



MINECRAFT

EDUCATION EDITION

MANITO AHBEE AKI: THE PLACE WHERE THE CREATOR SITS

Educator Guide – Phase 3

Find the student guide for this phase [here](#).

Game Overview

Boohzoo Aniin, in the Manito Ahbee Aki Minecraft World, participants will have the opportunity to travel back in time to visit Manitoba, Canada before European contact in North America. Players will live amongst the Anishinaabe Nation to learn and understand how Indigenous peoples thrived on the land and lived in harmony with Mother Earth.

As a member of the Anishinaabe Nation, you will receive teachings about the environment, including traditional materials for crafting long established items. You will explore a sacred site called Manito Ahbee, located in Manitoba's western Whiteshell area and discover some of the abundant wildlife of the region.

Players will also build a community through collaborative activities such as assembling a tipi, making birch bark canoes and participating in a bison hunt. Through gameplay and in-game lessons, players will learn about the Anishinaabe worldview, gain knowledge from Indigenous Knowledge Keepers and develop an understanding of how Anishinaabe people respected the earth and all living things.

There are three phases in Manito Ahbee Aki.

Phase 1: Explore Manito Ahbee Aki

Phase 2: Travel to Manito Ahbee (Petroforms) and Gather and Craft

Phase 3: Design a Community and Establish Food Sovereignty

Storytelling is very important in the Anishinaabe culture and way of life. In the Manito Ahbee Aki world there are Knowledge Keepers teachings that will help the students understand the challenges in the game and the Anishinaabe way of life.

In Anishinaabe culture, it's important to offer tobacco to receive a teaching from a Knowledge Keeper. The students spawn with tobacco in their inventory. The students' tobacco inventory will reflect the offering given to a Knowledge keeper, after a teaching is received.



Meet the In Game Guides:



Knowledge Keepers:



Look for these icons in the Teacher Guide:

- ❖ Knowledge Keeper teachings
- ✓ Challenges to complete in the world
- Things to gather and craft
- Things to plan and think about to be successful in the world
- ★ Extended Knowledge Keeper Videos



Phase 3: Design a Community and Establish Food Sovereignty

Lesson Overview: The students will learn about the importance of community and teamwork through choosing a location to establish a community and building their tipis, participating in a bison hunt, trade and creating food sovereignty through farming.

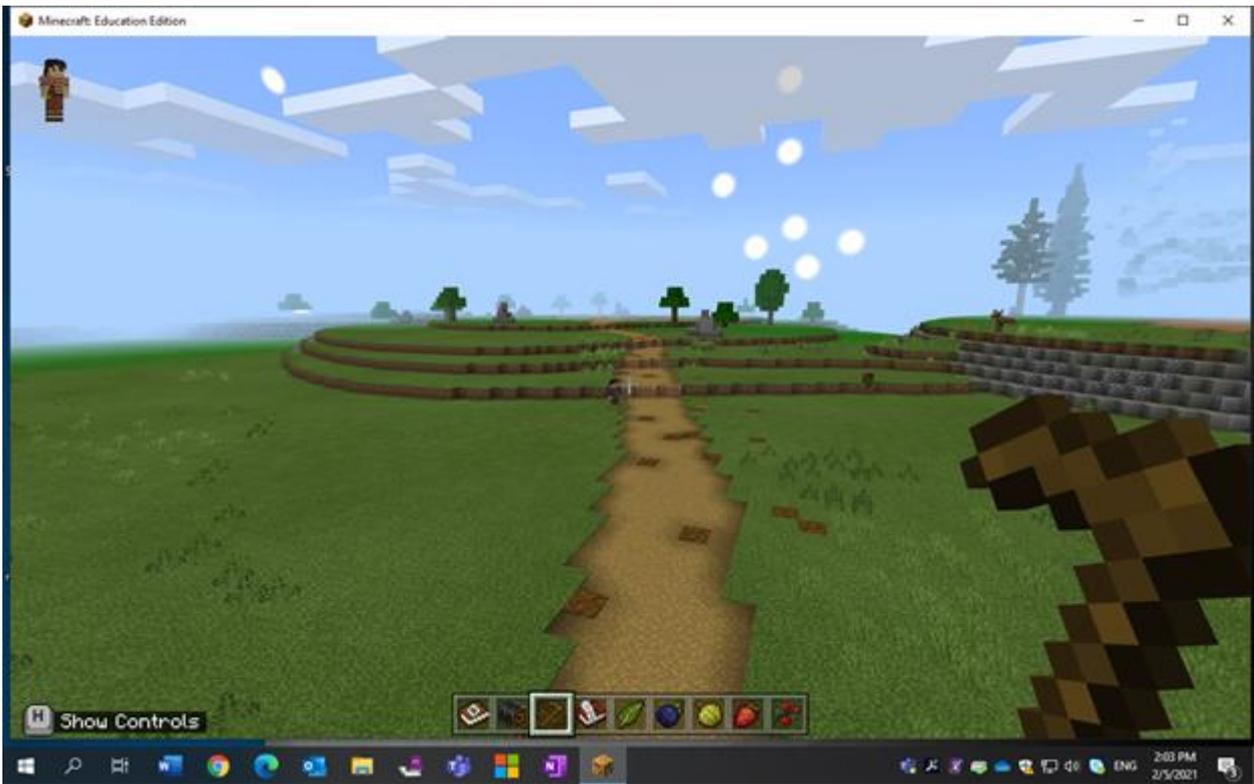
Teacher Role:

Tell the students to canoe down the (ziibiing) river, east to the beginning of an Anishinaabe settlement. Inform the students they will receive teachings about the Bison hunt, the clan system and locations where to build their tipi to form a community. Additional teachings will help them learn about the importance of trade. The students will cross the river and find Atia (Mohawk Grandmother) and trade Bison meat, bones, hide and receive the Three Sisters (corn, beans and squash seeds) to plant and grow crops and help establish food sovereignty.

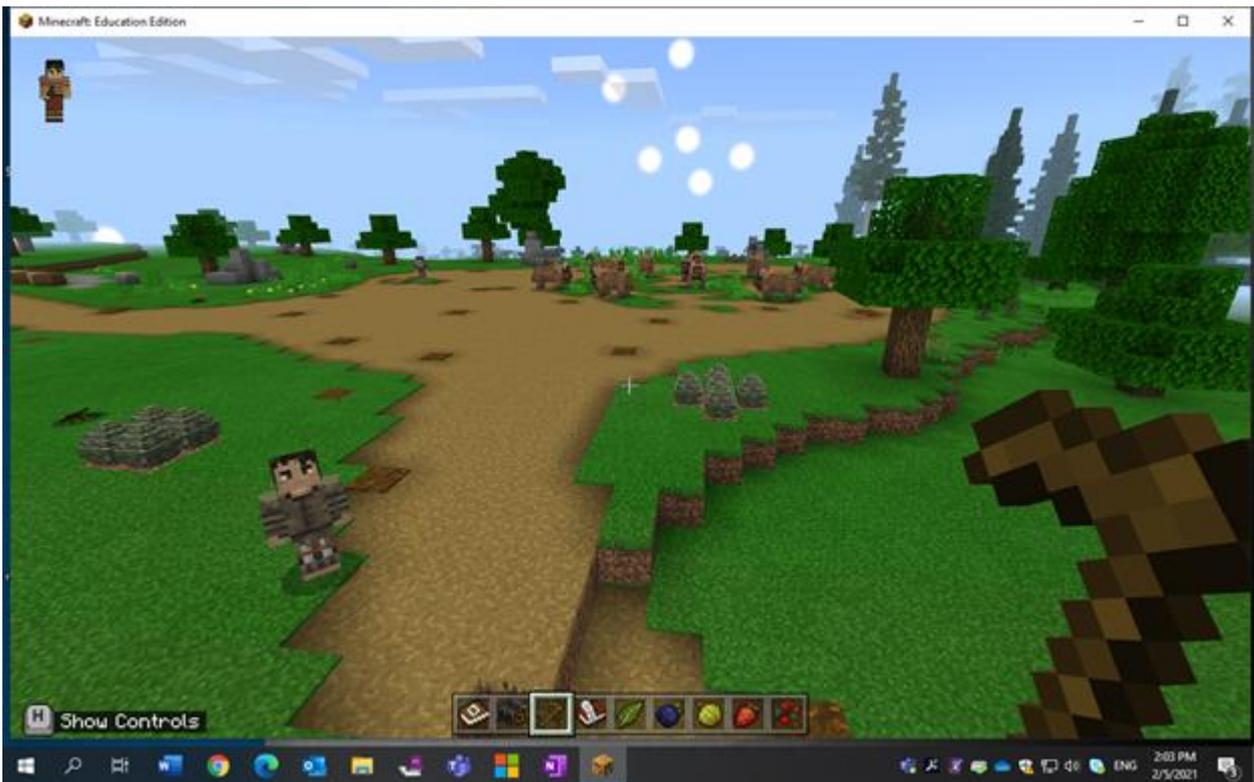
Knowledge Keeper Teachings:

- ❖ Mushkode Biizhikii (Bison Hunt) – Knowledge Keeper Vern





Path to the bison hunt

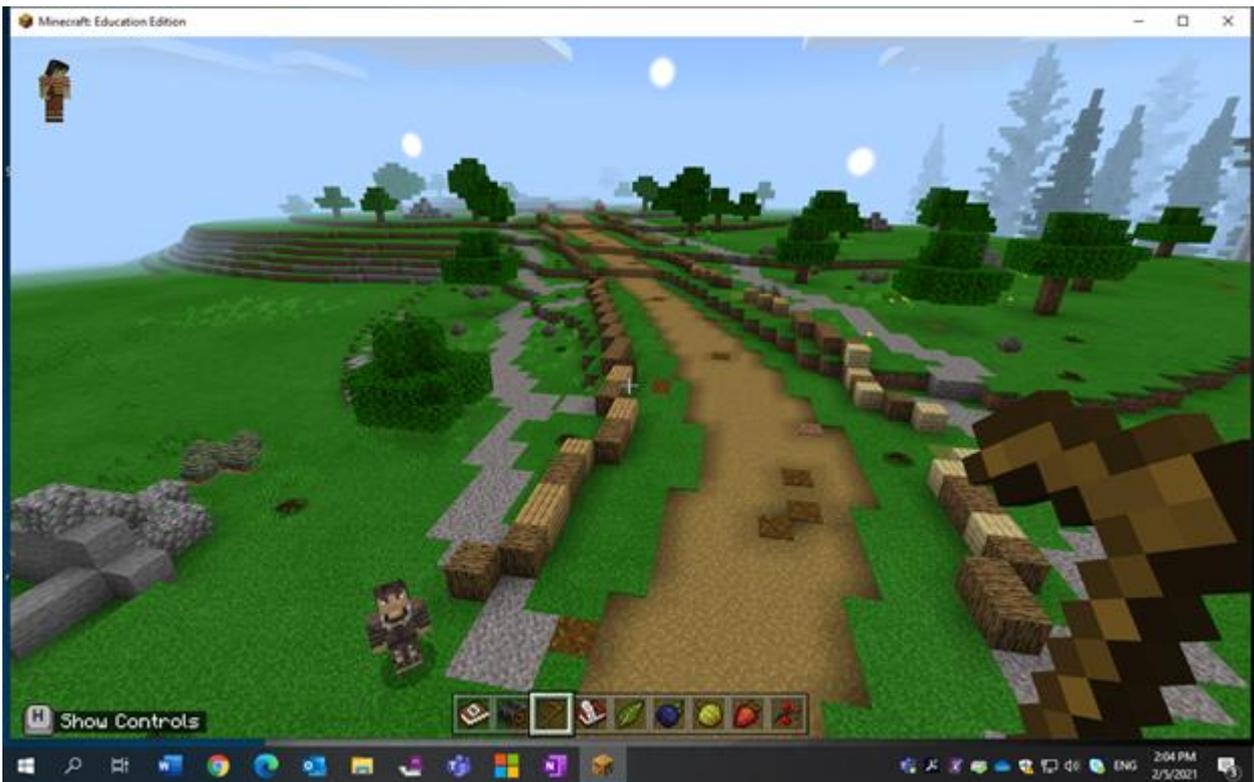


Hunters will assist student to build bison hunt barriers





Students gather and craft barriers



Barriers in place





Start the hunt with a sound of a bison predator

- ❖ Clan Systems and building a community – Knowledge Keeper Isaac

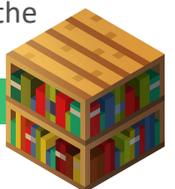
Clan system tokens students will receive



- ❖ Trade – Knowledge Keeper Vern
- ❖ Three Sisters – Knowledge Keeper Diane

Plan:

- Discuss the importance of the bison to the Anishinaabe peoples
- With peers, discuss and explain the importance of food sovereignty
- Working in groups, collaborate and plan how to design a successful bison hunt
- Consider and choose a location for your tipi and community? Why is location important? What factors were important in your decision?
- Determine which clan you are member of? What role do I play in the clan system? What is the importance of the clan system?



- Why was trade important to Indigenous communities?
- Explain why the three sisters were planted together? How did all three plants work together?

Do:

- ✓ Collaborate with community members to successfully hunt bison
 - Setup wood and stone barriers to guide the bison over the cliff
- ✓ With your clan, decide where to build your tipi's/community
- ✓ Travel and trade with a member from a different Indigenous community across the river.
- ✓ Plant and harvest the three sisters
- ✓ Visit Grandmother Chickadee to complete your challenge

Helpful Tip: The bison had few natural predators.

Extended Knowledge Keeper Teachings Videos:

- ★ [Bison Hunt](#)
- ★ [Clan System](#)
- ★ [Location of Community](#)
- ★ [Trade](#)
- ★ [The Three Sisters](#)

[Knowledge Keeper Extended Teaching Videos – Youtube Channel](#)

Lesson Plans:

Lesson Objective: Students will work together and collaborate to successfully plan and execute a Bison hunt. Hunting Bison will provide enough bison meat and materials to feed the community. Any available surplus can be traded for seeds to plant a garden. The students will need to decide together where to set up their tipi's after talking with the Knowledge Keepers. Once the community is established, any surplus Bison meat, hide and bones will be traded for corn, beans and squash seeds. Students then plant and harvest a garden to establish food sovereignty. Once this is complete, see Grandmother Chickadee.

Social Studies grades 4-6

Citizenship, Collaboration and Critical Thinking

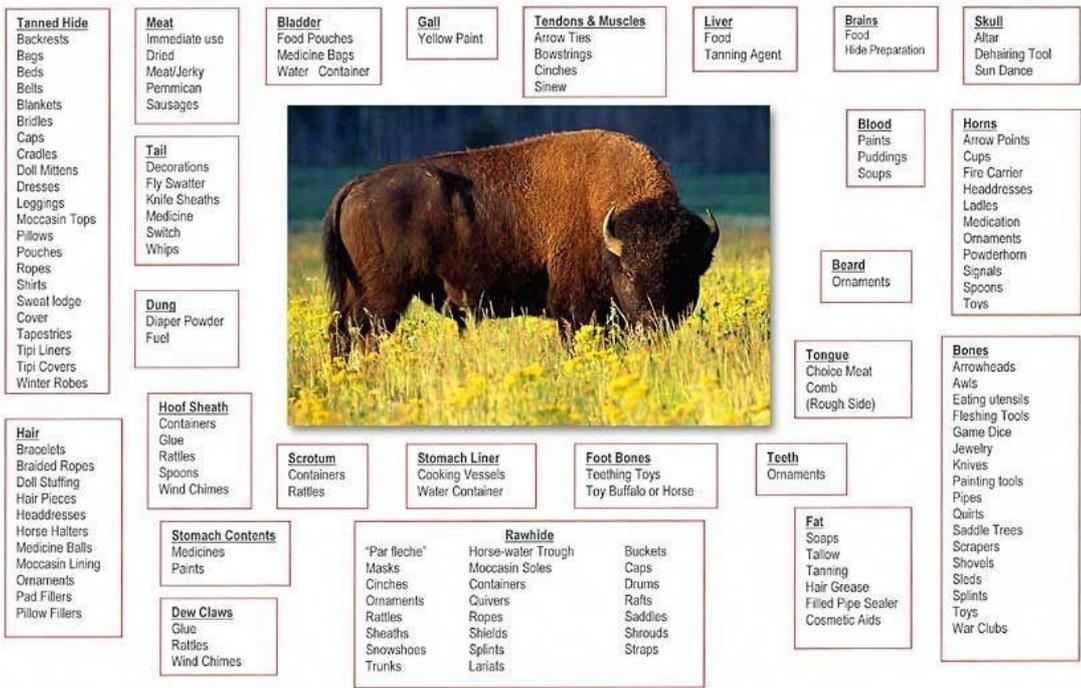
Time: 60-90 minutes

Activity 1: Activating questions:

Teachers ask students:

- “Why did the Anishinaabe Peoples hunt the bison?”
- “How did the bison help the survival of the Anishinaabe Peoples?”
- “How did the Anishinaabe Peoples hunt the bison?”





Allow the students to use the resources below to research and gather information about the activating questions. Then as a class share the results of the research.

Wikipedia

https://en.wikipedia.org/wiki/Head-Smashed-In_Buffalo_Jump#:~:text=According%20to%20legend%2C%20a%20young,had%20his%20head%20smashed%20in.

YouTube videos:

<https://www.youtube.com/watch?v=ZHB4jhmXSFg>
<https://www.youtube.com/watch?v=WuWCpmxaEmw>

Teacher discusses with the students the idea of creating the "Drive path" with sticks and stones and Minecraft to push the bison towards the cliff edge.

Teacher tells communities they must plan together how to make the bison hunt successful.

Reflection:

After the bison hunt the teacher has students reflect on the success/failure of the bison hunt.

- What worked?
- What did not work and why?
- Did you need to make changes? If so, what were those changes?
- How did you know the hunt was successful?

**Activity 2:
Building a Community**



Teacher has students discuss and then share where and why they decided to place their tipis. Teacher lists the following criteria on the board: Safe, Visible and Protected. Teacher distributes teacher support document about “consensus” and discusses the meaning of the word and asks them to share how it was important for the decision making of where to place the tipis. Teacher guides discussion about a comparison and contrast of where to set up the communities and using T tables, the students compare, by the river, by the forest, rockface and meadow. Student groups engage in discussions to come to consensus decision of where and why they have decided to create their communities.

Activity 2B:

Compare and Contrast

Teacher reminds students that when the Europeans came to North America, the buffalo/bison were almost hunted to extinction.

Teacher asks “Why was this the case?”

https://en.wikipedia.org/wiki/Bison_hunting

Teacher gives students a T Table to compare the bison hunt Before and after European contact.

Extension Activity: Residential Schools

Teacher asks students:

“How did the Anishinaabe peoples acquire knowledge about the past?”

“Do you think this type of learning still exists today with the Anishinaabe Peoples?”

“Why is learning about the past important?”

“Is it fair to tell someone that their past was a lie and never happened and that they need to learn another way of thinking? Has this ever happened in Canada’s history before?”

This allows the teacher to guide a discussion toward residential schools and have the students research the residential schools that existed in Manitoba and affected many indigenous peoples, including the Anishinaabe.

Possible links for research:

<http://www.trc.ca/about-us/residential-school.html>

<https://www.bac-lac.gc.ca/eng/discover/aboriginal-heritage/Pages/residential-schools-photo-sets-mb.aspx>

<https://trauma-informed.ca/trauma-and-first-nations-people/residential-schools/>

