

## Crafting the Past, Coding the Future: S’Klallam Villages in Minecraft

### Overview

Grade Level: Middle School (6–8)

Length: 3–4 weeks (8–10 class periods)

Unit Focus: S’Klallam culture, geography, and history through Minecraft-based digital design and coding

### Learning Objectives

Students will be able to:

- Research and describe key features of traditional S’Klallam villages, including geography, housing, food sources, and cultural practices.
- Apply geographic knowledge to design accurate village layouts (proximity to water, forests, resource zones).
- Use Minecraft to design and code elements of a traditional S’Klallam longhouse and surrounding village features.
- Collaborate effectively, give and receive feedback, and present their final digital creations.
- Reflect on how technology can preserve and honor Indigenous cultures.

### Standards Alignment

Since Time Immemorial (STI) Tribal Sovereignty Curriculum – Middle School Units

- Tribal sovereignty and the U.S. government (Level 2)
- The tribal worldview (Level 2)
- The history and culture of local tribes (Level 2)

Enduring Understanding: Native peoples have lived in the Pacific Northwest since time immemorial and are still here today

Social Studies (WA State Standards)

- 4.1.2: Understands how culture and cultural groups contribute to identity and heritage.
- 3.1.1: Analyzes how the environment affects cultural development.

Computer Science / ISTE Student Standards

- Creative Communicator (6a–6d)
- Computational Thinker (5a–5d)
- Global Collaborator (7a–7d)

ELA (CCSS)

- W.7.7: Conduct short research projects to answer a question, drawing on several sources.
- SL.7.5: Include multimedia components in presentations to clarify claims and findings.

## Lesson Sequence & STI Integration

Day(s)	Activities	STI Connection
Day 1–2	Research S’Klallam geography, longhouses, food/fishing practices. Use STI essential question 'How does physical geography affect the culture and economy of local tribes?'	Use STI 'physical and cultural geography of tribal lands pre-treaty' lessons from the STI Middle School Curriculum ( <a href="https://ospi.k12.wa.us/student-success/resources-subject-area/john-mccoy-lulilas-time-immemorial-tribal-sovereignty-washington-state/middle-school-curriculum">https://ospi.k12.wa.us/student-success/resources-subject-area/john-mccoy-lulilas-time-immemorial-tribal-sovereignty-washington-state/middle-school-curriculum</a> )
Day 3–4	Create paper blueprints/maps of villages, plan placement (water, forest, saltwater, fishing zones).	Builds on place-based approach in STI curriculum, emphasizes 'local tribally relevant geography'.
Day 5–8	In Minecraft: build longhouse and village; code/design features. Peer-feedback sessions.	Integrates culture, history, and place; shows learner agency using localized content and Indigenous perspectives ( <a href="https://csaa.wested.org/resource/since-time-immemorial-tribal-sovereignty-in-washington-state-online-curriculum">https://csaa.wested.org/resource/since-time-immemorial-tribal-sovereignty-in-washington-state-online-curriculum</a> ).
Day 9	Present digital villages to peers/community; explain choices, geography, cultural meaning.	Ties to STI essential question about enduring cultures and what tribes do today to preserve culture and sovereignty.
Day 10	Reflections: How does this work connect to what we learned in STI? What does sovereignty or identity mean in this context?	Deepens understanding of tribal worldview and tribal sovereignty elements in STI.

## Minecraft S’Klallam Village Project Rubric

Criteria	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
Cultural Accuracy	Project demonstrates detailed, accurate knowledge of S’Klallam culture, village layout, and geography; integrates multiple cultural elements thoughtfully.	Project shows mostly accurate representation with some detail; includes key cultural features.	Project includes basic cultural elements but misses some important details or shows inaccuracies.	Project shows little understanding of S’Klallam culture or contains major inaccuracies.
Village & Design Creativity	Village layout is highly detailed, logical, and creative; thoughtful placement of features reflects deep understanding of geography and culture.	Village layout is clear and functional with appropriate placement of most features.	Village design is simple and lacks some required features or logical placement.	Village is incomplete, with minimal features or random placement.
Coding / Redstone Features	Includes multiple coded or automated features that enhance interactivity and realism.	Includes at least one functional coded feature (door, light, fire pit, etc.).	Limited or partially working coded feature included.	No coded or automated features used.
Collaboration & Process	Worked collaboratively, shared responsibilities equally, and	Worked well with group and accepted some peer feedback.	Minimal collaboration or difficulty working with group; limited	Did not collaborate effectively; little to no peer

	incorporated peer feedback throughout the process.		peer feedback used.	feedback incorporated.
Presentation & Communication	Presentation is clear, confident, and explains cultural and design choices with detail; engages audience with visuals and responses.	Presentation explains most design choices and includes visuals.	Presentation is unclear or missing explanations for some choices.	Presentation is incomplete or missing key explanations.

## Minecraft S’Klallam Village Project: Student Planning Packet

### Part 1: Research Notes

Use the STI curriculum resources and teacher-provided materials to answer the questions below. Record your notes in complete sentences or bullet points.

1. Where were traditional S’Klallam villages located? Describe the geography (mountains, forests, rivers, coastline).
2. What were S’Klallam longhouses made of and how were they designed?
3. What kinds of food did the S’Klallam people gather, grow, hunt, and fish?
4. What other features were important in a village (canoes, drying racks, gardens, smokehouses, etc.)?
5. What cultural practices or daily activities were part of S’Klallam village life?

### Part 2: Village Blueprint Planning

Before building in Minecraft, sketch your village design on paper or digitally. Label the main parts and explain why you placed them where you did.

Include:

- Longhouses
- Canoe beach or shoreline area
- Fishing area / drying racks
- Gardens or food gathering zones
- Forest/wood resources nearby

Questions to answer:

- How does the geography affect where you place each part?
- How does this layout reflect traditional S’Klallam lifeways?

### Part 3: Minecraft Build Checklist

As you build your project in Minecraft, use this checklist to track your progress:

- ☐ I built at least one longhouse using cedar-style materials.
- ☐ I included a shoreline or water access area.
- ☐ I added fishing, drying racks, or similar food-related features.
- ☐ I created a garden or food gathering area.
- ☐ I added natural features like forested areas or mountains.
- ☐ I included at least one coded or automated feature using Redstone or block code.

#### Part 4: Reflection

Answer the questions below after completing your project. Write in complete sentences.

1. What did you learn about S'Klallam culture from this project?
2. How did geography influence your design choices?
3. What was challenging about using Minecraft to represent cultural knowledge?
4. Why do you think it's important to preserve cultural knowledge using technology?
5. How does this project connect to what you learned in the STI curriculum about sovereignty and culture?