

Gone Home/Edith Finch - Day 13

RATIONALE FOR THIS LESSON: Why are you teaching this lesson?

Front-loading - Play Until Entering the Garage

This lesson will serve as frontloading for *What Remains of Edith Finch*. Frontloading is an extremely effective strategy when teaching English Language Learners. *What Remains of Edith Finch* is a narrative heavy game so we want the students to have some general knowledge of the game before playing. Students will read a review of the game and then learn the basic mechanics of the game.

Handouts attached at the bottom of this document. The article being read for this lesson will be modified to suit the needs of English Language Learners. A link will be provided to the original document in this lesson plan.

[Slides for the Unit](#)

CONTENT AIM (content)	<ul style="list-style-type: none"> ● Aim: What is the mood of <i>What Remains of Edith Finch</i> based on the opening scene?
WHAT QUESTIONS will SUPPORT THE AIM and DEEP, COMPLEX THINKING	<ul style="list-style-type: none"> ● What is a video game? ● What can video games teach us?
LESSON OBJECTIVES <i>What should students know or be able to do at the end of the lesson?</i>	<i>Students will:</i> <ul style="list-style-type: none"> ● What is a review? ● What is foreshadowing?
LANGUAGE AIM (reading, writing, speaking and writing)	<ul style="list-style-type: none"> ● Listen to classmates in conversation. ● Listen to the narrations in <i>What Remains of Edith Finch</i>. ● Speak with other students in conversation. ● Read the subtitles in <i>What Remains of Edith Finch</i>. ● Read various items and documents found in <i>What Remains of Edith Finch</i>.

STUDENT WORK as EVIDENCE OF LEARNING and TOOL for Future Learning and Project Completion

- Students will complete attached Graphic Organizer.

TEXTS TO BE USED	<ul style="list-style-type: none"> ● <i>What Remains of Edith Finch</i> - developed by Giant Sparrow
MATERIALS NEEDED	<ul style="list-style-type: none"> ● One means of playing <i>What Remains of Edith Finch</i>. <ul style="list-style-type: none"> ○ I will be playing on a Nintendo Switch projected in the front of the room ● Polygon What Remains of Edith Finch Review - Modified below ● Graphic Organizer. ● Accompanying presentation



LESSON PLAN	
DO NOW: (5 min) The HOOK!	<ul style="list-style-type: none"> Do Now: Make a prediction. What do you think will be the plot of <i>Edith Finch</i>? Have a short 2-3 min conversation about the students' responses.
MODEL/SET THE CONTEXT/ACTIVATE AND ASSESS PRIOR KNOWLEDGE	<ul style="list-style-type: none"> Read the Aim: What is the mood of <i>Edith Finch</i> based on the opening scene? <ul style="list-style-type: none"> The game has a long name so we can refer to the game as “Edith Finch” for short. Go over a couple of vocabulary words before beginning the lesson. <ul style="list-style-type: none"> Mood: Mood is the atmosphere of a piece of writing; it’s the emotions a selection arouses in a reader. Family Tree: A diagram showing the relationships between people in several generations of a family; a genealogical tree. Branch: A part of a tree which grows out from the trunk or from a bough. Pass out and read the Polygon article What Remains of Edith Finch Review together as a class. <ul style="list-style-type: none"> Have students take turns reading out loud. Each student reads a paragraph while other students listen and read along. Attached at the bottom of this lesson plan is a modified version of the article for English Language Learners. The original text can be found at the link provided above. If possible, project the modified article, or original if you are utilizing it, in the front of the room. Annotate directly onto the screen if possible.
CHECK FOR UNDERSTANDING #1 How will you assess or gauge if students are making progress towards the lesson objectives?	<ul style="list-style-type: none"> Check that everyone in class understands the basic concept of <i>Edith Finch</i>. Ask individually, or as a class, or in whichever way your class typically responds to you.
PRACTICE TASK Part 1 (Independent, Pair and/or small group task) <i>What activities are planned that align to the lesson objectives?</i>	<ul style="list-style-type: none"> Time to play! <ul style="list-style-type: none"> Well, only a little We are only going to explore until just entering the garage through the doggie door. <ul style="list-style-type: none"> The game will save automatically here. Have students walk around the road and outside the house. Make sure to walk around sufficiently in order to trigger all dialogue. <ul style="list-style-type: none"> Dialogue triggers as you walk close to certain areas. Note: Unlike in <i>Gone Home</i>, there is no option to replay dialogue. Once it is heard, that’s it. <ul style="list-style-type: none"> Remind students to pay special attention so that they do not miss any important information. Make sure the student tries to enter the front door of the house. <ul style="list-style-type: none"> It is locked and you will not be able to enter, but you can look through the mail slot.



	<ul style="list-style-type: none"> • After you are done exploring the outside of the house, you can walk around to the side of the garage and enter through the doggy door. • Stop playing once the game saves. • Have students answer questions 1 and 2 while playing. <ul style="list-style-type: none"> ○ 1) What are some things you notice about the game (i.e. people, places, music, colors)? ○ 2) What is one question you have about the game you would like answered? • Move on to Wrap-Up
CHECK FOR UNDERSTANDING #2 <i>How will you assess or gauge if students are making progress towards the lesson objectives?</i>	<ul style="list-style-type: none"> • Circulate as students annotate to make sure they understand what a review is. • Ask the class if they have any clarifying questions about the handout.
WRAP-UP AND FINAL ASSESSMENT #3 (15 min) <i>How are students returning to the lesson objective?</i> <i>How are students self-assessing or engaging in peer assessment of each other's progress towards outcome mastery?</i>	<ul style="list-style-type: none"> • Answer the final question together as a class. Give students 5 minutes to write silently and then come back together to have a class discussion. • 3) Aim: What is the mood of <i>Edith Finch</i> based on the opening scene? • Explain the family tree graphic organizer. Students will complete this as we play through the game.
DIFFERENTIATION/MULTIPLE POINTS OF ENTRY <i>What are the learning styles of your students? How can you support and extend learning for students?</i>	<ul style="list-style-type: none"> • The students will be working together as a class. • Subtitles are added to the game.
HOMEWORK (if applicable)	<ul style="list-style-type: none"> • Complete any unfinished work from class
Common Core Standards	<p><u>CCSS.ELA-LITERACY.CCRA.SL.2</u> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><u>CCSS.ELA-LITERACY.CCRA.SL.1</u> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><u>CCSS.ELA-LITERACY.RL.9-10.2</u> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>



CCSS.ELA-LITERACY.RL.11-12.3

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

CCSS.ELA-LITERACY.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.



Name: _____

1

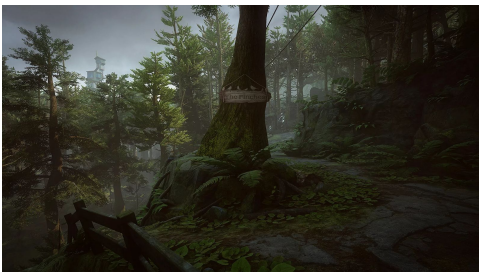
Aim: What is the mood of *Edith Finch* based on the opening scene?

Do Now: Make a prediction. What do you think will be the plot of *Edith Finch*?

Directions: Read the Polygon article [What Remains of Edith Finch Review](#) together as a class.

What Remains of Edith Finch Review (Modified)

By Susan Arendt on April 24, 2017



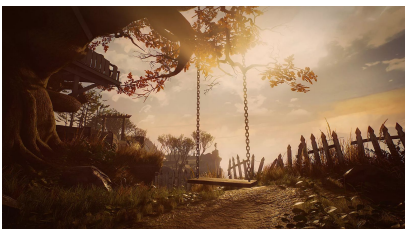
I expected *What Remains of Edith Finch* to be weird and vaguely menacing, but instead found it to be heartbreakingly sweet.

Developer Giant Sparrow is no stranger to sadness. Its previous game, *The Unfinished Swan*, is about a young boy coming to terms with the death of his mother. Sadness is a difficult thing to convey convincingly in a game. Grief is more easily evoked — kill

off a favorite character and boom, your player is sad and angry and hurt and all the things that come with a loss.

But true sadness, interwoven with love, is not such an easy thing to show. *What Remains of Edith Finch* is a very sad game, because it does the hard work of letting you get to know each member of the Finch family before taking them away. Those lives, experienced through flashbacks, make you love those people just enough to genuinely miss them when you remember they're gone.

You play as the titular Finch, returning home for the first time in seven years. Her entire family is gone, though that's no spoiler. In fact, it's the Finch family's shtick. The Finches have always believed themselves to be under a curse, and they all died long before their time — sometimes mysteriously, sometimes tragically.



The truth about those deaths was always a unclear area for Edith; her mom didn't like talking about the past, and the stories told by her grandma Edie were difficult to believe. In *What Remains of Edith Finch*, Edith moves from room to room, reading the stories of each death and

piecing together her family history, hoping the house will give up its secrets.

2

To call *What Remains of Edith Finch* a game may be slightly disingenuous; it's more of a storybook. You'll open some journals, flip some switches and turn a key or two, but by and large you're roaming the empty halls of the sprawling Finch house as the story is read to you. Edith learns about each character's death by examining a note or diary left behind in their bedroom, the words moving across the screen as you take on the role of the doomed branch of her family tree.

The creativity and care given to make sure each story feels uniquely tuned to the person it's describing kept *What Remains of Edith Finch* from growing boring. It takes some monumentally deft storytelling to make the death of children — including a baby — anything other than horrifying. Instead, each story is beautiful in its own sad way.

What Remains of Edith Finch is focused almost entirely on several people dying in sometimes terrible ways, but it isn't bloody or creepy. They're not unfair tragedies that a forgiving universe would never allow. Death is a thing that happens, and that's how *What Remains of Edith Finch* treats it. It's not about ends. It's about remembering that people are more than just how they ended.



The central mystery of *What Remains of Edith Finch* is revealed at exactly the right speed. It dropped just enough hints to be enigmatic and not annoyingly vague. The writing is stuffed with evocative lines that convey mood without ever trying too hard.

Then there's the house itself. Every corner of the Finch residence is meaningful in some way, with the bedrooms telling you as much about the family as the descriptions Edith discovers. Despite being full of secret passages and barred bedroom doors, it feels like a home where people actually lived, slept, put away groceries, watched TV, did taxes, played *Monopoly*. It is, without question, a very strange place. But it feels utterly normal. It's both strange and familiar, which is exactly what it feels like when you return to your childhood home after a long absence.

In *What Remains of Edith Finch*, death is a certainty and life is the surprise. Its stories are enchanting, despite their unhappy ends. I was sad I never had the chance to know the Finches while they were alive, but thankful for the opportunity, however brief, to learn a bit about them. The final farewell left me crying, but *What Remains of Edith Finch* is, without doubt, love.



Directions: Play through the opening scene of *Edith Finch* and answer the questions that follow.

3

What Remains of Edith Finch

1) What are some things you notice about the game (i.e. people, places, music, colors)?

2) What is one question you have about the game you would like answered?

3) **Aim:** What is the mood of *Edith Finch* based on the opening scene.



Family Tree

4

As we play through the game, Edith will add family members to her family tree. Give a very brief (1-3 words) explanation of how each member died whenever she adds a new person. Then explain the modality in which each story was told (Comic, Poetry, Flashback . . .)

Family Member	How They Died	How Was the Story Told? (Vignette)
Odin		
Molly		
Barbara		
Calvin		
Sven		
Gregory		
Gus		



Family Member	How They Died	How Was the Story Told? (Vignette)
Sam		
Milton		
Walter		
Lewis		
Edie		
Dawn		

Which was your favorite vignette? Why?



Gone Home/Edith Finch - Day 14

RATIONALE FOR THIS LESSON: Why are you teaching this lesson?

Setting the Stage - Play Until Finishing Molly's Room

This lesson will continue frontloading for *Edith Finch*. Frontloading is an extremely effective strategy when teaching English Language Learners. *Edith Finch* is a narrative heavy game so we want the students to have some general knowledge of the game before playing. Students will explore all available rooms on the first and second floor. They will finish after playing through “Molly’s Room.” This room serves as a tutorial for the rest of the game. Every type of action necessary for completing the game is taught to the player during this time. We are introduced to some of the characters and the first vignette of the game. As Edith explores the house, she discovers how each of her family members died. Each story is told through a vignette of different modalities. This first one is from a first person perspective of Molly, a young girl.

Handouts attached at the bottom of this document.

[Slides for the Unit](#)

CONTENT AIM (content)	<ul style="list-style-type: none"> How does Molly’s vignette set the stage for the rest of the game?
WHAT QUESTIONS will SUPPORT THE AIM and DEEP, COMPLEX THINKING	<ul style="list-style-type: none"> What is a video game? What can video games teach us?
LESSON OBJECTIVES <i>What should students know or be able to do at the end of the lesson?</i>	<i>Students will:</i> <ul style="list-style-type: none"> What is setting the stage? What is a vignette?
LANGUAGE AIM (reading, writing, speaking and writing)	<ul style="list-style-type: none"> Listen to classmates in conversation. Listen to the narrations in <i>Edith Finch</i>. Speak with other students in conversation. Read the subtitles in <i>Edith Finch</i>. Read various items and documents found in <i>Edith Finch</i>.

STUDENT WORK as EVIDENCE OF LEARNING and TOOL for Future Learning and Project Completion

- Students will complete attached Graphic Organizer.

TEXTS TO BE USED

- What Remains of Edith Finch* - developed by Giant Sparrow



MATERIALS NEEDED	<ul style="list-style-type: none"> One means of playing <i>What Remains of Edith Finch</i>. <ul style="list-style-type: none"> I will be playing on a Nintendo Switch projected in the front of the room Graphic Organizer. Accompanying presentation
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LESSON PLAN	
DO NOW: (5 min) The HOOK!	<ul style="list-style-type: none"> Do Now: What similarities have you noticed between <i>Edith Finch</i> and <i>Gone Home</i>? Have a short 2-3 min conversation about the students' responses.
MODEL/SET THE CONTEXT/ACTIVATE AND ASSESS PRIOR KNOWLEDGE	<ul style="list-style-type: none"> Read the Aim: How does Molly's vignette set the stage for the rest of the game? Go over a couple of vocabulary words before beginning the lesson <ul style="list-style-type: none"> Family Tree: A diagram showing the relationships between people in several generations of a family; a genealogical tree. <ul style="list-style-type: none"> We are going to learn a little bit about several of Edith's family members during this segment of the game. Vignette: A brief evocative description, account, or episode. <ul style="list-style-type: none"> Every family member has a story. Each story is told through a vignette where we are transported back to a certain moment in time. Pass out handout (attached at the bottom of this document) Time to play!
CHECK FOR UNDERSTANDING #1 How will you assess or gauge if students are making progress towards the lesson objectives?	<ul style="list-style-type: none"> Check that everyone in class understands the basic concept of setting. Ask individually, or as a class, or in whichever way your class typically responds to you.
PRACTICE TASK (Independent, Pair and/or small group task) <i>What activities are planned that align to the lesson objectives?</i>	<ul style="list-style-type: none"> Choose a student to come up and be the player for the day, or until the student decides they would like to switch. In the previous lesson we finished right before after entering the garage. We are going to continue from here. We are only going to focus on the the available areas of the first and second floor today. These room serves as a tutorial for the rest of the game. Every type of action necessary for completing the game is taught to the player in this room. We will also be introduced to some characters in the game. As we explore these rooms, have students fill out the accompanying graphic organizer. <ul style="list-style-type: none"> 1) What is the setting of <i>What Remains of Edith Finch</i>? Make sure to have the students walk around wherever possible. There are little white notifications on certain objects that will trigger dialogue when the player interacts with them. This is very important as they add to the story. <ul style="list-style-type: none"> Touch every object possible.



	<ul style="list-style-type: none"> ○ Walk in each available room. ○ Visit each door to look through the peepholes. ● After finishing all of these things, move onto the secret passageway that leads to Molly's room. ● Play through Molly's vignette. ● Stop playing after you finish Molly's vignette. The game will save automatically. <ul style="list-style-type: none"> ○ Check for the saving symbol in the bottom right corner. ● 2) What do we learn about the Finch family during this section of the game? Make a list below. ● 3) Go back to the family tree graphic organizer on pages 4 and 5. Fill out the space for Molly. ● Move on to Wrap-Up
CHECK FOR UNDERSTANDING #2 <i>How will you assess or gauge if students are making progress towards the lesson objectives?</i>	<ul style="list-style-type: none"> ● Circulate as students annotate to make sure they understand what is happening in the game so far. ● Ask the class if they have any clarifying questions about the handout.
WRAP-UP AND FINAL ASSESSMENT #3 (15 min) <i>How are students returning to the lesson objective?</i> <i>How are students self-assessing or engaging in peer assessment of each other's progress towards outcome mastery?</i>	<ul style="list-style-type: none"> ● Answer the final questions together as a class. Give students 5 minutes to write silently and then come back together to have a class discussion. ● 4) Aim: How does Molly's vignette set the stage for the rest of the game?
DIFFERENTIATION/MULTIPLE POINTS OF ENTRY <i>What are the learning styles of your students? How can you support and extend learning for students?</i>	<ul style="list-style-type: none"> ● The students will be working together as a class. ● Subtitles will be added to the game.
HOMEWORK (if applicable)	<ul style="list-style-type: none"> ● Complete any unfinished work from class
Common Core Standards	<p><u>CCSS.ELA-LITERACY.CCRA.SL.2</u> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><u>CCSS.ELA-LITERACY.CCRA.SL.1</u> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>



CCSS.ELA-LITERACY.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.



Name: _____

Aim: How does Molly's vignette set the stage for the rest of the game?

Do Now: What similarities have you noticed between *Edith Finch* and *Gone Home*?

Directions: Play through the first few rooms of *Edith Finch* with your classmates and answer the following questions.

1) What is the setting of *What Remains of Edith Finch*?

2) What do we learn about the Finch family during this section of the game? Make a list below.

•	•
•	•
•	•

3) Go back to the family tree graphic organizer on **pages 4 and 5**. Fill out the space for Molly.

4) **Aim:** How does Molly's vignette set the stage for the rest of the game?



Gone Home/Edith Finch - Day 15

RATIONALE FOR THIS LESSON: Why are you teaching this lesson?

Characterization - Play Until Finishing Barbara's Room

This lesson begins to get us into the meat of the story. We learned how to play and set the stage for the main plot to begin unfolding. Some characters were introduced previously, but now we are going to begin learning about the intricacies of the Edith family. Students will continue from Molly's room and learn about the death of four more characters. Sven, Odin, Calvin, and Barbra. Three of these characters' deaths will be told through new vignettes. We will also focus on how each character's bedroom is used to characterize the members of the Finch family. Each room is a museum, left untouched since they day each respective member died. Instead of being told what these people were like, we are shown.

Handouts attached at the bottom of this document.

[Slides for the Unit](#)

CONTENT AIM (content)	<ul style="list-style-type: none"> How does Giant Sparrow use the bedrooms to characterize the Finch family?
WHAT QUESTIONS will SUPPORT THE AIM and DEEP, COMPLEX THINKING	<ul style="list-style-type: none"> What is a video game? What can video games teach us?
LESSON OBJECTIVES <i>What should students know or be able to do at the end of the lesson?</i>	<i>Students will:</i> <ul style="list-style-type: none"> What is characterization? What methods do the writers use to reveal the characters' personalities?
LANGUAGE AIM (reading, writing, speaking and writing)	<ul style="list-style-type: none"> Listen to classmates in conversation. Listen to the narrations in <i>Edith Finch</i>. Speak with other students in conversation. Read the subtitles in <i>Edith Finch</i>. Read various items and documents found in <i>Edith Finch</i>.

STUDENT WORK as EVIDENCE OF LEARNING and TOOL for Future Learning and Project Completion

- Students will complete attached Graphic Organizer.

TEXTS TO BE USED	<ul style="list-style-type: none"> <i>What Remains of Edith Finch</i> - developed by Giant Sparrow
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MATERIALS NEEDED	<ul style="list-style-type: none"> One means of playing <i>What Remains of Edith Finch</i>. <ul style="list-style-type: none"> I will be playing on a Nintendo Switch projected in the front of the room. Graphic Organizer. Accompanying presentation
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LESSON PLAN	
DO NOW: (5 min) The HOOK!	<ul style="list-style-type: none"> Do Now: What are your impressions of <i>Edith Finch</i> so far? Have a short 2-3 min conversation about the students' responses.
MODEL/SET THE CONTEXT/ACTIVATE AND ASSESS PRIOR KNOWLEDGE	<ul style="list-style-type: none"> Read the Aim: How does Giant Sparrow use the bedrooms to characterize the Finch family? Go over a couple of vocabulary words before beginning the lesson <ul style="list-style-type: none"> Characterization: The creation or construction of a fictional character. A description of the distinctive nature or features of someone or something. We are going to play through three more vignettes today. Time to play!
CHECK FOR UNDERSTANDING #1 How will you assess or gauge if students are making progress towards the lesson objectives?	<ul style="list-style-type: none"> Check that everyone in class understands the basic concept of characterization. Ask individually, or as a class, or in whichever way your class typically responds to you.
PRACTICE TASK (Independent, Pair and/or small group task) <i>What activities are planned that align to the lesson objectives?</i>	<ul style="list-style-type: none"> Choose a student to come up and be the player for the day, or until the student decides they would like to switch. In the previous lesson we finished the Molly's bedroom. We are going to explore a couple more bedrooms in this lesson. <ul style="list-style-type: none"> We will learn about the deaths of Odin, Sven, Calvin, and Barbara. As we explore, have students fill out the accompanying graphic organizer. The game is mostly linear, but there are a couple of opportunities to get a little lost. There is an attached guide in the unit plan if needed. 1) Some characters' personalities are more clearly defined in this section of the game. How would you characterize each of the following characters? Explore their bedrooms! Stop playing after finishing Barbara's vignette. 2) How would you characterize the Finch family as a whole? 3) Go back to the family tree graphic organizer on pages 4 and 5. Fill out the space for the characters we learned about. Move on to Wrap-Up
CHECK FOR UNDERSTANDING #2 <i>How will you assess or gauge if students are</i>	<ul style="list-style-type: none"> Circulate as students annotate to make sure they understand what is happening in the game so far. Ask the class if they have any clarifying questions about the handout.



<i>making progress towards the lesson objectives?</i>	
WRAP-UP AND FINAL ASSESSMENT #3 (15 min) <i>How are students returning to the lesson objective?</i> <i>How are students self-assessing or engaging in peer assessment of each other's progress towards outcome mastery?</i>	<ul style="list-style-type: none"> • Answer the final questions together as a class. Give students 5 minutes to write silently and then come back together to have a class discussion. • 4) Aim: How does Giant Sparrow use the bedrooms to characterize the Finch family?
DIFFERENTIATION/MULTIPLE POINTS OF ENTRY <i>What are the learning styles of your students? How can you support and extend learning for students?</i>	<ul style="list-style-type: none"> • The students will be working together as a class. • Subtitles will be added to the game.
HOMEWORK (if applicable)	<ul style="list-style-type: none"> • Complete any unfinished work from class
Common Core Standards	<p>CCSS.ELA-LITERACY.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CCSS.ELA-LITERACY.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CCSS.ELA-LITERACY.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>



Name: _____

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Aim: How does Giant Sparrow use the bedrooms to characterize the Finch family?

Do Now: What are your impressions of *Edith Finch* so far?

Directions: Play up until Barabara's Bedroom and answer the following questions.

1) Some characters' personalities are more clearly defined in this section of the game. How would you characterize each of the following characters? Explore their bedrooms!

Family Member	Characteristics
Edie	
Odin	
Calvin	
Barbara	



2) How would you characterize the Finch family as a whole?

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3) Go back to the family tree graphic organizer on **pages 4 and 5**. Fill out the space for the characters we learned about.

4) **Aim:** How does Giant Sparrow use the bedrooms to characterize the Finch family?



Gone Home/Edith Finch - Day 16

RATIONALE FOR THIS LESSON: Why are you teaching this lesson?

Central Idea - Play Until Finishing the Cemetery

In this lesson, the player gains a little more insight to the Finch family “curse.” The player has been lead to believe that every Finch member will die of unnatural causes at one point or another. This makes us believe that the family faces some kind of supernatural conflict; that some unnatural force is out to get them. Edith, however, in this section of the game begins to tell us that the problem may actually be themselves. The problem may actually be with the Finches believing too much in this “curse.” Their hardline belief that everyone will die inevitably leads to their own self-destruction. Students can now start to extrapolate the central idea of the text. As Edith puts it, “What kind of family finished building a cemetery before starting the house?”

Handouts attached at the bottom of this document.

[Slides for the Unit](#)

CONTENT AIM (content)	<ul style="list-style-type: none"> What is the central idea of <i>What Remains of Edith Finch</i>?
WHAT QUESTIONS will SUPPORT THE AIM and DEEP, COMPLEX THINKING	<ul style="list-style-type: none"> What is a video game? What can video games teach us?
LESSON OBJECTIVES <i>What should students know or be able to do at the end of the lesson?</i>	<i>Students will:</i> <ul style="list-style-type: none"> What is the central idea? What is conflict?
LANGUAGE AIM (reading, writing, speaking and writing)	<ul style="list-style-type: none"> Listen to classmates in conversation. Listen to the narrations in <i>Edith Finch</i>. Speak with other students in conversation. Read the subtitles in <i>Edith Finch</i>. Read various items and documents found in <i>Edith Finch</i>.

STUDENT WORK as EVIDENCE OF LEARNING and TOOL for Future Learning and Project Completion

- Students will complete attached Graphic Organizer.

TEXTS TO BE USED	<ul style="list-style-type: none"> <i>What Remains of Edith Finch</i> - developed by Giant Sparrow
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MATERIALS NEEDED	<ul style="list-style-type: none"> One means of playing <i>Edith Finch</i>. <ul style="list-style-type: none"> I will be playing on a Nintendo Switch projected in the front of the room Graphic Organizer. Accompanying presentation
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LESSON PLAN	
DO NOW: (5 min) The HOOK!	<ul style="list-style-type: none"> Do Now: What is a central idea of a text? Have a short 2-3 min conversation about the students' responses.
MODEL/SET THE CONTEXT/ACTIVATE AND ASSESS PRIOR KNOWLEDGE •	<ul style="list-style-type: none"> Read the Aim: What is the central idea of <i>What Remains of Edith Finch</i>? Go over the central idea of <i>Gone Home</i>, the game they played previously. <ul style="list-style-type: none"> Have students generate responses for what they believed the central idea of <i>Gone Home</i> was. We are going to learn more about the central idea of <i>What Remains of Edith Finch</i> during this session. Pass out handout Time to play!
CHECK FOR UNDERSTANDING #1 How will you assess or gauge if students are making progress towards the lesson objectives?	<ul style="list-style-type: none"> Check that everyone in class understands the basic concept of <i>central idea</i>. Ask individually, or as a class, or in whichever way your class typically responds to you.
PRACTICE TASK (Independent, Pair and/or small group task) <i>What activities are planned that align to the lesson objectives?</i>	<ul style="list-style-type: none"> Choose a student to come up and be the player for the day, or until the student decides they would like to switch. In the previous lesson we finished after Barbara's bedroom. We are going to continue from here. As we explore, have students fill out the accompanying graphic organizer. Head to the music box downstairs and open the door to the basement. <ul style="list-style-type: none"> From here we will make it to Walter's vignette. 1) Why did Walter hide in the basement for 30 years? How did this eventually lead to his death? 2) Go back to the family tree graphic organizer on pages 4 and 5. Fill out the space for the characters we learned about. Continue on outside after Walter's vignette. <ul style="list-style-type: none"> Make sure to have students pay close attention here as it alludes to the central idea of the text. It also subtly foreshadows future information. 3) What do you make of the cemetery? What is the significance of also including graves for the pets? Stop playing after you finish exploring the cemetery. <ul style="list-style-type: none"> You will know when this happens when you see the game save in the bottom right corner. Move on to Wrap-Up



CHECK FOR UNDERSTANDING #2 <i>How will you assess or gauge if students are making progress towards the lesson objectives?</i>	<ul style="list-style-type: none"> • Circulate as students annotate to make sure they understand what is happening in the game so far. • Ask the class if they have any clarifying questions about the handout.
WRAP-UP AND FINAL ASSESSMENT #3 (15 min) <i>How are students returning to the lesson objective?</i> <i>How are students self-assessing or engaging in peer assessment of each other's progress towards outcome mastery?</i>	<ul style="list-style-type: none"> • Answer the final questions together as a class. Give students 5 minutes to write silently and then come back together to have a class discussion. • Read the following excerpt from the game and answer the following questions. <ul style="list-style-type: none"> ○ 4) Is any information foreshadowed in this quotation from Edith's journal? ○ 5) Aim: What is the central idea of <i>What Remains of Edith Finch</i>?
DIFFERENTIATION/MULTIPLE POINTS OF ENTRY <i>What are the learning styles of your students? How can you support and extend learning for students?</i>	<ul style="list-style-type: none"> • The students will be working together as a class. • Subtitles will be added to the game.
HOMEWORK (if applicable)	<ul style="list-style-type: none"> • Complete any unfinished work from class
Common Core Standards	<p><u>CCSS.ELA-LITERACY.CCRA.SL.2</u> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><u>CCSS.ELA-LITERACY.CCRA.SL.1</u> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><u>CCSS.ELA-LITERACY.RL.9-10.2</u> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><u>CCSS.ELA-LITERACY.RL.11-12.3</u> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p><u>CCSS.ELA-LITERACY.RL.9-10.3</u> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>



Name: _____

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Aim: What is the central idea of *What Remains of Edith Finch*?

Do Now: What is a central idea of a text?

Directions: Play up until you finish walking through the Finch Family Cemetery and answer the following questions.

1) Why did Walter hide in the basement for 30 years? How did this eventually lead to his death?

2) Go back to the family tree graphic organizer on **pages 4 and 5**. Fill out the space for the characters we learned about.

3) What do you make of the cemetery? What is the significance of also including graves for the pets?



I remember asking mom once about where Walter had gone. She said after Barbara died, he got as far as away as he could. If there's a pattern in all these stories. I think it's that none of us has gotten very far.

Now that there is only one of us left, maybe two. I thought it was time I heard the stories for myself and found out what happened to everyone else. But now I'm worried the stories themselves might be the problem. Maybe we believed so much in a family curse. . . We made it real.

I don't know if I should even be writing this. Maybe it would be better if all this died with me. But I thought you should know about your family and the history you're a part of. Though to be honest, I feel as lost as you probably do right now. I think the people in these stories believed them for what that's worth. . . I think we've been surrounded by death for so long we've just gotten used to it. What kind of family finished building a cemetery before starting the house?

- Edith Finch

4) Is any information foreshadowed in this quotation from Edith's journal?

5) **Aim:** What is the central idea of *What Remains of Edith Finch*?

Gone Home/Edith Finch - Day 17

RATIONALE FOR THIS LESSON: Why are you teaching this lesson?

Conflict - Play Until Finishing Gregory's and Gus' Vignettes

In this lesson, Edith learns about Sam's branch of the family. Sam is Edith's grandfather. We learn about him, his wife Kay, his two sons Gregory and Gus, and his daughter Dawn. Dawn is Edith's mother. We only, however, play through the vignettes of Sam, Gregory, and Gus. This is the first time in the game where we really learn about conflict from within the Finch family. Sam and Kay get divorced after the death of their son Gregory. Sam remarries which angers his other son Gus, ultimately leading to Gus' death during the wedding. Finally, Sam dies while out hunting with his daughter Dawn. This session of the game will allow students to discuss conflict and the various types of conflict found in literature. This will get students making connections back to when it was discussed during *Gone Home*.

Handouts attached at the bottom of this document.

[Slides for the Unit](#)

CONTENT AIM (content)	<ul style="list-style-type: none"> What types of conflict pervade the Finch family?
WHAT QUESTIONS will SUPPORT THE AIM and DEEP, COMPLEX THINKING	<ul style="list-style-type: none"> What is a video game? What can video games teach us?
LESSON OBJECTIVES <i>What should students know or be able to do at the end of the lesson?</i>	<i>Students will:</i> <ul style="list-style-type: none"> What is conflict? What are the different types of conflict?
LANGUAGE AIM (reading, writing, speaking and writing)	<ul style="list-style-type: none"> Listen to classmates in conversation. Listen to the narrations in <i>Edith Finch</i>. Speak with other students in conversation. Read the subtitles in <i>Edith Finch</i>. Read various items and documents found in <i>Edith Finch</i>.

STUDENT WORK as EVIDENCE OF LEARNING and TOOL for Future Learning and Project Completion

- Students will complete attached Graphic Organizer.

TEXTS TO BE USED	<ul style="list-style-type: none"> <i>What Remains of Edith Finch</i> - developed by Giant Sparrow
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MATERIALS NEEDED	<ul style="list-style-type: none"> One means of playing <i>Edith Finch</i>. <ul style="list-style-type: none"> I will be playing on a Nintendo Switch projected in the front of the room Graphic Organizer. Accompanying presentation
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LESSON PLAN	
DO NOW: (5 min) The HOOK!	<ul style="list-style-type: none"> Do Now: What are the different types of conflict found in literature? Have a short 2-3 min conversation about the students' responses.
MODEL/SET THE CONTEXT/ACTIVATE AND ASSESS PRIOR KNOWLEDGE	<ul style="list-style-type: none"> Read the Aim: What types of conflict pervade the Finch family? Review the different forms of conflict found in literature. This was discussed when the students were playing <i>Gone Home</i>. The following definitions are from Seattlepi.com. <ul style="list-style-type: none"> Person vs. Self: The only true version of internal conflict you will find in literature. In this mode, the conflict takes place within the mind of the main character, and often involves the character making a decision between right and wrong, or other mixed emotions. Person vs. Person: This is probably the most common form of external conflict, and is also known as interpersonal conflict. This mode lies at the heart of all dramatic arts and places the struggle directly between the protagonist and the antagonist. In a person vs. person conflict, the protagonist wants something, and the antagonist obstructs the protagonist from getting what they want. Person vs. Society: Occurs when the protagonist is placed at odds with a government or cultural tradition. This type of conflict applies to societal norms as well. Person vs. Nature: Pits the main character against the forces of nature -- in the form of a natural disaster or a similarly dangerous situation. Person vs. Machine: Technology stands in the way of the protagonist getting what they want. Think automation and the loss of jobs. Introduce a new type of conflict that has not yet been discussed. Definition from Scribendi. <ul style="list-style-type: none"> Person vs. Fate/Supernatural: This type of conflict occurs when a character is trapped by an inevitable destiny; freedom and free will often seem impossible in these stories. Time to play!
CHECK FOR UNDERSTANDING #1 How will you assess or gauge if students are making progress towards the lesson objectives?	<ul style="list-style-type: none"> Check that everyone in class understands the basic concept of <i>conflict</i>. Ask individually, or as a class, or in whichever way your class typically responds to you.
PRACTICE TASK (Independent, Pair and/or small group task)	<ul style="list-style-type: none"> Choose a student to come up and be the player for the day, or until the student decides they would like to switch.



<p><i>What activities are planned that align to the lesson objectives?</i></p>	<ul style="list-style-type: none"> ● In the previous lesson we finished after walking through the Finch cemetery. <ul style="list-style-type: none"> ○ In this lesson we are going to play until we finish the vignettes for Sam, Gregory, and Gus. ● As we explore, have students fill out the accompanying graphic organizer. ● Continue walking until coming across Sam's room. <ul style="list-style-type: none"> ○ Explore the room and play the vignette. ○ 1) While exploring Sam's room, Edith says, "Instead of hiding from death, Sam seemed to go out of his way to meet it." How does this quote tie into the central idea of the game? ● After finishing Sam's vignette continue to the next room. <ul style="list-style-type: none"> ○ This is the bedroom of Sam's children, Gregory, Dawn, and Gus. ○ Play Gregory's vignette. <ul style="list-style-type: none"> ■ 2) What happened to Gregory? How did this cause further conflict within the Finch family? ○ Play Gus' vignette. <ul style="list-style-type: none"> ■ 3) What happened to Gus? How was this a result of conflict from within the Finch Family? ● 4) Go back to the family tree graphic organizer on pages 4 and 5. Fill out the space for the characters we learned about. ● Move on to Wrap-Up
<p>CHECK FOR UNDERSTANDING #2 <i>How will you assess or gauge if students are making progress towards the lesson objectives?</i></p>	<ul style="list-style-type: none"> ● Circulate as students annotate to make sure they understand what is happening in the game so far. ● Ask the class if they have any clarifying questions about the handout.
<p>WRAP-UP AND FINAL ASSESSMENT #3 (15 min) <i>How are students returning to the lesson objective? How are students self-assessing or engaging in peer assessment of each other's progress towards outcome mastery?</i></p>	<ul style="list-style-type: none"> ● Answer the final questions together as a class. Give students 5 minutes to write silently and then come back together to have a class discussion. ● 5) Read Dawn's poem from Gus' memorial. <ul style="list-style-type: none"> ○ Based on the poem and the information we have gathered from Sam's, Gregory's, and Gus' vignettes. ○ Aim: What types of conflict pervade the Finch family?
<p>DIFFERENTIATION/MULTIPLE POINTS OF ENTRY <i>What are the learning styles of your students? How can you support and extend learning for students?</i></p>	<ul style="list-style-type: none"> ● The students will be working together as a class. ● Subtitles will be added to the game.
<p>HOMEWORK (if applicable)</p>	<ul style="list-style-type: none"> ● Complete any unfinished work from class
<p>Common Core Standards</p>	<p><u>CCSS.ELA-LITERACY.CCRA.SL.2</u></p>



Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

[CCSS.ELA-LITERACY.CCRA.SL.1](#)

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

[CCSS.ELA-LITERACY.RL.9-10.2](#)

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[CCSS.ELA-LITERACY.RL.11-12.3](#)

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

[CCSS.ELA-LITERACY.RL.9-10.3](#)

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.



Name: _____

Aim: What types of conflict pervade the Finch family?

Do Now: Grab a dictionary? What is the definition of conflict?

Directions: Play up until you finish Sam's, Gregory's, and Gus' vignettes and answer the following questions.

1) While exploring Sam's room, Edith says, "Instead of hiding from death, Sam seemed to go out of his way to meet it." How does this quote tie into the central idea of the game?

2) What happened to Gregory? How did this cause further conflict within the Finch family?

3) What happened to Gus? How was this a result of conflict from within the Finch Family?

4) Go back to the family tree graphic organizer on **pages 4 and 5**. Fill out the space for the characters we learned about.



Who always said the wedding was a bad idea
Our father never hit his children at least not very hard
Before the day my brother said with teenage disregard
That he'd be dead before he'd see a wedding in our yard
My father made him come of course, but Gus stood far apart
Just flew a kite and bottled up the storm inside his heart
I tried to talk him out of it, but though he'd never met her
"We don't need a step-mother" were the words that I remember
When the time for photos came dad ordered him to "Come here!"
But Gus declined and as a sign held up his middle finger
The wind picked up and panicked geese appeared and quickly went
But all that the humans did was go inside the tent
The rain came down in buckets but no one seemed afraid
The nature might destroy the tent our father had crudely made
The thunder sounded much too close and full of angry power
But all my father said to this was "Make the music louder!"
I wish that... I wish that I could truly say I thought about you on that day
Out there on the beach alone, just you the wind the sea and foam
But I didn't, until we found you

Based on the poem and the information we have gathered from Sam's, Gregory's, and Gus' vignettes.

Aim: What types of conflict pervade the Finch family?

Gone Home/Edith Finch - Day 18

RATIONALE FOR THIS LESSON: Why are you teaching this lesson?

Creative Writing - Play Until Finishing Milton's Vignette

In this lesson, the players learn a little bit more about Dawn, Edith's mom. We also get to play through Milton's vignette. Milton is one of Dawn's sons and Edith's brother. There is no confirmation that Milton actually died. He goes missing. This provides students with a unique chance to do some creative writing. After playing through this section, the students will write a short story about what they think happened to Milton.

Handouts attached at the bottom of this document.

[Slides for the Unit](#)

CONTENT AIM (content)	<ul style="list-style-type: none"> What happened to Milton?
WHAT QUESTIONS will SUPPORT THE AIM and DEEP, COMPLEX THINKING	<ul style="list-style-type: none"> What is a video game? What can video games teach us?
LESSON OBJECTIVES <i>What should students know or be able to do at the end of the lesson?</i>	<i>Students will:</i> <ul style="list-style-type: none"> What is a short story? What is creative writing?
LANGUAGE AIM (reading, writing, speaking and writing)	<ul style="list-style-type: none"> Listen to classmates in conversation. Listen to the narrations in <i>Edith Finch</i>. Speak with other students in conversation. Read the subtitles in <i>Edith Finch</i>. Read various items and documents found in <i>Edith Finch</i>.

STUDENT WORK as EVIDENCE OF LEARNING and TOOL for Future Learning and Project Completion

- Students will complete attached Graphic Organizer.

TEXTS TO BE USED	<ul style="list-style-type: none"> <i>What Remains of Edith Finch</i> - developed by Giant Sparrow
MATERIALS NEEDED	<ul style="list-style-type: none"> One means of playing <i>Edith Finch</i>. <ul style="list-style-type: none"> I will be playing on a Nintendo Switch projected in the front of the room



	<ul style="list-style-type: none"> • Graphic Organizer. • Accompanying presentation
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LESSON PLAN	
DO NOW: (5 min) The HOOK!	<ul style="list-style-type: none"> • Do Now: Which has been your favorite vignette so far? Why? • Have a short 2-3 min conversation about the students' responses.
MODEL/SET THE CONTEXT/ACTIVATE AND ASSESS PRIOR KNOWLEDGE	<ul style="list-style-type: none"> • Read the Aim: What happened to Milton? • Explain what a short story is. <ul style="list-style-type: none"> ◦ Short Story: Brief fictional prose narrative that is shorter than a novel and that usually deals with only a few characters. • You are going to write your own short story for one of the characters in the game. • Pass out handout • Time to play!
CHECK FOR UNDERSTANDING #1 How will you assess or gauge if students are making progress towards the lesson objectives?	<ul style="list-style-type: none"> • Check that everyone in class understands the basic concept of <i>creative writing</i>. Ask individually, or as a class, or in whichever way your class typically responds to you.
PRACTICE TASK (Independent, Pair and/or small group task) <i>What activities are planned that align to the lesson objectives?</i>	<ul style="list-style-type: none"> • Choose a student to come up and be the player for the day, or until the student decides they would like to switch. • In the previous lesson we finished after playing Gus' and Gregory's vignettes. <ul style="list-style-type: none"> ◦ In this lesson we are going to play until we finish the Milton's vignette. • As we explore, have students fill out the accompanying graphic organizer. • Continue upstairs to Dawn's room. <ul style="list-style-type: none"> ◦ Look around a little to trigger any dialogue and then head out the window. • Continue to Milton's room. <ul style="list-style-type: none"> ◦ Play through Milton's vignette. • 1) Go back to the family tree graphic organizer on pages 4 and 5. Fill out the space for the characters we learned about. • Move on to Wrap-Up
CHECK FOR UNDERSTANDING #2 How will you assess or gauge if students are making progress towards the lesson objectives?	<ul style="list-style-type: none"> • Circulate as students annotate to make sure they understand what is happening in the game so far. • Ask the class if they have any clarifying questions about the handout.
WRAP-UP AND FINAL ASSESSMENT #3 (15 min) How are students returning to the lesson objective?	<ul style="list-style-type: none"> • Answer the final questions together as a class. Give students 5 minutes to write silently and then come back together to have a class discussion. • Aim: What happened to Milton?



<i>How are students self-assessing or engaging in peer assessment of each other's progress towards outcome mastery?</i>	<ul style="list-style-type: none"> ○ Write a short story detailing what you believe happened to Milton after he disappeared from the Finch household. Use your imagination and be creative!
DIFFERENTIATION/MULTIPLE POINTS OF ENTRY <i>What are the learning styles of your students? How can you support and extend learning for students?</i>	<ul style="list-style-type: none"> ● The students will be working together as a class. ● Subtitles will be added to the game.
HOMEWORK (if applicable)	<ul style="list-style-type: none"> ● Complete any unfinished work from class
Common Core Standards	<p><u>CCSS.ELA-LITERACY.CCRA.SL.2</u> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><u>CCSS.ELA-LITERACY.CCRA.SL.1</u> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><u>CCSS.ELA-LITERACY.RL.9-10.2</u> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><u>CCSS.ELA-LITERACY.RL.11-12.3</u> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p><u>CCSS.ELA-LITERACY.RL.9-10.3</u> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>



Name: _____

Aim: What happened to Milton?

Do Now: Which has been your favorite vignette so far? Why?

Directions: Play up until you finish Milton's vignette and answer the following questions.

1) Go back to the family tree graphic organizer on **pages 4 and 5**. Fill out the space for the characters we learned about.

Aim: What happened to Milton?

Write a short story detailing what you believe happened to Milton after he disappeared from the Finch household. Use your imagination and be creative!







Gone Home/Edith Finch - Day 19

RATIONALE FOR THIS LESSON: Why are you teaching this lesson?

Mental Health and Substance Abuse - Play Until Finishing Lewis' Vignette

In this lesson, the players learn about the death of Edith's second brother Lewis. Lewis' death is different from the rest because he isn't killed by some random or supernatural, but by suicide. A teenager dealing with depression and addiction isn't as far-fetched as some of the other stories being told throughout the game. While discussing suicide, depression, and addiction can be difficult topics to cover in the classroom, they are essential in order to come to a better understanding of the challenges faced by many people. Students will play through the game and then read an article from USA Today about teen suicide. A modified version of the article is attached below.

Handouts attached at the bottom of this document.

[Slides for the Unit](#)

CONTENT AIM (content)	<ul style="list-style-type: none"> How is Lewis' story different from the others in his family?
WHAT QUESTIONS will SUPPORT THE AIM and DEEP, COMPLEX THINKING	<ul style="list-style-type: none"> What is a video game? What can video games teach us?
LESSON OBJECTIVES <i>What should students know or be able to do at the end of the lesson?</i>	<i>Students will:</i> <ul style="list-style-type: none"> What is suicide? What is depression? What is addiction?
LANGUAGE AIM (reading, writing, speaking and writing)	<ul style="list-style-type: none"> Listen to classmates in conversation. Listen to the narrations in <i>Edith Finch</i>. Speak with other students in conversation. Read the subtitles in <i>Edith Finch</i>. Read various items and documents found in <i>Edith Finch</i>.

STUDENT WORK as EVIDENCE OF LEARNING and TOOL for Future Learning and Project Completion

- Students will complete attached Graphic Organizer.

TEXTS TO BE USED	<ul style="list-style-type: none"> <i>What Remains of Edith Finch</i> - developed by Giant Sparrow
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MATERIALS NEEDED	<ul style="list-style-type: none"> One means of playing <i>Edith Finch</i>. <ul style="list-style-type: none"> I will be playing on a Nintendo Switch projected in the front of the room Graphic Organizer. Accompanying presentation
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LESSON PLAN	
DO NOW: (5 min) The HOOK!	<ul style="list-style-type: none"> Do Now: What is mental health? Have a short 2-3 min conversation about the students' responses.
MODEL/SET THE CONTEXT/ACTIVATE AND ASSESS PRIOR KNOWLEDGE	<ul style="list-style-type: none"> Read the Aim: How is Lewis' story different from the others in his family? Go over the vocabulary words before playing <ul style="list-style-type: none"> Depression: Is a common and serious medical illness that negatively affects how you feel, the way you think and how you act. Depression causes feelings of sadness and/or a loss of interest in activities once enjoyed. It can lead to a variety of emotional and physical problems and can decrease a person's ability to function at work and at home. - APS Addiction: Addiction is a complex condition, a brain disease that is manifested by compulsive substance use despite harmful consequence. People with addiction (severe substance use disorder) have an intense focus on using a certain substance(s), such as alcohol or drugs, to the point that it takes over their life. They keep using alcohol or a drug even when they know it will cause problems. - APS Suicide: Is the act of killing yourself, most often as a result of depression or other mental illness. - APS <ul style="list-style-type: none"> Usually we try to stay away from spoilers, but it is sometimes important to let people know that suicide will be depicted in media. The next member of the Finch family will die by suicide. All three are illnesses that can be prevented and treated. Pass out handout Time to play!
CHECK FOR UNDERSTANDING #1 How will you assess or gauge if students are making progress towards the lesson objectives?	<ul style="list-style-type: none"> Check that everyone in class understands the basic concept of <i>mental health</i>. Ask individually, or as a class, or in whichever way your class typically responds to you.
PRACTICE TASK (Independent, Pair and/or small group task) <i>What activities are planned that align to the lesson objectives?</i>	<ul style="list-style-type: none"> Choose a student to come up and be the player for the day, or until the student decides they would like to switch. In the previous lesson we finished after playing Milton's vignette. <ul style="list-style-type: none"> We are going to play through Lewis' vignette. As we explore, have students fill out the accompanying graphic organizer. Continue to Lewis's room. <ul style="list-style-type: none"> Spend a minute or so observing his bedroom and discuss what is found throughout the room. Make sure to trigger any dialogue available.



	<ul style="list-style-type: none"> • Play Lewis' vignette. <ul style="list-style-type: none"> ◦ Full transcript of the psychiatrist's letter can be found here. • Save after finishing the vignette. This is where we will stop playing today. • Read "Teen suicide rates rise dramatically; searching for answers to halt trend" from USA Today and answer the questions that follow. <ul style="list-style-type: none"> ◦ 1) The author chooses to say that these teenagers "die by suicide." Why do you think the author chose this phrasing? ◦ 2) What are some potential differences between how teenagers and adults handle depression, or suicidal thoughts? ◦ 3) How does Lewis' vignette in <i>What Remains of Edith Finch</i> connect to this article? Do you think the Finch family played a role in Lewis' eventual death by suicide? • 4) Go back to the family tree graphic organizer on pages 4 and 5. Fill out the space for the characters we learned about. • Move on to Wrap-Up
CHECK FOR UNDERSTANDING #2 <i>How will you assess or gauge if students are making progress towards the lesson objectives?</i>	<ul style="list-style-type: none"> • Circulate as students annotate to make sure they understand what is happening in the game so far. • Ask the class if they have any clarifying questions about the handout.
WRAP-UP AND FINAL ASSESSMENT #3 (15 min) <i>How are students returning to the lesson objective?</i> <i>How are students self-assessing or engaging in peer assessment of each other's progress towards outcome mastery?</i>	<ul style="list-style-type: none"> • Answer the final questions together as a class. Give students 5 minutes to write silently and then come back together to have a class discussion. • 5) Aim: How is Lewis' story different from the others in his family?
DIFFERENTIATION/MULTIPLE POINTS OF ENTRY <i>What are the learning styles of your students? How can you support and extend learning for students?</i>	<ul style="list-style-type: none"> • The students will be working together as a class. • Subtitles will be added to the game.
HOMEWORK (if applicable)	<ul style="list-style-type: none"> • Complete any unfinished work from class
Common Core Standards	<p>CCSS.ELA-LITERACY.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CCSS.ELA-LITERACY.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>



	<p><u>CCSS.ELA-LITERACY.RL.9-10.2</u> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><u>CCSS.ELA-LITERACY.RL.11-12.3</u> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p><u>CCSS.ELA-LITERACY.RL.9-10.3</u> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>
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Name: _____

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Aim: How is Lewis' story different from the others in his family?

Do Now: What is mental health?

Directions: Read "[Teen suicide rates rise dramatically; searching for answers to halt trend](#)" from USA Today and answer the questions that follow.

Teen suicide is soaring. Do spotty mental health and addiction treatment share blame? (Modified)

Jayne O'Donnell and Anne Saker, USA TODAY Network
March 19, 2018

J.C. Ruf, age 16, was a high school pitcher in Cincinnati, Ohio, who died by suicide. Tayler Schmid, age 17, was an enthusiastic pilot and hiker from upstate New York who also died by suicide. Josh Anderson, age 17, of Vienna, Virginia, was a football player who killed himself the day before a school disciplinary hearing.

1) The author chooses to say that these teenagers "die by suicide." Why do you think the author chose this phrasing?

Suicides usually result when a combination of events and situations make life feel temporarily unbearable. Mental health disorders are associated with most suicides. Often, family and friends do not recognize the warning signs or underlying mental health issues.

The suicide rate for white children and teens between 10 and 17 increased 70 percent between 2006 and 2016, according to the Centers for Disease Control and Prevention. In 2006, about 3 of every 100,000 white youths died by suicide. In 2016, more than 5 white youths out of 100,000 died by suicide.

Although black children and teens kill themselves less often than white youth, the rate increase was higher — 77 percent. In 2006, about 1.5 out of 100,000 black youth died by suicide compared to more than 2.5 out of 100,000 in 2016.



A study of children's hospitals from last May found admissions of patients ages 5 to 17 for suicidal thoughts and actions more than doubled from 2008 to 2015. The highest risk group is white males between ages 14 and 21.

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Experts and teens cite many reasons, including poor mental health screening, poor access to mental health services and resistance among young men and people of color to admit a problem and ask for help. Then there's the well-documented and hard to solve social issues. These include opioid-addicted parents, a polarized political environment and poverty that persists in many areas.

While some adults can tune out the constant scroll of depressing social media posts, teens rarely try.

"With this population, it's the perfect storm for life to be extra difficult," said Lauren Anderson, executive director of the Josh Anderson Foundation in Vienna, Virginia, named after her brother who killed himself in 2009. "Based on the development of the brain, they are more inclined to risky behavior, to decide in that moment."

That's different from how a depressed adult might weigh the downsides of a decision like suicide, especially how it will likely affect those left behind. Sometimes life is so traumatic for a young person, suicide seems like the best option.

Carmen Garner, age 40, used to walk across busy streets near his home in Springfield, Massachusetts, when he was a teen. He hoped to get hit by a car to escape life with drug-addicted parents.

"Our students are dying because they are not equipped to handle situations created by adults — situations that leave a child feeling abandoned and with a broken heart," said Garner, now an elementary school art teacher and author. "Students today face the same obstacles I faced 30 years ago."

2) What are some potential differences between how teenagers and adults handle depression, or suicidal thoughts?

One positive has risen out of the pain. There are far more resources and awareness about mental health and the need for counseling in her area now.

Mental illness also needs to be covered by insurance at the same level as physical illness, said psychiatrist Joe Parks. Mental health disorders affect people's mood and behavior. Parks said there needs to be more psychiatrists to treat patients for mental health, and they need to be connected with medical doctor's clinics.



Parks said another challenge is that children who receive mental health care could live with family members with drug, alcohol or domestic abuse issues.

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"Wouldn't you expect that to increase depression in children?" he said.

Then there's the trauma that comes with living amid multigenerational poverty and addiction. A version of the much-publicized opioid epidemic in often-rural white communities has plagued inner-city black families since long before Garner was a boy.

Now, his students are his motivation. They and his family remind "me I don't have to try to kill myself anymore," Garner says.

3) How does Lewis' vignette in *What Remains of Edith Finch* connect to this article? Do you think the Finch family played a role in Lewis' eventual death by suicide?

4) Go back to the family tree graphic organizer on **pages 4 and 5**. Fill out the space for the characters we learned about.

5) **Aim:** How is Lewis' story different from the others in his family?



Gone Home/Edith Finch - Day 20

RATIONALE FOR THIS LESSON: Why are you teaching this lesson?

Edith Finch - Finish the Game - The Importance of Stories

In this lesson the students are going to finish the game. We play through one final vignette detailing the final moments of Great Grandma Edie, Dawn, and Edith. It is revealed that Edith died in childbirth. She was narrating the story to her son, who was on his way to visit the Finch home. One of the final messages of the game comes from Edith's great grandma, Edie. She is determined to pass down the stories of the Finch family. She believes in the importance of stories and remembering where you came from. Upon finishing the games, students will have the opportunity to discuss the importance of storytelling and how video games are now more than ever partaking in the process of telling stories. The medium is no longer just a place to "play," but now a place to learn.

Handouts attached at the bottom of this document.

[Slides for the Unit](#)

CONTENT AIM (content)	<ul style="list-style-type: none"> ● Aim: What is the importance of storytelling?
WHAT QUESTIONS will SUPPORT THE AIM and DEEP, COMPLEX THINKING	<ul style="list-style-type: none"> ● What is a video game? ● What can video games teach us?
LESSON OBJECTIVES <i>What should students know or be able to do at the end of the lesson?</i>	<i>Students will:</i> <ul style="list-style-type: none"> ● What is a vignette? ● Why are stories important?
LANGUAGE AIM (reading, writing, speaking and writing)	<ul style="list-style-type: none"> ● Listen to classmates in conversation. ● Listen to the narrations in <i>Edith Finch</i>. ● Speak with other students in conversation. ● Read the subtitles in <i>Edith Finch</i>. ● Read various items and documents found in <i>Edith Finch</i>.

STUDENT WORK as EVIDENCE OF LEARNING and TOOL for Future Learning and Project Completion

- Students will complete attached Graphic Organizer.

TEXTS TO BE USED	<ul style="list-style-type: none"> ● <i>What Remains of Edith Finch</i> - developed by Giant Sparrow
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MATERIALS NEEDED	<ul style="list-style-type: none"> One means of playing <i>Edith Finch</i>. <ul style="list-style-type: none"> I will be playing on a Nintendo Switch projected in the front of the room Graphic Organizer. Accompanying presentation
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LESSON PLAN	
DO NOW: (5 min) The HOOK!	<ul style="list-style-type: none"> Do Now: Make a prediction? How do you think the game will end? Have a short 2-3 min conversation about the students' responses.
MODEL/SET THE CONTEXT/ACTIVATE AND ASSESS PRIOR KNOWLEDGE	<ul style="list-style-type: none"> Read the Aim: What is the importance of storytelling? Only 1 vignette left in the game. <ul style="list-style-type: none"> We are going to learn about the last remaining members of the Finch Family. The students are going to finish playing and then partake in a class conversation about the ending. Time to play!
CHECK FOR UNDERSTANDING #1 How will you assess or gauge if students are making progress towards the lesson objectives?	<ul style="list-style-type: none"> Check that everyone in class understands the basic concept of <i>Gone Home</i> so far. Ask individually, or as a class, or in whichever way your class typically responds to you.
PRACTICE TASK (Independent, Pair and/or small group task) <i>What activities are planned that align to the lesson objectives?</i>	<ul style="list-style-type: none"> Choose a student to come up and be the player for the day, or until the student decides they would like to switch. In the previous lesson we finished after playing Lewis' vignette We are going to continue from here and finish the game. <ul style="list-style-type: none"> We will learn about Edie, Dawn, and Edith. As we explore, have students fill out the accompanying graphic organizer. <ul style="list-style-type: none"> We are going to finish exploring the house. 1) Go back to the family tree graphic organizer on pages 4 and 5. Fill out the space for the final characters we learn about. 2) Write down your thoughts about this final section of the game. You will need these later. 3) Share your ideas with the rest of the class. Write down any ideas from your classmates that you did not include in your response to question 2. Move on to Wrap-Up
CHECK FOR UNDERSTANDING #2 How will you assess or gauge if students are making progress towards the lesson objectives?	<ul style="list-style-type: none"> Circulate as students annotate to make sure they understand what is happening in the game so far. Ask the class if they have any clarifying questions about the handout.



<p>WRAP-UP AND FINAL ASSESSMENT #3 (15 min)</p> <p><i>How are students returning to the lesson objective?</i></p> <p><i>How are students self-assessing or engaging in peer assessment of each other's progress towards outcome mastery?</i></p>	<ul style="list-style-type: none"> • Answer the final question together as a class. Give students 5 minutes to write silently and then come back together to have a class discussion. • 4) Aim: What is the importance of storytelling?
<p>DIFFERENTIATION/MULTIPLE POINTS OF ENTRY</p> <p><i>What are the learning styles of your students? How can you support and extend learning for students?</i></p>	<ul style="list-style-type: none"> • The students will be working together as a class. • Subtitles will be added to the game.
<p>HOMEWORK (if applicable)</p>	<ul style="list-style-type: none"> • Complete any unfinished work from class
<p>Common Core Standards</p>	<p><u>CCSS.ELA-LITERACY.CCRA.SL.2</u> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><u>CCSS.ELA-LITERACY.CCRA.SL.1</u> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><u>CCSS.ELA-LITERACY.RL.9-10.2</u> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><u>CCSS.ELA-LITERACY.RL.11-12.3</u> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p><u>CCSS.ELA-LITERACY.RL.9-10.3</u> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>



Name: _____

Aim: What is the importance of storytelling?

Do Now: Make a prediction? How do you think the game will end?

Directions: Finish playing *What Remains of Edith Finch* and answer the following questions.

- 1) Go back to the family tree graphic organizer on **pages 4 and 5**. Fill out the space for the final characters we learn about.
- 2) Write down your thoughts about this final section of the game. You will need these later.



3) Share your ideas with the rest of the class. Write down any ideas from your classmates that you did not include in your response to question 2.

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4) **Aim:** What is the importance of storytelling?



Gone Home/Edith Finch - Day 21

RATIONALE FOR THIS LESSON: Why are you teaching this lesson?

Review Edith Finch

This lesson will act as a review of *Edith Finch*. After this lesson, students will need to complete a summative assignment showing their understanding of the game. Students will now have a chance to re-enter the game and explore the house/map however they see fit. Upon finishing the game for the first time, the player is given the option to replay any of the vignettes throughout the game. Students will be able to choose the vignettes they would like to see and hear again in case they need to refresh their memory. After spending the first half of the class reviewing the game, the students will read and annotate a review of *Edith Finch*. The students also read one review at the beginning of the unit.

Handouts attached at the bottom of this document.

[Slides for the Unit](#)

CONTENT AIM (content)	<ul style="list-style-type: none"> Aim: How would you rate <i>What Remains of Edith Finch</i>?
WHAT QUESTIONS will SUPPORT THE AIM and DEEP, COMPLEX THINKING	<ul style="list-style-type: none"> What is a video game? What can video games teach us?
LESSON OBJECTIVES <i>What should students know or be able to do at the end of the lesson?</i>	<i>Students will:</i> <ul style="list-style-type: none"> What is a review? What is foreshadowing?
LANGUAGE AIM (reading, writing, speaking and writing)	<ul style="list-style-type: none"> Listen to classmates in conversation. Listen to the narrations in <i>Edith Finch</i>. Speak with other students in conversation. Read the subtitles in <i>Edith Finch</i>. Read various items and documents found in <i>Edith Finch</i>.

STUDENT WORK as EVIDENCE OF LEARNING and TOOL for Future Learning and Project Completion

- Students will complete attached Graphic Organizer.

TEXTS TO BE USED	<ul style="list-style-type: none"> <i>What Remains of Edith Finch</i> - developed by Giant Sparrow IGN Gone Home Review
MATERIALS NEEDED	<ul style="list-style-type: none"> One means of playing <i>Edith Finch</i>. <ul style="list-style-type: none"> I will be playing on a Nintendo Switch projected in the front of the room Graphic Organizer.



	<ul style="list-style-type: none"> • Accompanying presentation
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LESSON PLAN	
DO NOW: (5 min) The HOOK!	<ul style="list-style-type: none"> • Do Now: Did you like the game <i>What Remains of Edith Finch</i>? Why, or why not? • Have a short 2-3 min conversation about the students' responses.
MODEL/SET THE CONTEXT/ACTIVATE AND ASSESS PRIOR KNOWLEDGE	<ul style="list-style-type: none"> • Read the Aim: How would you rate <i>What Remains of Edith Finch</i>? • Go over a couple of vocabulary words before beginning the lesson. <ul style="list-style-type: none"> ○ Rate: Assign a standard or value to something according to a particular scale. ○ Review: A critical appraisal of a book, play, movie, exhibition, etc., published in a newspaper or magazine. • But first we are going to let students play the game again. • Upon finishing the game for the first time, the player is given the option to replay any of the vignettes throughout the game. Students will be able to choose the vignettes they would like to see and hear again in case they need to refresh their memory. • Time to play!
CHECK FOR UNDERSTANDING #1 How will you assess or gauge if students are making progress towards the lesson objectives?	<ul style="list-style-type: none"> • Check that everyone in class understands the basic concept of <i>Review</i>. Ask individually, or as a class, or in whichever way your class typically responds to you.
PRACTICE TASK Part 1 (Independent, Pair and/or small group task) <i>What activities are planned that align to the lesson objectives?</i>	<ul style="list-style-type: none"> • Choose a student to come up and be the player for the day, or until the student decides they would like to switch. • In the previous lesson we finished the game. We will now let students explore the house freely in order to refresh their memories of the game before their summative assessment. • Allow students to replay any vignettes they wish to see and hear again. • Move on to Wrap-Up
PRACTICE TASK Part 2	<ul style="list-style-type: none"> • Stop playing after about 20 minutes. • Have students read and annotate the review of <i>Edith Finch</i>. • They will probably need to finish this for homework.
CHECK FOR UNDERSTANDING #2 How will you assess or gauge if students are making progress towards the lesson objectives?	<ul style="list-style-type: none"> • Circulate as students annotate to make sure they understand what a review is. • Ask the class if they have any clarifying questions about the handout.



<p>WRAP-UP AND FINAL ASSESSMENT #3 (15 min)</p> <p><i>How are students returning to the lesson objective?</i></p> <p><i>How are students self-assessing or engaging in peer assessment of each other's progress towards outcome mastery?</i></p>	<ul style="list-style-type: none"> • Answer the final question together as a class. Give students 5 minutes to write silently and then come back together to have a class discussion. • Aim: How would you rate <i>What Remains of Edith Finch</i>? Why?
<p>DIFFERENTIATION/MULTIPLE POINTS OF ENTRY</p> <p><i>What are the learning styles of your students? How can you support and extend learning for students?</i></p>	<ul style="list-style-type: none"> • The students will be working together as a class. • Subtitles will be added to the game.
<p>HOMEWORK (if applicable)</p>	<ul style="list-style-type: none"> • Complete any unfinished work from class
<p>Common Core Standards</p>	<p><u>CCSS.ELA-LITERACY.CCRA.SL.2</u> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><u>CCSS.ELA-LITERACY.CCRA.SL.1</u> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><u>CCSS.ELA-LITERACY.RL.9-10.2</u> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><u>CCSS.ELA-LITERACY.RL.11-12.3</u> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p><u>CCSS.ELA-LITERACY.RL.9-10.3</u> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>



Name: _____

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Aim: How would you rate *What Remains of Edith Finch*?

Do Now:

Directions: Read and annotate the [IGN](#) article *What Remains of Edith Finch Review - One of the finest magical-realism stories in all of games*.

What Remains of Edith Finch Review - One of the Finest Magical-Realism Stories in all of Games (Modified)

By Marty Silva on July 19, 2017



What Remains of Edith Finch is one of the finest magical-realism stories in all of video games. A first-person, story-driven experience akin to *Gone Home*, it tells the incredible, tragic, and constantly surprising multi-generational history of the Finch family. As you explore the gorgeous labyrinthine home, you'll go on a guided history of each family member, delve into what may or may not be a familial curse, and ultimately learn how each

one succumbed to it. Developer Giant Sparrow has once again created something truly special.

In the two hours it took me to fully explore I ran the emotional range from feeling completely devastated to full of an energetic light especially when I approached the house for the first time. The only challenge is finding a way into each locked room of the house, generally through the use of secret passages that make the whole thing exude the charm and imagination of a pop-up book. While exploring the house, the last living member of the Finch family, Edith, narrates with stories of the house, her family, and how the incredible lives they lived untimely came to an end.

While the whole thing is pretty much devoid of any friction preventing you from progressing (there are even fewer puzzles here than in the aforementioned *Gone Home*), the joy of *Edith Finch* is in fully immersing yourself in the final moments of each Finch's life. Once you find a specific memento in each of their rooms, you're treated to a story of their death, told through



fantastical allegories. Each one is presented through a completely different gameplay experience that continually subverted my expectations. With each one, nothing is safe when it comes to art style, perspective, or gameplay genre. I don't want to spoil them because I got so much joy out of never knowing where the next memory would take me. With the exception of one awkward sequence where you control animals from a first-person perspective, there's a dreamlike nature to the way these sequences not only bend the rules, but completely obliterate them.




While each story is ultimately about death, it's wonderful how full of life each and every tale is. Even something as heart-wrenching as the death of a child is presented with such exuberant creativity and magic. While experiencing the final moments of their lives is unquestionably tragic, the way they embrace it and welcome whatever might come next filled each story with light. Learning how they were all related and how the various deaths impacted each

surviving member is something that I won't soon forget.

One thing I absolutely love about the house itself is how incredibly lived-in it feels. It doesn't come across as a set designed around the idea of a video game level, but rather a home that a dozen members of an impossibly creative family lived in over several generations. Part of this comes at the cost of interactivity – there's very little in the house you can actually touch or manipulate. Like a museum, there's a "look, but don't touch" policy here. But honestly, this didn't bother me given how much I enjoyed the act of meticulously looking at every beautiful detail of the world.

Verdict

Though it only took me just under two hours to complete, the second the credits stopped rolling I immediately restarted *What Remains of Edith Finch*. Each of the vignettes is so distinct and surprising that I didn't have enough time to absorb and dissect what I had just played before being whisked away to the next one. But after fully piecing together the threads of the family and sifting through the allegories of their final moments, I was left with a beautiful, heartbreaking mosaic that exudes life, even when mired in death.



WHAT REMAINS OF EDITH FINCH
REVIEW

GREAT

What Remains of Edith Finch is a gorgeous experience and one of the finest magical-realism stories in all of games

PC PS4

8.8

Aim: How would you rate *What Remains of Edith Finch*? Why?

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[illegible]