Digital Competency in Action: Google Slides and Figjam!

E.g., Researching the Haudenosaunee (Iroquois) and associated peoples

Google Slides allows teachers and students to set tasks, organize information, record research and responses to inquiry questions… and to share and work collaboratively. FigJam online whiteboards provide a similar space but with extreme zoom capabilities, where everyone can review and comment on each other's work.

Available in this tech tip: How to use Google Slides and Figjam (below).

QEP Connections:	Digital Competency Connections:
History of Québec and Canada Program **Competencies:** Characterize a Period & Interpret Phenomena **Intellectual Operations:** Situate in Space & Time, Establish Facts & Connections between facts, and Determine Consequences. See the HQC - ⚒️ Toolkit.	Digital Competency Framework **Harness the potential of digital resources (Dimension 3):** Using digital technology to develop or co-develop subject-specific, teaching, and techno-pedagogical competencies. **Collaborate via Digital Technology (Dimension 5):** Co-create by taking advantage of media or digital environments, develop interpersonal skills to interact respectfully and effectively with others, etc.

Contexts – Haudenosaunee, peoples, and alliances

"Called the Iroquois Confederacy by the French and the League of Five Nations by the English, the confederacy is properly called the Haudenosaunee Confederacy, meaning People of the Long House. The confederacy was founded by the prophet known as the Peacemaker with the help of Aionwatha, more commonly known as Hiawatha. The exact date of the joining of the nations is unknown and said to be time immemorial making it one of the first and longest lasting participatory democracies in the world. [...] The Confederacy, made up of the Mohawks, Oneidas, Onondagas, Cayugas, and Senecas, was intended to unite the nations and create a peaceful means of decision-making." (Source: Who We Are - Haudenosaunee Confederacy)

"Through military conquest, trade, and diplomacy, the Iroquois extended control or influence over vast portions of northeastern North America; from the Atlantic seaboard in the east to the Mississippi Valley in the west, from the southern tip of James Bay, south along the St. Lawrence River Valley through eastern and southern Ontario into Michigan and south to the Carolinas. [...] s. In 1722, the Tuscarora [of the Carolinas, moved north and] joined the Confederacy to form the Six Nations. (Source: The Six Nations consist of the Mohawk, Oneida, Onondaga, Cayuga, Seneca and Tuscarora)

Contexts – The artists of Ray Tehanetorens Fadden and John Kahionhes Fadden

"Ray Fadden and John Fadden were a father-son duo whose work represented Haudenosaunee history and culture. Their work in the mid-twentieth century sought to inform their audience of the true Indigenous history neglected in most educational systems. Among their many contributions to regional culture, they created approximately forty educational charts, resembling broadsides* , of Haudenosaunee history and culture. These charts comment on the larger power dynamics, missing stories, and loss of oral traditions that originated due to the invasion of White settlers between the seventeenth and twentieth centuries." (Source: Tehanetorens & Kahionhes, The Vicious Cycle of Indian-White Relationships on the Frontier)

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*Broadsides - "A broadside is a large sheet of paper printed on one side only.[1] Historically in Europe, broadsides were used as posters, announcing events or proclamations, giving political views, commentary " (Wikipedia) See also The Popularity of Broadsides | Introduction to Printed Ephemera Collection

How to use Google Slides and Figjam to gather, organize, and share information

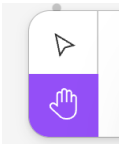
Download and closely examine the PDF of the timeline poster by Ray Fadden.

Choose a specific vignette (area) on the poster that interests you, or that presents a research challenge you would like to undertake.

Create a new **Google slide** for your vignette by duplicating the work-area slide provided here (or claiming one on your teacher's copy by writing your name.) The slide also allows you to write a transcript of the text in the vignette, and to note down sources and information as you research.

Research the events, people, dates, or locations mentioned in the vignette that you have chosen.

In a Figjam (AKA Figma) document (click to view and copy), zoom in to find the area of your vignette.

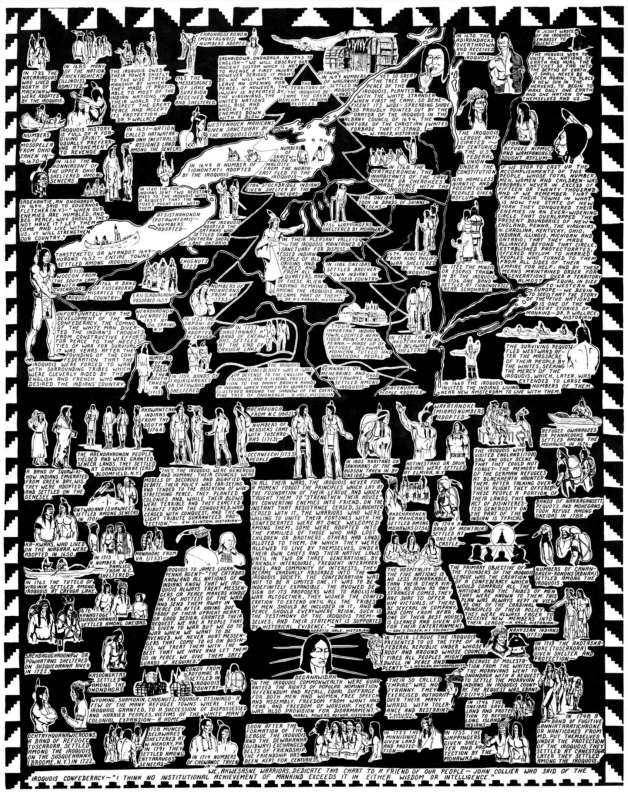


You should switch to the hand tool to move around before you switch back to the arrow to choose or insert objects.

Create a frame around it. i.e. Create a square around the area with a low opacity so we can see where that frame is.

In and around the area of your vignette, add texts, links, images, and any media images and videos that will insert correctly. (In the sample the maximum soom was reached and videos wouldn't shrink down to size to fit in the vignette areas.).

Link back to your Google slide so others can view even more details in your research and your opinions on any questions you have been asked to consider!



This poster above entitled Five Nations and Others is by the late Ray Faddens. Permission to use **for free, educational resources only** was granted by his son, the late John Kahionhes Fadden (Please include this statement.)

More on how to use Figjam boards

From the "Figma" site: FigJam Design better, together. Explore ideas, build realistic prototypes, and streamline product development alongside your team. FigJam is included with all seats on every plan. https://www.figma.com/figjam/ Read also how it can be used to explore ideas together, bring ideas to life, and "bring learning to life" at https://www.figma.com/education/

Here are a few videos and guides to get you started!
Place images, video, and GIFs in FigJam – Figma Learn - Help Center
FigJam 101 for the K12 classroom

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FigJam for Education Tutorial: Overview of Features
How to introduce FigJam to your students

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