

Course Overview: Treaty Education and Minecraft Education Edition

Target Audience

Students in Grades 7 and 8.

Course Timeline

Designed to run over eight weeks; however, this could be adapted to meet teacher and student needs.

Course Delivery

This is a blended course that includes synchronous instruction along with recorded instructional videos for students to access if needed. We have designed this course to be primarily synchronous with technology integrated to support in-classroom learning; however, it could easily be adapted for a virtual setting.

For each module, students will engage in a synchronous mini-lesson and then represent their learning through a building task in Minecraft. The course will be set up through Microsoft Teams, utilizing Class Notebook to post lesson materials, tutorial videos, and instructions for each building task. These materials will be gradually released for students.

The students will be placed in groups of four to represent their learning in Minecraft. This will be their group for the duration of the course. Due to COVID-19 restrictions, students will collaborate using Microsoft Teams and will have access to the chat feature within Minecraft when building.

The students we are designing this course for have access to one-to-one technology. Classes that do not have access to one-to-one technology may wish to use a staggered start for two groups, with half the class using laptops to practice skills in Minecraft while the other half of the class is engaged in the mini-lesson, and then switching roles halfway through class.

Course Objectives and Learning Outcomes

Grade 7 Outcomes

Treaty Education Outcomes:

TR7: Analyze to what extent each of the signatories to treaty meets their respective obligations.

SI7: Examine Oral Tradition as a valid way of preserving accounts of what transpired and what was intended by entering into treaty.

HC7: Examine the Indian Act of 1876, including its amendments, and explore the effects it has on the lives of First Nations.

Social Studies Outcomes

DR7.2: Appraise the impact of human habitation on the natural environment in Canada, and in a selection of Pacific Rim and northern circumpolar countries.

- Indicator: Explore the Treaty relationship and the values and beliefs associated with sharing the land.

PA7.1: Compare the sources of power for individuals, nations and regions in a selection of Pacific Rim and circumpolar countries.

- Indicator: Assess the sources of power held by the First Nations and the Europeans respectively in the negotiations of the Treaty which governs the local area.

DR7.3: Analyze the relationship between current and historical events and the physical and social environments in Pacific and northern Canada and in a selection of Pacific Rim and circumpolar countries.

- Indicator: Examine the effects of natural or human catastrophes on affected populations and, by extension, on the history of human habitation of the region.
- Indicator: Analyze the influence of contact with another culture on the Aboriginal peoples of Canada, circumpolar countries and a selection of Pacific Rim countries (e.g., the influence of Europeans on the Indigenous peoples of Canada, Mexico and Australia).

English Language Arts Outcome

CC7.5: Create and present a variety of representations including visual and multimedia presentations such as displays, illustrations, and videos, and enhance communication with appropriate graphic organizers, charts, circle graphs, timelines, maps, and sound effects.

Grade 8 Outcomes

Treaty Education Outcomes:

TPP8: Assess whether the terms of treaty have been honoured and to what extent the treaty obligations have been fulfilled.

TR8: Analyze the impact of treaty on the Métis people.

Social Studies Outcomes:

DR8.1: Develop an understanding of the significance of land on the evolution of Canadian identity.

- Indicator: Analyze the relationship between the traditional Aboriginal concept of land (an animate being; the source of life) and the contemporary Western European notion of land (a resource to be owned and exploited) through the centuries

DR8.2 Describe the influence of the Treaty relationship on Canadian identity.

- Indicator: Describe the influence of varying views of the land in motivating the treaty relationship.
- Indicator: Explore unfulfilled aspects of Treaty (e.g., education, healthcare) in Canada.

DR8.3: Assess how historical events in Canada have affected the present Canadian identity.

- Indicator: Assess the impact of a variety of important historical events in shaping the Canadian identity (e.g., the effect of the Royal Proclamation 1763 on Francophone and

Aboriginal peoples; the fur trade economy; Quebec Act 1774; the Acadian deportation; the Loyalist migration; the War of 1812; Canada's role in World War I; the creation of the health care system; peace-keeping activities; the role of the RCMP in the development of the Canadian West; Canadian Confederation 1867; the building of the national railroad; the Métis Resistances 1870 and 1885; John A. Macdonald's National Policy 1879; October Crisis 1970; the development of the Canadarm; the development of the music and film industry in French and in English in Canada).

PA8.1: Contemplate the implications of Canadian citizenship on the life of Canadians.

- Indicator: Investigate the provisions of the Indian Act, and its effects on people of Aboriginal ancestry.

English Language Arts Outcome:

CC8.5: Create and present a variety of visual and multimedia presentations including an illustrated report, a role play that ends with a tableau, a dramatization, presentation software, a newscast with adequate detail, clarity, and organization to explain (e.g., an important concept), to persuade (e.g., an opinion on an issue, a mini-debate), and to entertain (e.g., a humorous incident).

Guiding Questions

1. What objectives did the First Nations and the British Crown representatives have when negotiating Treaty?
2. How were the historical worldviews of the British Crown and First Nations different regarding land ownership?
3. How did First Nations people envision Treaty as a means to ensure their livelihood and maintain their traditional way of life?
4. What was promised in the Treaties? What has been fulfilled? What has yet to be fulfilled? Who is responsible for fulfillment?
5. To what extent do the Canadian government and First Nations meet their respective Treaty obligations? To what extent have the Treaty obligations for health and education been honoured and fulfilled?
6. How do First Nations oral traditions preserve accounts of what was intended by entering into Treaty and what transpired? What is the spirit and intent of the Treaties?
7. How did First Nation and Crown perspectives of Treaties differ? What were the reasons for this difference in interpretation and understanding?
8. How do the *Indian Act* and its amendments impact the lives of First Nations?
9. What was the role of the Métis in Treaty-making?
10. How have examples of past injustices shaped relationships today?
11. What is the historical and present-day importance of the Treaty relationship?

Course Materials

Students will need access to devices with Minecraft Education Edition. In the case of an online learning situation, students can download Minecraft Education Edition for free on their own devices; instructions will be provided for this. This course is designed to be paperless, using Class Notebook for any brainstorming, discussion notes, and written reflections. All content will be shared using Class Notebook.

Assessment

We will provide assessment and communication to students through Microsoft Teams, Class Notebook, Minecraft, and Flipgrid. Students will hand in assignments or links to projects through Microsoft Teams, and the teacher will provide oral or written feedback through Microsoft Teams. The teacher may provide additional feedback through Class Notebook and/or orally through Flipgrid. Communication with families will be completed through the division communication platform, Edsby. Students may also receive formative assessment checks through engaging technology platforms such as Mentimeter or Quizizz.

Assessment Strategies

We will assess students through triangulation of assessment, including observations, conversations, and products. We will use formative assessment to drive our instructional decisions and respond to student needs throughout the course. Students will be involved in co-constructing criteria for assessment and given choice on how they will be assessed. For example, students might choose between self-assessment paired with a conversation with the teacher, peer-assessment, teacher assessment, or a combination of these options.

Educational Technology Infusion

Microsoft Teams: This will be used as the central hub for our course. Students will be able to access resources, their Class Notebook, and share materials with the class.

Class Notebook: Students will use Class Notebook to collaborate, brainstorm, and access the lesson materials for the course. Each student will have access to a content library, where the teacher will add all the course materials. Class Notebook provides a collaboration space where students can work on content together simultaneously. Students will also have their own private space only accessed by the student and the teacher.

Minecraft Education Edition: Minecraft will be used as the main creation tool for the course. Students will use the creative mode within Minecraft to complete a series of build challenges within a Minecraft world with their group of four.

Flipgrid: We will use Flipgrid as an assessment tool to check in with students and allow them to share their learning. Using the screen recorder in Flipgrid, students can give us a tour of their Minecraft world and provide key learnings.

Quizizz: Quizizz is an interactive student assessment tool similar to Kahoot, but it provides students with the ability to answer questions at their own pace. We will use Quizizz for engaging formative assessment opportunities after the lessons.

Mentimeter: Mentimeter will be used to collect student ideas and provide diagnostic and formative assessments throughout lessons. We will experiment with different question types, including Word Clouds, open-ended questions, rating scales, and more.

Microsoft Whiteboard: Microsoft Whiteboard will be used by the teachers to facilitate lessons and insert snapshots of documents, including Word documents, PDFs, and PowerPoints. Students can also use Microsoft Whiteboard to collaborate, brainstorm, plan, and organize tasks using the templates.

Special Announcements

Adaptations:

Students will have access to Microsoft's Immersive Reader within Microsoft Teams, Class Notebook, and Minecraft. This will provide students with access to text-to-speech, along with other reading strategies. Class Notebook also features easy to access dictation, which some students may choose to access. YouTube and Flipgrid have closed captioning to support English as an Additional Language (EAL) students and any students who might find this beneficial.

Responsible Use Policy:

Prior to the unit, the students and teacher will co-create a Responsible Use Policy. This will include expectations for the use of technology and what appropriate technology use looks like within Minecraft Education Edition.

Attendance:

Content will be posted through the Assignments feature on Microsoft Teams, which students can access from home at any time. However, students may need to coordinate their Minecraft builds with their group outside of school. If this is not possible, the student can complete the project individually.