

# Activity Name: Building a City

**Brief Description of Task:** Students will create cities in Minecraft and give directions to peers on how to get from point A to point B.

**Grade(s):** 6

**Subject(s)/Topic:** Core French (Giving Directions)

**Learning Goal:** Use Minecraft to build a city including important buildings. Give directions to a peer so they can get from one place to another.

**Overall Expectations:**  
B1: Speaking to Communicate: communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience

**Success Criteria:**

I can...

- Make sure people know what buildings are which
- Make sure the vocabulary on the signs are correct so people understand them
- Stay on task
- Give it all you got
- Work as a team
- Listen to instructions
- Use as much French as you can
- Do NOT destroy other people's worlds
- Get along with your team members
- Respect your group members
- Use Minecraft as an educational tool and not a fun tool
- When creating your character - not using your own name, you are going to use the first 6 letters of your last name and the first two letters of your first name

**Specific Expectations:**

B1.2: Producing Oral Communication: speak using familiar sentences  
B1.3: Speaking with Fluency

**Useful Resources:**

SmartBoard  
Quizlet  
Kahoot  
Explain Everything  
Shadow Puppet  
Google Sites

## Activities

### Introduction

Introduce students to new vocabulary. Use various SmartBoard activities to get them speaking. The interactive dice on the SmartBoard are very useful because you can add in pictures and words. One example I put three pictures dice on the smartboard. The two outside dice had pictures of various buildings from cities, then the middle di had directional words. I would roll the dice and then students would make an oral sentence of the dice that appeared. After working on it as a whole group, we would move on to saying it to a partner and then sharing.

Provide students with a generic map and then have them give directions or you give directions and have them follow along with their finger and see where they end up.

Put a map on the SmartBoard and have students give directions and you draw or you give directions and they draw.

### Development

Students had to master the language before using Minecraft. They were given many opportunities to show me that they could do that.

Each student gets a map. With a partner, they work on giving directions from point A to point B and stating locations of buildings. They practice this together.

On Explain Everything or Shadow Puppet, take a picture of the map and upload it. Once it is uploaded in the app, students record themselves giving directions from point A to point B. On both of these apps, students can draw a line as they say their directions so they show their thinking and learning. They then submit on Google Classroom.

On Explain Everything or Shadow Puppet, they can also find two pictures of buildings. They put them beside each other, in front or behind of each other, and then record themselves saying the building location (Le parc est en avant de la banque or Le parc est à la gauche de la banque). Once completed, they submit to Google Classroom.

### Conclusion

In teams, students build cities. First, they make a map on paper to have a plan. After I have approved their plan, they start their cities. They have 20 minutes of oral practice and 20 minutes of Minecraft a class.

Students can build 3D or 2D cities (I recommend 2D). They must include main buildings, street names, and their buildings must be identifiable.

### Assessment:

Throughout the process, the teacher can interact spontaneously with students to find out what they are building and where it is

### Vocabulary

Commencez a  
Tournez à la gauche/droite  
Continuez

<p>located within their city in comparison to other buildings.</p> <p>After completing their Minecraft, screenshot the world from a bird's eye view and import into Explain Everything or Shadow Puppet. Then record directions from point A to point B and submit to Google Classroom. If building 3D, present live or have someone record them on another device while they go through their world and give directions and then submit to Google Classroom.</p>	<p>Tout droit  _____ est à la gauche/droite de _____  Continuez à la rue _____  Continuez jusqu'à la fin de la rue  La destination est à la gauche/droite</p>
<p><b>Apps:</b> Minecraft, Explain Everything, Shadow Puppet</p>	<p><b>Reflection/Notes:</b>  This activity kept students very engaged and willing to participate in French class. They were motivated to become masters of the language so that they were able to move on to the next step, which was Minecraft. Minecraft is an amazing tool, but it's also an amazing motivator.</p>
<p><b>Possible Extensions:</b>  Have students show other students their cities and give them directions from point A to point B and see if they can listen and understand where they are supposed to end up  Play student recordings in front of the class and see if students can follow along and see where the destination is</p>	