

Game Lesson Title	Eastern Market Murder: Augmented Reality Game with optional excursion		
Brief Intro	<p>Students learn about a historical event that took place in 1800s Melbourne by playing an augmented reality smartphone game.</p> <p>More info here: https://linktr.ee/truecrimegames</p>		
Lesson Hook	<p>In 1899 at Melbourne's vibrant Eastern Market, a sudden attack on a popular fortune-teller left her husband violently murdered. The culprit? A phrenologist with a steadfast defence, who will get away with the grisly murder if not proved wrong. Blood red radishes, a business rivalry, whispers of false friends. When everything is not as it seems, will you foresee how it ends?</p> <p>You play detective, using your phone to see augmented reality people, places and things in the CBD. Can you solve the mystery?</p>		
Year Level	9	Excursion involved?	Optional
# Lessons/Dur	4 options: 1. In-class – 60 minutes 2. On site – 90 minutes 3. Combined with half-day excursion – 4 hours 4. Combined with full-day excursion – 6 hours	Costs Involved? (Detail below)	Yes \$4.99 for the app (could be one between two or one between three students though) Normal excursion costs
Author	You are free to copy, communicate and adapt this lesson plan which was created by Ben Lawless and licensed under a Creative Commons Attribution 2.0 http://creativecommons.org/licenses/by/2.0		
Subject/s			
<input checked="" type="checkbox"/> English	<input checked="" type="checkbox"/> Geography	<input type="checkbox"/> Science	
<input checked="" type="checkbox"/> Multimedia	<input checked="" type="checkbox"/> Legal Studies	<input type="checkbox"/> Digital Technologies	
<input type="checkbox"/> Drama	<input checked="" type="checkbox"/> Humanities	<input type="checkbox"/> Music	
<input type="checkbox"/> Visual Arts	<input type="checkbox"/> Languages	<input type="checkbox"/>	
<input checked="" type="checkbox"/> History	<input type="checkbox"/> Mathematics	<input type="checkbox"/>	
Curriculum/Capabilities Alignment (Victorian Curriculum)			
VICAMAR046	Analyse and evaluate a range of media artworks from contemporary and past times, including media artworks of Aboriginal and Torres Strait Islander Peoples, to explore differing viewpoints and enrich their media arts making		
VICAVAE041	Explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works		
VICAVAR045	Analyse and interpret artworks to explore the different forms of expression, intentions and viewpoints of artists and how they are viewed by audiences		
VICAVAR046	Analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary contexts, including artworks by Aboriginal and Torres Strait Islander Peoples to explore differing viewpoints		

Game Lessons Template



VCCCTQ045	Challenge previously held assumptions and create new links, proposals and artefacts by investigating ideas that provoke shifts in perspectives and cross boundaries to generate ideas and solutions
VCCCTR047	Examine how to identify and analyse suppressed premises and assumptions
VCCCTR049	Consider ambiguity and equivocation and how they affect the strength of arguments
VCCCTM051	Critically examine their own and others thinking processes and discuss factors that influence thinking, including cognitive biases
VCECU020	Explore a range of ethical problems and examine the extent to which different positions are related to commonly held ethical concepts and principles, considering the influence of cultural norms, religion, world views and philosophical thought
VCELY455	Listen to spoken texts constructed for different purposes and analyse how language features in these texts position listeners to respond in particular ways, and consider the interaction skills used to present and discuss ideas, or to influence and engage audiences through persuasive language, varied voice tone, pitch and pace
VCGGK139	Perceptions people have of place, and how this influences their connections to different places
VCGGK141	Ways that places and people are interconnected with other places through trade in goods and services, at all scales
VCHHC121	Sequence significant events in chronological order to support analysis of the causes and effects of these events and identify the changes they brought about
VCHHC123	Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability
VCHHC124	Analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values
VCHHC125	Evaluate different historical interpretations and contested debates
VCHHC126	Identify and evaluate patterns of continuity and change in the development of the modern world and Australia
VCHHC128	Evaluate the historical significance of an event, idea, individual or place
VCHHK131	Different experiences and perspectives of individuals or groups and how ideas, beliefs and values changed during the significant events of the Industrial Revolution
VCHHK133	Key social, cultural, economic, and political features of one society at the start of the period
VCHHK134	Intended and unintended causes and effects of contact and extension of settlement of European power(s), including Aboriginal and Torres Strait Islander peoples
VCHHK160	The perspectives of people and different historical interpretations and debates from the period

Game Used	Eastern Market Murder		
Game play required?	Yes, the game is played by the students. That is the main activity		
CLASSIFICATION	DEVICE/s	INTERNET REQUIRED?	COST (RRP)
12+	Android or iOS smartphone	Yes	\$4.99

How are games used by students in the lesson?

- ☐ **Watchers** – observing, analysing and evaluating. Learning about the world and ourselves through understanding the impact of games culture and industry.
- ☒ **Players** - learning by playing videogames - learning things applicable to life outside of (and in) the game e.g., flight simulators, esports, etc.
- ☐ **Makers** - learning through making games (coding, creative production, teamwork, leadership etc).
- ☐ **Sandbox** (Minecraft) – self-directed, exploratory learning. Shining through play.

eSafety Considerations

Age rating: 12+ years old. Eastern Market Murder contains verbal descriptions of a violent crime and a depiction of the crime scene several days after the incident. On-site version requires GPS to be enabled.

Technical Notes

Smartphone required. Device must be compatible with Google ARCore with requires an ARKit compatible device running iOS 11.0 or later. GPS must be switched on for on-site version. Phone camera required for augmented reality.



ACMI Game Lessons acknowledges the support of the Department of Education Training, Victoria, through the Strategic Partnerships Program.

Prior knowledge/skills (Required/Recommended)	
Basic ability to use a smartphone required.	
Student Outcomes	
Learning Goals	KNOW: roles, clothing, communication styles of 19 th century Melburnians; what phrenology was; changes to built environment over time
	BE ABLE TO: determine cause and effect; interpret motives of historical figures, empathise with historical figures
	IMPROVE: Teamwork (if playing in pairs), critical thinking, creative thinking

LESSON SEQUENCE	
Introduction Activities	<p>Back in class, before excursion or before playing, show students this image: https://bit.ly/1800smelb</p> <p>Get them to complete the thinking routine, “See, Think, Wonder”.</p> <p>Ask students to look at the picture and make observations. They could do it as a class discussion or write answers to the stems, or even both.</p> <p>Looking at the picture...</p> <p>“I see...” (i.e., observation skills of what is in the picture)</p> <p>“I think...” (i.e., what do they think is happening in the picture)</p> <p>“I wonder...” (i.e., what questions to they have? What further areas of interest come from looking at this picture?)</p> <p>Teachers could guide students to start thinking about what perspectives the people in the picture might have. How might they think differently to us?</p>
Main Lesson Activities	<p>Students play through the game, possibly in pairs or in groups of three.</p> <p>Off site: Students can play via their smartphones in approximately 60 minutes. This version would probably be best spread out over two lessons, to be able to incorporate the introduction activities and reflection activities and general admin time.</p> <p>On site: Students can play via their smartphones in approximately 90 minutes. This version sees students walking around a section of the Melbourne CBD (not an area with a lot of traffic though)</p> <p>The starting point is outside Melbourne Town Hall, 90-130 Swanston Street. The end point is 43 Little Bourke Street.</p> <p>Click here for a full google map of the itinerary in the game.</p> <p>A great idea could be to combine this with a half day or full day excursion. For example:</p>

	<p>Full-day excursion:</p> <p>9am – arrive using public transport at Federation Square. 9.30am – arrive at start of site for the start of the game. 9.30am – 11.30am – students play the game and then meet at the final location as shown on the map (Cohen Place) 11.30am – snack / lunch time</p> <p>(If you were only doing a half day excursion, you could then make your way back to school at this point)</p> <p>(You could also do the above in the afternoon instead of in the morning. With time for a snack or lunch included, roughly 3 hours would be needed for a game-only excursion)</p> <p>12pm – Visit some Melbourne CBD sites. The sites are listed below with their possible link to school curriculum.</p> <table border="1"> <thead> <tr> <th>Site</th><th>Educational link</th></tr> </thead> <tbody> <tr> <td>Chinese Museum</td><td>History, English, Chinese Language</td></tr> <tr> <td>Melbourne Gaol</td><td>History</td></tr> <tr> <td>Old Treasury Building</td><td>History, Commerce</td></tr> <tr> <td>State Parliament</td><td>History, Legal Studies, Politics</td></tr> <tr> <td>Koorie Heritage Trust</td><td>History, English, Sociology</td></tr> <tr> <td>ACMI</td><td>Design and Digital Technology, English, Computer Science</td></tr> <tr> <td>“Aboriginal Melbourne” walking tour</td><td>History, Sociology</td></tr> <tr> <td>Aquarium</td><td>Biology</td></tr> <tr> <td>Melbourne Museum (Carlton – 30-minute walk away)</td><td>History, English, Sociology</td></tr> </tbody> </table> <p><u>Guided</u> walking tours are also available, as well as CBD school <u>tours</u>.</p>	Site	Educational link	Chinese Museum	History, English, Chinese Language	Melbourne Gaol	History	Old Treasury Building	History, Commerce	State Parliament	History, Legal Studies, Politics	Koorie Heritage Trust	History, English, Sociology	ACMI	Design and Digital Technology, English, Computer Science	“Aboriginal Melbourne” walking tour	History, Sociology	Aquarium	Biology	Melbourne Museum (Carlton – 30-minute walk away)	History, English, Sociology
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Reflection Activity	<p>Choose one of the following reflection activities:</p> <p>Thinking about the history mystery game you just completed...</p> <ol style="list-style-type: none"> Copy and complete the sentences: <ol style="list-style-type: none"> “I used to think..... but now I know.....” Summarise the activity in exactly 12 words <u>3-2-1</u> <ol style="list-style-type: none"> Write 3 things you learnt Write 2 things they found interesting and want to know more about Write 1 question you have 																				

Differentiation: modification, extension and inclusion notes	<ul style="list-style-type: none"> Consider making mixed ability groups so lower ability students benefit from working with higher ability students. A group of 2-3 low ability students might take a lot longer to complete the game, so some mixing of abilities would be good. This might occur naturally through friendship grouping. Extension: ask students to consider how the game was made. What ingredients would be required? (People, equipment, knowledge, time, money)
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Student Homework/Further Work

Ask students to do a google image search of the term "1899 Melbourne" and complete the following "sense poem", taking into account what they learned playing the game and the images they see.

1899 Melbourne:

Feels like...

Looks like...

Smells like...

Sounds like...

Tastes like...

Assessment


Students complete this task:

Continuity and Change – 1800s Melbourne and 21st century Melbourne

Characteristic	#1. 1899 Melbourne	#2. 2022 Melbourne
Clothing		
Speech		
Roles		
Built environment (housing, buildings)		
Justice system		

To what degree was there continuity and to what degree was there change in Melbourne between 1899-2022? (Minimum 200 words)?

Assess students using this developmental rubric:

		Evaluates continuity and/or change	Questions evidence
		Explains why things changed or stayed the same	Explains evidence
	Writes complex (clause/sub-clause) sentences	Explains how things changed or stayed the same	Describes evidence
	Writes easy to read sentences	Describes changes/continuities	Lists facts
	Writes sentences	Lists changes/continuities	Lists opinions
	Written communication	Determining continuity and change	Knows historical content