Warcraft* Gameplay Footage -

http://media.worldofwarcraft.com/movies/video_loader/wow_video.htm?vid=wow_gameplay_june2004&dir=movies/wowgameplay2004&rating=wow





Quest 2: Answering the Call - Overview



"A game is like a mirror that allows you to look at yourself."

-Robert Kiyosaki, Author.

Overview:

During Quest 2, we'll begin planning our characters for *World of Warcraft* during this quest. This will be a very important decision. The choices you make when creating your [avatar](#) will determine your path in the world of [Azeroth](#), the fictional world where *WoW* takes place. You will learn about the [races](#) and [classes](#) of *World of Warcraft* and a bit about how they work. That way, you can choose the race and class that best suits you.

Challenges for this quest:

- Research the differences and similarities of the *races* of *World of Warcraft*.
 - Research the differences and similarities of the *classes* of *World of Warcraft*.
 - Create a Tavern Talk explaining your choices for race and class of your own character.
-





Quest 2: Challenges

Tavern Talk - A Huge Decision...

By now you should have studied race and class options in the player guides your teacher distributed to you. You may also use the following websites for additional information:

- Races - <http://www.wowwiki.com/Race>
- Classes - <http://www.wowwiki.com/Class>

This is a very important decision, because it will determine your path in Azeroth.

Once you have made your selection of race and class, start a new discussion to tell us what you've selected and why. This may also be a good time to think about your character's name.

(This challenge is worth 250 XP.)





Quest 2: Lore and Legend

During this quest you are responsible for reading chapter 2 of the *The Hobbit*. Ensure that you complete all required steps of the Literature Circle this week, and complete a Literature Circle Evaluation form for each member of your group. These forms should be submitted to your Lorekeeper through the course messaging service.

While reading this week, contemplate the following essential questions:

How do the decisions and actions of characters reveal their personalities?

How can a person's decisions and actions change his/her life?

Quest 2:

In this chapter Bilbo wrestles with feelings of inadequacy. How does this relate to your short time in this class?

How did Bilbo escape from the trolls? How did he feel?

(This challenge is worth 350 XP.)





Quest 3: Instructor's Notes

Begin with a discussion on name choice. Explain to students that we are on a role play server and why some names are acceptable and why others are not. Also explain to them why this is a very important choice for their character's identity.

- I have a simple test for whether names fit. It's called the Quest for Mount Doom Test. Most students have seen the Lord of the Rings films or at least have a basic understanding of what's involved. So, we use a sentence like this, "Gandalf, Frodo, Samwise, Aragorn, [INSERT PLAYER NAME HERE] set out from Rivendell on the quest for Mt. Doom." Does it fit? Try it with a name like "Taladar" and then with "Ikicksquirrels." Which is more believable?
- Walk students through the race, class, and name selection.
- The only limitation is the choice of Alliance races for overall logistics reasons.
- Students spend the rest of the time in world learning the basics of movement and communication and completing starting quests.

In the "Say Cheese" assignment, walk students through the process of capturing a screenshot, cropping it in GIMP, and uploading it to the course.





Quest 3: Standards Addressed

Common Core Standards

<http://www.corestandards.org/>

English Language Arts Standards » Writing » Grade 8

Text Types and Purposes

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (Tavern Talk - Say Cheese!)

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Production and Distribution of Writing

6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (Tavern Talk - Say Cheese!)





Quest 3: Online Resources

GIMP Photo Editing Tutorials - <http://www.gimp.org/tutorials/>

Baby Names At Parents Connect - <http://babynamesworld.parentsconnect.com/>

The Art of Fantasy Names - <http://pacejmiller.wordpress.com/2009/03/01/the-art-of-fantasy-names/>





Quest 3: What Is Your Name? - Overview



"Tigers die and leave their skins; people die and leave their names."

-Japanese Proverb

Overview:

What's in a name? Why is a hero's name one of his or her most valuable possessions? The final stage of creating your *World of Warcraft* character is choosing a name for the character. This is not as easy as you may think. Once chosen, your name can define you. It is part of you. In this quest you'll read

some websites about choosing and creating fantasy names.

In addition, you'll learn some basics of photo editing using GIMP. You'll learn how to capture a screenshot (or picture) of your *World of Warcraft* character, how to crop it, and how to make it your picture in the Moodle.

Challenges for this quest:

- Create your first *World of Warcraft* character.
 - Choose a race, class, and name for your character.
 - Learn how to take a screenshot from the game.
 - Learn how to crop and re-size your images.
 - Learn how to attach an image to a forum post.
-





Quest 3: Challenges

Adventures in Azeroth - Character Creation

To earn experience points for this challenge, complete the following:

- Choose a race for your *World of Warcraft* character.
- Choose a class for your *World of Warcraft* character.
 - Choose your character's appearance.
- Choose a suitable name for your *World of Warcraft* character.

(This challenge is worth 250 XP.)

Tavern Talk - Say Cheese!

By now you've created your first *World of Warcraft* character. You've chosen your race and class, and more importantly, you've chosen your name.

Now it's time to smile for the camera!

Work with your Lorekeeper to take a screenshot, to crop the image, and to resize the image.

Then, post your image in the forum for this assignment.

In addition, tell us your character's name and why you chose it.

(This challenge is worth 250 XP.)





Quest 3: Lore and Legend

During this quest you are responsible for reading chapter 3 of the *The Hobbit*. Ensure that you complete all required steps of the Literature Circle this week, and complete a Literature Circle Evaluation form for each member of your group. These forms should be submitted to your Lorekeeper through the course messaging service.

While reading this week, contemplate the following essential questions:

How do the decisions and actions of characters reveal their personalities?

How can a person's decisions and actions change his/her life?

Quest 3:

Why is Rivendell hidden?

Why do you think the Last Homely House has this name?

(This challenge is worth 350 XP.)





Quest 4: Instructor's Notes

In Quest 4 we'll tie in poetry by Robert Frost to the idea of decision-making and how that's an important aspect of every hero's journey. In the discussion, relate the poem to both real-life experiences (as students will do in the Hero's Journal for this quest) and to the importance of race/class choices in *WoW*.





Quest 4: Standards Addressed

Common Core Standards

<http://www.corestandards.org/>

English Language Arts Standards » Reading: Literature » Grade 8

Key Ideas and Details

2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (Hero's Journal - The Path Ahead)
 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (Hero's Journal - The Path Ahead)
-





Quest 4: Online Resources

The Road Not Taken by Robert Frost (audio) - <http://www.poets.org/viewmedia.php/prmMID/15717>





Quest 4: Choosing a Path - Overview



"Two roads diverged in a wood, and I-- I took the one less traveled by, And that has made all the difference."

-Robert Frost, *The Road Not Taken* from *Mountain Interval*

Overview:

Your journey lies ahead of you and every choice you make will determine your future. Even the smallest choices can have a big impact on your future.

By now you've already made some big decisions. You've chosen your race and class and you've chosen a name for yourself. These are just the first of many future decisions you'll be making. Heroes are faced with choices all the time, and they're not always easy. Remember, your choices will determine your destiny. In this quest you'll be reflecting on what it means to make choices. We'll also read a famous poem by Robert

Frost called *The Road Not Taken* and talk about what the poem means to you.

Challenges for this quest:

- Read Robert Frost's *The Road Not Taken*.
- Write about a real-life choice you've made in your journal.





Quest 4: Challenges

Hero's Journal – The Path Ahead



Robert Frost's poem *The Road Not Taken* talks about the choices we make in life. Have you ever had a tough decision to make? What was it? How did it turn out?

In your journal, write a paragraph or two and tell us about it.

Remember, you will be awarded experience points based on the journal rubric.

(This assignment is worth 500 XP.)





Quest 4: Lore and Legend

During this quest you are responsible for reading chapter 4 of the *The Hobbit*. Ensure that you complete all required steps of the Literature Circle this week, and complete a Literature Circle Evaluation form for each member of your group. These forms should be submitted to your Lorekeeper through the course messaging service.

While reading this week, contemplate the following essential questions:

How do the decisions and actions of characters reveal their personalities?

How can a person's decisions and actions change his/her life?

Quest 4:

Should the people of Lake-town welcome the dwarves to their town?

(This challenge is worth 350 XP.)





Quest 5: Instructor's Notes

Quest 5 begins our focus on the hero's quest. In this quest, our focus will be on in-game quests, analyzing them as we would any fictional writing, and setting the stage for learners to write their own quests to share with peers in the next quest.

Have students write the names of the 20 quests they've completed to earn XP for that challenge.

This quest is an opportunity to review common elements of fiction.





Quest 5: Standards Addressed

Common Core Standards

<http://www.corestandards.org/>

English Language Arts Standards » Reading: Literature » Grade 8

Key Ideas and Details

2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (Hero's Journal - The Path Ahead)

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (Hero's Journal - The Path Ahead)





Quest 5: Online Resources

WoWHead.com – Quest Database - <http://www.wowhead.com/>

WoWiki.com - <http://www.wowwiki.com>

The Elements of Fiction – from Read, Write, Think -

<http://www.readwritethink.org/files/resources/interactives/lit-elements/overview/>





Quest 5: What Is Your Quest? – Overview



"The quest for riches darkens the sense of right and wrong."

-Antiphanes - Greek Dramatist

Overview:

A hero's journey is often defined by helpful acts towards others. The hero sees these acts of kindness as personal missions, or quests, that allow him to demonstrate his courage,

commitment, and fortitude.

This week you will begin that voyage by starting in-game questing. Choose a favorite quest you're currently on or take on a new quest. Analyze it. Who are the characters/organizations involved? What's the overall goal? Why does the NPC want you to do this (motivations)? Is there a moral choice involved? What's the reward?

When analyzing a quest, it is important to realize that they often exhibit the same elements of fiction you use to study literature: character, setting, plot, conflict, point of view, and theme. You can review these at <http://www.readwritethink.org/files/resources/interactives/lit-elements/overview/>.

After completing your analysis, it is time for you create your own quest and help your peers with their quest. Will your courage fail you, or will you rise to the challenge?

Challenges for this quest

- Complete twenty quests in game.
- Identify a real life quest from your past in your journal.
- Choose a single quest to analyze.
 - Pick out the key elements of fiction in the quest.
 - Write about the quest and its elements in the course forum.





Quest 5: Challenges

Adventures in Azeroth - Complete 20 Quests

By the end of the week, you should complete at least 20 in-game quests. Once you have done this, open your achievement window, find your stats for total quests completed, and show your instructor.

(This challenge is worth 250 XP.)

Hero's Journal - A Real Life Quest

Azeroth isn't the only place you will find quests. Think of a real life quest that you have experienced and reflect on it in your journal. Were you successful in completing your task? What was your reward? Remember, not all quests have extrinsic (physical) rewards.

(This challenge is worth 500 XP.)

Tavern Talk - Quest Analysis

Describe the quest that you chose from the game. Who are the NPC's? What is the purpose of the quest? What rewards will you receive for completing the quest? What challenge/conflict will you overcome to complete the quest? What is the setting of the quest? How long did it take you to complete the quest?

(This challenge is worth 250 XP.)





Quest 5: Lore and Legend

During this quest you are responsible for reading chapter 5 of the *The Hobbit*. Ensure that you complete all required steps of the Literature Circle this week, and complete a Literature Circle Evaluation form for each member of your group. These forms should be submitted to your Lorekeeper through the course messaging service.

While reading this week, contemplate the following essential questions:

How do the decisions and actions of characters reveal their personalities?

How can a person's decisions and actions change his/her life?

Quest 5:

How does Bilbo's conflict with Gollum relate to your modern understanding of competition?

(This challenge is worth 350 XP.)





Quest 6: Instructor's Notes

In Quest 6, our heroes will try writing their own quests. Guide them through this process to ensure that the quest isn't too easy and not too hard. The quest should have a clear goal, be written in understandable language, and have some sort of tangible reward. It might be valuable to review the quests analyzed in Quest 5.

Once written (and reviewed), have them work with peers to complete each others' quests.





Quest 6: Standards Addressed

Common Core Standards

<http://www.corestandards.org/>

English Language Arts Standards » Reading: Literature » Grade 8

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently. (Adventures in Azeroth - A Friend in Need)

English Language Arts Standards » Writing » Grade 8

Text Types and Purposes

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (Tavern Talk - ...10 Rats Writing Your Own Quest).

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style.
-





Quest 6: Online Resources

Quest Writing – MMOre Insight - <http://mmoreinsight.wordpress.com/category/quest-writing/>

Blizzard Creative Writing Contest Examples - <http://us.blizzard.com/en-us/community/contests/writing/>

Job Description – Quest Writer – Bethesda Softworks - http://www.bethsoft.com/eng/links/job_102609_questdsgnr.html

Writing The Hero Quest: A Resource for Teachers - <http://www.hhs.helena.k12.mt.us/Teacherlinks/OConnorj/writeheroquest/WritingHeroQuest.html>





Quest 6: The Quest Giver – Overview



"Man cannot discover new oceans unless he has the courage to lose sight of the shore."

-Andre Gide, French Writer

Overview:

By now, you have embarked on several quests. These quests are beginning to define you as a hero. They shape you and form your reputation in the mind of those you help.

Now that you have completed several quests in the game and have analyzed them, it is time for you to create your own quest and help your peers with their personal quests. Will your courage fail you, or will you rise to the challenge?

Challenges for this quest:

- Create your own quest and post it in the forum.
 - Complete two peer quests in game.
 - Reply to at least two peer quests in the forum.
-





Quest 6: Challenges

Tavern Talk - ...10 Rats (Writing Your Own Quest)

Now it's time for you to take on the role of the quest giver and write your own quest. Think about the quests you've already completed or are currently working on in the game. Write a quest that one of your classmates will complete. It should include the elements you studied earlier this week and should be realistic. Will you have them collect 20 wolf pelts? Will they be required to travel to a nearby village and buy water for you? Why do you want them to do this? These are things you should include in your quest.

Of course, the person taking the quest should receive a reward from you, too. What will you give them for completing the quest? Money? Clothing? A magical potion? Be sure you have the reward to give them!

If you successfully write your quest and a classmate successfully completes it, you will receive both Challenge XP and real world loot!

(This challenge is worth 250 XP.) + real-world loot if both parts are completed!

Adventures in Azeroth - A Friend in Need

Students will complete one peer quest in-game. They will be rewarded as described in the quest by their peer. They should then comment on the quest in the forums "Tavern Talk: ...10 Rats" with a screenshot of the quest and its completion.

(This challenge is worth 250 XP.)





Quest 6: Lore and Legend

During this quest you are responsible for reading chapter 6 of the *The Hobbit*. Ensure that you complete all required steps of the Literature Circle this week, and complete a Literature Circle Evaluation form for each member of your group. These forms should be submitted to your Lorekeeper through the course messaging service.

While reading this week, contemplate the following essential questions:

How do the decisions and actions of characters reveal their personalities?

How can a person's decisions and actions change his/her life?

Quest 6:

Was it right for Bilbo to keep the ring secret?

If Gandalf is so powerful, why doesn't he just teleport all of the adventures to the mountain?

(This challenge is worth 350 XP.)





Quest 7: Instructor's Notes

In Quest 7 our focus shifts from the Hero as a lone adventurer to the need for working with fellow Heroes to achieve greater good. A critical component of success in *World of Warcraft* (and in the working world) is the ability to work successfully with a team. That's what we begin to address in Quest 7.

It may be necessary to show learners how to form groups. It's up to you whether or not to address group balance (typically, one tank, one healer, and three DPS) or to let them discover that by trial and error.

Having students think and reflect about strategy, grouping, and completing group quests/dungeons will be a common theme throughout the course.

There is also a unique creative writing assignment based on the concept of the "one-sentence story." This may be new to students, so be sure to explain the concept. It should be a fun and light-hearted challenge.





Quest 7: Standards Addressed

Common Core Standards

<http://www.corestandards.org/>

English Language Arts Standards » Writing » Grade 8

Text Types and Purposes

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (Tavern Talk - Tall Tale).

- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
 - Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
 - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - Provide a conclusion that follows from and reflects on the narrated experiences or events.
-





Quest 7: Online Resources

WoW Screenshot Contest - <http://us.blizzard.com/en-us/community/contests/>





Quest 7: The Quest Giver – Overview



"If civilization is to survive, we must cultivate the science of human relationships - the ability of all peoples, of all kinds, to live together, in the same world at peace."

- Franklin D. Roosevelt

Overview:

Even the strongest of heroes often need help. In times of crisis they rely on the help of their friends, family, and peers to help them get through even the toughest and most dire situations.

During this quest, you'll be forming groups with other heroes in your class and questing together. You'll spend the first part of this quest in a random group, and another half in a group of your choosing. You should use your journal to reflect on communication, leadership, and benefits/problems that arise while working in a group. Which is better, forming your own group or a random group? Do you prefer one to the other? Was one more productive than the other, why?

Challenges for this quest:

- Try forming groups for questing (random and then one you choose).
- Discuss communication, leadership, and benefits/problems of groups in your Hero's Journal.





Quest 7: Challenges

Adventures in Azeroth - Teamwork Screenshot Contest

During this quest, your adventures in Azeroth will take you into dangerous territories. Your only chance at prevailing is to work as a team! To complete this quest, you need to take a screenshot of one of your most difficult accomplishments that requires teamwork.

Then, use a photo editor to add a caption explaining the photo. The caption should be a short one sentence summary of the events.

Finally, upload this photo here. Your Lorekeeper will announce winners at the end of the week. Winners will receive 25 bonus experience and an small prize.

If you need some ideas, take a look at the Robin Hood screenshot contest in the resources section.

(This challenge is worth 250 XP.)

Hero's Journal - It's Good to Have Friends

During this quest, you have had to work with others to complete in-game objectives. How does this relate to working with people in your real life? What are some of the benefits of cooperating with people? Is it ever difficult to be a part of a team? Give examples from your real life.

(This challenge is worth 500 XP.)

Tavern Talk - Tall Tale

During this quest you are adventuring with your fellow Heroes for the first time. These glories and even failures must be shared around the hearth.

Single Sentence Story:

Your group should start a story of your great deeds in this forum. There is one rule to this story telling, each member of the group can only write a single sentence at a time. Once a single member has posted a sentence, the next member will post a sentence bellow the previous post. This should continue on until your group has a completed story with a beginning, middle, and





end.

Note: Each group member should have at least 10 posts.

(This challenge is worth 250 XP.)





Quest 7: Lore and Legend

During this quest you are responsible for reading chapter 7 of the *The Hobbit*. Ensure that you complete all required steps of the Literature Circle this week, and complete a Literature Circle Evaluation form for each member of your group. These forms should be submitted to your Lorekeeper through the course messaging service.

While reading this week, contemplate the following essential questions:

How do the decisions and actions of characters reveal their personalities?

How can a person's decisions and actions change his/her life?

Quest 7:

How do our homes offer us sanctuary similar to Beorn's home in the book?

(This challenge is worth 350 XP.)





Quest 8: Instructor's Notes

Quest 8 introduces the concept of the guild. By now your learners may already be a part of the student guild. It is critical to give students a feeling of ownership of the student guild and part of that is defining the guild's mission statement.

Most students are probably not familiar with the concept of a mission statement or why organizations use them. Use this opportunity to introduce them with some associated discussion. Review the mission statements of several companies and organizations, especially your schools', Blizzard Entertainments', and others of the students' choosing. Have students rate them and identify common elements among them. Then, have students begin to draft one for the student player guild.

This is another great opportunity to encourage peer review.

In the Hero's Journal, our heroes will also reflect on their real-life experiences as they discuss where they fit in.





Quest 8: Standards Addressed

Common Core Standards

<http://www.corestandards.org/>

English Language Arts Standards » Writing » Grade 8

Text Types and Purposes

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (Tavern Talk - Mission Statement).

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.
-





Quest 8: Online Resources

Leadership Resources: Components of a Mission Statement -

<http://www.svcc.edu/UserMenu/current/studentactivities/leadership/components.html>

Mission Statement Component Worksheet -

http://www.iaff.org/et/JobAid/LHRC/Mission_statement_component_worksheet.htm

Blizzard Entertainment's Mission Statement - [http://eu.blizzard.com/en-](http://eu.blizzard.com/en-gb/company/about/mission.html)

[gb/company/about/mission.html](http://eu.blizzard.com/en-gb/company/about/mission.html)





Quest 8: Resource – Sample Mission Statements (from various websites)

The following are some examples of mission statements from around the world. Below those are some resources to help you get started writing a guild mission statement.

Blizzard Entertainment: "Dedicated to creating the most epic entertainment experiences...ever."

Apple: "Apple ignited the personal computer revolution in the 1970s with the Apple II and reinvented the personal computer in the 1980s with the Macintosh. Today, Apple continues to lead the industry in innovation with its award-winning desktop and notebook computers, OS X operating system, and iLife and professional applications. Apple is also spearheading the digital music revolution with its iPod portable music players and iTunes online music store."

Cape Fear Middle School: "Cape Fear Middle School is a place where we make everyone feel safe and welcome in order to achieve excellence."

Aflac: "To combine aggressive strategic marketing with quality products and services at competitive prices to provide the best insurance value for consumers."

Avon: "The Global Beauty Leader We will build a unique portfolio of Beauty and related brands, striving to surpass our competitors in quality, innovation and value, and elevating our image to become the Beauty company most women turn to worldwide. The Women's Choice for Buying We will become the destination store for women, offering the convenience of multiple brands and channels, and providing a personal high touch shopping experience that helps create lifelong customer relationships. The Premier Direct Seller We will expand our presence in direct selling and lead the reinvention of the channel, offering an entrepreneurial opportunity that delivers superior earnings, recognition, service and support, making it easy and rewarding to be affiliated with Avon and elevating the image of our industry. The Best Place to Work We will be known for our leadership edge, through our passion for high standards, our respect for diversity and our commitment to create exceptional opportunities for professional growth so that associates can fulfill their highest potential. The Largest Women's Foundation We will be a committed global champion for the health and well-being of women through philanthropic efforts that eliminate breast cancer from the face of the earth, and that empower women to achieve economic independence. The Most Admired Company We will deliver superior returns to our shareholders by tirelessly pursuing new growth opportunities while continually improving our profitability, a socially responsible, ethical company that is watched and emulated as a model





of success."

Ford Motor Company: "We are a global family with a proud heritage passionately committed to providing personal mobility for people around the world."

Microsoft: "At Microsoft, we work to help people and businesses throughout the world realize their full potential. This is our mission. Everything we do reflects this mission and the values that make it possible."

Nike: "To Bring Inspiration and innovation to every athlete in the world."

Walt Disney: "The mission of The Walt Disney Company is to be one of the world's leading producers and providers of entertainment and information. Using our portfolio of brands to differentiate our content, services and consumer products, we seek to develop the most creative, innovative and profitable entertainment experiences and related products in the world."





Quest 8: Something Bigger Than Myself – Overview



"Individual commitment to a group effort - that is what makes a team work, a company work, a society work, a civilization work."

- Vince Lombardi

Overview:

Often times, adversity brings groups so close together that they form a bond that lasts far beyond any immediate threat. These groups form a community that acts as an extended family, providing direction, assistance, and guidance. In

online games, such groups are often called guilds.

During this quest, our class will form a guild. What does it mean to be in a guild? Why join a larger group? Write a mission statement for the guild.

Challenges for this quest:

- Write a guild mission statement.
 - Vote on guild mission statement.
 - Introduction to guild webpage and forums.
-





Quest 8: Challenges

Hero's Journal - Where do I fit in?

During this quest, you are attempting to define the purpose of the guild. The guild is the group that you belong to and will be associated with for the rest of this class. Groups play important parts in your life, from extracurricular activities to the group of friends you hang out with after school.

What groups do you belong to in real life? Discuss these groups in your journal this week. Do they provide meaning and purpose to your life? What do you get from belonging to these groups? Does it have rules? Can you be kicked out of the group, how?

(This challenge is worth 500 XP.)

Tavern Talk - Mission Statement

In this quest you will be drafting a mission statement for our guild. A mission statement is a short piece of writing that describes the main purpose of a business or organization. In this case, you are trying to describe the main purpose of our guild. Before you begin, think about why guilds have developed for games. What purpose do they provide to individuals within games? How is our guild different from most guilds? Your mission statement should include: 1. The purpose of the guild. 2. The guild's primary members. 3. Responsibilities of the guild to its members. 4. The services provided by the guild to its members. Your mission statement should be no longer than a paragraph in length. After you have completed your mission statement, comment on at least two other mission statements.

(This challenge is worth 250 XP.)

IRL - Sign Up For Guild Website and Forums

To earn XP for this challenge, visit the guild website. With assistance from your Lorekeeper, set up an account and visit the forums. You may even wish to introduce yourself to your fellow guild mates from around the world.





(This challenge is worth 200 XP.)





Quest 8: Lore and Legend

During this quest you are responsible for reading chapter 8 of the *The Hobbit*. Ensure that you complete all required steps of the Literature Circle this week, and complete a Literature Circle Evaluation form for each member of your group. These forms should be submitted to your Lorekeeper through the course messaging service.

While reading this week, contemplate the following essential questions:

How do the decisions and actions of characters reveal their personalities?

How can a person's decisions and actions change his/her life?

Quest 8:

How do you think the dwarves attitude toward Bilbo has changed at the end of chapter 8?

(This challenge is worth 350 XP.)





Quest 9: Instructor's Notes

Quest 9 emphasizes that heroes require not only strength but also sharp thinking. This quest provides learners with an opportunity for creative writing in the form of a poetic riddle and the chance to engage the player community on their server with what will probably be an unexpected role play experience.

Provide assistance to students as they create their poetic riddles and encourage them to engage in peer review in the Tavern Talk where they'll be writing them.

Once they've created their riddles and are ready to perform them, have them travel to a small town (like Goldshire) or a capital city, find a tavern, or a populated area, and challenge players to answer their riddle. Recommend to them to monitor and take only "Say" answers, accepting the first correct answer and rewarding the player with the announced reward. If you wish to supply the students with money to use as a reward, feel free to do so.

Remind them to capture screenshots throughout the event to be uploaded to Animoto. Once they've created and previewed their Animoto video, have them copy the link and paste it in the appropriate Tavern Talk to share with their fellow Heroes.





Quest 9: Standards Addressed

Common Core Standards

<http://www.corestandards.org/>

English Language Arts Standards » Writing » Grade 8

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (Tavern Talk - Write Your Riddle!)

6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (IRL - Share The Link To Your Animoto Video)

Vocabulary Acquisition and Use

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g. verbal irony, puns) in context.
 - Use the relationship between particular words to better understand each of the words.
 - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).
-





Quest 9: Online Resources

Animoto - <http://animoto.com/>

Writing Riddle Poems – Read, Write, Think -

<http://www.readwritethink.org/files/resources/interactives/riddle/>





Quest 9: Sharp in Wit – Overview



"A writer is someone who can make a riddle out of an answer."

-Karl Kraus, Austrian Writer

Overview:

When we think of heroes, we often think of mighty warriors who accomplish great feats of strength, however there's much more to a successful hero than just muscle and might. A true hero must also possess a sharp wit. They must use their minds because most challenges require much more than strength alone.

Sometimes heroes engage in battles against foes (and sometimes each other). These battles, however, are not fights with swords and magic, but simple a battle of wits.

A riddle contest is a common sight in taverns along the road to adventure as heroes engage in these friendly challenges. Are you sharp in wit? Will you challenge your fellow heroes with a riddle of your own?

Challenges for this quest:

- Research poetic riddles.
 - Write your own poetic riddle related to the game world.
 - Challenge your fellow *World of Warcraft* players to answer your poetic riddle.
 - Create an Animoto video to share the experience.
-





Quest 9: Challenges

Tavern Talk - Write Your Riddle!

It's time to write your own poetic riddle to challenge the locals to a test of wit! Use the resources given to you about writing riddle poems to draft your riddle poem.

Use the Tavern Talk associated with this challenge to write your poetic riddle. Be sure to get feedback from your Lorekeeper and your fellow Heroes.

(This challenge is worth 250 XP.)

Adventures in Azeroth - Riddle Me This...

The heroes with the most keen intellect and sharp wits could make a living simply out of riddle contests, often performing for kings and queens!

However, you are not ready for royalty; instead, you will start small by picking the nearest populated town. Then, start announcing that you are having a riddle contest. You should offer 1 copper to any player that can answer your riddle. Note: make sure that you honor this reward.

As you are having your contest, capture 10 - 15 screenshots of the event. Capture the moments of your performance and people answering your riddles.

After you have taken your screenshots, you are going to use [Animoto](#) to create a short 30 second video of your first adventures as a master of riddles.

The first person to upload their video of a person answering their riddle to the forum will receive a special reward!

If you need assistance using Animoto, your Lorekeeper can help.

(This challenge is worth 250 XP.)





IRL - Share the Link To Your Animoto Video

To earn XP for this challenge, post a link, in the tavern talk, to the Animoto video you created of your in-game riddle challenges.

(This challenge is worth 500 XP.)





Quest 9: Lore and Legend

During this quest you are responsible for reading chapter 9 of the *The Hobbit*. Ensure that you complete all required steps of the Literature Circle this week, and complete a Literature Circle Evaluation form for each member of your group. These forms should be submitted to your Lorekeeper through the course messaging service.

While reading this week, contemplate the following essential questions:

How do the decisions and actions of characters reveal their personalities?

How can a person's decisions and actions change his/her life?

Quest 9:

What do you think it would be like to be invisible for a long period of time around people that you could not socialize or interact with?

(This challenge is worth 350 XP.)





Quest 10: Instructor's Notes

Quest 6 was created in response to in-game events leading up to the *Cataclysm* expansion, released on December 7th, 2010. Though a one-time event, it could serve as a model for other in-game or "live" events, even holiday events.

Part 1

- Students need to begin working through the *Cataclysm* event quests in Stormwind and elsewhere in the world. They are encouraged to take notes on the storyline for use later.
- Show the *Cataclysm* cinematic trailer: <http://www.youtube.com/watch?v=Wq4Y7ztznKc>
- Students should select an in-world character from whose point-of-view they'll be Tweeting. They should research that character on WoWpedia or other online resources. Encourage a variety of NPC selections. It can be interesting to consider the world from a relatively unknown character's point-of-view.
- Students should capture and graphically edit a screenshot of their chosen NPC to use for their Twitter account. Post these to the appropriate forum.
- Discuss the etiquette, function, and purpose of Twitter. "Text messaging for the web" is a good analogy. Demonstrate Twitter using Tweetdeck or another Twitter client.
- Students should craft their first Tweet from their NPC's point-of-view regarding the events that are taking place. These should all be in-character, but can be silly or serious. These should be posted in the appropriate forum. Provide them with feedback. Use a common hashtag so student Tweets are easily searchable.
- Students should continue working, in-game, to progress through the quests for the *Cataclysm* event.

Part 2:

- Students should log into Twitter or a client and type their finished first Tweet. Look over it before they submit it. Show them how to conduct a Twitter search for the classes' tweets.
- This is a good time to warn them of spammers and online safety. They may have followers and comments that are inappropriate. Discuss these and how/why we should deal with it.





Part 3:

- Have students search and read each others' tweets via the hashtag. Teach them about Mentions (@) and how to respond to each other. Remind them to stay on topic and in-character.
- For this second Tweet, check it before they submit it. Eventually, they can go without this.
- Students should continue progressing through in-world quests and/or advancing their character.
- This may be a good point to encourage your own Twitter network to engage the students and ask them questions via Twitter about the events they're reporting on.

Part 4:

- Notice and encourage any particularly good/interesting Tweets that emerge. Encourage students to read all new messages and engage each other, in-character, using Twitter.
 - If students have received any credible mentions from outside the course at this point, teach them how to properly respond, though they must remain in-character.
 - Students may continue advancing through event quests or others in-game.
-





Quest 10: Standards Addressed

Common Core Standards

<http://www.corestandards.org/>

English Language Arts Standards » Reading: Informational Text » Grade 8

7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. (IRL - Practice Tweets)

English Language Arts Standards » Writing » Grade 8

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (IRL - Practice Tweets)

5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (IRL - Practice Tweets)

6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (IRL - Practice Tweets)

English Language Arts Standards » Language » Grade 8

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (IRL - Practice Tweets)

- Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- Form and use verbs in the active and passive voice.
- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- Recognize and correct inappropriate shifts in verb voice and mood.*





2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (IRL - Practice Tweets)

- Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
 - Use an ellipsis to indicate an omission.
 - Spell correctly.
-





Quest 10: Online Resources

WoWWiki Cataclysm Page - <http://www.wowpedia.org/Cataclysm>

Cataclysm Cinematic Trailer - <http://www.youtube.com/watch?v=Wq4Y7ztznKc>

WoW Cataclysm – The Story So Far - <http://us.battle.net/wow/en/blog/1241416#blog>

An Educator's Guide To Twitter (Livebinder by Steven Anderson) -
<http://livebinders.com/play/play/34291>

Bubbl.us – Concept/Idea Mapping - <http://bubbl.us>





Quest 10 – Sharp in Wit – Overview



"Public calamity is a mighty leveler." -
Edmund Burke, British Statesman and
Philosopher

Overview:

Sometimes our journey can take an unexpected turn. Sometimes, just when the hero thinks they are near the end of their quest, another, more difficult challenge

presents itself.

During this quest, we are preparing for the events of the *Cataclysm* expansion. Everything you've learned and have seen thus far in the world of Azeroth is about to change. A long-dormant evil is stirring in the heart of the world and it will soon break loose changing everything.

How will you deal with this? How will it affect your journey?

Challenges for this quest:

- Special in-game quests are available that tell the story and set the stage for the *Cataclysm* expansion. You should complete these quests with your hero. You may wish to take notes about the story as you go.
- Select an NPC in the world. You will tell the real world about the events unfolding in the game from this character's point-of-view.
- Practice your photo-editing skills as you capture a screenshot of your selected NPC and edit it for use with Twitter.
- Create and publish your first set of "Tweets" from your NPC's point of view. We will continue telling the story from these characters' points of view over the coming weeks.
- Create an image that explains the plot line of the *Cataclysm* events.





Quest 10: Challenges

IRL - Practice Tweets

You will create a number of practice Tweets related to this challenge and have them proofread by your fellow Heroes and your Lorekeeper. This is to make sure you "get the hang" of Twitter and how tweets work. After our first few tweets, you can post your messages directly without posting them here first.

(This challenge is worth 250 XP.)

IRL - Post Your Twitter Avatars

For this challenge take a screenshot of your selected Twitter NPC, edit it, and post it here. Your Lorekeeper will assist you in adding it to the Twitter profile.

(This challenge is worth 200 XP.)

Adventures In Azeroth - Cataclysm Quest Chain Plot Line

You are tasked with helping Stormwind and Ironforge combat the coming Cataclysm. You must complete the series of Cataclysm quests and then take notes on the quests. After you have finished the quests, use The Gimp or <http://bubbl.us> to create a plot line of the setting, characters, events, and conflict leading up to the Cataclysm. Then, upload the image file of your plotline here.

(This challenge is worth 250 XP.)





Quest 10: Lore and Legend

During this quest you are responsible for reading chapter 10 of the *The Hobbit*. Ensure that you complete all required steps of the Literature Circle this week, and complete a Literature Circle Evaluation form for each member of your group. These forms should be submitted to your Lorekeeper through the course messaging service.

While reading this week, contemplate the following essential questions:

How do the decisions and actions of characters reveal their personalities?

How can a person's decisions and actions change his/her life?

Quest 10:

Should the people of Lake-town welcome the dwarves to their town?

(This challenge is worth 350 XP.)





Quest 11: Instructor's Notes

Quest 11 focuses on the learner's understanding of talent specialization in *World of Warcraft*. Not only is this an opportunity for them to consider how they will specialize their own characters but it encourages a deeper understanding of player classes and talents as they connect those concepts to what they're reading in *The Hobbit*.

Additionally, this quest gives learners an opportunity to explore standardized citations and argumentative writing as they make their case for the class of chosen *Hobbit* characters.

As students post their writing in the Tavern Talk, encourage peer review and also help students understand proper formatting, and why that's important.





Quest 11: Standards Addressed

Common Core Standards

<http://www.corestandards.org/>

English Language Arts Standards » Writing » Grade 8

7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (Tavern Talk - Taking the Hobbits to Azeroth...)
 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (Tavern Talk - Taking the Hobbits to Azeroth...)
 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. (Tavern Talk - Taking the Hobbits to Azeroth...)
 - Apply *grade 8 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). (Tavern Talk - Taking the Hobbits to Azeroth...)
-





Quest 11: Online Resources

The Purdue Online Writing Lab - <http://owl.english.purdue.edu/>

The WoWWiki Class Page - <http://www.wowwiki.com/Class>

Talent Calculator (WoWHead) - <http://www.wowhead.com/talent>

They're Taking The Hobbits To Isengard - <http://www.youtube.com/watch?v=uE-1RPDqJAY>





Quest 11: The Will and the Skill - Overview



"A round man cannot be expected to fit in a square hole right away. He must have time to modify his shape."

- Mark Twain

Overview:

Heroes have different skills. Superman can fly and is super strong, while Batman has fancy gadgets and keen, detective skills. While not every hero has the same skill set, all heroes strive to perfect their strengths through hard work and experience. What skills does your character possess?

During this quest you should choose your individual characters talents and specialization. To prepare you for this important decision, you will first choose a character out of *The Hobbit* to use as a muse for your talent tree and specialization research.

Once you have chosen a character, such as Thorin, you will select what class he would be if he was thrown into the *World of Warcraft* game. You will then pick the characters talent tree and skill specialization and defend why you think this is fitting for the character.

Doing things like this is what gamers call "theorycrafting." After completing this theorycraft, you will choose your character's talent tree and research character specialization. Choose a talent specialization recommended by another player on [Wowpedia](#) or [WoW Wiki](#). Argue the pros/cons of that specialization. Are you a healer, tank, or DPS class? How does your specialization help you to be more effective in-game. Cite your source.

Challenges for this quest:

- Research character specialization.
- Create a game character version of a character from *The Hobbit*.
- Use MLA format to cite the source of your specialization.
- Choose a talent specialization and post it in the forum.
- Respond to two peer specializations with comments and suggestions.
- Discuss your real life specialization in your journal.





Quest 11: Challenges

Hero's Journal - Who am I?

In this quest we are discussing character specialization and skills. Just like our in-game characters, we each possess a skill set that is unique. Our strengths and weaknesses determine not only what we are good at, but how we can assist others.

What are your strengths and weaknesses? Are you good academically? Do you excel in a sport? Describe the qualities and traits that make you unique. How do these skills help others?

(This challenge is worth 500 XP.)

Tavern Talk - Taking the Hobbits to Azeroth...

Choose a character from *The Hobbit* to use for this research project. What class would that character be in the *World of Warcraft* game? What specific skills would they possess?

Go to [Wowpedia](#) or [WoW Wiki](#) and research the classes and specializations to see what would be the best fit for your novel character. Select one quote from the class section that defends your choice of this class. This quote should be documented in this tavern talk using MLA citation rules for in-text citation. In addition, you should provide a Works Cited section at the end of your forum post. These rules can be found on the [Purdue Online Writing Lab](#).

You should also find one example from the book that defends your choice of the character's class or skill choice. This example will also be cited in your forum post.

After you have completed your research, go to the [WoW Armory Talent Calculator](#) to generate a talent specialization for your literary figure. You should get the link from this specialization to post on the forum.

Once you have finished gathering your research and developed your character's talent tree on the WoW Armory, it is time to construct your forum post. This post should follow all guidelines outlined in the rubric. In addition, you should be sure to give your chosen character's name, a link to your character's tree specialization, two in-text citations, and a work cited section that have bibliography information for both of your in-text citations.





(This challenge is worth 250 XP.)





Quest 11: Lore and Legend

During this quest you are responsible for reading chapter 11 of the *The Hobbit*. Ensure that you complete all required steps of the Literature Circle this week, and complete a Literature Circle Evaluation form for each member of your group. These forms should be submitted to your Lorekeeper through the course messaging service.

While reading this week, contemplate the following essential questions:

How do the decisions and actions of characters reveal their personalities?

How can a person's decisions and actions change his/her life?

Quest 11:

How do you think Bilbo feels if he overhears what the dwarves are saying about him?

(This challenge is worth 350 XP.)





Quest 12: Instructor's Notes

Quest 12 is an opportunity for learners to explore, in depth, the history, lore, and legend surrounding the capital cities in *World of Warcraft*. These cities play an important role in the storyline but also as functional centers for player activity.

As students conduct online research and write about their favorite capital city, support them as they continue to practice writing citations in MLA format.





Quest 12: Standards Addressed

Common Core Standards

<http://www.corestandards.org/>

English Language Arts Standards » Language » Grade 8

Conventions of Standard English

- 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Hero's Journal - Home Sweet Home)
- Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- Form and use verbs in the active and passive voice.
- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- Recognize and correct inappropriate shifts in verb voice and mood.*
- 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Hero's Journal - Home Sweet Home)
- Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- Use an ellipsis to indicate an omission.
- Spell correctly..

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Hero's Journal - Home Sweet Home)
- Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
-





Quest 12: Online Resources

Stormwind City – WoWiki - http://www.wowwiki.com/Stormwind_City

Ironforge – WoWiki - <http://www.wowwiki.com/Ironforge>

Darnassus – WoWiki - <http://www.wowwiki.com/Darnassus>





Quest 12: Civilization and Society - Overview



"The ache for home lives in all of us, the safe place where we can go as we are and not be questioned."

- Maya Angelou

Overview:

All heroes need a home. In *The Hobbit*, Bilbo's home is Bag End in Hobbiton. Hobbiton is part of the Shire, the home of all Hobbits of Middle Earth. Throughout the story,

this home plays a huge role in the motivation of Bilbo. Whether a hero's home provides him comfort on a long adventure, is a reason for him to struggle to finish his quest, or is a place that he vows to defend, a hero is invested in his home.

This week you will locate the capital cities in *World of Warcraft*. What is the role of cities in a civilization? What are the benefits? Drawbacks? Choose a capital city. What does that city represent for the race(s) that call it home? What is its history? Remember: if you get information from an online source, you must cite that source using MLA format.

Challenges for this quest:

- Choose and research a capital city.
- Find your favorite spot in your chosen capital city, capture a screenshot, and share it with your fellow Heroes.
- Write a journal entry about your capital city.





Quest 12: Challenges

Adventures in Azeroth - My Favorite Spot

For this challenge, all you need to do is visit your favorite capital city. Spend some time exploring it. Is there one spot that you like better than others? Capture a screenshot of your favorite spot and add it to the Tavern Talk for this challenge. In a few sentences, explain what it is that you like about this spot.

(This challenge is worth 250 XP.)

Hero's Journal - Home Sweet Home

This week we are discussing the impact of homes and town on characters in a story. For this journal, you should think about your own home. How does it impact you? Is your home a place of security and stability, or do you want to escape your home to find yourself?

The nature of this reflection is very personal. You are not required to post anything that you do not feel comfortable sharing with your instructor.

(This challenge is worth 500 XP.)





Quest 12: Lore and Legend

During this quest you are responsible for reading chapter 12 of the *The Hobbit*. Ensure that you complete all required steps of the Literature Circle this week, and complete a Literature Circle Evaluation form for each member of your group. These forms should be submitted to your Lorekeeper through the course messaging service.

While reading this week, contemplate the following essential questions:

How do the decisions and actions of characters reveal their personalities?

How can a person's decisions and actions change his/her life?

Quest 12:

How would you feel walking to the end of the tunnel and seeing what Bilbo laid eyes upon?
Would you be greedy, scared, or brave?

Discuss the interaction between Bilbo and Smaug? What is Smaug's personality?

(This challenge is worth 350 XP.)





Quest 13: Instructor's Notes

In Quest 13 we revisit the concept of guilds, again, encouraging our learners to take ownership of the student player guild and to take a role in defining its structure.

Students should be encouraged to research the guild sites of different player guilds in *World of Warcraft* (or other games), looking closely at the guilds' structure and organization. In the appropriate Tavern Talk, students should propose a structure that they think would be ideal for managing a guild and then vote on their favorite proposal. The Lorekeeper can then take the steps necessary to establish this structure (as much as the game's mechanics allow) within the game.

Learners will also research a favorite historical leader and explain, in their Hero's Journal, why he/she is their favorite. This is a lead-in to the upcoming quest involving leadership roles within the student player guild.





Quest 13: Standards Addressed

Common Core Standards

<http://www.corestandards.org/>

English Language Arts Standards » Speaking & Listening » Grade 8

Comprehension and Collaboration

2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. (Tavern Talk - Follow the Leader)
 3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. (Tavern Talk - Follow the Leader)
-





Quest 13: Online Resources

Example Guilds:

Harbingers of Light - <http://harbingersoflight.com/>

Cognitive Dissonance - <http://cognitivedissonance.guildportal.com>

Alea Iacta Est – (one of *WoW*'s largest guilds) - <http://www.aie-guild.org/>

WoW Guild Recruitment Forums - <http://us.battle.net/wow/en/forum/1011639/>





Quest 13: A Leader among Men - Overview



"The ear of the leader must ring with the voices of the people."

- Woodrow Wilson

Overview:

Every organization, group, team, and guild has leaders. What is a leader? Do they boss people around, or inspire respect through their deeds and actions?

This week you are going to begin thinking about a structured guild organization and its leadership. If you were to organize the guild's leadership structure, how would you arrange it and why? What qualities should a leader have? Should there be a singular guild leader? Or, should you have a leadership team?

Challenges for this quest:

- Research government and leadership types.
 - Discuss the qualities of a good leader in your journal.
 - Post your ideas of the perfect guild structure in the forums.
 - Respond to two peer forum posts.
 - Vote on a guild structure.
-





Quest 13: Challenges

Hero's Journal - We All Need Role-Models

This week we are discussing leadership in-game and in *The Hobbit*. In your journal, discuss your favorite historical leader. It could be a president, military general, business man, or even a famous sports figure. Why do you think they make a good leader? What are their accomplishments? Lastly, explain why they are good role-models.

(This challenge is worth 500 XP.)

Tavern Talk - Follow the Leader

Get into groups of 3 - 5 students. Have a discussion on leaderships. Your group should have a group leader, group recorder, and a group researcher. The group leader's role is to record the group members, develop the group questions/arguments, and post the group discussion to the forums. The group recorder will write down notes from the group discussion and construct the group's forum post. Lastly, the group researcher will be responsible for recording and developing the online/book sources used during the guild discussion.

The groups should focus on a discussion that attempts to develop an overall structure and role of the class guild within the game. To begin this conversation, students should revisit their guild mission statements.

Consider some of the following questions:

How many leaders should the guild have?

How should these leaders make decisions?

What should be the role of a guild leader?

How will the guild leaders communicate with guild members?

How will you decide on who becomes a guild leader?

What will you do when disagreements arise?





The group's forum post should contain at least one outside quote from a reputable source. This in-text citation must follow MLA formatting rules.

(This challenge is worth 250 XP.)





Quest 13: Lore and Legend

During this quest you are responsible for reading chapter 13 of the *The Hobbit*. Ensure that you complete all required steps of the Literature Circle this week, and complete a Literature Circle Evaluation form for each member of your group. These forms should be submitted to your Lorekeeper through the course messaging service.

While reading this week, contemplate the following essential questions:

How do the decisions and actions of characters reveal their personalities?

How can a person's decisions and actions change his/her life?

Quest 13:

What could the gold and treasure symbolize other than monetary value?

Does greed play an important role in this chapter? Your life?

(This challenge is worth 350 XP.)





Quest 14: Instructor's Notes

Now that our learners have considered guilds, their mission, and their structure, Quest 14 gives them the opportunity to have a stake in the leadership of the guild.

Quest 14's primary goal is speech writing. Students will write a speech for a specific office in the guild. Have students review a handful of important historical speeches prior to writing. Students should submit their speech, electronically to their Lorekeeper for review. They should deliver their speech aloud either to the whole class or recorded on video.

Upon reviewing the students' speeches, allow students to vote for officers and make the appropriate rank changes within the student player guild.





Quest 14: Standards Addressed

Common Core Standards

<http://www.corestandards.org/>

English Language Arts Standards » Speaking & Listening » Grade 8

Presentation of Knowledge and Ideas

4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (IRL - Running for Office)

5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (IRL - Running for Office)

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (IRL - Running for Office)





Quest 14: Online Resources

Speechwriting – Scholastic - <http://teacher.scholastic.com/writewit/speech/index.htm>





Quest 14: One of the Elect - Overview



"Never neglect details. When everyone's mind is dulled or distracted the leader must be doubly vigilant."

- Colin Powell

Overview:

During this week, we will be holding guild office elections. Individuals will choose a guild office. Write a persuasive campaign speech for that office and post it in the forums. Ask a question of at least two other

candidates. Answer questions posed to you.

In addition, students will film their campaign speeches to be placed online.

Challenges for this quest:

- Watch videos on famous speeches.
- Select a guild office.
- Write a persuasive campaign speech and post it in the guild forums.
- Respond to two peers in guild forums.
- Vote on guild officers.





Quest 14: Challenges

Hero's Journal - The Pen is Mightier than the Sword

This week we are writing speeches and holding elections. Part of this requires research. While listening to famous speeches, chose one speech that really speaks to you. Discuss this speech in your journal.

Discuss the speaker and message of the speech. What makes the speaker a great orator? What is moving in the message? Does the speaker appeal to the listener's emotion, logic, or both? Why is this argument affective?

(This challenge is worth 500 XP.)

IRL - Running for Office (Speech)

For this activity, you will select one guild office to run for during the guild elections. You should create a persuasive speech that outlines why you should be chosen for the specific office. Your speech should be between 5 and 10 minutes in length.

Speech Checklist:

___ The beginning of my speech will get people's attention.

___ The speech focuses on a few reasons why I would be good for a specific guild leadership position.

___ I rehearsed my speech multiple times in front of a partner.

___ The end of my speech is powerful and exciting.

___ My speech is informational and applies to both sound logical and emotional reasoning.

(This challenge is worth 1505 XP.)





Quest 14: Lore and Legend

During this quest you are responsible for reading chapter 14 of the *The Hobbit*. Ensure that you complete all required steps of the Literature Circle this week, and complete a Literature Circle Evaluation form for each member of your group. These forms should be submitted to your Lorekeeper through the course messaging service.

While reading this week, contemplate the following essential questions:

How do the decisions and actions of characters reveal their personalities?

How can a person's decisions and actions change his/her life?

Quest 14:

What are the differences between Bard and the Master? What do you think of each of these characters?

(This challenge is worth 350 XP.)





Quest 15: Instructor's Notes

At this point many of your learners are likely to have already taken on a trade skill. Reaching Journeyman level (50) takes only minutes. Feel free to bump that up to the next level Expert (150) which still should not take long to achieve for most players. The key here is the interaction that takes place when they give something they've created to another player. This hits on the digital citizenship piece and the ideas about building a positive gaming community.

See <http://www.wowwiki.com/Profession> for more information about professions in the game.

As with any online interactions, monitor the students' progress. They may encounter positive or negative feedback. Use either as an opportunity to reflect either as individuals or as a whole class.

Again, this is an opportunity to build, support, and model positive online behaviors.





Quest 15: Standard's Addressed

Common Core Standards

<http://www.corestandards.org/>

English Language Arts Standards » Writing » Grade 8

Research to Build and Present Knowledge

8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (Tavern Talk - Giving Back)





Quest 15: Online Resources

WoWiki Professions Page - <http://www.wowwiki.com/Profession>

WoW Crafting Guide - <http://www.wow-professions.com/>





Quest 15: Bootstrapping It - Overview



"The best place to find a helping hand is at the end of your own arm."

-Swedish Proverb

Overview:

Some of the most successful heroes are the ones who don't wait for things to happen but rather make things happen.

Not all heroes are born rich, either. Sometimes the path of a hero involves hard work and sweat.

What will your hands produce? Maybe you'll craft your own armor. Perhaps you'll create a legendary sword. Will you create for yourself or for others? That choice is yours.

Challenges for this quest:

- Choose at least one trade skill in *World of Warcraft* and raise it to the Journeyman level.
 - Create at least one useful item with your skill and give it to a lower-level player you do not know.
 - Discuss this experience in your Hero's Journal.
-





Quest 15: Challenges

Adventures in Azeroth - A Journeyman

Choose a trade skill in *World of Warcraft*. You could choose Blacksmithing, Tailoring, Alchemy, or any of the other trade skills. Raise your skill level to the Journeyman level (50). To earn your XP for this challenge, simply show your Lorekeeper your progress.

(This challenge is worth 250 XP.)

Tavern Talk - Giving Back

Now that you have some skill in crafting, here's an opportunity for you to give back to your fellow adventurers. What you need to do is simple. Create a useful item. It could be armor, a potion, a weapon, or anything your particular crafting skill allows. Then, find someone of lower level (and who's not in your class) and offer the item to them to help them with their own journey.

Take a screenshot of this interaction and share any thoughts you have on the experience.

(This challenge is worth 250 XP.)





Quest 15: Lore and Legend

During this quest you are responsible for reading chapter 15 of the *The Hobbit*. Ensure that you complete all required steps of the Literature Circle this week, and complete a Literature Circle Evaluation form for each member of your group. These forms should be submitted to your Lorekeeper through the course messaging service.

While reading this week, contemplate the following essential questions:

How do the decisions and actions of characters reveal their personalities?

How can a person's decisions and actions change his/her life?

Quest 15:

Are the dwarves right, or do the men of Lake-town deserve part of the treasure?

Are those who work hard always rewarded with money? Is wealth an accurate representation of one's worth?

(This challenge is worth 350 XP.)





Quest 16: Instructor's Notes

This quest is simply another opportunity to develop team-building skills, leadership, and strategic thinking. By now, they should have the basics of dungeon-running down, and this is an opportunity for them to learn to work together, building on each others' skills and talents.

This may be a good opportunity to force new groups if students are falling into patterns of playing/grouping with the same classmates. That's up to you. Just remember, that a balanced group (tank, healer, 3 DPS) is still the best combination.

In their Hero's Journal, we want students to reflect on the group's use of strategy and what worked and what didn't.





Quest 16: Standards Addressed

Common Core Standards

<http://www.corestandards.org/>

5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (Hero's Journal - Working As A Team)





Quest 16: Online Resources

Group Roles in *World of Warcraft* – WoWWiki - http://www.wowwiki.com/Group_Roles

WoW Rookie: Forming a Group – Joystiq.com - <http://wow.joystiq.com/2008/03/03/wow-rookie-forming-a-group/>





Quest 16: Only As Strong As My Allies - Overview



"Talent wins games, but teamwork and intelligence wins championships."

-Michael Jordan

Overview:

Some say that a chain is only as strong as its weakest link. Can you accomplish more working together with your fellow heroes you could alone? In this quest you'll find out.

Challenges for This Quest:

- Form a group of at least three with your fellow heroes.
- Choose a dungeon or group quest that you all wish to complete together.
- In your Hero's Journal, discuss the experiences with your group. What parts do you think worked well and which did not?





Quest 16: Challenges

Adventures in Azeroth - United We Stand

Throughout your journey, we have stressed the value of teamwork. Heroes rarely "go it alone." Learning to work together is a huge challenge. In this challenge, that's what we're going to explore.

For this challenge, form a group with at least three of your fellow heroes. Choose a dungeon that you can each work together to complete. Complete it. To earn XP for this challenge, take a screenshot of the last boss that you work together to overcome. Post your screenshot in the tavern.

(This challenge is worth 250 XP.)

Hero's Journal - Working As a Team

You and your fellow heroes have delved deep into the heart of danger. You've braved the challenges of a dungeon. Tell us about the experience.

Did you and your group use any strategies?

What worked well? What didn't?

Do you feel you worked well with the group? Why or why not?

(This challenge is worth 500 XP.)





Quest 16: Lore and Legend

During this quest you are responsible for reading chapter 16 of the *The Hobbit*. Ensure that you complete all required steps of the Literature Circle this week, and complete a Literature Circle Evaluation form for each member of your group. These forms should be submitted to your Lorekeeper through the course messaging service.

While reading this week, contemplate the following essential questions:

How do the decisions and actions of characters reveal their personalities?

How can a person's decisions and actions change his/her life?

Quest 16:

What is the meaning of compromise, and why is it so important?

Think about Bilbo's actions. Can you think of any current event that relate to these events in the story?

(This challenge is worth 350 XP.)





Quest 17: Instructor's Notes

Quest 17 is a quest that will be another opportunity to bring out creativity in our Heroes through poetry. Feel free to have a brief review of poetry, its structure, and some popular examples, but don't spend a great deal of time front-loading the quest. If you have a favorite online resource for poetry, encourage students to explore it.

Allow students to choose any topic for their poem that they like, but since we'll be reciting them in-world (and hopefully to an audience) encourage them to keep it related to relevant topics (perhaps not the latest NFL game or why Corvettes are better than Mustangs).

As students post their first drafts in the Tavern Talk, provide them with feedback (particularly on spelling and grammar) and encourage the same from their fellow Heroes. Once they have a finished product, have them log into the game and macro it in sections.

When they are ready to "be the bard," reciting their poetry before a *World of Warcraft* audience, consider having them gather in a less crowded area of a capital city like Stormwind. Steps are a good choice because it allows a speaker to take an elevated position to their audience. Have the "audience" sit at the base of the steps as the current bard on stage recites his or her poem.

As the student finishes recitation of his/her poem (through macros), it is customary for audience to support them through applause. During "poetry nights" at coffee houses, I've seen this done by snapping in the area rather than clapping. It might be fun to have students macro an emote like this. The key here is supporting and cheering for each other.

All of this activity may attract an in-game crowd as well. Just monitor the situation.

In their Hero's Journal for this quest, the key is for them to reflect on what it's like to put their creative work out for the world to see/hear.





Quest 17: Standards Addressed

Common Core Standards

<http://www.corestandards.org/>

English Language Arts Standards » Writing » Grade 8

Presentation of Knowledge and Ideas

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (Adventures in Azeroth -All the *World of Warcraft* is a Stage)

Vocabulary Acquisition and Use

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Tavern Talk - Ode to Adventure)

- Interpret figures of speech (e.g. verbal irony, puns) in context.
 - Use the relationship between particular words to better understand each of the words.
 - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).
-





Quest 17: Online Resources

Bards (Wikipedia Article) - <http://en.wikipedia.org/wiki/Bard>

Effective Storytelling: A Manual for Beginners - <http://www.eldrbarry.net/roos/eest.htm>

Storytelling Websites -

<http://www.courses.unt.edu/efiga/STORYTELLING/StorytellingWebsites.htm>





Quest 17: A Tale for the Bards - Overview



"Among all men on the earth, bards have a share of honor and reverence, because the muse has taught them songs and loves the race of bards."

-Homer, Greek Poet

Overview:

Bards are traveling storytellers. They spin wonderful tales through poetry, song, and drama. Were it not for the bards many heroes' stories would be long lost. However, the heroic deeds of many an adventurer lives on through the bard's tale.

Occasionally, the hero takes on the role of the bard. Sometimes this is so the hero can pass on their own story. Other times it's to tell the tale of their fellow heroes. Sometimes, the hero just

needs to sing.

What tale will you spin? What song will you sing? Will you win the crowds with your poetry?

Challenges for this quest:

- Write a brief poem about a topic of your choosing.
 - Have your Loremaster and fellow heroes help you edit your poem.
 - Create macros in *World of Warcraft* for your poem. Your Loremaster can help you with this, too.
 - As your *World of Warcraft* hero, go into a capital city, tell the crowd you are about to recite your poem and share it.
 - In your Hero's Journal, reflect on the experience.
-





Quest 17: Challenges

Tavern Talk - Ode to Adventure

Draft a poem about a topic of your choosing. Have your Loremaster and your fellow Heroes give you some feedback on your poem, especially with grammar and spelling.

Once you have a good, quality, poem, you'll create a macro in *World of Warcraft*, and enter the world to public recite your poem.

(This challenge is worth 250 XP.)

Adventures in Azeroth - All the *World of Warcraft* Is a Stage

You are a bard and a bard needs an audience. Create a macro with your poem. Enter a capital city and announce that you are a bard and you will now recite your poem. Using your macro, recite your poem, bow, and see what sort of feedback, if any, you receive.

(This challenge is worth 250 XP.)

Hero's Journal - A Bard's Tale

Taking the stage requires bravery, but then, you *are* a hero aren't you? So, you've recited your poem, and possibly had some comments from other adventurers in *World of Warcraft*. Tell us about the experience.

What was it like to share your creative writing with strangers?

Were there comments? Were they positive or negative? How did they make you feel?

(This challenge is worth 500 XP.)





Quest 17: Lore and Legend

During this quest you are responsible for reading chapter 17 of the *The Hobbit*. Ensure that you complete all required steps of the Literature Circle this week, and complete a Literature Circle Evaluation form for each member of your group. These forms should be submitted to your Lorekeeper through the course messaging service.

While reading this week, contemplate the following essential questions:

How do the decisions and actions of characters reveal their personalities?

How can a person's decisions and actions change his/her life?

Quest 17:

Has an item, such as the Arkenstone in the book, ever come between you and a friend? Why do people often choose things above other people?

(This challenge is worth 350 XP.)





Quest 18: Instructor's Notes

Quest 18 is one of my favorite activities in WoW. It's lighthearted and often one of the most memorable activities of the students.

The idea behind creating the same race with similar characteristics and names is to make it clear to other players that we're a cohesive group cutting up together.

Emphasize to the students that we will not grief or spam other players. It's highly recommended that you participate in this activity with the students to get a feel for where "the line" is with some players.

If you're not familiar with the concept of a flash mob, simply search YouTube for Improv Everywhere. These guys are masters of the flash mob. The idea is to entertain an unsuspecting crowd. In my experiences, this works well in virtual worlds, too. Show the Improv Everywhere Grand Central Station video to the class as an example.

As you're traveling as a mob of gnomes, be aware of opportunities around you. Perhaps you'll simply follow an unsuspecting player closely. Try kneeling in a circle around a player and chanting "King King King (or Queen)." Act as though you're all terrified of fire. Obsess over wandering critters like cows or rabbits. The key is to coordinate the group by voice (either in the classroom or through voice chat (Ventrilo)).

Macros are also very helpful here as a way of automating and acting in unison. Refer students to the guide to making macros from WoWWiki.

Have students capture screenshots. Use emotes liberally (like dance, cheer, etc.) and at the same time. Give students time to prepare before doing a coordinated activity... Counting down like, "3... 2... 1... DANCE!" helps.

In their Hero's Journal encourage students to reflect on the experience.





Quest 18: Standards Addressed

Common Core Standards

<http://www.corestandards.org/>

English Language Arts Standards » Writing » Grade 8

Presentation of Knowledge and Ideas

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (Adventures in Azeroth - Attack of the Wumpus!)

Vocabulary Acquisition and Use

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Tavern Talk - Ode to Adventure)

- Interpret figures of speech (e.g. verbal irony, puns) in context.
 - Use the relationship between particular words to better understand each of the words.
 - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).
-





Quest 18: Online Resources

Improv Everywhere – Grand Central Station (video) -

<http://www.youtube.com/watch?v=jwMj3PJDxuo>

Learn Improv - <http://learnimprov.com/>

Making A Macro – WoWWiki - http://www.wowwiki.com/Making_a_macro





Quest 18: In A Flash - Overview



"All I need to make a comedy is a park, a policeman, and a pretty girl."

-Charlie Chaplain, comic actor in early film

Overview

It has been said that laughter is good for the soul. Even a hero on an epic quest needs a break from time to time to just laugh or even make others laugh. That will be your main challenge for this quest.

You and your guild mates will be part of what's called a "flash mob." Flash mobs are groups of people who get together unexpectedly in a public place, do something unusual or funny, and then quickly leave. In this quest you will bring laughter and mayhem to the other players in *World of Warcraft*.

Challenges for this quest:

- Each person will create a gnome character. As a class, choose a common hair color and prefix or suffix for your name. Everyone should use these.
 - Create game macros for what your gnome will say or do.
 - Invade a capital city like Stormwind as the "flash mob" and interact with players there.
 - Write about the experience in your Hero's Journal.
-





Quest 18: Challenges

Adventures in Azeroth - Attack of the Wumpus!

The time of the gnome is at hand! We will sweep over the land like a flood, and we will bring...
...LAUGHTER!

Create a new character, a gnome. Give them either pink or green hair. When naming your avatar you need to include "wumpus" in the name either as a prefix or suffix. Examples might be: "Wumpustastic" or "Yowumpus."

We'll gather in the gnome starting area and travel together to Ironforge and from there on to Stormwind. Along the way, we'll bring humor and fun to unsuspecting WoW players.

(This challenge is worth 250 XP.)

Adventures in Azeroth - We say "WUMP!"

"One gnome for all and all gnomes for one!"

To make this really fun, we all need to seem that we're working closely together. Once again, macros will be a huge help. Make a few macros for today's adventure.

1. Make one macro that simply makes you say, "Wump!"
2. Make any macro you like where you say something short and silly. This comment should be a figure of speech (e.g. verbal irony, pun).

As we travel about, you'll use these macros periodically. Don't spam them, because that's not only annoying, it could get you in trouble. Don't forget, gnomes also like to jump... a lot!

(This challenge is worth 250 XP.)

Hero's Journal - Wump for a Day

Now you've seen life through the eyes of a mob of crazy gnomes! The idea of a flash mob is to disrupt the normal day-to-day experiences of folks, usually entertaining them in the process. That's what we did. These *World of Warcraft* players probably didn't log in expecting to see a coordinated, crazy mob of gnomes running about. Write about the experience.





How did the other players react? Do you think we, as a group, made their day a little better with laughter? Why or why not?

(This challenge is worth 500 XP.)





Quest 18: Lore and Legend

During this quest you are responsible for reading chapter 18 of the *The Hobbit*. Ensure that you complete all required steps of the Literature Circle this week, and complete a Literature Circle Evaluation form for each member of your group. These forms should be submitted to your Lorekeeper through the course messaging service.

While reading this week, contemplate the following essential questions:

How do the decisions and actions of characters reveal their personalities?

How can a person's decisions and actions change his/her life?

Quest 18:

What does the following quote mean: "If more of us valued food and cheer and song above hoarded gold, it would be a merrier world...?"

(This challenge is worth 350 XP.)





Quest 19: Instructor's Notes

Quest 19 is another opportunity for teambuilding and character advancement. The writing focus for this quest, however, is for students to reflect on the dungeon/quest experience from their character's point-of-view. This is an opportunity for role play story writing.

You may wish to remind students to consider what it's like to be their character. What motivates them? What's their personality like? These answers should shape their writing.





Quest 19: Standards Addressed

Common Core Standards

<http://www.corestandards.org/>

English Language Arts Standards » Reading: Literature » Grade 8

Key Ideas and Details

3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (Adventures in Azeroth - A Company of Heroes)

English Language Arts Standards » Writing » Grade 8

Text Types and Purposes

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (Tavern Talk - The Way I Remember It...).

- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
 - Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
 - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - Provide a conclusion that follows from and reflects on the narrated experiences or events.
-





Quest 19: Online Resources

Role Playing 101 – Stratics - <http://wow.stratics.com/content/features/rpg101/>





Quest 19: Forging Ahead - Overview



"True friends stab you in the front."

-Oscar Wilde, Irish poet, novelist, dramatist, and critic.

Overview:

What is it like to be you? How would your character in *World of Warcraft* answer that question? What do they think of their fellow guild mates and

adventurers? That's what we'll explore during this quest.

Challenges for This Quest:

- Form a group with at least two other guild mates.
 - Choose a dungeon or a group quest to work on together.
 - Describe the experience from your character's point-of-view.
-





Quest 19: Challenges

Adventures in Azeroth - A Company of Heroes

For this quest, you'll once again form a group with your fellow Heroes. Form a group of at least three or more. You and your group need to work together to tackle either a dungeon or a tough group quest. While you're doing this, put yourself in your character's shoes. What do they think and feel about this adventure? What do they think or feel about their group mates? You probably should jot down notes or ideas while on this adventure.

(This challenge is worth 250 XP.)

Tavern Talk - The Way I Remember It...

You are on your Hero's Journey. You've fought the battles, you've explored new places, and you've found other Heroes who'll fight at your side. What's does your character think about the experience you just had? What do they think about their fellow Heroes? Tell us a brief story about it from your Hero's point-of-view.

(This challenge is worth 250 XP.)





Quest 19: Lore and Legend

During this quest you are responsible for reading chapter 19 of the *The Hobbit*. Ensure that you complete all required steps of the Literature Circle this week, and complete a Literature Circle Evaluation form for each member of your group. These forms should be submitted to your Lorekeeper through the course messaging service.

While reading this week, contemplate the following essential questions:

How do the decisions and actions of characters reveal their personalities?

How can a person's decisions and actions change his/her life?

Quest 19:

How has Bilbo changed by the end of the story?

Why do the other hobbits think Bilbo is "weird" now?

(This challenge is worth 350 XP.)





Quest 20: Instructor's Notes

In this quest, our goal is to connect learners to the bigger picture of lore and story that forms the background of *World of Warcraft*. This storyline began with Blizzard's first release in the franchise, *Warcraft: Orcs and Humans* in 1994. Though there are some holes and inconsistencies in the plots and timelines, as the franchise has advanced, the overall story of the world of Azeroth has become more cohesive.

You'll find a list of key figures from the history and lore included in this quest. My suggestion is to simply print, cut, and place these into a "hat" and have students randomly draw one out to research.

Most of these are fairly well documented on WoWiki.com, however, if a student can't find sufficient information about their selection, just let them re-draw.

This is an opportunity to teach some basic presentation and digital communication skills. It's also an opportunity to teach them how to discern what's critical information and what's less important.

Allow students use PowerPoint/Keynote or any presentation software to create a single slide to present their selected character. If they prefer allow them to create a single graphic image or use any medium/tool they choose if you prefer.

The guiding question here is, "What should my fellow Heroes know about this character?"

Upon completion, consider having them do a really brief presentation to their classmates.

Their Hero's Journal for this quest is designed to get them to reflect on the bigger picture/story of the world and what makes it compelling.





Quest 20: Standards Addressed

Common Core Standards

<http://www.corestandards.org/>

English Language Arts Standards » Writing » Grade 8

Text Types and Purposes

Research to Build and Present Knowledge

7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (IRL - Lore in the Spotlight)
 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (IRL - Lore in the Spotlight)
-





Quest 20: Online Resources

WoWWiki – <http://www.wowwiki.com>

Know Your Lore – WoW Insider - <http://wow.joystiq.com/category/know-your-lore/>

The Hobbit Movie YouTube Channel -
<http://www.youtube.com/user/thehobbitmov#p/c/C726C109E5863860>





Quest 20 – Key Figures

The following list includes examples that might be good for students to research for this quest:

Velen
Magni Bronzebeard
Modimus Anvilmar
Vanndar Stormpike
Gelbin Mekkatorque
Sicco Thermaplugg
Sylvanas Windrunner
Kael'thas Sunstrider
Anasterian Sunstrider
Lady Prestor (Onyxia)
Edwin VanCleaf
Llane Wrynn
Varian Wrynn
Jaina Proudmoore
Arthas Menethil
Tyrande Whisperwind
Medivh
Maiev Shadowsong
Malfurion Stormrage
Illidan Stormrage
Shandris Feathermoon
Genn Greymane
Varimathras
Archimonde
Mal'ganis
Kel'Thuzad
Thrall
Garrosh Hellscream
Cairne Bloodhoof
Sen'jin
Vol'jin
Darion Mograine
Sargeras
Kil'jaeden
Nefarian





Deathwing
Malygos
Nozdormu
Ysera
Alexstrasza
Thaurissan
Tirion Fordring
Hemet Nesingwary
Gul'dan
Anub'arak
Aman'Thul





Quest 20: Know Your Lore - Overview



"We are not makers of history. We are made by history."

-Martin Luther King, Jr., Clergyman and Activist

Overview:

[Some](#) have said that those who do not know their past are doomed to repeat it. Azeroth is a world rich in history. It is a world shaped by struggle. But, how much

do you know about the forces that shaped this world in which you journey as a Hero? That's our focus in this quest.

Challenges for this quest:

- Draw an NPC or topic from a hat. Research that character on fan sites like the WoWWiki.
 - Create a single presentation slide or poster image (using GIMP) that illustrates this figure and shares the main points about their role in history. Share it with your fellow Heroes.
 - In the Tavern Talk, share, briefly, how you think that character/history makes *WoW* a more interesting place.
-





Quest 20: Challenges

IRL - Lore in the Spotlight

It's time to do a bit of research! During this quest, we step back in time to look at the main people and ideas that shaped the world of Azeroth. Research the person you drew from the hat. The best place to start is probably WoW Wiki (<http://wowwiki.com>). Find out what role your selected person had in shaping the world. Create a single presentation slide or a poster in GIMP that features them and explains the main points.

Create a post in the Lore in the Spotlight Tavern Talk and attach your work for your fellow Heroes to see.

Also, write a brief paragraph explaining why you think your selected NPC makes Azeroth a more interesting place.

(This challenge is worth 500 XP.)





Quest 20: Lore and Legend

During this quest you are responsible for **Part 1** of the *The Hobbit cartoon produced in 1977*. You can view the video at [thehobbitmov's Channel](#) on YouTube. Ensure that you complete all required steps of the Literature Circle this week, and complete a Literature Circle Evaluation form for each member of your group. These forms should be submitted to your Lorekeeper through the course messaging service.

While watching the video this week, analyze the extent to which the film stays faithful to or departs from the novel, evaluating the choices made by the director or cartoonist. Note, you will need to go back and reread/skim through the corresponding chapters in the book.

(This challenge is worth 350 XP.)





Quest 21: Instructor's Notes

Quest 21 is a fun and creative opportunity for learners to consider the game world and imagine what ads and propaganda might look like in it.

Students should select a product from the game world (existing, or one they make up) and create an ad to sell it. They may also opt to create a propaganda poster such as one to enlist humans to fight orcs, or a stonemason's guild poster in favor of worker's rights.

Assist students as they use GIMP to create their ads/posters. Using layers is a particularly useful skill for them in this quest.

Have them share their creations online and critique each others' work.





Quest 21: Standards Addressed

Common Core Standards

<http://www.corestandards.org/>

English Language Arts Standards » Reading: Informational Text » Grade 8

Integration of Knowledge and Ideas

7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. (IRL - Goblin Craft)

English Language Arts Standards » Writing » Grade 8

Text Types and Purposes

1. Write arguments to support claims with clear reasons and relevant evidence. (IRL - Goblin Craft)

- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.





Quest 21: Online Resources

World of Warcraft Fortune Page – (examples of WoW-based propaganda) -

http://fortune.worldofwarcraft.com/en_us/home.html

Cataclysm Print Ad Contest - <http://us.blizzard.com/en-us/community/contests/cataclysm-print/>

Cataclysm YouTube Commercial Contest - <http://us.blizzard.com/en-us/community/contests/cataclysm-video/>

WoW Insider Cataclysm –The Story So Far - <http://wow.joystiq.com/2009/08/22/blizzcon-2009-cataclysm-the-story-so-far/>

WoW Wiki – Cataclysm Resources - <http://www.wowwiki.com/Portal:Cataclysm>

72 Examples of Best Print Advertisements – Joe's Adblog -

<http://advertisingadvice.blogspot.com/2008/05/72-most-creative-advertisements.html>

Famous Advertising Campaigns -

<http://www.paradigmprint.com/paradigm/newspost.88.12.0.0.0.sub.31.html>

The Famous Five of a Print Ad - <http://www.rightcopywriter.com/blog/copywriting/famous-five-print-ad.html>

Recognizing Propaganda Techniques and Errors of Faulty Logic – Cuesta College -

<http://academic.cuesta.edu/acasupp/as/404.htm>





Quest 21: I Bought This from a Goblin – Overview



"Art is making something out of nothing and selling it."

-Frank Zappa

Overview:

During this quest, you will be taking a break from the hero's journey and focusing on another topic, marketing and propaganda. Learning how to sell a product is a valuable skill. In fact, you will find that you are often your own salesman when it comes to selling yourself in a job interview or on a resume. During this unit, you will be learning about propaganda as well as salesmanship. You will then create your own marketing ad for a product that you created.

Challenges for the quest:

- Learn about propaganda.
 - Learn the qualities of a good advertisement.
 - Learn how to use advanced tools in GIMP, such as layers.
 - Create your own advertisement for a fictional product.
-





Quest 21: Challenges

IRL - Goblin Craft

Goblins are well known for their capitalistic nature. They are merchants by trade. They will do almost anything to make a sale. This is your opportunity to embrace your inner goblin.

In this assignment you should use images you gather from the game, from around the web, and/or from WoW Model Viewer to create a poster ad using photo editing software, such as The GIMP. This ad should be designed to sell an imaginary product in-game.

(This challenge is worth 500 XP.)

Hero's Journal - Selling Used Cars

You have created your own product, and you have tried to market it through an advertisement. How does this make you feel? Do you think that people stretch the truth to sell a product? If you do, do you think this is something you could be capable of doing as a career?

(This challenge is worth 500 XP.)





Quest 21: Lore and Legend

During this quest you are responsible for **Part 2** of the *The Hobbit cartoon produced in 1977*. You can view the video at [thehobbitmov's Channel](#) on YouTube. Ensure that you complete all required steps of the Literature Circle this week, and complete a Literature Circle Evaluation form for each member of your group. These forms should be submitted to your Lorekeeper through the course messaging service.

While watching the video this week, analyze the extent to which the film stays faithful to or departs from the novel, evaluating the choices made by the director or cartoonist. Note, you will need to go back and reread/skim through the corresponding chapters in the book.

(This challenge is worth 350 XP.)





Quest 22: Instructor's Notes

Quest 18 is a fun way to encourage students to explore characterization and plot connections within *World of Warcraft* at the same time we explore an overlooked topic in schools - managing your online identity.

This quest may take several days to complete as students create the Fakebook page for their character and as you explore online safety/identity. Look for opportunities to connect students' experiences with this project to their real-life uses of Facebook/Twitter/Texting etc.

A big thanks to @spedteacher (Twitter) for creating the awesome, and easily edited template used in this quest.

As students are creating their Fakebook pages, they may need to do additional research online to see who their character might be connected to and what they might say.

Their Hero's Journal for this quest attempts to have students reflect on their use of social media and their online interactions.

Look for opportunities throughout this quest to engage in class discussions about topics such as: digital footprint, digital citizenship, online safety, and cyberbullying.





Quest 22: Standards Addressed

Common Core Standards

<http://www.corestandards.org/>

English Language Arts Standards » Reading: Literature » Grade 8

Craft and Structure

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. (IRL - I Read it on Facebook)

English Language Arts Standards » Reading: Informational Text » Grade 8

Integration of Knowledge and Ideas

7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. (IRL - I Read it on Facebook)

English Language Arts Standards » Speaking & Listening » Grade 8

Comprehension and Collaboration

2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. (Hero's Journal - My Digital Footprint)





Quest 22: Online Resources

Fakebook Template on Slideshare by @spedteacher -

<http://www.slideshare.net/spedteacher/fbtemplate>

WoWWiki – <http://www.wowwiki.com>

Your Digital Footprint – A Presentation By Dean Shareski -

<http://www.slideshare.net/shareski/your-digital-footprint>

Digital Citizenship.net - http://www.digitalcitizenship.net/Home_Page.html





Quest 22: A Sample Fakebook Page

facebook
Home Profile Inbox Friends

Fakebook Pages

via @spedteacher



Rhak'zor last online

View photos

View videos

Information

Home: Deadmines, Westfall
 Relationship: Lookin' 4 Love
 Political Views: Stormwind Sux

Friends





Edwin VanCleaf

Snead

Cookie

What's happening now?

Share



Rhak'zor I just became the mayor of Deadmines on @foursquare!



Rhak'zor > Edwin VanCleaf You know, "Edwin" is not a very scary name. Sucks you'd have to go to SW to get it changed. LOL



Cookie Dude, some chumps from SW just knocked me out and took my rolling pin!

Older posts
▼

Ads



We Open Chests!

Rats?



Groups

Defias Brotherhood





Quest 22: The Hero's Footprint - Overview



"It takes many good deeds to build a good reputation and only one bad one to lose it."

-Benjamin Franklin, Statesman,
Scientist

Overview:

Everywhere a Hero travels he or she leaves behind footprints. These aren't just marks in the sand but also traces of the deeds they've done. Are folks better or worse because of the Hero? What

sort of reputation do they leave behind? This is not only true about what you do in *World of Warcraft* but also about what you do in real life. We leave behind traces of ourselves everywhere we go, especially online. Does it really matter what I say and do online? Absolutely!

In this Epic Quest you'll create a Fakebook (like Facebook, but... "fake.") page for your character or an NPC. You might even use an NPC or character from the game that you've already researched. Then, you'll edit a Fakebook template to show what it might look like if this *World of Warcraft* character were using Facebook.

We're also going to use this quest as an opportunity to discuss and reflect about our own online interactions. What would does your online footprint say about you?

Challenges this week:

- Choose: Use either your character or an NPC and create a Fakebook page for them. Share this online for your fellow Heroes to see.
 - In your Hero's Journal, reflect on what your online reputation says about you and how that might affect your future.
-





Quest 22: Challenges

IRL - I Read It on Facebook!

What if King Varien Wrynn had a Facebook page? What would the King of Stormwind post? Who would Thrall "friend?" This quest is sure to be fun. You'll download a presentation slide that's a template that looks like a Facebook page. We call it a Fakebook page. All you need to do is replace the pictures and text boxes with pictures and words.

Here you get to choose: choose either to create a Fakebook page for your character or for a major character in *World of Warcraft*. You may even want to do one for a character whose lore you've already researched. Use GIMP to edit and re-size any images you use. Once your product is complete, attach it to the Tavern Talk for this challenge.

(This challenge is worth 500 XP.)

Hero's Journal - My Digital Footprint

Do you use Facebook? Twitter? Are you texting your friends or playing with others on Xbox Live? If so, you're leaving a digital footprint. These traces of you can last years and are next to impossible to completely erase. This can be a good or a bad thing depending on what kinds of "footprints" you leave behind.

So, what sort of footprints are you leaving behind? Do you think it's important to be careful what you post/say/do online? Why or why not?

(This challenge is worth 500 XP.)





Quest 22: Lore and Legend

During this quest you are responsible for **Part 3** of the *The Hobbit cartoon produced in 1977*. You can view the video at [thehobbitmov's Channel](#) on YouTube. Ensure that you complete all required steps of the Literature Circle this week, and complete a Literature Circle Evaluation form for each member of your group. These forms should be submitted to your Lorekeeper through the course messaging service.

While watching the video this week, analyze the extent to which the film stays faithful to or departs from the novel, evaluating the choices made by the director or cartoonist. Note, you will need to go back and reread/skim through the corresponding chapters in the book.

(This challenge is worth 350 XP.)





Quest 23: Instructor's Notes

Quest 23 provides an opportunity for us to address an issue that is vastly overlooked in our regular courses in a meaningful and relevant way. The issue is behavior in online games and virtual environments. This is an increasingly important part of digital citizenship as participation in these spaces is on the rise. If you've spent any time in online game environments you've inevitably encountered at least an annoying player. If not, ask your students about their experiences (such as on XBox Live).

Too often, players hide behind the anonymity that the virtual environment seems to afford us, however, what some players (especially young ones) fail to realize is that they are building a reputation and patterns of behavior that not only make other players' experiences less enjoyable but that can have real negative consequences for them. They can be "black-listed," banned, have their accounts suspended, or worse.

In some regards, this area overlaps with issues of cyber-bullying.

As learners work through the challenges, seize opportunities to have one-on-one or whole class discussions on the topic and what they're experiences have been.





Quest 23: Standards Addressed

Common Core Standards

<http://www.corestandards.org/>

English Language Arts Standards » Reading: Literature » Grade 8

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (Adventures in Azeroth - A Hero Among Strangers)

English Language Arts Standards » Writing » Grade 8

Text Types and Purposes

1. Write arguments to support claims with clear reasons and relevant evidence. (Hero's Journal - Going Against the Flow)

- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.





Quest 23: Online Resources

Your Digital Footprint – A Presentation By Dean Shareski -

<http://www.slideshare.net/shareski/your-digital-footprint>

Digital Citizenship.net - http://www.digitalcitizenship.net/Home_Page.html





Quest 23: Rising Above - Overview



"Kites rise highest against the wind - not with it."

-Winston Churchill, English Statesman

Overview:

Real heroes have high standards. Others see this in their everyday actions. It's part of what defines a hero. As you adventure in this quest, you'll be assisting other

adventurers outside of our group. You'll look at their actions and reflect on your own. What sets you, as a hero, apart?

Challenges this week:

- Form a group with players outside of your class.
 - As you adventure with this group, take notes about their behaviors, both good and bad.
 - In your Hero's Journal, reflect on what characteristics make you a good or bad group member.
-





Quest 23: Challenges

Adventures in Azeroth - A Hero among Strangers

For this challenge, you should form a dungeon group with people you don't know. Using the random dungeon finder is an easy way to do this, or if you like, you may use chat to form your group. Be sure that you're in a group with four players you don't know, not your fellow heroes from the class.

While you work with your group, facing the challenges of the dungeon, pay close attention to how others in the group behave. Are they helpful? Do they communicate well? Are any bad behaviors taking place? If so, how does this affect your experience? Write down a few notes on your observations. We'll reflect on this experience in your Hero's Journal.

(This challenge is worth 250 XP.)

Hero's Journal - Going Against the Flow

Some think it's very easy to cheat, hack, or harass other players in online games. They're right. It usually is pretty easy to do and many players do. Many do so because they find it easy to hide behind the anonymity that online games provide. Do you think this is right?

In the challenge for this quest, you grouped with complete strangers. How was their behavior? Did anyone do or say anything that annoyed or upset you? How well did they communicate? Why is it important to remember that there is always a real human being on the other end of every avatar or player character in a game?

(This challenge is worth 500 XP.)





Quest 23: Lore and Legend

During this quest you are responsible for **Part 4** of the *The Hobbit cartoon produced in 1977*. You can view the video at [thehobbitmov's Channel](#) on YouTube. Ensure that you complete all required steps of the Literature Circle this week, and complete a Literature Circle Evaluation form for each member of your group. These forms should be submitted to your Lorekeeper through the course messaging service.

While watching the video this week, analyze the extent to which the film stays faithful to or departs from the novel, evaluating the choices made by the director or cartoonist. Note, you will need to go back and reread/skim through the corresponding chapters in the book.

(This challenge is worth 350 XP.)





Quest 24: Instructor's Notes

Quest 24 offers learners an opportunity to engage in metacognitive thinking. There are several goals here: to have them work collaboratively to draft a strategic plan for tackling a boss or group quest, to have them test their plan, and to have them write reflectively about what parts of their strategy worked well and what did not.

A link to the YouTube video by TankSpot for the Kalagorn encounter in the Ulduar raid dungeon is included as a resource. This video was chosen for its brevity, but any of the TankSpot videos would work well. They are usually very straight forward and well-produced.





Quest 24: Standards Addressed

Common Core Standards

<http://www.corestandards.org/>

English Language Arts Standards » Writing » Grade 8

Text Types and Purposes

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (Tavern Talk - A Little Planning)

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.
-





Quest 24: Online Resources

Kalagorn Strategy – TankSpot Video - <http://www.youtube.com/watch?v=PSkUIEvZdww>





Quest 24: Against Impossible Odds - Overview



"Strategy without tactics is the slowest route to victory. Tactics without strategy is the noise before defeat."
-Sun Tzu, Chinese Military Commander

Overview:

By now you've probably had several challenging quests and have explored dangerous dungeons, facing all sorts of foes. It's probably a safe bet to say that you're better at facing new challenges today than you were when you began your journey.

When faced with big challenges, heroes have to use strategy. Thinking strategically helps us overcome what seem like impossible challenges and can help a hero defeat his or her greatest foes.

In this quest you're going to be thinking about strategy and testing strategy with a fellow hero.

Will your plan succeed or fail? What will you learn in the process?

Challenges this week:

- Form a group with a fellow hero. Choose a dungeon or a group quest that none of you have done or attempted before.
 - With your partner, think of a strategy for how you will overcome your chosen in-game challenge. Write down this strategy as a series of steps in a Tavern Talk.
 - Test your strategy.
 - Write about your experiences in the same Tavern Talk, explaining what worked well and what did not.
-





Quest 24: Challenges

Tavern Talk - A Little Planning

For this challenge, choose a fellow Hero from the class as a partner. Together, select a single dungeon boss or a group quest that neither of you have ever done. In the Tavern Talk for this quest, write clear, step-by-step ideas about what you will do and how you think it will work. *Do this before you try to tackle the boss or quest.*

When you're done, have your Lorekeeper and fellow Heroes take a look at your strategy and offer suggestions. Edit your strategy as needed.

Then, complete the *Adventures in Azeroth - Put to the Test* challenge for this quest. Reply to your own post in the Tavern Talk, copy your original strategy and edit it based on your experiences. What worked well? What didn't?

(This challenge is worth 250 XP.)

Adventures in Azeroth - Put to the Test

You must complete the first Tavern Talk posting before completing this challenge.

By now you have written out a step-by-step strategy for tackling your chosen in-game challenge. Form a group with your fellow Hero and follow your strategy as you wrote it. Pay close attention to what works and what doesn't. You may want to write some notes about the experience.

Once you have successfully overcome the quest/boss, reply to your original Tavern Talk and adjust your strategy based on your test.

(This challenge is worth 250 XP.)





Quest 24: Lore and Legend

During this quest you are responsible for **Part 5** of the *The Hobbit cartoon produced in 1977*. You can view the video at [thehobbitmov's Channel](#) on YouTube. Ensure that you complete all required steps of the Literature Circle this week, and complete a Literature Circle Evaluation form for each member of your group. These forms should be submitted to your Lorekeeper through the course messaging service.

While watching the video this week, analyze the extent to which the film stays faithful to or departs from the novel, evaluating the choices made by the director or cartoonist. Note, you will need to go back and reread/skim through the corresponding chapters in the book.

(This challenge is worth 350 XP.)





Quest 25: Instructor's Notes

Quest 25 is a logical continuation of Quest 24. Here, however, learners are encouraged to create their own strategy guide for a particular encounter or quest in the game. It may be useful to have them search for video strategy guides on YouTube (TankSpot guides are particularly well done.) or have them think about the step-by-step tasks involved in leveling a particular skill.





Quest 25: Standards Addressed

Common Core Standards

<http://www.corestandards.org/>

English Language Arts Standards » Writing » Grade 8

Text Types and Purposes

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (IRL - Writing a Strategy Guide)

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.
-





Quest 25: Online Resources

WoW Official Guide for Beginners - <http://us.battle.net/wow/en/game/guide/>

Example – WoW Guide for Herbalism - <http://www.wow-professions.com/wowguides/wow-herbalism-guide.html>





Quest 25: For Future Heroes - Overview



"We cannot hold a torch to light another's path without brightening our own."

-Ben Sweetland, Author

Overview:

Consider the work that you did for Quest 24, where you created and tested a strategy for overcoming a challenge in the game. For this quest, you'll build on what you learned and

write a detailed strategy guide for future Heroes. By doing so, you'll help them overcome challenges just as others have helped you.

Challenges this quest:

- Choose a boss, group quest, or even an entire dungeon. Write a detailed strategy guide for other players on how to overcome the challenge(s).
 - Test your own strategy and edit your guide as needed.
 - Publish your strategy guide as a document and work with your Lorekeeper to put it online to share with the world.
-





Quest 25: Challenges

IRL - Writing A Strategy Guide

In Quest 20, you developed and tested a strategy for overcoming an in-game challenge. For this bonus quest, you'll actually create a strategy guide to share with the world online.

You may choose to develop the strategy guide you began in Quest 20, adding to it and clarifying it. You may also choose to do a completely new strategy guide. Your strategy guide can explain any aspect of the game you like. Examples of things you might choose could be:

- A guide for a dungeon or raid.
- A guide for a particularly hard boss in a dungeon or raid.
- A guide for completing a tough group quest.
- A guide for raising a particular trade skill easily and quickly.
- A guide for making money on the Auction House.

If you have an idea, talk to your Lorekeeper and fellow Heroes about it.

Create your strategy guide using a tool like Microsoft Word. Feel free to include screenshots from the game to help your reader. Have a fellow Hero and your Lorekeeper to proofread your first draft and offer suggestions.

Once your guide is complete, have your Lorekeeper post it online to share with the world and future Heroes.

(This challenge is worth 500 XP.)





Quest 25: Lore and Legend

During this quest you are responsible for **Part 6** of the *The Hobbit cartoon produced in 1977*. You can view the video at [thehobbitmov's Channel](#) on YouTube. Ensure that you complete all required steps of the Literature Circle this week, and complete a Literature Circle Evaluation form for each member of your group. These forms should be submitted to your Lorekeeper through the course messaging service.

While watching the video this week, analyze the extent to which the film stays faithful to or departs from the novel, evaluating the choices made by the director or cartoonist. Note, you will need to go back and reread/skim through the corresponding chapters in the book.

(This challenge is worth 350 XP.)





Week 26: Instructor's Notes

In this course we spend most of our time focused on the hero and how they impact the world. But, what's a hero without a villain? In Quest 26, learners will be exploring the villains in the *World of Warcraft* universe. They may need some help getting started. There are so many options, that it might be challenging for them to narrow their choice down to just one. Also, encourage them to choose one for which there's sufficient information in the lore. Otherwise, this quest is relatively straightforward.





Week 26: Standards Addressed

Common Core Standards

<http://www.corestandards.org/>

English Language Arts Standards » Writing » Grade 8

Text Types and Purposes

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (Tavern Talk - Profile of a Villian)

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

Research to Build and Present Knowledge

7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (Tavern Talk - Profile of a Villian)





8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (Tavern Talk - Profile of a Villian)





Week 26: Online Resources

WoWiki – <http://www.wowwiki.com>

100 Years... 100 Heroes and Villains – AFI -

http://en.wikipedia.org/wiki/AFI's_100_Years...100_Heroes_and_Villains





Week 26: Villains - Overview



"An excellent man, like precious metal, is in every way invariable; A villain, like the beams of a balance, is always varying, upwards and downwards."

-John Locke, English Philosopher

Overview:

Some suggest that without villains, we have no need for heroes. In any heroic tale, a villain is sure to play an important role. They challenge our heroes. They provide a mirror for the hero and society.

World of Warcraft is not without its villains. In fact, there are plenty of them. But, do we ever stop to consider these characters? Who are they? What motivates them?

That's exactly what this quest is all about. It's time to spend some time with the villains of Azeroth, and in the process we may learn a bit about ourselves.

Challenges for this quest:

- Choose and research any villain from the *World of Warcraft* story.
 - Create a brief profile for your chosen villain to share with your fellow heroes. Answer the basic profile questions given and add any additional information you consider important.
 - Respond to the reflection question in your Hero's Journal
-





Week 26: Challenges

Tavern Talk - Profile of a Villain

For this challenge, choose any villain in the *World of Warcraft* storyline. Research online sources, like WoW Wiki (<http://www.wowwiki.com/>), or quests from the game, to gather information about your selected villain.

Create a profile post in the Tavern Talk for this challenge and answer the following questions:

- What is the name of your villain?
- Where would we most likely find him/her in the world?
- Have they always been a villain?
- What makes them evil?
- What do they want?
- BONUS - Add a screenshot or image of your villain to your post.

Be sure to write clearly so your fellow heroes can easily reference your villain's profile.

(This challenge is worth 250 XP + 50 XP (for adding an image of your villain).)

Hero's Journal - Life's Villains

We've spent some time in this quest looking at villains, what they do, and what makes them who they are. The real world has its own villains doesn't it? Some are big and impact the whole world. Some are closer to where we are. Some might even be in the halls on the way to the cafeteria.

In your Hero's Journal, tell us about the villains in your world. How are they like the villains in fiction? How are they different?

(This challenge is worth 500 XP.)





Week 26: Lore and Legend

During this quest you are responsible for **Part 7** of the *The Hobbit cartoon produced in 1977*. You can view the video at [thehobbitmov's Channel](#) on YouTube. Ensure that you complete all required steps of the Literature Circle this week, and complete a Literature Circle Evaluation form for each member of your group. These forms should be submitted to your Lorekeeper through the course messaging service.

While watching the video this week, analyze the extent to which the film stays faithful to or departs from the novel, evaluating the choices made by the director or cartoonist. Note, you will need to go back and reread/skim through the corresponding chapters in the book.





Quest 27: Instructor's Notes

In Quest 27 we have another good opportunity to encourage both creative and reflective writing. It's often easy to write about heroes doing heroic deeds and making good choices. Dealing with a hero's character flaws or worse, a hero that falls, is more challenging. Be prepared to provide additional guiding questions to encourage learners as they write.

In discussion, consider asking your learners if they recall any films featuring a hero who had significant character flaws or even fell from grace.





Quest 27: Standards Addressed

Common Core Standards

<http://www.corestandards.org/>

English Language Arts Standards » Reading: Literature » Grade 8

Craft and Structure

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.
(Tavern Talk - The Other Path)





Quest 27: Online Resources

Character Flaws – Wikipedia Article - http://en.wikipedia.org/wiki/Character_flaw

Tragic Heroes – Wikipedia Article - http://en.wikipedia.org/wiki/Tragic_hero





Quest 27: The Villain Inside - Overview



"It is our choices that show what we truly are, far more than our abilities."

-J.K. Rowling, Author, *Harry Potter Series*

Overview:

We've talked about choices in previous quests. Did you think just because you chose to walk the path of a hero that your choices would be easy? If so, think again.

Heroes still have to choose between right and wrong, long after their journey is underway. Not all heroes persevere until the end. In fact, some villains were once heroes. Many suggest that we all have that inner villain struggling to control choices. We know that heroes can overcome the villains of the world, but sometimes it's the villain on the inside that is a hero's toughest challenge.

In this quest, we'll imagine our heroes in *World of Warcraft* as if they'd chosen another path. How would it change their journey? How would it affect the world and those they love?

Challenges for this quest:

- In this quest's Tavern Talk write a short story about an alternate world where your hero chose a villainous path.
- In your Hero's Journal, you'll talk about how you deal with your own, inner villain.





Quest 27: Challenges

Tavern Talk - The Other Path

For this challenge, we'll use our imaginations and imagine an alternate world where our hero lost the struggle with their inner villain. In this Tavern Talk, write a short story, to share with your fellow heroes, to explain how it happened. Here are some questions you might use to guide your writing:

- Was there some major event that put the hero over the edge?
- What went on in your hero's mind?
- How did it affect those the hero loves?

(This challenge is worth 250 XP.)

Hero's Journal - Struggling

Do you ever find it hard to do the right thing? It's not always easy. In your journal write about a time you struggled with making a right choice. Did you do the right thing? Why or why not?

(This challenge is worth 500 XP.)





Quest 27: Lore and Legend

During this quest you are responsible for **Part 8** of the *The Hobbit cartoon produced in 1977*. You can view the video at [thehobbitmov's Channel](#) on YouTube. Ensure that you complete all required steps of the Literature Circle this week, and complete a Literature Circle Evaluation form for each member of your group. These forms should be submitted to your Lorekeeper through the course messaging service.

While watching the video this week, analyze the extent to which the film stays faithful to or departs from the novel, evaluating the choices made by the director or cartoonist. Note, you will need to go back and reread/skim through the corresponding chapters in the book.

(This challenge is worth 350 XP.)





Quest 28: Instructor's Notes

Quest 28 was designed based on feedback from many of our students who wanted at least the opportunity to try the game from the Horde perspective. This quest gives them an opportunity to do just that and encourages some higher level thinking as they consider how the plights of the Horde and Alliance characters are similar and different.





Quest 28: Standards Addressed

Common Core Standards

<http://www.corestandards.org/>

English Language Arts Standards » Reading: Literature » Grade 8

Craft and Structure

5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. (Tavern Talk - Walking A Mile In Their Sabatons)
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. (Tavern Talk - Walking A Mile In Their Sabatons)

English Language Arts Standards » Reading: Informational Text » Grade 8

Integration of Knowledge and Ideas

9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (Tavern Talk - Walking A Mile In Their Sabatons)
-





Quest 28: Online Resources

The Horde – WoWWiki - <http://www.wowwiki.com/Horde>





Quest 28: My Enemy Is My Friend - Overview



"The face of the enemy frightens me only when I see how much it resembles me."

-Unknown

Overview:

The Alliance and the Horde have long been at war. Each claims the right to live on Azeroth. Though tensions are as high as ever, recent events in the world have forced them into uneasy alliances as they face common enemies. Perhaps there

aren't as many differences as we once thought? Could the Horde and the Alliance live in peace?

In this challenge, you'll spend some time exploring a different perspective. You'll create and play a Horde character through the first few levels. In what ways is their story similar to your Alliance characters'? How are they different?

Challenges for this quest:

- Create a Horde character. Choose your race, class, and name.
 - Work through the first five levels of game play and quests.
 - Discuss the experience in this quest's Tavern Talk.
-





Quest 28: Challenges

Tavern Talk - Walking a Mile in Their Sabatons

This challenge gives you the opportunity to spend a little time exploring the Horde faction. We usually consider them the enemies of the Alliance, but enemies like the Lich King and Deathwing have forced the Alliance and the Horde into uneasy alliances in order to simply survive. In setting aside our differences, sometimes we find that those we fight are not so different from us!

To complete this challenge:

- Create a Horde character.
- Play your new character until at least level five. Be sure to read the quests carefully.
- In the Tavern Talk, share your character's name (and even a picture if you want) and write a couple of paragraphs about how the quests are similar and how they're different from your Alliance quests.

(This challenge is worth 250 XP.)

Adventures in Azeroth – Meet My Horde Character

To earn experience points for this quest, simply level your Horde character to level 5 and show your Lorekeeper that you have achieved the level.

(This challenge is worth 250 XP.)





Quest 28: Lore and Legend

During this quest you are responsible for **Part 8** of the *The Hobbit cartoon produced in 1977*. You can view the video at [thehobbitmov's Channel](#) on YouTube. Ensure that you complete all required steps of the Literature Circle this week, and complete a Literature Circle Evaluation form for each member of your group. These forms should be submitted to your Lorekeeper through the course messaging service.

While watching the video this week, analyze the extent to which the film stays faithful to or departs from the novel, evaluating the choices made by the director or cartoonist. Note, you will need to go back and reread/skim through the corresponding chapters in the book.

(This challenge is worth 350 XP.)





Quest 29: Instructor's Notes

In Quest 29, learners will be exploring the creation of Machinima. Machinima is the use of game-engine graphics as animation for the purposes of creating film. It is normally fan based. Due to the scope of this project, students will need a lot of help getting started and working through the process.

During this first week, students will be learning how to create story boards. The instructor should show the students numerous videos on storyboard creation. Then, you should provide examples of Machinima and Movie Trailers for student consumption. While watching the trailers, students will count scenes and create mock/fake storyboards as practice.

Once students have finished this mini-lesson and practice session, they will begin the development of their own story and storyboard. Students should be encouraged to brainstorm and find original ideas. They may also want to log into the game to search for the correct settings and visualize what type of shots they can actually take in the game.





Quest 29: Standards Addressed

Common Core Standards

<http://www.corestandards.org/>

English Language Arts Standards » Reading: Literature » Grade 8

Integration of Knowledge and Ideas

7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. (IRL - Create a Story Board)

English Language Arts Standards » Writing » Grade 8

Text Types and Purposes

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (Tavern Talk - Walking A Mile In Their Sabatons)

- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
 - Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
 - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - Provide a conclusion that follows from and reflects on the narrated experiences or events.
-





Quest 29: Online Resources

Apple Movie Trailers - <http://trailers.apple.com/>

How To Storyboard – YouTube - <http://www.youtube.com/watch?v=e-yeI83fN6s&feature=youtu.be>

Starcraft II Storyboard – YouTube - <http://www.youtube.com/watch?v=3rs02NtrSXU&feature=youtu.be>

Printable Storyboard Templates - <http://www.printablepaper.net/category/storyboard>





Quest 29: Telling the Tale - Overview



"Pick up a camera. Shoot something. No matter how small, no matter how cheesy, no matter whether your friends and your sisters star in it. Put your name on it as director. Now, you're a director. Everything after that you're just negotiating your budget and your fee."

-James Cameron, Director

Overview:

Every heroic journey, including yours, needs to be documented. Such a journey has value, and the telling of it brings about the growth and change in others for the better. In days of old, your stories would be sung about by bards and whispered into the ears of leaders by sages.

It is time to show the world what you have learned through the execution of a vast array of multi-media tools. Whereas a bard would use a lute, melody, parchment, or ink, you will use the latest in 21st-Century technology to create an adaptation of your experiences in this class and *World of Warcraft*.

This is it, your chance to shine. No longer are you being led by the Loremasters. Instead, you are in the director's chair!

Challenges for this quest:

- Develop a heroic story for the big screen.
 - Learn how to create a storyboard.
 - Create a storyboard depicting the movie scenes that you would use to develop a trailer.
 - Respond to the reflection question in your Hero's Journal.
-





Quest 29: Challenges

Hero's Journal - The Hero of Your Dreams

This week, you are beginning to develop a movie trailer for your final project. In it, your group must develop a cast of characters and a heroic journey. However, in this week's journal, you will be developing a hero from a more personal level.

If you could create yourself in the image of a hero, what qualities would you possess? Would you have superpowers? What kind? Would you be rich? How would you help others? Be creative and have fun.

(This challenge is worth 500 XP.)

IRL - Create a Story Board

To earn credit for this quest, you will have to create a story board for your movie trailer machinima project.

The story board will consist of 3 - 6 panels per page. Each panel must have a short description of the action taking place, and you must record any dialogue that is happening in that scene. These pages will be collected into a book that will be turned in the Lorekeeper upon completion of the project.

(This challenge is worth 500 XP.)





Quest 29: Lore and Legend

During quests 29 - 36, you are responsible for selecting your own book for your literature circle. All group members must select the same book from the provided list of books that follow the hero's journey, "monomyth," structure. You have eight weeks to complete this assignment, so you should pace yourself. Assign enough chapters to read each week, so that you can finish the book by the eighth week.

Ensure that you complete all required steps of the [Literature Circle](#) this week, and complete a [Literature Circle Evaluation](#) form for each member of your group. These forms should be submitted to your Lorekeeper through the course messaging service.

Unlike your previous literary circle, you will not be given essential questions this week. Your group is responsible for creating and answering their own essential questions. If you need help starting this process, speak with one of your Lorekeepers.

Hero's Journey Book List:

Alice in Wonderland
American Gods
The Chronicles of Narnia, Series
The Dark Tower, Series
Dark Tower, Graphic Novel
Ender's Game
Ender's Game, Graphic Novel
Fahrenheit 451
Fahrenheit 451, Graphic Novel
The Giver
Harry Potter, Series
Hatchet
Hunger Games
Odyssey
The Princess Bride
Ultimate Spider-Man Vol. 1, Graphic Novel

(This challenge is worth 350 XP.)





Quest 30: Instructor's Notes

In Quest 30, learners will be exploring the creation of Machinima. Machinima is the use of game-engine graphics as animation for the purposes of creating film. It is normally fan-based. Due to the scope of this project, students will need a lot of help getting started and working through the process.

During this week, students will be learning how to use the tools to create their movie, such as FRAPS and Windows Movie Maker. This is an excellent opportunity to encourage them to try these programs and not be afraid of failure. This week is sandbox time, and our young heroes should be encouraged to try and fail. After all, this is how we learn!

A couple of notes based on our experiences:

- The free version of FRAPS will leave a small watermark at the top of your captures and you are limited to a short capture time. Be sure to remind students to turn off the game's user interface, names, etc., and to turn off FRAPS overlay so they won't appear in the scenes as they shoot them.
 - Windows Live Movie Maker is very limited in its features and options. If you want to do effective sound mixing and scene editing you might consider an alternative.
-





Quest 30: Standards Addressed

Common Core Standards

<http://www.corestandards.org/>

English Language Arts Standards » Writing » Grade 8

Text Types and Purposes

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (IRL - Production)
- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
 - Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
 - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - Provide a conclusion that follows from and reflects on the narrated experiences or events.

English Language Arts Standards » Speaking & Listening » Grade 8

Presentation of Knowledge and Ideas

4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (IRL - Production)





6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (IRL - Production)





Quest 30: Online Resources

FRAPS (software download) - <http://www.fraps.com/>

Windows Live Movie Maker (software) - <http://explore.live.com/windows-live-movie-maker?os=other>

Introduction to FRAPS – (video) -
<http://www.youtube.com/watch?v=KPu98LVHcu8&feature=youtu.be>

Windows Live Movie Maker Introduction (video) -
http://www.youtube.com/watch?v=vh82WqBQ_2c&feature=youtu.be

Audio in Windows Live Movie Maker (video) -
<http://www.youtube.com/watch?v=I24F5GTMhQ&feature=youtu.be>

Rotten Tomatoes - <http://www.rottentomatoes.com/>





Quest 30: Telling the Tale II - Overview



"Learning to make films is very easy. Learning what to make films about is very hard."

-George Lucas, Director

Overview:

Lights! Camera! Action! Trolls?

Now that you've planned your short video, it's time to learn the tools that will make you and your fellow heroes into the next stars of the big screen... or, at least YouTube. Quest 30 is part two of our Epic Machinima Project. By now, you've planned your film with a storyboard and that will help you and your group mates to get just the right shots and scenes for your film.

Now, you will practice capturing scenes and editing them using all the tools available to you.

Challenges for this quest:

- Learn how to use FRAPS to capture screen footage from WoW.
- Learn how to use Windows Movie Maker.
- Practice screen capture, editing, adding sound, creating transitions on a practice movie project.
- Respond to the reflection question in your Hero's Journal.





Quest 30: Challenges

Hero's Journal - Movie Critic

Have you ever wondered what it was like to be a movie critic? Well, this week you get the opportunity to play around with the idea of being a movie critic.

To start of this Journal, you will need to go to <http://www.rottentomatoes.com/> and spend some time reading reviews on movies. Then, you need to select a movie on DVD or at the theaters to watch during the week. After you have watched the movie, write a review in your journal. The review should have a rating system and contain a concise statement of your stance on the movie.

(This challenge is worth 500 XP.)

IRL - Production

To earn credit for this quest, you will start production of your machinima movie.

Using your storyboards begin capturing footage using FRAPS. Then, take this footage and start your project in Windows Live Movie Maker. This will also require you to record sound for your narration.

Note: You will need to hire actors and voice actors from within your guild.

(This challenge is worth 250 XP.)





Quest 30: Lore and Legend

During quests 29 - 36, you are responsible for selecting your own book for your literature circle. All group members must select the same book from the provided list of books that follow the hero's journey, "monomyth," structure. You have eight weeks to complete this assignment, so you should pace yourself. Assign enough chapters to read each week, so that you can finish the book by the eighth week.

Ensure that you complete all required steps of the [Literature Circle](#) this week, and complete a [Literature Circle Evaluation](#) form for each member of your group. These forms should be submitted to your Lorekeeper through the course messaging service.

Unlike your previous literary circle, you will not be given essential questions this week. Your group is responsible for creating and answering their own essential questions. If you need help starting this process, speak with one of your Lorekeepers.

Hero's Journey Book List:

Alice in Wonderland

American Gods

The Chronicles of Narnia, Series

The Dark Tower, Series

Dark Tower, Graphic Novel

Ender's Game

Ender's Game, Graphic Novel

Fahrenheit 451

Fahrenheit 451, Graphic Novel

The Giver

Harry Potter, Series

Hatchet

Hunger Games

Odyssey

The Princess Bride

Ultimate Spider-Man Vol. 1, Graphic Novel

(This challenge is worth 350 XP.)





Quest 31: Instructor's Notes

Quest 31 is really an opportunity for learners to reflect on their game play and as the course nears an end to consider goals they may have consciously or unconsciously set for themselves. Encourage them to choose one they've set and strive to achieve it. In their writing, we're encouraging reflection on goals and goal-setting.





Quest 31: Standards Addressed

Common Core Standards

<http://www.corestandards.org/>

English Language Arts Standards » Writing » Grade 8

Text Types and Purposes

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (Tavern Talk - Going the Distance)

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.
-





Quest 31: Online Resources

WoWHead (Quest Database) – <http://www.wowhead.com>

Getting All The “Well-Read (Achievement)” Books -
<http://wow.joystiq.com/2008/11/29/getting-all-the-well-read-books/>

World of Warcraft Achievements - <http://www.wowwiki.com/Achievement>





Quest 31: The Hero's Goal



"You are never too old to set another goal or to dream a new dream."

-C.S. Lewis, Author

Overview:

Walking the path of the hero is really all about goals. Sometimes they may seem small, but soon, we find that the world gets bigger, our challenges get tougher, and so to do our goals.

As you've explored *World of Warcraft*, you've probably set goals for yourself along the way. Maybe it was to reach level 23 before the end of the day, or maybe it was to acquire that magical sword you saw that Night Elf carrying in Stormwind, or maybe it was to make a new friend. Game play is often about having goals, and they

don't necessarily have to be winning.

Do you have some unfinished goals in this adventure? What are they? See if you can achieve one of them in this quest!

Challenges for this quest:

- Choose any in-game goal you've had since starting on your Hero's Journey but haven't yet completed. See if you can achieve that goal.
- In the Tavern Talk for this quest tell us about your goal. Were you able to achieve it?
- Your Hero's Journal for this quest will focus on your goals in the real world. Tell us about a short-term and a long-term goal you have and why it's important.





Quest 31: Challenges

Tavern Talk - Going the Distance...

For this challenge, choose a goal you have for your *World of Warcraft* hero that you haven't yet achieved. Perhaps you want to reach level 28. Maybe you want to maximize your herbalism skill. Or maybe, you simply want to get through the entire Zul'Farrak dungeon with a group of fellow heroes.

Try to achieve your goal. When you do, take a screenshot of it and post it here in the Tavern Talk for this challenge. Then, add a paragraph or two about how it felt to achieve your goal and how you managed to do it.

Feel free to comment on and congratulate your fellow heroes on achieving their goals.

(This challenge is worth 250 XP.)

Hero's Journal - A Personal Goal

Have you ever set a personal goal for yourself? We often set short-term goals. Maybe you've saved up money to buy the latest Xbox game. Maybe you worked really hard to get all A's on a report card.

What are your long-term goals? Going to college? Buying a car? Discovering how to stop world hunger?

What steps are you taking to be sure you are successful in achieving your long-term goal? Tell us about it.

(This challenge is worth 500 XP.)





Quest 31: Lore and Legend

During quests 29 - 36, you are responsible for selecting your own book for your literature circle. All group members must select the same book from the provided list of books that follow the hero's journey, "monomyth," structure. You have eight weeks to complete this assignment, so you should pace yourself. Assign enough chapters to read each week, so that you can finish the book by the eighth week.

Ensure that you complete all required steps of the [Literature Circle](#) this week, and complete a [Literature Circle Evaluation](#) form for each member of your group. These forms should be submitted to your Lorekeeper through the course messaging service.

Unlike your previous literary circle, you will not be given essential questions this week. Your group is responsible for creating and answering their own essential questions. If you need help starting this process, speak with one of your Lorekeepers.

Hero's Journey Book List:

Alice in Wonderland
American Gods
The Chronicles of Narnia, Series
The Dark Tower, Series
Dark Tower, Graphic Novel
Ender's Game
Ender's Game, Graphic Novel
Fahrenheit 451
Fahrenheit 451, Graphic Novel
The Giver
Harry Potter, Series
Hatchet
Hunger Games
Odyssey
The Princess Bride
Ultimate Spider-Man Vol. 1, Graphic Novel

(This challenge is worth 350 XP.)





Quest 32: Instructor's Notes

Quest 32 could provide for some interesting online interactions, so be sure to monitor closely. The goal this week is to foster not only positive, pro-active digital citizenship, but to also reflect on the topic of online interactions overall. Encourage learners to engage in meaningful chat with other players as they attempt to practice their "random acts of epic kindness."

Behavior online, especially in game-based environments, is an area that is almost completely overlooked in schools. This is an opportunity to address it in a hands-on, meaningful way.





Quest 32: Standards Addressed

Common Core Standards

<http://www.corestandards.org/>

English Language Arts Standards » Writing » Grade 8

Text Types and Purposes

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (Tavern Talk - Random Acts of Epic Kindness)

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.
-





Quest 32: Online Resources

WoW Etiquette Guide - <http://www.tentonhammer.com/node/26354>





Quest 32: The Journey Home - Overview



"What we do for ourselves dies with us; what we have done for others and the world remains and is immortal."

-Albert Pine, English Author.

Overview:

Our journey is in its final stretch. It is now time to set our sights on home. We have all been changed by our journey. It has shaped us. The journey has grown us. How

can we settle for average now? We are heroes. We are called to inspire and help those around us, to help them set out on their own heroic journey.

Those who went before helped us, now it's time for us to help others.

In this quest, we're going to surprise unsuspecting *World of Warcraft* players with random acts of kindness. We're going to help them out and as a result, we'll honor the legacy of those who came before us.

Challenges this quest:

- Choose a random act of kindness, log into the game and do it.
 - Write about your experiences helping others in the Tavern Talk for this quest.
 - In your Hero's Journal tell us about a time when you helped out someone unexpectedly.
-





Quest 32: Challenges

Tavern Talk - Random Acts of Epic Kindness

This may prove one of the toughest challenges you've yet faced. To complete this challenge, you'll choose one of the following:

1. Find a random, lower-level player. Strike up a friendly conversation with them and ask if you can help them complete a quest (especially a group or dungeon quest).
2. Find a random, lower-level player. Strike up a friendly conversation with them and see if there are any supplies, armor, weapons that they need. Buy them what they need and give it to them.
3. Choose a random act of epic kindness of your own. Just get a Lorekeeper to approve it first.

In the Tavern Talk for this challenge, write a few paragraphs explaining what you did and what sort of reaction the other player had. How did it make you feel to help out someone else? Were they grateful? How would online games be different if more people played like this?

(This challenge is worth 250 XP.)

Hero's Journal - Giving Back

Did you ever do something kind for someone else in the real world? Was it hard/easy? How did it make you feel? Why do you think we don't do those kinds of things more often? Tell us about it.

(This challenge is worth 500 XP.)





Quest 32: Lore and Legend

During quests 29 - 36, you are responsible for selecting your own book for your literature circle. All group members must select the same book from the provided list of books that follow the hero's journey, "monomyth," structure. You have eight weeks to complete this assignment, so you should pace yourself. Assign enough chapters to read each week, so that you can finish the book by the eighth week.

Ensure that you complete all required steps of the [Literature Circle](#) this week, and complete a [Literature Circle Evaluation](#) form for each member of your group. These forms should be submitted to your Lorekeeper through the course messaging service.

Unlike your previous literary circle, you will not be given essential questions this week. Your group is responsible for creating and answering their own essential questions. If you need help starting this process, speak with one of your Lorekeepers.

Hero's Journey Book List:

Alice in Wonderland
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The Dark Tower, Series
Dark Tower, Graphic Novel
Ender's Game
Ender's Game, Graphic Novel
Fahrenheit 451
Fahrenheit 451, Graphic Novel
The Giver
Harry Potter, Series
Hatchet
Hunger Games
Odyssey
The Princess Bride
Ultimate Spider-Man Vol. 1, Graphic Novel

(This challenge is worth 350 XP.)





Quest 33: Instructor's Notes

Simply put, Quest 33 is an opportunity to elicit some feedback from learners on their course experiences while encouraging them to reflect on the overall experience. Consider interacting with them closely in the forums or even in face-to-face discussion. This quest will parallel the activities of Quest 35 as a means of getting course feedback.





Quest 33: Standards Addressed

Common Core Standards

<http://www.corestandards.org/>

English Language Arts Standards » Writing » Grade 8

Text Types and Purposes

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (Tavern Talk - It Sticks With You)

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.
-





Quest 33: Online Resources

Introduction to FRAPS – (video) -

<http://www.youtube.com/watch?v=KPu98LVHcu8&feature=youtu.be>

Windows Live Movie Maker Introduction (video) -

http://www.youtube.com/watch?v=vh82WqBQ_2c&feature=youtu.be

Audio in Windows Live Movie Maker (video) -

http://www.youtube.com/watch?v=_I24F5GTMhQ&feature=youtu.be





Quest 33: The Hero's Reward - Overview



"The journey *is* the reward."

-Chinese Proverb

Overview:

Your hero's journey is near its end. You have faced countless challenges and have overcome them to arrive at this point and time. You have grown, too. You are now smarter, stronger, and wiser for having accepted this adventure. The experience is the hero's greatest reward.

It's time to reflect on the adventure, to consider where you started and where you'll go next. What parts of your journey were the most challenging? Where did you experience the most growth? Where will these experiences take you next?

Challenges for this quest:

- In the Tavern Talk for this quest, share your reflections on your best experiences in WoWinSchool: A Hero's Journey.
 - Comment on at least one fellow Hero's ideas.
 - In your Hero's Journal, share how you think you've grown as a result of your journey.
-





Quest 33: Challenges

Tavern Talk - It Sticks With You

You've had a variety of experiences along your journey as a hero. Some of those experiences were probably great, others, not so much. Some of the challenges you faced were easy, others were probably quite challenging. Along the way, you've grown as a hero. Most importantly, you've learned from your journey, and this learning leads to wisdom, arguably the hero's most valuable attribute.

In the Tavern Talk for this quest, tell us:

1. What parts of this journey were your favorite?
2. What parts of the journey challenged you the most?

In addition, read your fellow heroes' thoughts and comment on at least one.

(This challenge is worth 250 XP.)

Hero's Journal - Growing

Have you ever thought about the events in your life that have helped you to grow? What sorts of things have you done that have caused you to grow smarter, stronger, or wiser? How have you grown since your journey as a hero began?

(This challenge is worth 500 XP.)





Quest 33: Lore and Legend

During quests 29 - 36, you are responsible for selecting your own book for your literature circle. All group members must select the same book from the provided list of books that follow the hero's journey, "monomyth," structure. You have eight weeks to complete this assignment, so you should pace yourself. Assign enough chapters to read each week, so that you can finish the book by the eighth week.

Ensure that you complete all required steps of the [Literature Circle](#) this week, and complete a [Literature Circle Evaluation](#) form for each member of your group. These forms should be submitted to your Lorekeeper through the course messaging service.

Unlike your previous literary circle, you will not be given essential questions this week. Your group is responsible for creating and answering their own essential questions. If you need help starting this process, speak with one of your Lorekeepers.

Hero's Journey Book List:

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Fahrenheit 451
Fahrenheit 451, Graphic Novel
The Giver
Harry Potter, Series
Hatchet
Hunger Games
Odyssey
The Princess Bride
Ultimate Spider-Man Vol. 1, Graphic Novel

(This challenge is worth 350 XP.)





Quest 34: Instructor's Notes

In Quest 34, learners will be exploring the creation of Machinima. Machinima is the use of game-engine graphics as animation for the purposes of creating film. It is normally fan based. Due to the scope of this project, students will need a lot of help getting started and working through the process.

By the third week of this project, student should need far less assistance. At this point, they should have their storyboards completed, and they should feel comfortable using FRAPS and Windows Movie Maker. So, you should be able to take a much more hand's off approach this week.

The instructor should still act as a facilitator and assist students with setting up shots and editing shots for their movie.





Quest 34: Standards Addressed

Common Core Standards

<http://www.corestandards.org/>

English Language Arts Standards » Writing » Grade 8

Text Types and Purposes

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

- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.

English Language Arts Standards » Speaking & Listening » Grade 8

Presentation of Knowledge and Ideas

5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (IRL - Editing)

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (IRL - Editing)





Quest 34: Online Resources

Introduction to FRAPS – (video) -

<http://www.youtube.com/watch?v=KPu98LVHcu8&feature=youtu.be>

Windows Live Movie Maker Introduction (video) -

http://www.youtube.com/watch?v=vh82WqBQ_2c&feature=youtu.be

Audio in Windows Live Movie Maker (video) -

http://www.youtube.com/watch?v=_I24F5GTMhQ&feature=youtu.be





Quest 34: Putting the Pieces Together - Overview



"Dialogue should simply be a sound among other sounds, just something that comes out of the mouths of the people whose eyes tell the story in visual terms."

-Alfred Hitchcock, Director

Overview:

The pieces are coming together. You've drafted your storyboard, written your script, practiced filming and editing, recorded audio, and more. Now it's time to put together your masterpiece, the trailer for your epic machinima. To do this will require hard work and lots of teamwork with your fellow Heroes. When you're done, you'll have a product for all the world to see.

Challenges for this quest:

- Film scenes for your movie trailer.
 - Record sound for your trailer.
 - Develop score for your trailer.
 - Put everything together and finish your trailer.
 - Respond to the reflection question in your Hero's Journal.
-





Quest 34: Challenges

Hero's Journal - Working as a Team

For this project, you have been working collaboratively in a group. In your Hero's Journal this week, tell us how you feel about this process? What group members were helpful, and what group members were not helpful? How helpful were you to the group? What qualities/characteristics made group members either helpful or a distraction?

In addition, how important do you think collaborative work is to your future? How will you take the lessons you have learned and apply them in the workplace?

(This challenge is worth 500 XP.)

Hero's Journal - To the Future

This week you have spent some time thinking about the creation of a heroic movie. After going through this class how has your understanding of the heroic journey changed? Do you think about heroes in the same way?

In your journal, contemplate these ideals and how you have grown over the course of the year. How will the things that you have learned in this class change your future and guide your decision making process?

(This challenge is worth 500 XP.)

IRL – Editing

Now that you have gotten most of your footage, it is time to lock yourself in a dark room and begin the editing process. During this time, you will be putting the video footage, sound, and music you have collected into Moviemaker to create your movie.

After you have a semi-finished product, do not be afraid to throw things out or decide that you need to reshoot certain scenes. In fact, you may even need to add scenes to make the movie flow better in your final product.





Take a deep breath; the finish line is just around the corner.

Note: Save the stuff that ends up chopped on the editing room floor, for we may want to make an outtakes video of all the bloopers at the end of the class.

(This challenge is worth 250 XP.)





Quest 34: Lore and Legend

During quests 29 - 36, you are responsible for selecting your own book for your literature circle. All group members must select the same book from the provided list of books that follow the hero's journey, "monomyth," structure. You have eight weeks to complete this assignment, so you should pace yourself. Assign enough chapters to read each week, so that you can finish the book by the eighth week.

Ensure that you complete all required steps of the [Literature Circle](#) this week, and complete a [Literature Circle Evaluation](#) form for each member of your group. These forms should be submitted to your Lorekeeper through the course messaging service.

Unlike your previous literary circle, you will not be given essential questions this week. Your group is responsible for creating and answering their own essential questions. If you need help starting this process, speak with one of your Lorekeepers.

Hero's Journey Book List:

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The Chronicles of Narnia, Series
The Dark Tower, Series
Dark Tower, Graphic Novel
Ender's Game
Ender's Game, Graphic Novel
Fahrenheit 451
Fahrenheit 451, Graphic Novel
The Giver
Harry Potter, Series
Hatchet
Hunger Games
Odyssey
The Princess Bride
Ultimate Spider-Man Vol. 1, Graphic Novel

(This challenge is worth 350 XP.)





Quest 35: Instructor's Notes

Just as in Quest 33, Quest 35 is about feedback and reflection, giving learners the opportunity to leave advice for future participants and the opportunity to contribute their own learning quests that can be incorporated later. Encourage thoughtful feedback and remind them that if their ideas for quests are used, we'll include their name added as a contributor to the course.





Quest 35: Standards Addressed

Common Core Standards

<http://www.corestandards.org/>

English Language Arts Standards » Writing » Grade 8

Text Types and Purposes

1. Write arguments to support claims with clear reasons and relevant evidence.(Tavern Talk - A Future Quest)

- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (Tavern Talk - Sage Advice)

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.





- Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.
-





Quest 35: Online Resources

Quest Writing Examples - <http://mmoreinsight.wordpress.com/category/quest-writing/>





Quest 35: The Legacy - Overview



"What makes greatness is starting something that lives after you."

-Ralph Stockman, Professor, University of Glasgow

Overview:

We, your Lorekeepers, have watched you closely along the way. We are proud to see you arrive here having overcome the challenges set before you. We never doubted that you could achieve great things. Now, we

ask that you aid us as we prepare for the heroes who'll follow you.

Other journeys lie ahead, to be sure. In fact, this is only the beginning for you. Those who came before you left a legacy and so will you. Others will surely follow in your footsteps, learning, as you did, as they embark on their own heroic journey. What advice would you leave behind to guide their adventures? What would you tell them to help them be successful? Would you change their path in any way? When we are gone, what we've done for those who follow is all that will matter.

Challenges this quest:

- Leave your own words of wisdom for those who will follow after you.
- Suggest a topic, quest, or idea for use with our next group of heroes.
- Participate in a group screenshot, with your fellow heroes, showing off your best armor and gear, wearing your guild tabard.





Quest 35: Challenges

Tavern Talk - Sage Advice

Though this Hero's Journey is at its end, for you, others are coming behind, who'll walk in the path you created. What advice would you give them about this journey? What would you tell them they should do to be most successful?

Share your thoughts here and feel free to comment on the thoughts of your fellow Heroes.

(This challenge is worth 250 XP.)

Tavern Talk - A Future Quest

Think about the kinds of challenges we, your Lorekeepers, set before you along your journey. Have you ever thought, "We should do a quest where we...?" Now it's your chance to share your own ideas for quests that future heroes might undertake. This is your chance to share an idea for a learning quest for WoWinSchool: A Hero's Journey. If we decide to use your idea, we'll be sure to tell the world which hero came up with such an awesome idea.

So, tell us, what would you do? What would the quest look like? How would Heroes show what they'd done and learned? How much XP would give for your quest?

(This challenge is worth 250 XP.)





Quest 35: Lore and Legend

During quests 29 - 36, you are responsible for selecting your own book for your literature circle. All group members must select the same book from the provided list of books that follow the hero's journey, "monomyth," structure. You have eight weeks to complete this assignment, so you should pace yourself. Assign enough chapters to read each week, so that you can finish the book by the eighth week.

Ensure that you complete all required steps of the [Literature Circle](#) this week, and complete a [Literature Circle Evaluation](#) form for each member of your group. These forms should be submitted to your Lorekeeper through the course messaging service.

Unlike your previous literary circle, you will not be given essential questions this week. Your group is responsible for creating and answering their own essential questions. If you need help starting this process, speak with one of your Lorekeepers.

Hero's Journey Book List:

Alice in Wonderland

American Gods

The Chronicles of Narnia, Series

The Dark Tower, Series

Dark Tower, Graphic Novel

Ender's Game

Ender's Game, Graphic Novel

Fahrenheit 451

Fahrenheit 451, Graphic Novel

The Giver

Harry Potter, Series

Hatchet

Hunger Games

Odyssey

The Princess Bride

Ultimate Spider-Man Vol. 1, Graphic Novel

(This challenge is worth 350 XP.)





Quest 36: Instructor's Notes

In Quest 36, learners will be exploring the creation of Machinima. Machinima is the use of game-engine graphics as animation for the purposes of creating film. It is normally fan based. Due to the scope of this project, students will need a lot of help getting started and working through the process.

During this final week of the Machinima project, students will be participating in a Movie Festival. Your job is to create an environment that is exciting and celebratory in nature. The event should host decorations and food. It should be one of the most fun and exciting weeks of the course.

In addition to watching and reviewing their classmates' movie trailers, students should be exposed to a series of heroic films.





Quest 36: Standards Addressed

Common Core Standards

<http://www.corestandards.org/>

English Language Arts Standards » Reading: Literature » Grade 8

Integration of Knowledge and Ideas

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. (Tavern Talk - *WoW's* Rotten Tomatoes and IRL - Film Festival)

English Language Arts Standards » Reading: Informational Text » Grade 8

Integration of Knowledge and Ideas

7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. (IRL - Film Festival)

English Language Arts Standards » Writing » Grade 8

Text Types and Purposes

1. Write arguments to support claims with clear reasons and relevant evidence. (Tavern Talk - *WoW's* Rotten Tomatoes)

- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.





English Language Arts Standards » Speaking & Listening » Grade 8

Comprehension and Collaboration

2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. (IRL - Film Festival)





Quest 36: Online Resources

Introduction to FRAPS – (video) -

<http://www.youtube.com/watch?v=KPu98LVHcu8&feature=youtu.be>

Windows Live Movie Maker Introduction (video) -

http://www.youtube.com/watch?v=vh82WqBQ_2c&feature=youtu.be

Audio in Windows Live Movie Maker (video) -

http://www.youtube.com/watch?v=_I24F5GTMhQ&feature=youtu.be





Quest 36: An Epic Tale - Overview



"That's what heroic stories do for us. They show us the way. They remind us of the good we are capable of."

-Sam Raimi, Director

Overview:

This is it! Can you believe you've arrived at your final quest, and what a better way to celebrate than by holding a film festival with your fellow Heroes? Sit back, grab some popcorn and share the conclusion of your epic hero's journey with your fellow heroes as you enjoy each others' films!

Challenges for this quest:

- Hold a movie festival.
 - Review your peer's movie trailers.
 - Watch a Heroic Film.
 - Respond to the reflection question in your Hero's Journal.
-





Quest 36: Challenges

Hero's Journal - All Good Things Come to an End

This is it, your last Hero's Journal. This journey has been marked by fun, challenges, and growth. You should be proud of yourself for what you have accomplished, and what you are bound to accomplish in the future.

Unlike previous weeks, this week's Hero's Journal is not about reflection for your personal growth, but instead it is focused on reflections to assist us in growing and developing the course. What did you think about the course? How could we improve the course? Please be specific and help us to make this course better for future generations of heroes.

(This challenge is worth 500 XP.)

Tavern Talk - WoW's Rotten Tomatoes

A few weeks ago, you visited [Rotten Tomato](#) and worked on doing your first movie review in your Journal. For this week, you are going to review everyone's Machinima project.

The instructor will create a separate thread for each movie; however, you should make sure that you list the title of each movie in your review. In addition, we will use a standardized rating system. Instead of using stars, popcorn, or tomatoes, we will use AXES! You may give each movie 1 to 5 axes depending upon its quality.

(This challenge is worth 250 XP.)

IRL - Film Festival

Kickback and relax because this week is our annual *World of Warcraft* Film Festival. During this festival, we will be watching all of our peers' YouTube videos. In addition, we will be taking a look at the cinematography of games which includes video game movies, video game cut scenes, and well known Machinima projects.

Heroes are free to bring grub and drink as long as they share with others.





Note: Gaming consoles and other computer games will be on display this week for students to experience.

(This challenge is worth 150 XP.)





Quest 36: Lore and Legend

During quests 29 - 36, you are responsible for selecting your own book for your literature circle. All group members must select the same book from the provided list of books that follow the hero's journey, "monomyth," structure. You have eight weeks to complete this assignment, so you should pace yourself. Assign enough chapters to read each week, so that you can finish the book by the eighth week.

Ensure that you complete all required steps of the [Literature Circle](#) this week, and complete a [Literature Circle Evaluation](#) form for each member of your group. These forms should be submitted to your Lorekeeper through the course messaging service.

Unlike your previous literary circle, you will not be given essential questions this week. Your group is responsible for creating and answering their own essential questions. If you need help starting this process, speak with one of your Lorekeepers.

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Fahrenheit 451, Graphic Novel
The Giver
Harry Potter, Series
Hatchet
Hunger Games
Odyssey
The Princess Bride
Ultimate Spider-Man Vol. 1, Graphic Novel

(This challenge is worth 350 XP.)





RESOURCES





A Sample Parent Letter

Cape Fear Middle School
1886 NC Hwy 133
Rocky Point, NC 28457
Phone 910-602-3334

Ms. Edith Skipper
Principal

Patrick Smith
Assistant Principal

Dear Parents and Guardians,

Cape Fear Middle is pleased to inform you that your student has been recommended to take an online class developed here at Cape Fear Middle School. We are very excited to introduce this dynamic new class environment that focuses on the use of game play as a vehicle to teaching the state standard course of study.

This course has been developed to help students with important skills necessary for success in the 21st century. Your child has been selected due to his/her profile of both strengths and potential to benefit from the skills that this program is intended to develop. Most kids today are engaged in online social networking sites and have experienced video games. Using an online virtual world-based game such as *World of Warcraft* can provide an ideal starting point for a variety of lessons that are attractive to students and make learning exciting.

The goals of this class are to enhance students' skills in one or more of the following areas: socialization, group work, leadership, use of 21st century technology, citizenship and digital citizenship, literacy, writing, and vocabulary.

Please note that this game is rated "T" for teen. Please refer to the official game site to learn more about the game, its content, and rating:
<http://www.worldofwarcraft.com>. Please refer to the expectations letter for more information and feel free to contact me with any questions.





All participation will be in school and teacher supervised. For more information about the academic opportunities with virtual world game-based learning please go to <http://wowinschool.pbworks.com/>.

Please indicate your interest in this opportunity on the bottom of this letter. We look forward to working with your student next school year. Please feel free to contact us with any questions.

Respectfully,

Craig Lawson
8th Grade LA Teacher, Cape Fear Middle School
910-602-3334
craig_lawson@pender.k12.nc.us

Lucas Gillispie
Instructional Technology Coordinator, PCS
910-259-2187
lucas_gillispie@pender.k12.nc.us

Please check one and return to Mr. Lawson

_____ I am **not** interested in my student taking WoW in School online class.

_____ I am very interested in my student taking WoW in School online class.





(Please fill out the attached information sheet in checked yes)

Additional Information:

Student Name:

Birthday:

Mailing Address:

Student Email:

Parent Name:

Phone Number:





Online Resources and Software Used In This Course



The following is a list of websites, software, and tools used in this course:

Software:

GIMP - <http://www.gimp.org/> - free image editing software.

Tweetdeck - <http://www.tweetdeck.com/> - Twitter client.

MS Office or comparable suite.

Fraps - <http://fraps.com/> - or other, comparable video capturing software.

Windows Live Movie Maker - <http://explore.live.com/windows-live-movie-maker?os=other> - or other, comparable video editing software.

Audacity - <http://audacity.sourceforge.net/> - for sound capture and editing.

Web-based Tools:

Google Documents - <http://docs.google.com> (if no local word processor is available).

Animoto - <http://animoto.com/> - create movies from still images and music.

Bubbl.us - <http://bubbl.us> - Collaboratively create mind maps and flow charts.

Websites for Resources/Research:

YouTube - <http://www.youtube.com>

World of Warcraft (and all subdomains) - <http://www.worldofwarcraft.com>

World of Warcraft Wiki - <http://www.wowpedia.org/>

Blizzard.com (and all subdomains) - <http://blizzard.com>

Battle.net (and all subdomains) - <http://battle.net>

Thinkexist.com - <http://thinkexist.com>

GIMP Tutorials - <http://www.gimp.org/tutorials/>

Baby Names - <http://babynamesworld.parentsconnect.com/>

The Art of Fantasy Names - <http://pacejmilller.wordpress.com/2009/03/01/the-art-of-fantasy-names/>

Poets.org - <http://www.poets.org>

Quest Writing Examples - <http://mmoreinsight.wordpress.com/category/quest-writing/>

Job Description - Quest Writer - Bethesda Softworks -

http://www.bethsoft.com/eng/links/job_102609_questdsgnr.html

Writing the Hero Quest -

<http://www.hhs.helena.k12.mt.us/Teacherlinks/OConnorj/writeheroquest/WritingHeroQuest.html>

Writing Riddle Poems - <http://www.readwritethink.org/files/resources/interactives/riddle/>





Twitter.com - <http://www.twitter.com>

Purdue Online Writing Lab - <http://owl.english.purdue.edu/>

Harbingers of Light - <http://harbingersoflight.com/>

Cognitive Dissonance -

<http://cognitivedissonance.guildportal.com/Guild.aspx?GuildID=228854&TabID=1927706>

Alea Icta Est - <http://www.aie-guild.org/>

Speech Writing - <http://teacher.scholastic.com/writewit/speech/index.htm>

WoW Insider - <http://wow.joystiq.com/>

Joe's AdBlog - <http://advertisingadvice.blogspot.com/2008/05/72-most-creative-advertisements.html>

Famous Advertising Campaigns -

<http://www.paradigmprint.com/paradigm/newspost.88.12.0.0.0.0.sub.31.html>

The Famous Five of a Print Ad - <http://www.rightcopywriter.com/blog/copywriting/famous-five-print-ad.html>

Propaganda Techniques - <http://academic.cuesta.edu/acasupp/as/404.htm>

Slideshare - <http://www.slideshare.net/>

DigitalCitizenship.net - http://www.digitalcitizenship.net/Home_Page.html

WoW Herbalism Guide (or comparable) - <http://www.wow-professions.com/wowguides/wow-herbalism-guide.html>

Effective Storytelling - <http://www.eldrbarry.net/roos/eest.htm>

Role Playing 101 – Stratics - <http://wow.stratics.com/content/features/rpg101/>

WoW Etiquette Guide - <http://www.tentonhammer.com/node/26354>





Experience Scale

The following is our attempt at creating an experience/level system for our course.

Hero Level	Experience Points (XP) Required
1	0
2	2000
3	4000
4	6000
5	8000
6	10,000
7	12,000
8	14,000
9	16,000
10	18,000
11	20,000
12	22,000
13	24,000
14	26,000
15	28,000
16	30,000
17	32,000
18	34,000
19	36,000
20	38,000
21	40,000
22	42,000
23	44,000
24	46,000
25	48,000
26	50,000
27	52,000
28	54,000





WoWinSchool in the News, Blogs, and More

Here is a collection of articles and blogs that feature this project. Some have some meaningful conversation in the comments!

Gilbert, Zack. (April 9, 2011) - [EdGamer Episode #7 World of Schoolcraft](#) - Interview with Lucas Gillispie. EdGamer Podcast.

Poisso, Lisa. (March 17, 2011) - [WoW Goes To English Class](#) - WoW Insider.

"Medros." (February 27, 2011) - [GroupQuest #18 - Welcome to Zul'Again, You've Been Schooled.](#) GroupQuest Podcast.

Mellon, Ericka (February 2011) - [Virtually Possible](#) - District Administration magazine. Discussion of Diane Lewis' implementation in Seminole County Public Schools in Florida.

Henken, Phil. (January 22, 2011) - [World of Warcraft Raids the Classroom.](#) Motherboard.tv

<http://www.vgames.co.il/article/13967.html> (Israel)

<http://www.buffed.de/World-of-Warcraft-PC-16678/News/WoW-Schulprogramm-in-den-USA-nutzt-WoW-damit-Schuelern-das-Lernen-mehr-Spass-macht-809175/> (Germany)

[World of Warcraft Ventures Into The Classroom](#) - ZAM

McBride, Melanie. (December 6, 2010) - [Gameification, Gaming, Edugames: Keeping It Real.](#) melaniemcbride.net.

Greene, Amanda. (December 3, 2010) - [Teacher uses video game to enhance students' English skills.](#) Wilmington Star News Online.

Roscorla, Tanya. (November 18, 2010) - [World of Warcraft Invades Language Arts Class.](#) Converge Magazine

Schlenker, Brent. (November 27, 2010) - [WoW in Schools - Not in Corporate Training.](#) Corporate Learning Strategies and Development.

Sandberg, Nathan (December 2, 2010) - [Repost of Converge Article.](#) Note the Discussion.

Danforth, Liz. (September 23, 2010) - [MMO's and You.](#) LibraryJournal.com.

Carbonneau, Jen. (July 29, 2010) - [Webinar Notes: World of Warcraft.](#) Jen Carbonneau's Web Log.





- Daforth, Liz. (July 29, 2010) - [Teens Learning in World of Warcraft](#). LibraryJournal.com.
- Aubrecht, Michelle. (June 15, 2010) - [World of Warcraft as a Learning Space](#). Digitalunion.osu.edu.
- Vollmer, Sabine - (May 15th, 2010) - [3-D Learning With Fun and Games](#). Science in the Triangle.
- Johnson, L., Smith, R., Levine, A., and Haywood, K., (2010). [The 2010 Horizon Report: K-12 Edition](#). Austin, Texas: The New Media Consortium.
- Dawley, Lisa - (May 11th, 2010) - [ARVEL SIG - WoW in Schools](#) - Online Educator.
- Anderson, Steven - (May 10th, 2010) - [Overcome With Techno-Fear](#) - Blogging About the Web 2.0 Connected Classroom.
- Demski, Jennifer - (November 1, 2009) - [The WoW Factor](#). THE Journal.
- Poisso, Lisa – (July 14th, 2009) – [15 Minutes of Fame: Learn to Game, to Game to Learn](#). WoW Insider.
- Williams, David M. (June 23rd, 2009) - [Readin', writin' and raidin': the World of Warcraft learning experience](#) - iTWire.
- Caoili, Eric. (June 12, 2009) - [WoWinSchool Seeks to Reach At-Risk Students with Warcraft](#). - GameSetWatch. Re-posted at [MMOSite](#). Also at, [Top Gamer Blog](#), [SocialMedian](#).
- Rice, John. (June 5th, 2009) - [World of Warcraft Goes To School](#) - Educational Games Research.
- Quek, Patrick. (June 17th, 2009). - [WoWinSchool, World of Warcraft in School](#) - EveryJoe.com.
- Schramm, Mike. (June 25th, 2009) - [Using WoW for learning in schools](#). - WoW.Com
- dlende. (July 10, 2009) - [Gaming Round Up - Learning, Research, Addiciton, and Design](#) - Neuroanthropology.net.
- Cobb, JT - mention at: <http://www.missiontolearn.com/2009/05/graduation-advice-edutweets/>
- Bray, Ollie - [World of Warcraft in Schools](#) - OllieBray.com: Creativity and Innovation in Education
- Mattar, João (June 31st, 2009) - [WoW & Education](#) - De Mattar - Lots of other good links here too on the subject.
- Kiggins, Jim (June 22nd, 2009) - [WoW for Math](#)





RezEd.org/GlobalKids (September 23rd, 2009) - [RezEd Podcast 40 - Discussions on Using WoW in Education and the Partnership of Whyville and Dell.](#)

From Around the World:

From Russia - (March 2011) - [Innovative Teachers Conduct Classes in WoW](#) - WoW.ru

From Chile - (July 2009) - [¿Cómo usar World of Warcraft en las escuelas?](#).

From France - Martin, Chloe. (April 19th, 2010) - [Une poignée de professeurs et spécialistes des jeux vidéos se sont réunis autour de Lucas Gillispie pour créer la World of Warcraft in School - Chloestch's Factory.](#)

From Poland - Hildebrand, Konrad. (June 26th, 2009) - [World of Warcraft w służbie matematyki](#) - Gamezilla.pl

From Vietnam - Vu-Theo, Thanh. (June 16th, 2009) - [Học sinh sẽ thôi bỏ học nhờ World of Warcraft](#) - gamek.channelvn.net

From Germany - (June 2009) - [World of Warcraft in der schule.](#) Educational Gaming.de

From England - (June 2007) - [Cultural Capital and Community Development in the Pursuit of Dragon Slaying.](#) - [David White, TALL group, University of Oxford.](#)





Supporting Research, Articles, and Book Chapters



We'd like to offer a big "thanks" to Dean Groom, Head of Educational Development Design at Macquarie University, for providing the bulk of this list. Find more of Dean's resources at: <http://deangroom.wordpress.com/>.

Books

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Gee, J. P. (2007). *What video games have to teach us about learning and literacy (revised and updated edition.)*. New York: Palgrave Macmillan.

Prensky, M. (2006). *Don't bother me mom, I'm learning! : How computer and video games are preparing your kids for 21st century success and how you can help! (First.)*. St. Paul, MN: Paragon House.

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["Interactive Audiences?: The 'Collective Intelligence' of Media Fans" in Dan Harries \(ed.\), The New Media Book, \(London: British Film Institute, 2002\)](#)





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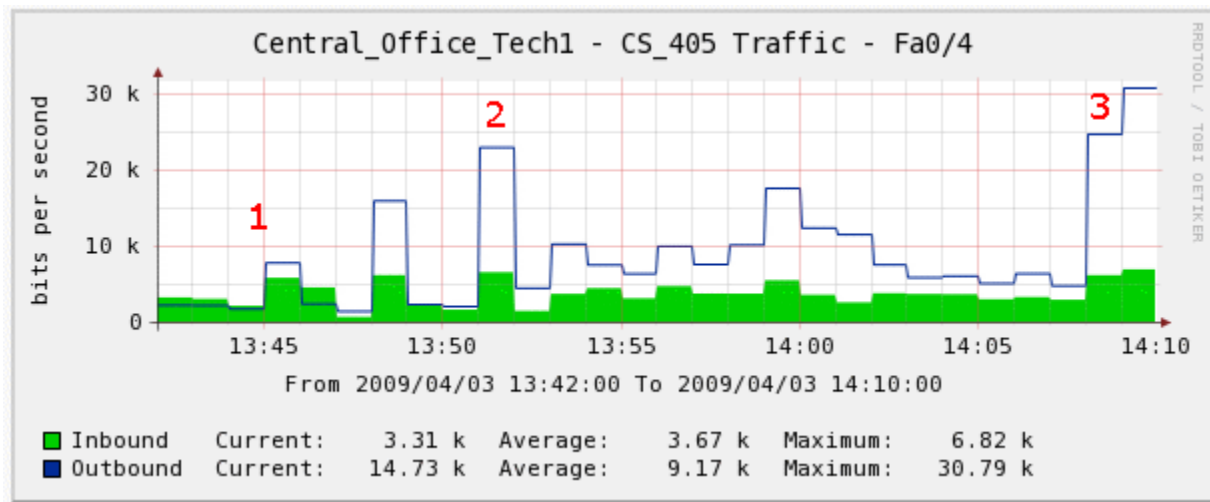


Notes on Technical/Network Information

Disclaimer: When it comes to technical issues, I'm no expert. Each system is different and you may experience different hardware and network issues than what we experienced in Pender County Schools. However, we thought that sharing the following notes might be helpful.

Bandwidth Usage

Initial tests on a Dell 330 went extremely well. Despite the fact the system has an integrated Intel graphics processor, the game ran smoothly. One of our district technicians and I tested the impact on the network and bandwidth. The game has surprisingly little impact. Below is a chart:



To test the traffic caused by the program, I closed down all other network using applications (IM, etc.). I created a new character on a high population server (a dwarf), and ran him from the starting area to Ironforge (the Dwarven capital city). The part of the chart indicated by **1** represents login and character creation. The area denoted by the **2** is the initial upswing in data as I entered the capital city. The area indicated by the **3** is log out. In other words, this chart shows only network usage by the workstation I used to test. I presume that the spike when entering the capital city was due to the crowd of other players there (the system has to download data about what armor they're wearing, character models, etc.). After that initial load, it's primarily handling new folks who enter the city and chat. For comparative purposes, opening GMail and sending a short message spiked at 45 k, well above the maximum experienced here. Thus, even with a classroom with 15-17 players logged in at once, the impact on bandwidth would be minimal.





Networks, Ports, and Such

Just wanted to take a moment to share what I know about networks, firewalls, and ports as they relate to the game. First off, we had to make sure that the following IP addresses were open to traffic at the school:

- <http://www.worldofwarcraft.com>
- <http://www.battle.net>
- <http://www.blizzard.com>
- and 12.129.242.21

Also, Blizzard has some recommendations regarding which ports must be opened in your firewall to enable the game client and the play servers to communicate. That information can be found here: http://us.blizzard.com/support/article.xml?locale=en_US&articleId=21015.

System Requirements (from the official website)

PC System Requirements

OS: Windows XP / Windows Vista (with latest Service Packs)

Processor:

Minimum: Intel Pentium 4 1.3 GHz or AMD Athlon XP 1500+

Recommended: Dual-core processor, such as the Intel Pentium D or AMD Athlon 64 X2

Memory:

Minimum: 512 MB RAM (1GB for Vista users)

Recommended: 1 GB RAM (2 GB for Vista users)

Video:

Minimum: 3D graphics processor with Hardware Transform and Lighting with 32 MB VRAM
Such as an ATI Radeon 7200 or NVIDIA GeForce 2 class card or better

Recommended: 3D graphics processor with Vertex and Pixel Shader capability with 128 MB VRAM
Such as an ATI Radeon X1600 or NVIDIA GeForce 7600 GT class card or better

Sound:





DirectX-compatible sound card or motherboard sound capability

Mac System Requirements

OS: Mac OS X 10.4.11 or newer

Processor:

Minimum: PowerPC G5 1.6 GHz or Intel Core Duo processor

Recommended: Intel 1.8GHz processor or better

Memory:

Minimum: 1 GB RAM

Recommended: 2 GB RAM

Video:

Minimum: 3D graphics processor with Hardware Transform and Lighting with 64 MB VRAM
Such as an ATI Radeon 9600 or NVIDIA GeForce Ti 4600 class card or better

Recommended: 3D graphics processor with Vertex and Pixel Shader capability with 128 MB
VRAM Such as an ATI Radeon X1600 or NVIDIA 7600 class card or better

All Platforms

Controls: A keyboard and mouse are required. Input devices other than a mouse and keyboard are not supported.

Connectivity: You must have an active broadband Internet connection to play.

Mouse: Multi-button mouse with scroll wheel recommended.

Hard Drive Space: 15 GB free hard drive space

For a complete list of supported 3D cards, visit www.worldofwarcraft.com/supportedvideo

Note that due to the evolving nature of the game, the minimum system requirements for *World of Warcraft: Wrath of the Lich King* may change over time.

For what platforms is the game available?

The game is available for PCs and Macs.



**Does the game require a 3D accelerator?**

Yes, the game requires a 3D graphics card. We support a wide range of 3D cards that conform to the system requirement outlined above. Specific 3D card support information can be found [here](#).

Is the game playable over a dial-up connection?

Yes, a 56.6k modem or higher is required.

What is the camera perspective of the game?

The game supports third-person and first-person camera perspectives. Players can utilize the mouse wheel to adjust the camera angle as the situation dictates and switch between cameras on the fly.

VoIP (Voice over IP)

Our students will be using a gaming-standard for VoIP communication called Ventrilo. We did some early tests on its impact on network and bandwidth. Outbound and inbound traffic seems to cap at around 80K, interestingly enough, way more than that used by WoW itself. My guess is that will be the cap, period for two reasons: the program (or network?) was visibly leveling off bandwidth at 80K and in most instances; you won't have multiple people talking at once in the same channel. As to the impact of full duplex in multiple channels, simultaneously on the network, that remains to be seen. Our WAN administrator has set a policy for all traffic to the school site for this project and has imposed a generous overall cap on bandwidth usage that I imagine we'll never reach. Of course, you'll need headphones with microphones for this to work.





Budget



So, what does it cost to run a program like this? The following numbers are based on the assumption that you have hardware in place that will run the game and that you simply need to purchase software and subscription time.

Software:

World of Warcraft Battle Chest - \$19.99

This includes the base game (often referred to as “Vanilla” WoW), the first expansion, called *The Burning Crusade*, as well as a game manual and a strategy guide.

If you opt to buy additional expansions, here are the average costs as of this writing:

Wrath of the Lich King - \$30.00 - \$40.00

Cataclysm - \$27.00 - \$37.00

A couple of things to consider: this entire course is built on the content included in the *World of Warcraft Battle Chest*. With the game time allotted over the year, our students reached a maximum character level in the low 40's. The *Battle Chest* will allow them to level to a maximum of level 70.

Subscription:

We purchased game time in the form of 60-day subscription cards since using a credit card wasn't an option. These typically retail for around \$29, but certain resellers offer discounts for volume purchases. Visit the project wiki, <http://wowinschool.pbworks.com> for more information.

Total Cost:

Here's how our expenses for a full year broke down:

17 copies of *World of Warcraft Battle Chest* (15 students + 2 instructors) = \$339.83

85 60-day Subscription Cards (5 x 17 at \$29.99) = \$2945.15

Total for 17 students, 10 months of play = \$2888.98

Tips:





- Don't forget that with each copy of *World of Warcraft Battle Chest* you purchase, you get 30 days of play included.
 - Also, you can stretch your subscription a bit using the Recruit-A-Friend program (http://us.blizzard.com/support/article.xml?locale=en_US&articleId=20588), using your educator's accounts to "recruit" the student accounts earning them free subscription time.
 - Use a spreadsheet to keep track of all account information. I recommend keeping all account information, passwords, secret words, and even account keys organized in a spreadsheet. It's been very helpful for us.
 - Be aware of your school calendar. 60-day subscriptions are for a continuous 60 days, including weekends and holidays. It's possible to plan your 60-day subscriptions around holidays in some cases, thus stretching your game time.
 - If an account isn't actively under a subscription, it's simply "frozen." Characters, items, progression, etc., remain intact until the account is re-subscribed.
-





12 Tips for Starting a Game-Based Project at Your School

(Reposted from <http://www.edurealms.com>)

I see the fact that I'm creating this post as a fantastic sign. Why? Because, it means that the idea of using games for learning is spreading and that people are moving from an "ideas" phase to a "let's do this" phase. Several people have asked me how we got started with WoWinSchool and if I have any suggestions. From experience, here are some suggestions that are emerging:



1. **Put the kids first.** It's all about them anyway. You really must have a heart for them and what's good for them. Recruit educators who believe this first, because they're the most important factor, then, recruit your gamer teachers. Let this first suggestion frame every decision made. (A big thanks to Diane Lewis for nailing this one at her VWBPE presentation on the topic.)

2. **Find the principals who will support you,** champion for you, and advocate for your kids and the awesome things they'll be doing. Find the ones who "get it." If you can't find those, find "the willing to get it" crowd. Involve your district leadership as well. Not only do they need to know what you're doing they can also be a huge resource.

3. **Recruit your IT folks.** You're likely to need some special attention from them. Bring them on board as partners with your project. Praise them and market how awesome they are as they support your project. (They too often are overlooked or get a bad rap for doing their jobs.)

They'll need to know [what impact](#) any games will have on things like bandwidth, your filter, etc. You may have to gather that research for them because they're probably very busy with other issues. My IT people have been amazing and have really gone above and beyond (such as providing bandwidth impact graphs, and helping to set up a Minecraft server on our local network).

4. **Start as a club.** Starting as a club is a great way to begin. Clubs are a safe place to fail and they're typically voluntary. After-school, before-school, or during a club period is a great time to for your kids to meet, play, and learn.

5. **Find your "at-risk" learners and "fringe" kids.** Really, most of our students are at a minimum, at-risk for extreme boredom, and many of our labeled "at-risk" learners are simply bored with school and don't see relevance. These students are ideal and usually need something engaging and relevant to anchor them in school. We've also seen some incredible things with





students who are identified ADD/ADHD and even the mildly autistic. Let the kids “own” (or “pwn”) their learning.

6. **Read and share your reading.** Have some supporting research. We’re building a list at <http://wowinschool.pbworks.com/w/page/5268741/Supporting-Research>. Also consider having a few copies of Gee’s *What Video Games Have to Teach Us About Learning and Literacy* and Prensky’s *Don’t Bother Me Mom — I’m Learning* on hand to loan.



7. **Tie your project to one or more instructional goals.** Our primary charge is to foster learning, right? It’s a big step for many to see video games as tools for learning so a clear alignment to instructional goals really helps. This doesn’t have to be especially formal, particularly with a club format, but alignment to existing learning goals is a great idea. Also, don’t neglect the opportunities that arise to address topics such as leadership, digital citizenship, and media literacy which are too often overlooked in our standard course of study.

8. **Get parents on board.** Communicate with them clearly and often about the project and your expectations, goals, and what will be involved. Consider hosting a parent orientation event or informational videos that explain your project.

9. **Market your program.** Be transparent about everything, both success and failures. Document everything because you’re a pioneer in an emerging area. Market your learners’ work and connect them to a global audience.

10. **Invite visitors.** Even after you’re underway, many people still won’t understand what you’re doing. Invite them to come and see. This not only broadens their understanding of the possibilities of game-based learning it’s another opportunity for your students to showcase what they know.

11. **Connect.** Connect and network with educators who are doing similar work. Have them talk to your decision makers and district leadership. Once your project is started, connect your kids with other kids!

12. **Remember suggestion #1.**

These are some points that have helped make mine, Peggy Sheehy’s and Diane Lewis’ projects successful. What would you add? What have I left out?

-Lucas





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Quest 2 - Answering The Call

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Quest 3 - What Is Your Name?

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Quest 20 - Know Your Lore





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