

SAN JUAN CAPISTRANO

History, Culture & Community Identity

GRADES 9–12

TEAM OF 4

BATTLE OF THE COUNTIES



YOUR CHALLENGE

Carry forward something meaningful about San Juan Capistrano's history, culture, or identity.

BEFORE YOU BUILD: Acjachemen culture → The Mission → Heritage today → Whose stories?

1

Build Your Vision

in Minecraft Education

Develop a place-based proposal that carries forward part of San Juan Capistrano's history, culture, or identity.

- **4+ purposeful features** that work as one visitor experience
- Identify **whose stories** are told, who it serves, and what visitors learn
- Justify choices with local learning + a credible external source
- Address a **tension**: preservation vs. change, representation, access, complexity, or living culture

2

Add a Board

place 1+ near your build

Your Board must include:

Project Name

What We Are Carrying Forward

Our Proposal

Whose Stories or Perspectives

Who It Serves

What People Will Experience

Why It Matters

Need help? [How to use Boards](#)

3

Create an NPC

1+ character who explains your idea

- Give it a **name** and a **job** tied to your build
- Use dialogue to explain your idea and why it matters
- Add **1+ external link** that supports your idea

Need help? [How to create an NPC](#)

4

Record a Tour

a video walkthrough of your build

≤ 3 MIN

EVERY VOICE

MP4

- Show your build, Board, and NPC
- Explain what you carry forward, whose perspectives, and why
- Justify key choices with evidence + your external source
- Address a tension or tradeoff and how you connect past, present, and future

Screen recording: [Windows / PC](#) | [Chromebook](#)

Other recorders OK with teacher approval — export to MP4.



SHOW WHAT YOUR TEAM LEARNED.

Rubric on next page →

San Juan Capistrano History, Culture & Identity Rubric



TEAM SCORE

____ / 16

CRITERIA	1 Emerging	2 Developing	3 Progressing	4 Excelling	PTS
History, Culture & Identity Challenge Story · audience · experience	No clear story, cultural element, perspective, or purpose.	General idea; significance, audience, or experience partly developed.	Identifies what's carried forward, who it serves, and what visitors should understand or experience.	Deep understanding of community identity; a place-specific way to connect past, present, and future.	____ / 4
Evidence, Representation & Tradeoffs Whose stories + credible source	Not grounded in learning, credible evidence, or relevant perspectives.	Limited reference to evidence, representation, or complexity.	Uses specific learning + a credible external source , represents relevant perspectives, and weighs a meaningful tension .	Synthesizes evidence and perspectives; addresses preservation, change, representation, access, or living culture.	____ / 4
Design & Creativity Original · respectful · coherent	Incomplete or no coherent visitor experience.	Some purposeful elements, but underdeveloped or not mutually supporting.	4+ purposeful elements forming an original, coherent, meaningful visitor experience.	Original, detailed, respectful, and intentional; helps visitors understand and connect with the story.	____ / 4
Communication & Team Voice Board · NPC · evidence · tour	Board, NPC, evidence, or tour missing. Participation unclear.	Some parts done; rationale, evidence, presentation, or team voice limited.	Concise Board, NPC offers a credible perspective + relevant source, tour explains choices with every voice .	A persuasive interpretive proposal. Everyone contributes meaningfully to explain significance, representation, tradeoffs, and future value.	____ / 4

Level 3 = all requirements met. Level 4 = goes beyond.