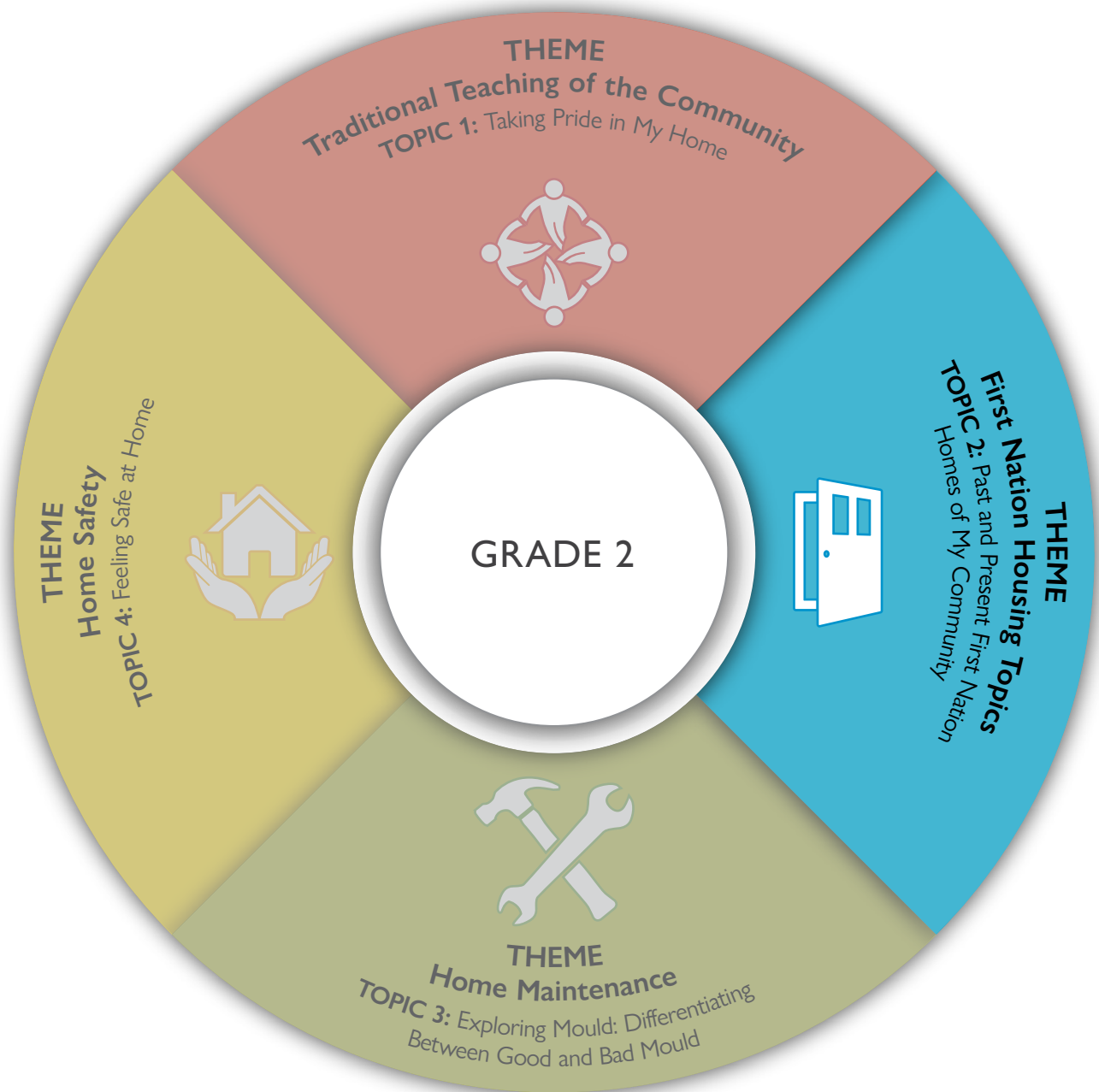




FIRST NATION HOUSING TOPICS

HOUSING TOPIC 2

Past and present First Nation homes of my community



Inquiry question

- What does it mean to take pride in our homes?



WNCP and Provinces Curricular Outcomes by Province

Western and Northern Canadian Protocol	<p>The Land: Places and People Outcomes</p> <p>1-V-L-008 Appreciate the beauty and benefits that the natural environment brings to their lives.</p> <p>1-V-L-009 Respect neighbourhoods, community places and landmarks.</p> <p>1-K-L-013 Give examples of how their community is influenced by its location, for example, work, clothing, diet.</p>
Yukon Territory	*Follows British Columbia's curriculum.
Northwest Territories	<p>Social Studies</p> <p>Time, continuity and change</p> <p>Explore how people, relationships, events and ideas of the past shape the present and influence the future.</p> <p>KT-025 Relate stories of significant events and people in their local community's past.</p> <p>KT-025A Relate stories of significant events and people in their local Aboriginal community.</p> <p>VT-008 Value personal connections to stories of their community's past.</p> <p>VT-008A Value personal connections to stories of the Aboriginal community's past.</p>
Nunavut	*Follows Alberta's curriculum.
British Columbia	<p>Social Studies 2</p> <p>Diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture</p> <p>Elaborations</p> <p>Sample topics</p> <ol style="list-style-type: none"> Daily life in different communities (work, housing, use of the land, education, access to public services and utilities, transportation). Key cultural aspects (language, traditions, arts, food). Cultural diversity within your community. <p>Key question</p> <ul style="list-style-type: none"> What does community mean to you?



WNCP and Provinces Curricular Outcomes by Province

Alberta

Social Studies

2.2 A community in the past

General outcome

Demonstrate an understanding and appreciation of how a community emerged and of how the various interactions and co-operation among peoples ensure the continued growth and vitality of the community.

Specific outcomes

Values and attitudes

2.2.1 Appreciate how stories of the past connect individuals and communities to the present. (C, I, TCC)

2.2.2 Appreciate how Aboriginal and francophone peoples have influenced the development of the student's community. (C, CC, I)

2.2.4 Appreciate how connections to a community contribute to one's identity. (I)

2.2.5 Appreciate how cultural and linguistic exchanges connect one community to another. (CC)

2.2.7 Examine how the community being studied has changed, by exploring and reflecting upon the following questions for inquiry:

- In what ways has the community changed over time (for example, changes in transportation, land use)? (CC, TCC)
- What has caused changes in the community? (CC, TCC)
- How has the population of the community changed over time (ethnic mix, age, occupations)? (CC, LPP, TCC)
- How have the people who live in the community contributed to change in the community? (CC, LPP, TCC)
- How is the presence of Aboriginal and/or francophone origins reflected in the community today? (CC)

Saskatchewan

Social Studies

Dynamic relationships

DR2.4 Describe the influence of Treaty and First Nation people on the local community.

- Share stories of the heritage of the community
- Investigate the relationship of traditional First Nations to the land
- Identify on a map the Treaty territory within which the local community is situated
- Describe the reasons for the Treaty from the perspective of the First Nations and the government



WNCP and Provinces Curricular Outcomes by Province

Manitoba

Social Studies 2

Cluster 1: Our local community

2-KI-004 Identify the defining characteristics of communities.

2-KI-005 Describe characteristics of their local communities.

Examples: transportation, services, schools

2-KI-007 Give examples of factors that shape who they are. Examples: language, family, community, traditions, gender, where they live.

2-KL-017 Give examples of ways in which the natural environment influences their communities.

2-KH-025 Relate stories of significant events and people in the local community's past.

Ontario

Social Studies 2

B2. Inquiry: natural environments and ways of life

B2.2 Gather and organize information and data about some communities' locations, climate and physical features, and the ways of life of people in these communities (use atlases, globes, print, digital or interactive maps and/or satellite images to determine location and photographs in magazines or on the internet that provide information on people's food, shelter and/or clothing).

B2.5 Evaluate evidence and draw conclusions about some aspects of the interrelationship between the communities' natural environments and the ways of life of people in those communities.

Quebec

Geography, History and Citizenship Education

Knowledge related to the organization of a society in its territory

2. Human elements

2.1. Demographic situation

d. Name groups they belong to (family, friends, sports teams, class).

e. Describe the composition of the groups they belong to (for example, my soccer team is made up of boys and girls and one adult, the coach; my class is made up of boys and girls and one adult, the teacher).



WNCP and Provinces Curricular Outcomes by Province

Newfoundland
and Labrador

Social Studies 2

Unit 1: People

2.1.4 Predict ways their community might change in the future and how they can contribute to that future.

Identify and explain examples of changes that may take place in their community in the future.

Unit 2: Technology

2.2.2 Demonstrate an understanding that people have changed technology over time to meet their needs, wants and interests.

Prince Edward Island

Social Studies

Change

Unit 1: People

2.1.2 Demonstrate an understanding of how individuals and groups have contributed to change.

Unit 2: Technology

2.2.2 Demonstrate an understanding that people have changed technology over time to meet their needs, wants and interests.

Nova Scotia

Social Studies 2

Outcome 1: Describe changes in their lives and their reactions to these changes.

Indicators

- Identify types of changes that can occur in life (CT, COM, CZ, PCD)
- Discuss learning/perceptions/ideas about changes and their reaction to changes in their lives through listening, speaking and creating images (COM, CT, PCD, CI, TF)
- Ask questions about changes and why they may occur in a family or community (COM, CT, CZ, PCD)

New Brunswick

Unit 5: Change and the Physical Environment

2.5.3 Describe how people's interactions with the environment have changed over time.

Elaborations

- Give examples of the ways Aboriginal peoples interacted with the environment
- Describe how people depended on their environment to survive and to build communities
- Describe how their local environment has changed over time as people's needs and wants have changed

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



Lesson 2.2

HOUSING TOPIC 2.2

Past and present First Nation homes of my community

INQUIRY QUESTION

What does it mean to take pride in our homes?

HOUSING TOPIC DESCRIPTION

First Nation community members have the same basic need for shelter. A timeline of First Nation housing shows different kinds of houses in different time periods, before and after contact with the newcomers who came from across the oceans. The shapes and sizes of houses have changed over the years. The history of housing in the local First Nation is no different. Children in the community need to know the history and development of their own local housing.

LESSON OUTCOME

By the end of this lesson, learners will have explored and learned about the history and development of their own local housing.

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. Access to a computer
3. Scissors and glue
4. Printed pictures of homes from the past and the present.
5. Homes in Our Community: Then and Now T-Chart activity



PROCEDURE

1. Print the **Homes in Our Community: Then and Now T-Chart** activity sheet.
2. Discuss what homes looked like a long time ago vs. what they look like now. Give learners pictures of traditional and contemporary homes and have them compare the strengths and weaknesses of each in the **Homes in Our Community: Then and Now T-Chart** handout.

KWL

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.

KWL Chart

Inquiry question: What does it mean to take pride in our homes?

K What do I know ?	W What do I want to know?	L What have I learned ?