Cadw

History Explorers

Castell Conwy

Quest: Dragon of Wales versus the Lion of England



Cadw MINECRAFT EDUCATION Hwb®

Llywodraeth Cymru
Welsh Government

Table of Contents

Learning Activity Support Guide: Quest One – Dragon vs. Lion 3

Learning Objectives: 3

Areas of Learning and Experience: 3

Cross-curricular skills: 3

Integral Skills: 3

Guiding Ideas / Possible questions to ask: 3

Learning Activity Overview: 4

Learning Activity Introduction: 5

Research Stage: 5

Tale One: 5

Tale Two 5

Tale Three 5

Tale Four 6

Tale Five 6

Tale Six 6

Preparation for Debate: 7

Preparing for a Debate 7

Organise the Teams 7

Decide Teamwork Expectations 7

Planning the Argument 7

Developing Argumentation Skills: 7

Practicing Delivery: 8

Encouraging Active Listening: 8

Debating Roles 8

Debating Rules 8

Debate Procedures: 9

Formal Debate 9

The Speaker reads out the motion 9

Opening Statements: 9

Further Arguments: 9
Open to the Floor: 9
Closing Statements: 9
The Speaker re-reads the motion. 9
Voting: 9
Less Formal Debate 10
Plenary / Reflection: 10
Reflection and Feedback: 10
Key Vocabulary: 10
Resources / Supporting Files: 10

Learning Activity Support Guide: Quest One – Dragon vs. Lion

Learning Objectives:

- Develop a nuanced understanding of historical events.
- Enhance research, collaboration, and public speaking skills.
- Appreciate the importance of multiple perspectives in shaping our understanding of history.

Areas of Learning and Experience:

- **Humanities**
  - Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.
  - Events and human experiences are complex, and are perceived, interpreted and represented in different ways.
- **Language, Literacy and Communication**
  -Expressing ourselves through languages is key to communication.

Cross-curricular skills:

- **Literacy Framework**
  -Listening: Listening for meaning, developing vocabulary, listening to understand and listening as part of collaborative talk
  -Speaking: Clarity and vocabulary, purpose, collaborative talk and questioning

Integral Skills:

- Planning and organising
- Personal effectiveness
- Critical thinking

Guiding Ideas / Possible questions to ask:

- What information have you gathered?
- Why do you think this perspective is important?
- How will you structure your argument?
- Can you think of opposing viewpoints?
- How will you respond to these viewpoints?
- What makes an effective debate?

Learning Activity Overview:

This quest, with its focus on exploring historical events from multiple perspectives, is a valuable tool for educators. It aims to deepen learners' understanding of history, a crucial aspect of their education. By researching different viewpoints, learners will not only enhance their critical thinking skills but also gain a profound appreciation for the complexity of history.

The quest is made up of three components:

1. **Research Stage**

Learners will be guided by the Quest NPC, a supportive figure who will introduce the notion of developing their understanding of their Heritage. The NPC will facilitate their learning journey by providing videos of the same period of history, the same stories but from various perspectives related to that event.

It's crucial to encourage learners to gather further information beyond these videos. This could include researching books, documentaries, and credible online sources. The key is to gather information from a wide range of viewpoints, such as those of leaders, common people, and marginalised groups.

Group collaboration is strongly encouraged in this quest. By working in small groups, learners can discuss their findings and prepare summaries of each perspective. This not only enhances their understanding but also fosters a sense of community and shared learning.

2. Preparation for Debate:

Learners will be assigned roles representing different viewpoints of historical events. Based on their research, they will formulate arguments focusing on why their perspective is important and how it contributes to the overall understanding of the event.

Learners will learn key debate skills, such as constructing arguments, rebutting opposing views, and public speaking.

3. Formal Debate:

The class will host a formal debate, a platform for respectful dialogue and active listening. During this session, groups will present their arguments and engage in discussions, fostering a positive learning environment. Learners will practice critical questioning, a skill that is essential for understanding history from multiple perspectives.

Reflection: After the debate, learners will reflect on what they learned about the events and the importance of considering multiple viewpoints in understanding history.

By the end of the quest, learners will:

- Develop a nuanced understanding of historical events.
- Enhance their research, collaboration, and public speaking skills.
- Appreciate the importance of multiple perspectives in shaping our understanding of history.

Learning Activity Introduction:

Today, we're continuing our adventure through time! History isn't just about dates and events; it's like a giant, colourful tapestry woven from many different stories. Imagine you're a detective exploring the past through the eyes of different people: explorers, soldiers, and everyday heroes. Each of these people saw and experienced things in their own unique way.

Have you ever played a game where you must see things from different angles to understand the whole picture? That's what we're going to do today! We'll discover how looking at history from different viewpoints can help us understand what happened and why it matters. Are you ready to put on your detective hats and uncover the many stories of our past? Let's dive in!"

Research Stage:



Dragon vs. Lion Quest NPC is located outside the Kings' Chamber.

"A quest to awaken your sense of wonder, inspire you, and fire your imagination! Investigate how Conwy Castle came to be and develop your understanding of your Heritage before you debate the tale of the Dragon of Wales vs. the Lion of England! Use the buttons below to take a journey back in time."

This Quest NPC has six buttons that hyperlink to six different videos. Each video is a tale in its own right:

Tale One:

This initial video sets the scene of the early story of Wales and the invasion process from when the Normans first arrived through to the Marcher Lords and the recognition of Llywelyn ap Gruffudd, grandson of Llywelyn Fawr, as the Prince of Wales by Henry III of England in 1267. It was a time of peace, but did this endure?

Link to video of Tale One, which is embedded in the Cadw Cymru Minecraft World

Tale Two

The Tale Two video tells the story of Llywelyn ap Gruffudd, the last Prince of Wales, from the perspective of Llywelyn ap Gruffudd himself.

Delivery Note: Although this video is hyperlinked from the second button on the Quest NPC, you may want to organise the watching of this video as a class activity as it is approximately 22 minutes long. This could also facilitate discussions around the video content and any prejudices this perspective might instil.

Link to video of Tale Two, which is embedded in the Cadw Cymru Minecraft World

Tale Three

Tale Three is a short video that raises the question of whether Llywelyn ap Gruffudd was a great man like Llywelyn the Great, a unifying figure who fought tirelessly against English encroachment and was at the forefront of this conflict.

In Tale Two, learners heard a narrative of defiance from the lips of Llywelyn himself. Llywelyn ap Gruffudd was indeed a powerful man. However, it is crucial to encourage learners to recognise that there is always more than one version of a story.

Link to video of Tale Three, which is embedded in the Cadw Cymru Minecraft World

Tale Four

The fourth video considers Llywelyn ap Gruffudd's brother's version; in This tale, learners may glimpse a different reality marked by betrayal and familial strife.

Link to video of Tale Four, which is embedded in the Cadw Cymru Minecraft World

Tale Five

In Tale Five, learners explore the relationships between two strong and proud men, Llywelyn ap Gruffudd and Edward I.

Delivery Note: Encourage learners not to jump to conclusions but consider the different viewpoints of these two strong men!

Link to video of Tale Five, which is embedded in the Cadw Cymru Minecraft World

Tale Six

Tale Six encourages learners to consider the various perspectives of this time in history and the consequences of the actions of the multiple people involved.

Link to video of Tale Six, which is embedded in the Cadw Cymru Minecraft World

Once the learners have watched all the videos and engaged in subsequent conversations, encourage them to work in small groups to gather further information beyond these videos. Encourage learners to conduct thorough research on the various viewpoints, including understanding key facts, figures, and arguments.

Encourage learners to identify Key Points: Ask them to outline 3-5 main arguments supporting their position. They should also consider counterarguments from opposing viewpoints.

Encourage learners to use Primary and Secondary Sources: Ask them to include quotes, statistics, and examples from credible sources to strengthen their arguments.

Working in small groups allows learners to discuss their findings and prepare summaries of each perspective. This enhances their understanding and fosters a sense of community and shared learning.

Preparation for Debate:

It is time to prepare learners to participate in a debate on 'Dragon vs. Lion'. The information below is to support you in developing learners' abilities and helping them be well-prepared to engage in a meaningful and productive debate.

By encouraging this kind of teamwork, you will foster collaboration among group members, allowing them to support each other in preparing and presenting their arguments.

Support learners to practice developing confidence. Remind learners that it's okay to feel nervous. Practicing can help build confidence.

Preparing for a Debate

- Learners need to be clear in their understanding of a debate!
- Provide learners with examples of professional debates (e.g. House of Commons).
- Watch videos of debates.

Organise the Teams

- Divide the class into two teams.
- Assign one team to be FOR or AGAINST a particular statement.
- If possible, ask some learners to be an audience member for the debate.

Decide Teamwork Expectations

- Discuss with your class the expectations for a positive teamwork experience (e.g., taking turns, respecting the views of others, listening to everyone, keeping noise to a minimum, group rapport).
- Instruct teams to nominate a team CAPTAIN. (Responsibilities include maintaining team focus, leadership, being fair and unbiased, and deciding group member responsibilities).
- Decide how teams will NOMINATE a team Captain (discuss fairness in nominations, including deciding to let your name be nominated, drawing names from a hat, how to vote - tallies, show of hands, etc.)
- GROUP MEMBER Responsibilities: to support the captain, plan and research arguments, participate actively in planning and discussions, collate information and maintain self-control.

Planning the Argument

- Review Teamwork Expectations and tasks with your learners.
- The practitioner's role is to be a facilitator, monitor each group and assist with understanding their roles, maintain focus, help generate ideas for appropriate research topics, etc.
- After teams have nominated a Captain and chosen suitable research topics, team members should take responsibility for researching their supporting issues, using all available resources.
- Once research is complete, it is important that each group member has an opportunity to share their research and materials with the group for discussion.
- At that point, the group will need to decide if and how that information should be used and help members support their arguments. (Would the information contribute to the defence of the argument?)
- Encourage each team to imagine what the other team's arguments and responses are likely to be so that team members are as prepared as possible!

Developing Argumentation Skills:

- **Constructing Arguments:** Guide learners in logically structuring their arguments. Each argument should include a claim, evidence, and an explanation of how the evidence supports the claim.

- **Anticipating Counterarguments:** Encourage learners to think critically about opposing viewpoints and prepare responses to possible counterarguments.

Practicing Delivery:

- **Rehearse**: Organise practice debates in small groups. This will help learners get comfortable speaking in front of others and refine their arguments.
- **Focus on Communication Skills:** Emphasise the importance of clear articulation, appropriate tone, and body language during delivery.

Encouraging Active Listening:

- **Listening Skills:** Encourage learners to listen actively during the debate. They should take notes on opposing arguments to address them effectively in their rebuttals.
- **Respectful Engagement:** Remind learners to engage respectfully with their peers, focusing on ideas rather than personal attacks.

Debating Roles

- Clarify that each learner or group will represent a specific viewpoint related to the historical event being debated.
- **Explain the Structure:** Discuss how the debate will be organised. Standard formats include opening statements, rebuttals, and closing arguments. Make sure learners understand the time limits for each section.
- **Speaker:** The debate is chaired by the speaker, whose decision on all matters is final but cannot take part or vote.
- **Opening Statement Presenter:**
    - Gathers the main arguments into an introductory statement.
    - Does not give specific information; just states "This is true because of A and B and C."
- **Proposers/For:**
    - Present the main arguments for the team.
    - Each presenter now gives specific details to prove points A and B and C (shared in the opening statement).
- **Opposers/Against:**
    - Answer the arguments of the other team.
    - These presenters must make notes as the other team presents their arguments. Their job is to respond to every argument the other team makes, using specific information to disprove them.
- **Closing Statement Presenter:**
    - Presents the closing arguments for the team.
    - Repeats the main idea for this and the reasons.

Debating Rules

- No put-downs
- You must raise your hand if it's not your time to speak.
- Do not interrupt.
- Do not whisper while another speaker is talking.
- The Speaker chairs the debate, they make decisions on all matters, which are final.
- Remember - you can only speak ONCE during the debate. Your speech should be within the allotted time frame. Make the most of your time by developing an argument instead of making a single point.

- However, you may 'intervene' (question others on points they make) as often as you like. E.g. Where did you get those statistics?
- You can use notes to help you with your speech and to help remember points others have made during the debate.
- If you are an audience member and wish to speak, you must wait until the motion is 'open to the floor' and put up your hand to speak.
- You should tell the Speaker if you spot someone breaking these rules. This is called a point of order.

Debate Procedures:

Depending on your learners' age, aptitude, and ability, you can run the debate formally, or you can run it less formally:

Formal Debate

The Speaker reads out the motion

Opening Statements:

- In this section, the opening statement presenter for each team shares the main arguments in an introductory statement. This is not where specific information is shared. This presenter simply states why their side of the argument is correct - "This is true because of A and B and C." The proposing team goes first.

Further Arguments:

- In this section, each team will take turns expanding on their arguments, now sharing specific evidence to prove the points made and building on the information already shared. This will continue until all members of each team have had their say.
- Each team member will only speak once. However, anyone can 'intervene' at any time.

In this section, it is important to keep listening to what has been said so you can:

- build upon the arguments already made by your team
- argue against the points that the opposite team make

Open to the Floor:

- Now the Speaker declares the motion 'open to the floor'. Anyone in the audience may now speak for or against the motion. Anyone who wishes to speak raises their hand and waits for permission from the Speaker.

Closing Statements:

- In this section, the closing statement presenter for each team sums up the main points of their arguments. This time, the opposing team goes first.

The Speaker re-reads the motion.

Voting:

- The audience votes 'for' or 'against' the motion.

- In debates in the House of Commons, MPs take votes moving to one side or another of the chamber. 'Ayes' in favour or 'Noes' against. Each side then shouts out 'Aye' or 'No' and the Speaker decides which side has won the debate.

Less Formal Debate

- The Speaker reads out the motion
- The proposers present a speech together
- The opposers present a speech together
- Vote

Plenary / Reflection:

Reflection and Feedback:

- **Post-Debate Reflection:** After the debate, facilitate a discussion where learners can share what they learned, what strategies worked, and how they felt about the experience.

- **Constructive Feedback:** Encourage peer feedback on presentation skills and argument effectiveness. This will help learners improve for future debates.

Key Vocabulary:

Investigate

Perspective

Viewpoint

Key facts

Credible sources

Debate

Summarise

Argument

Counterargument

Active listening

Proposer

Opposer

Resources / Supporting Files:

- Minecraft Education app installed on devices
- Cadw Cymru Minecraft World