

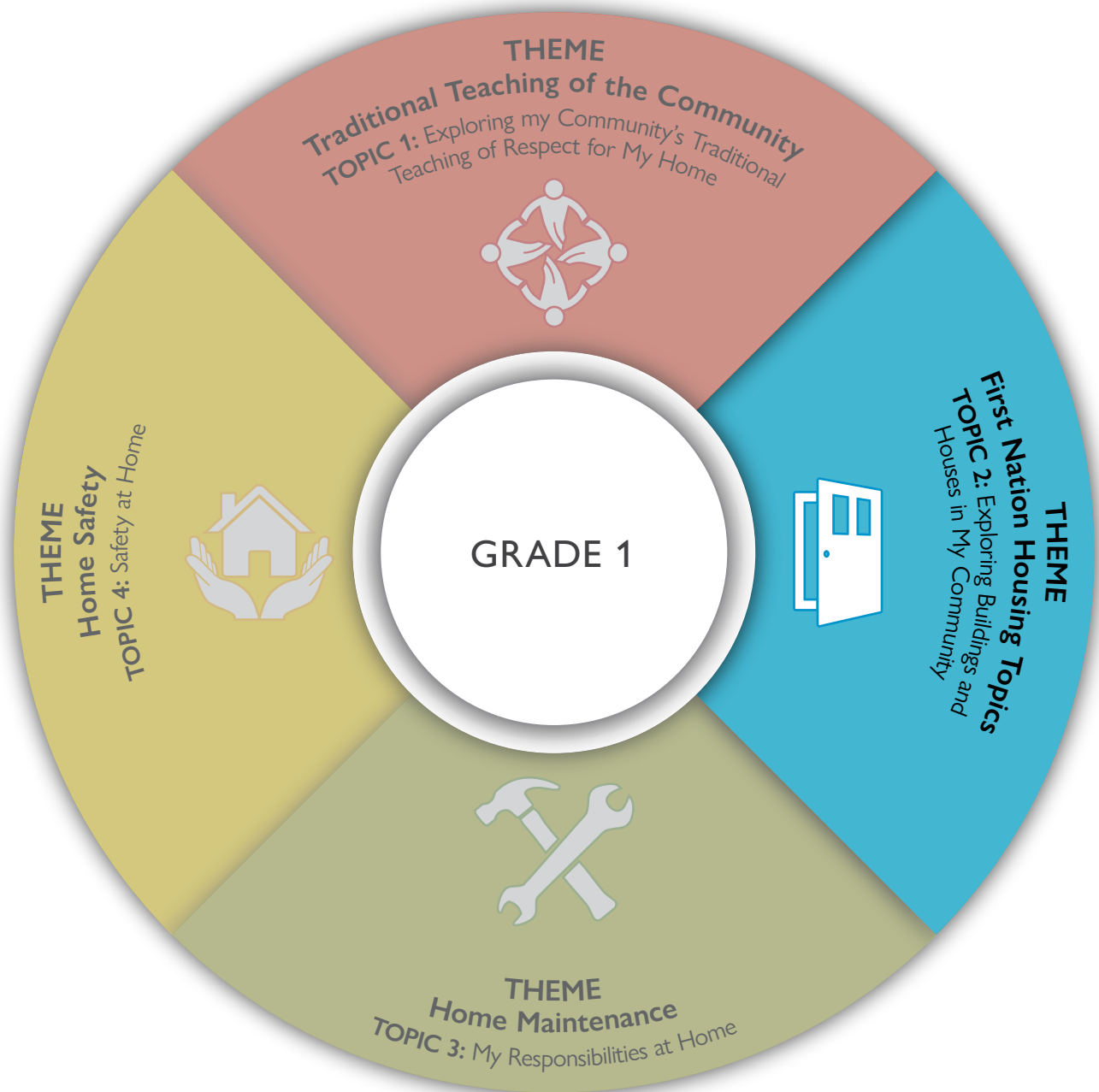


# FIRST NATION HOUSING TOPICS



# HOUSING TOPIC 2

Exploring buildings and houses in my community



## Inquiry question

- What does it mean to respect my home?



<b>WNCP and Provinces Curricular Outcomes by Province</b>	
Western and Northern Canadian Protocol	<p><b>Social Studies</b> The land: places and people: knowledge and understanding</p> <p>1-K-L-015 Describe neighbourhood and community landmarks.</p> <p>1-K-L-015A Describe local First Nation, Inuit or Métis landmarks and significant places.</p> <p>1-K-L-019 Describe the relative location of places in the school and neighbourhood.</p>
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	<p><b>Social Studies</b> The land: places and people</p> <p>Explore people's dynamic relationships with the land, places and environments.</p> <p>KL-013 Identify their address or describe the relative location of their home in their community, town or city.</p> <p>KL-016 Identify and locate landmarks and significant places using relative terms. Example: The statue is in the park beside the river.</p> <p>KL-016A Identify local Aboriginal landmarks and significant places.</p>
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	<p><b>Social Studies</b> Natural and human-made features of the local environment</p> <p>Sample topics</p> <ul style="list-style-type: none"> <li>Natural features: mountains, forests, waterways, local plants and animals</li> <li>Human-made features: buildings, bridges, dams, dykes</li> </ul> <p>Key question</p> <ul style="list-style-type: none"> <li>How does the rural environment differ from the urban environment?</li> <li>Parks and other recreational areas</li> <li>Financial services</li> </ul>
Alberta	<p><b>Citizenship: Belonging &amp; Connecting</b></p> <p>1.1 My world: home, school and community</p> <p>1.1.5 Distinguish geographic features in their own community from other communities by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> <li>What are some familiar landmarks and places in my community? (CC, TCC)</li> <li>Why are these landmarks and places significant features of the community? (CC, I, TCC)</li> </ul>



## WNCP and Provinces Curricular Outcomes by Province

Saskatchewan

### Social Studies

Dynamic relationships

DR 1.5 Identify and represent the orientation in space (where) and time (when) of significant places and events in the lives of students.

- g. Describe the relative location of places in the classroom and school neighbourhood.
- h. Construct and use maps to represent familiar places, such as the location of the student's desk, part of the classroom or playground, incorporating the cardinal directions (north, south, east and west).

Manitoba

### Social Studies

1.2.4 My community (cluster 2: My Environment)

1-KL-016 Identify and locate landmarks and significant places using relative terms.  
Example: The statue is in the park beside the river.

1-KL-016A Identify local Aboriginal landmarks and significant places.

1-VL-008 Respect neighbourhood and community places.

Ontario

### Social Studies

A2. Inquiry: Roles, responsibility and identity

A2.3 Analyze and construct simple maps as part of their investigations into places that are significant to them or to their family.

B3. Understanding context: The elements of the local community

B3.1 Identify some of the natural and built features of their community.

B3.2 Identify some distinct areas in the local community.

Quebec

### Geography, History and Citizenship Education

Knowledge related to the organization of a society in its territory

Location in space and time

- a. Orients himself/herself in space, a simple drawing, an illustration or a scale model.

Techniques specific to geography and history

- a. Interprets simple maps.
- b. Reads the title.
- c. Decodes the legend.
- d. Reads the scale.



## WNCP and Provinces Curricular Outcomes by Province

Newfoundland  
and Labrador

### Social Studies

#### Unit 2: Environments

1.2.1 Recognize that environments have natural and constructed features (local, national and global).

- Identify and describe examples of the constructed environment in their area, their province, Canada and the world

Prince Edward Island

### Social Studies

#### Unit 3: Community

E.3.1 Begin to develop an awareness of their community.

E.3.3 Begin to develop an awareness of maps.

Nova Scotia

### Social Studies

Outcome 3: Demonstrate an understanding of Mi'kmaq communities in the province.

New Brunswick

### Social Studies

#### Unit 4: Community

1.4.2 Demonstrate an understanding that signs, symbols, direction and scale are used to represent landmarks and locations.

Note: All outcomes address the KMH housing topic. The list of provincial curricular outcomes and relevant indicators is provided.



## Lesson 1.2

### HOUSING TOPIC 1.2

Exploring buildings and houses in my community

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### INQUIRY QUESTION

What does it mean to respect my home?

### HOUSING TOPIC DESCRIPTION

Young children explore their community by learning about the various houses and buildings that play a key role in their daily lives. Every First Nation community has a map that shows the locations of homes and important community buildings. Children are naturally curious about where they live in relation to their friends and where essential community spaces are located.

### LESSON OUTCOME

By the end of this lesson, learners will be able to identify and locate important buildings in their community by drawing their homes, community landmarks, and other significant places.

### CURRICULAR TIE

*Attach curricular tie by province, see chart.*

#### Note

- *The inquiry question is an overarching question that can be asked at the beginning and revisited throughout; use the [KWL Chart](#).*
  - *Learners need to connect Keeper of My Home content to the nation/community and to themselves. The traditional teachings and values related to housing must be sought out locally, brought into the school and used as a lens for approaching the remaining topics.*
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### MATERIALS

1. KWL Chart
2. Paper, scissors, and glue.
3. Colouring materials.
4. Map of the community.
5. Printed pictures of buildings in the community.



## PROCEDURE

1. Have learners reflect on the buildings in their community and their locations.
2. Using a community map, ask them to place pictures of buildings in their correct locations. Buildings may include schools, the band office, the community center, and homes.
3. Then, have them find where their house is on the map and draw a picture of it.

## KWL Chart

1. Have learners complete a KWL chart by identifying what they already know, what they want to know, and what they have learned throughout the lesson.



*KMH e-learning option:* Have learners explore and complete e-learning activities. These activities can be used as a stand-alone activity or to reinforce learning from lessons.

## SUGGESTED ACTIVITY, FOR ADDITIONAL LEARNING

Invite a member of the band's housing team to speak about their role in maintaining homes and community buildings on the reserve. They can share how their work supports the community, the importance of home upkeep, and ways everyone can contribute to caring for their living spaces.

# KWL Chart

Inquiry question: What does it mean to respect my home?

K	W	L
What do I <b>know</b> ?	What do I <b>want</b> to know?	What have I <b>learned</b> ?