

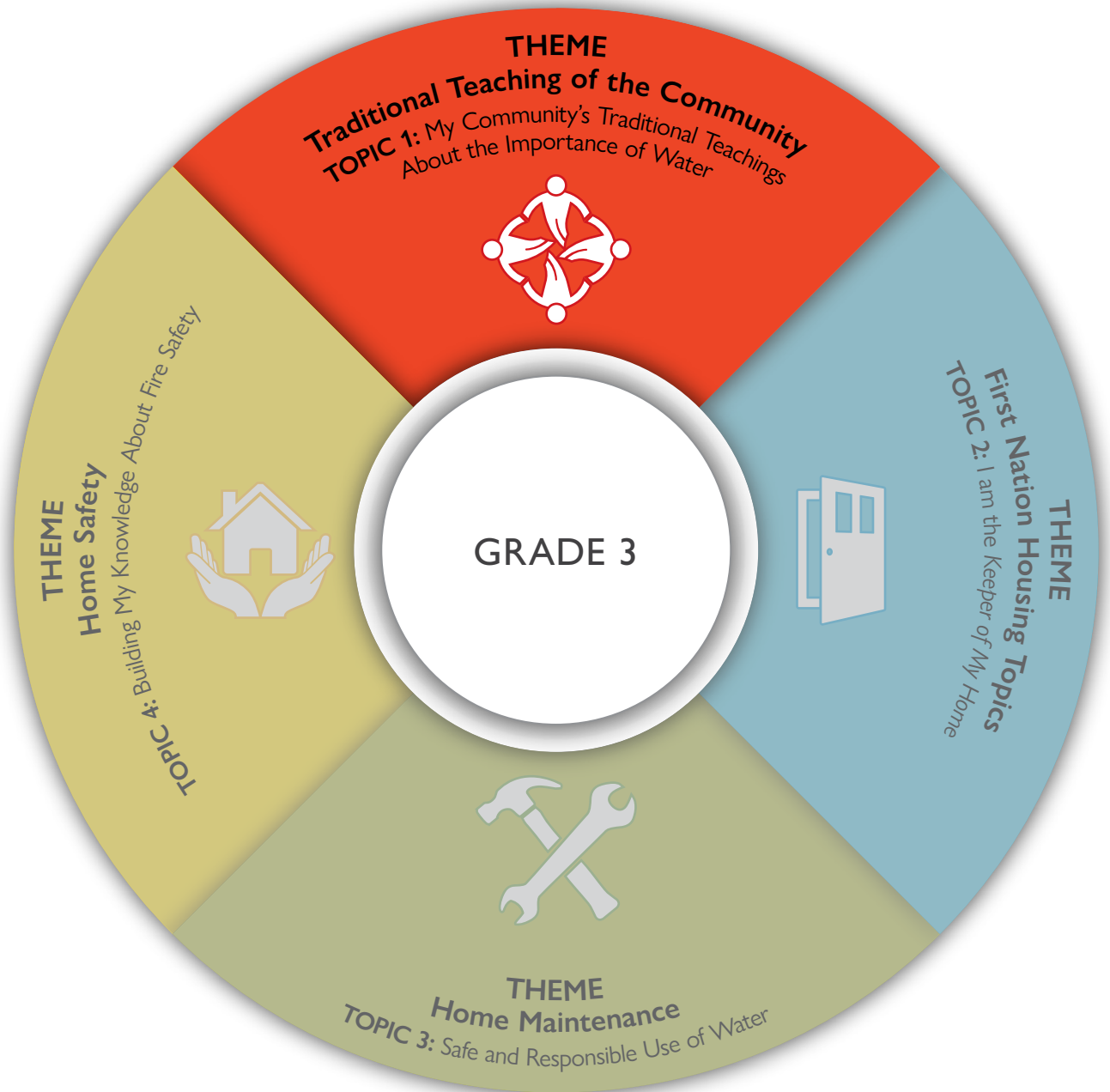


TRADITIONAL
TEACHING OF
THE COMMUNITY



HOUSING TOPIC 1

My community's traditional teachings about the importance of water



Inquiry question

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

WNCP and Provinces Curricular Outcomes by Province

Western and Northern Canadian Protocol	<p>Identity Learning Outcomes</p> <p>3-V-I-007A Respect the teachings of Elders, leaders, parents and community members.</p> <p>The land: Places and people</p> <p>3-V-L-011 Appreciate what the land provides for communities.</p> <p>3-V-L-012 Appreciate that people have diverse ways of living on or with the land.</p> <p>3-V-L-012A Appreciate the sacredness of living on and with the land.</p> <p>3-V-L-013 Demonstrate care and concern for the environment in their actions, for example, reduce, reuse, recycle.</p> <p>3-K-L-012 Give examples of the effects of environmental factors and events on ways of life in the communities studied for example, Factors: climate, vegetation, natural resources, and landforms Events: floods, droughts and storms.</p> <p>3-K-L-013 Identify ways in which people depend on, adapt to and change the environment in which they live, for example, food, clothing, transportation, shelter, technologies.</p>
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	<p>Social Studies</p> <p>The land: Places and people</p> <p>Explore people's dynamic relationships with the land, places and environments.</p> <p>KL-017 Describe the influence of natural phenomena on ways of life in the communities studied. Examples: climate, vegetation, natural resources, landforms, floods, droughts, storms...</p> <p>KL-018 Give examples of the use of natural resources in the communities studied.</p> <p>KL-019 Recognize that people have diverse ways of living on or with the land.</p> <p>VL-006 Value the land for what it provides for communities.</p> <p>Power and Authority</p> <p>VP-011A Respect the teachings of Elders, leaders, parents and community members.</p>
Nunavut	<i>*Follows Alberta's curriculum.</i>



WNCP and Provinces Curricular Outcomes by Province

British Columbia	<p>Social Studies 3 Oral history, traditional stories and artifacts as evidence about past First Peoples cultures</p> <p>Elaborations Sample topics</p> <ul style="list-style-type: none">• tools• earth mounds• petroglyphs• oral stories• sacred or significant places and landforms• weapons
Alberta	<p>Social Studies Knowledge and understanding</p> <p>3.1.3 Examine the geographic characteristics that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none">• Where, on a globe and/or map, are the communities in relation to Canada? (LPP)• In what ways do the people in the communities depend on, adapt to and change the environment in which they live and work? (ER, LPP)• In what ways do the communities show concern for their natural environment? (GC, LPP)• How does the physical geography influence the human activities in the communities (for example, availability of water, climate)? (CC, LPP)
Saskatchewan	<p>Social Studies Dynamic relationships</p> <p>DR3.3 Compare the beliefs of various communities around the world regarding living on and with the land.</p> <ul style="list-style-type: none">• Research the view of land as held by Indigenous peoples in the communities studied• Identify ways in which people in the communities studied interact with the land (for example, meeting needs and wants, how land is protected or neglected)• Identify local environmental issues that affect life in the communities studied <p>Compare environmental concerns (for example, air quality, soil conservation, water availability and quality) common to both the local community and communities studied.</p>

WNCP and Provinces Curricular Outcomes by Province

Manitoba

Social Studies
Cluster 1: Connecting with Canadians
 3-VP-011A Respect the teachings of Elders, leaders, parents and community members.

Cluster 2: Exploring the world
 3-KG-029 Identify ways in which community services can help people acquire their basic human rights. For example, ensure quality housing, education, security, food and water.

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

Ontario

Social Studies
B. People and environments: Living and working in Ontario
B1. Application: Land use and the environment
 B1.1 Describe some major connections between features of the natural environment of a region and the type of land use and/or the type of community that is established in that region (for example, ports on lakes or major rivers; farming on land with fertile soil; resource towns in areas with ore, trees or other natural resources).

B2. Inquiry: The impact of land and resource use
 B2.2 Gather and organize a variety of data and information on the environmental effects of different land and/or resource use and measures taken to reduce the negative impact of that use, (for example, photographs, resource books, magazines, online articles, information from regional conservation authorities or provincial and national park websites, information from municipalities on recycling, an interview with an Elder on traditional ecological knowledge about a region and his or her observations on changes in that region).

Quebec

Social Science Cycle 2
C. Iroquoian society and Inca society around 1500
 1. Indicates differences between Iroquoian society and Inca society around 1500: means of selecting chiefs and their power (Elders chosen by women, 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)



WNCP and Provinces Curricular Outcomes by Province

Newfoundland and Labrador	<p>Social Studies 3 Unit 1: Place</p> <p>SCO 2.0 Demonstrate an understanding of the geographic features of Newfoundland and Labrador.</p> <p>2.1 Locate and describe major landforms and bodies of water.</p> <p>2.2 Describe climate and vegetation.</p>
Prince Edward Island	<p>Social Studies 3 Unit 1: Place</p> <p>3.1.2 Describe the major physical features, climates and vegetation of their province and the Atlantic region.</p>
Nova Scotia	<p>English Language Arts 3 Listening and speaking</p> <p>Outcome 1: Communicate effectively and clearly and respond personally and critically. (CZ, COM, CI, CT, TF)</p> <ul style="list-style-type: none">• Demonstrate comprehension of oral language by engaging in, responding to, and reflecting upon informal and formal oral presentations with sensitivity and respect, considering the audience and purpose
New Brunswick	<p>English Language Arts Speaking and listening</p> <p>By the end of grade 3:</p> <ul style="list-style-type: none">• Describe, share, and discuss thoughts, feelings, and experiences and consider others' ideas• Ask and respond to questions to clarify information and to explore possibilities or solutions to problems• Express and explain opinions and respond to the questions and reactions of others• Listen critically to others' ideas and opinions• Participate in conversation, small-group and whole-group discussion; understand when to speak and when to listen

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

Lesson 3.1

HOUSING TOPIC 3.1

My community's traditional teachings about the importance of water

INQUIRY QUESTION

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

HOUSING TOPIC DESCRIPTION

Natural resources are essential because they support safe and healthy living. Learners should understand the natural resources within their Nation's traditional territory. Water is a vital resource on Turtle Island, and each Nation holds its own teachings about its importance. By learning from Elders and Traditional Knowledge Keepers, learners can see how caring for the environment is connected to caring for their homes, recognizing that healthy environments create healthy homes and communities.

LESSON OUTCOME

By the end of this lesson, learners will be able to describe how caring for the environment is connected to caring for their homes after watching the Keeper Conversations video, in which housing professionals share their knowledge and perspectives on this topic.

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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- ' "' 5ZHYf'h'Y'Yggc'b.'5g_'YUfbYfg]hc' g\UfY'h'Y'h]d'h'Y'm'k' fch'Y']b'h'g'\UbXci h'h'fci ['\U'HU_]b['7]fWY.

FYgi fW' 3. Environment Protectors < UbXci h'

1. Before the lesson: 5g_ 'YUfbYfg]ZH'Ym_bck ' \ck ' \i a Ub'UM]cbgWb' \Ufa ' h'Y'Ybj]fcb' Ybh' 7cbg]XYf'g\Uf]b['Yi Ua d'Yg']_Y'dc''i h]cb'cf'W'h]b['Xck b'f'Y'g'hc 'YbV'ci fu[Y' h'Y'V'bj Yfg]h]cb"
2. During the lesson: ': cf'h'Y' DfchW]b['h'Y'9bj]fcb' Ybh 'UM]]m'zV'bg]XYf'Ug_]b['YUfbYfg]ZH'YmfY Zba]]Uf'k]h' YUW' W'FX'UbX'hc 'g\Uf'Y'k \U'h'Ym_bck 'UVci h'h'Ya "': cf'h'Y' DfchW]b['C i f'K UYf UM]]m'zV'bg]XYf'g ddcf]b['YUfbYfg'VmX]gW'gg]b['k \U'hcV'Y'W'g U'h'\ca Y'i g'Y' U'chicZk UYf'UbX k \U'h'Ym'Wb'Xc'hc 'V'bg]f]Y'k UYf
3. After the lesson: 5g'U'Vcbi g'UM]]m'zV'bg]XYf'Z'W]f]h]b['U'V'ca a i b]m'W'Y'Ub!i d''9bV'ci fu[Y'Y'UfbYfg hc'h'U'Y'Ub'UM] Y'fc'Y']b'h'Y'f'V'ca a i b]m'V'm'\U]]b['h'Ya 'd]V'i d'[U'fVU[Y']b'U'g'Z'Y'U'f'Y'f] ["zh'Y g\X'cc'm'f'X'cf'U'b'Y'U'f'V'm'd'U'f'U'f' i b'X'Y'f'U'X'i 'h'g' d'Y'f]]g]cb"

?K @7\Ufh'

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.



?A < 'Y'YUfb]b['cd]h]cb. Have learners explore and complete e-learning activities. These activities can be used as a stand-alone activity or to reinforce 'Learning' from lessons.

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Invite an Elder or traditional knowledge keeper to visit and talk about the importance of water, how the environment affects their homes, and how actions at home can help protect the environment. Follow the proper community protocol when approaching them, seeking guidance if needed.



KWL Chart

bei]fmei Yg]cb.' < ck ']g'k UHYf']a dcfhUbhZ:f'ci f' bU]cb'UbX']b'ci f'\ca Yg3

?	K	@
K \UhXc' = know 3	K \UhXc' = want 'hc' '_bck 3	K \Uh\Y' = learned 3