

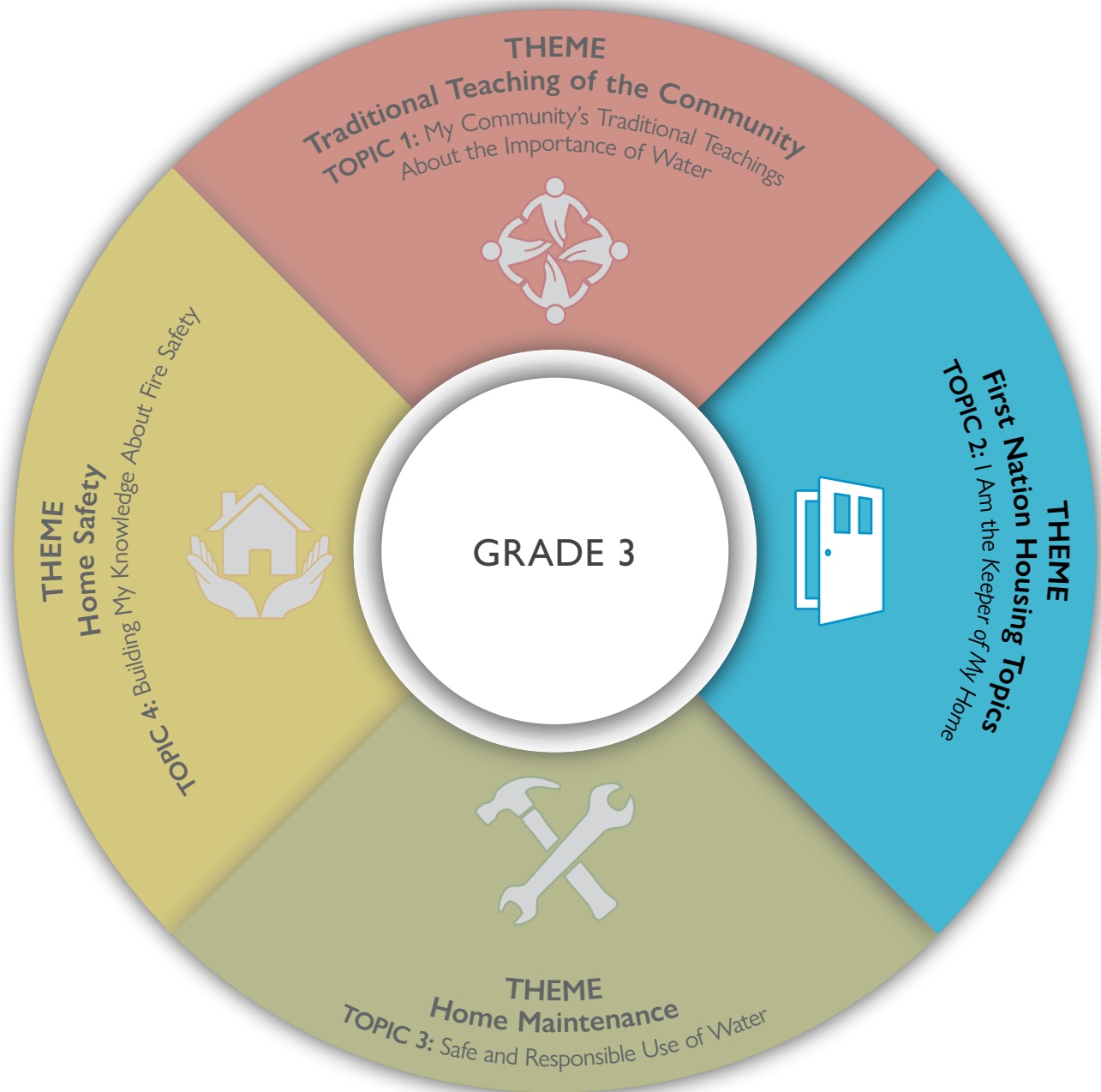


FIRST NATION HOUSING TOPICS



HOUSING TOPIC 2

I Am the Keeper of My Home



Inquiry question

- How is water important for our nation and in our homes?

WNCP and Provinces Curricular Outcomes by Province

<p>Western and Northern Canadian Protocol</p>	<p>Time, Continuity and Change Values and attitude</p> <p>3-V-T-014 Appreciate the continuity of cultures, traditions and practices over time.</p> <p>3-V-T-015 Appreciate that communities change over time.</p> <p>Knowledge and understanding</p> <p>3-K-T-017 Describe how ways of life have changed over time in the communities studied.</p> <p>3-K-T-018 Give examples of traditions and practices that have endured over time in the communities studied.</p>
<p>Yukon Territory</p>	<p><i>*Follows British Columbia's curriculum.</i></p>
<p>Northwest Territories</p>	<p>Social Studies Personal identity</p> <p>KI-007A Describe personally significant aspects of their Aboriginal community.</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-021 Recognize the continuity of cultures, traditions and practices over time.</p> <p>KT-022 Recognize that communities change over time.</p> <p>KT-023 Describe characteristics of daily life in an ancient society. Examples: food, clothing, shelter, work, social organization, families, education, religion, celebrations, recreation.</p> <p>KT-024 Give examples of customs, stories and traditions of an ancient society.</p> <p>KT-026 Give examples of the enduring contributions of an ancient society. Examples: ideas, inventions, art and architecture, stories.</p> <p>VT-007 Express interest in and curiosity about people, events and ways of life in the past.</p> <p>VT-008 Value the enduring contributions of societies of the past.</p> <p>Power and authority</p> <p>VP-011A Respect the teachings of Elders, leaders, parents and community members.</p>
<p>Nunavut</p>	<p><i>*Follows Alberta's curriculum.</i></p>



WNCP and Provinces Curricular Outcomes by Province

British Columbia

Social Studies 3

Cultural characteristics and ways of life of local First Peoples and global Indigenous peoples

Elaborations

Sample topics

Potential First Peoples and global indigenous people for a study could include:

- local B.C. First Peoples ; and
- world view, protocols, celebrations, ceremonies, dance, music, spiritual beliefs, art, values, kinship, traditional teachings.

Interconnections of cultural and technological innovations of global and local Indigenous peoples

Elaborations

Sample topics

- Shelters and buildings
- Building techniques
- Ceremonies

Sequence objects, images or events, and explain why some aspects change and others stay the same (continuity and change)

Elaborations

Sample activities

- Use examples to show that events happen in chronological sequence (for example, last month, yesterday, today, tomorrow, next month)
- Organize and present information in chronological order (for example, before, now, later; past, present, future)

Key questions

- How has the way of life changed for indigenous people?
- How are indigenous cultures viewed today?

WNCP and Provinces Curricular Outcomes by Province

Alberta

Social Studies

Knowledge and understanding

3.1.2 Examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:

- What determines quality of life? (CC)
- How does daily life reflect quality of life in the communities (for example, employment, transportation, roles of family members)? (CC, ER, GC)
- What are the traditions, celebrations, stories and practices in the communities that connect the people to the past and to each other (for example, language spoken, traditions, customs)? (CC, GC, TCC)
- How is identity reflected in traditions, celebrations, stories and customs in the communities? (CC, I, TCC)

Saskatchewan

Social Studies

Resources and wealth

RW3.1 Appraise the ways communities meet their members' needs and wants.

- Speculate upon various challenges faced by communities in meeting needs and wants, with evidence gathered from examining pictures, viewing media, and interpreting stories using a variety of fiction and non-fiction texts
- Identify how individuals and communities meet needs and wants
- Describe ways in which communities help ensure basic human needs are met (for example, food and water, shelter, clothing, education, safety)



WNCP and Provinces Curricular Outcomes by Province

Manitoba

Social Studies

Cluster 1: Connecting with Canadians

3-VC-002 Be willing to contribute to their groups and communities.

3-VP-011 Respect positive leadership in their groups and communities and in Canada.

3-VP-011A Respect the teachings of Elders, leaders, parents and community members.

Cluster 3: Communities of the world

3-KI-009 Define the elements that constitute a culture. Include ways of life, language, art, clothing, beliefs.

3-KI-010 Describe characteristics of daily life in communities studied.

Examples: housing, tools, work, use of the land, recreation, education.

Cluster 4: Exploring an ancient society

3-KH-021 Recognize the continuity of cultures, traditions and practices over time.

3-KH-022 Recognize that communities change over time.

3-KH-022 Describe characteristics of daily life in an ancient society.

Examples: food, clothing, shelter, work, social organization, families, education, religion, celebrations, recreation.

3-KH-024 Give examples of customs, stories and traditions of an ancient society.

3-KH-025 Describe ways in which members of an ancient society expressed themselves.

Examples: art and architecture, music and dance, writing and stories, religious practices.

3-KH-026 Give examples of the enduring contributions of an ancient society.

Examples: ideas, inventions, art and architecture, stories.

Ontario

Social Studies

A. Heritage and identity: Communities in Canada, 1780–1850

A1. **Application:** Compare ways of life among some specific groups in Canada around the beginning of the nineteenth century and describe some of the changes between that era and the present day (focus on Continuity and Change; Perspective).

A1.1 Describe some of the similarities and differences in various aspects of everyday life, (for example, housing, clothing, food, religious/spiritual practices, work, recreation, the role of children), of selected groups living in Canada between 1780 and 1850, (for example, First Nation, Métis, French, British, Black people; men and women; slaves, indentured servants, habitants, seigneurs, farmers; people from different classes).

WNCP and Provinces Curricular Outcomes by Province

<p>Quebec</p>	<p>Social Science Cycle 2 C. Iroquoian society and Inca society around 1500</p> <p>1. Indicates differences between Iroquoian society and Inca society around 1500:</p> <ul style="list-style-type: none"> • means of selecting chiefs and their power (chosen by women Elders, limited powers; hereditary, full powers) • social structure (community, hierarchy) • dwellings (villages of longhouses; towns) • characteristics of the territory occupied (for example, relief, climate, bodies of water, resources)
<p>Newfoundland and Labrador</p>	<p>Social Studies 3 Unit 1: Place</p> <p>SCO 3.0 Demonstrate an understanding of the population distribution of Newfoundland and Labrador.</p> <p>3.1 Identify and describe rural and urban communities.</p> <p>3.2 Explain the factors that affect where people live.</p>
<p>Prince Edward Island</p>	<p>Social Studies 3 Unit 2: Peoples</p> <p>3.2.1 Examine the diverse peoples in their province.</p>
<p>Nova Scotia</p>	<p>Outcome 2: Examine the origins of diverse peoples in their province and their expression of culture, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, including Treaty Education and additional cultural groups.</p> <p>Indicators</p> <ul style="list-style-type: none"> • Formulate questions and generate ideas for research and inquiry about diverse peoples and cultures in the province (CT, COM, PCD) • Deduct ideas and synthesize facts from sources about peoples and cultures in the province, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, including Treaty Education and additional cultural groups (CT, COM, PCD)
<p>New Brunswick</p>	<p>Social Studies Unit 2: Peoples</p> <p>3.2.1 Examine the diverse peoples in their province.</p> <p>3.2.2 Examine how diverse peoples in their province express their culture.</p>

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



Lesson 3.2

HOUSING TOPIC 3.2

I Am the Keeper of My Home

INQUIRY QUESTION

How is water important for our nation and in our homes?

HOUSING TOPIC DESCRIPTION

First Nation peoples have always shown deep respect for their homes, including how they used water within them. Learners can be Keepers of My Home by applying traditional teachings about respecting water and practicing safe water use in their daily lives.

LESSON OUTCOME

By the end of this lesson, learners will demonstrate the concept of being the Keeper of My Home by discussing housing and water usage issues in their First Nation and participating in a group activity on safe water practices.

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. Safe Use of Water at Home activity
4. I Am the Keeper of My Home: Safe Use of Water at Home activity

PROCEDURE

1. Print and distribute the **Safe Use of Water at Home** and **I Am the Keeper of My Home** handouts.
2. Activate prior knowledge by asking learners why water is important to their nation and in their homes. Discuss some common water issues that are faced by First Nation communities.
3. Have learners reflect on two ways that they can use water safely and respectfully at home, and then complete the **Safe Use of Water at Home** activity.
4. Ask learners to then draw a picture of one safe water use practice on the **I Am the Keeper of My Home** activity sheet.

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.

KWL Chart

Inquiry question: How is water important for our nation and in our homes?

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