

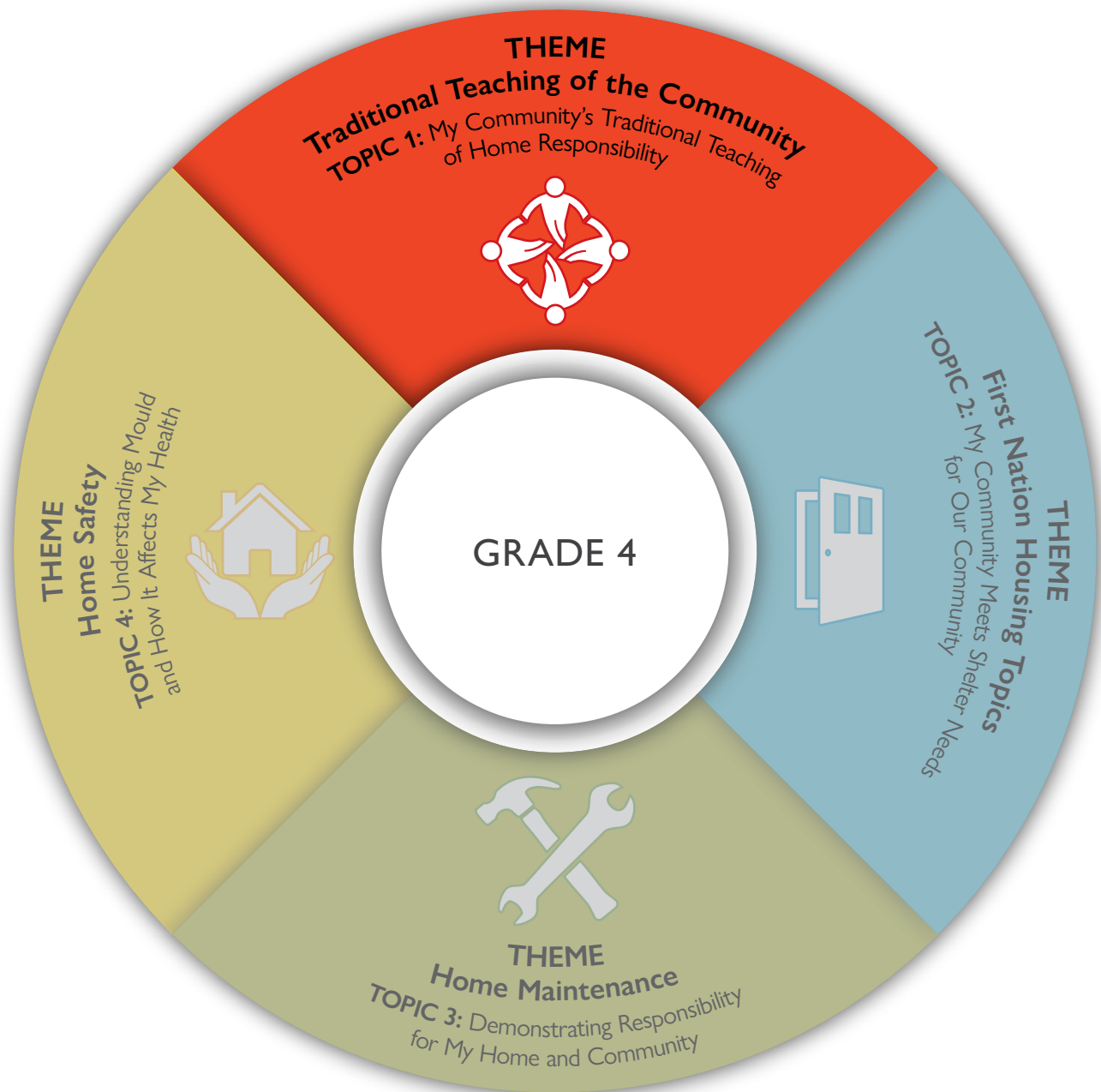


TRADITIONAL
TEACHING OF
THE COMMUNITY



HOUSING TOPIC 1

My community's traditional teaching of home responsibility



Inquiry question

- What does it mean to take responsibility for helping take care of my home?

WNCP and Provinces Curricular Outcomes by Province	
Western and Northern Canadian Protocol	<p>Culture and Community</p> <p>4-K-CC-008 Describe how First Nations, Inuit, and Métis people have helped shape their province or territory.</p> <p>4-K-CC-008A Identify connections between their community and other First Nation, Inuit or Métis communities.</p>
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	<p>Social Studies</p> <p>Identity</p> <p>4-V-I-012A Value their First Nation, Inuit or Métis identities.</p> <p>Critical and creative thinking</p> <p>4-S-022 Demonstrate an understanding that ways of living reflect values.</p> <p>The land, people and places</p> <p>4-K-L- 009 Locate traditional areas of Aboriginal peoples and language groups on a map of the N.W.T.</p> <p>4-K-L-012A Demonstrate understanding of how the land determined the roles, identities, values, beliefs, traditions, activities, customs, art, transportation, technologies, shelters and clothing of First Peoples.</p> <p>4-K-T-027 Give examples of how technology has changed ways of life in the N.W.T.</p> <p>4-V-L-010 Appreciate how changing ways of relating to the land affected the way people lived (that is, animals which had been used primarily for food, clothing and shelter becoming a source of income).</p>
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	<p>Social Studies 4</p> <p>Big idea: The pursuit of valuable natural resources has played a key role in changing the land, people and communities of Canada.</p> <p>Content outcome</p> <p>The history of the local community and of local First Peoples communities.</p> <p>Elaborations</p> <p>Sample topic</p> <p>Local archives and museums</p>



WNCP and Provinces Curricular Outcomes by Province

Alberta

4.1 Alberta: A Sense of the Land

General outcome

Demonstrate an understanding of and appreciation for how elements of physical geography, climate, geology and paleontology are integral to the landscapes and environment of Alberta.

4.2 The Stories, Histories and Peoples of Alberta

General outcome

Demonstrate an understanding of and appreciation for the role of stories, history and culture in strengthening communities and contributing to identity and a sense of belonging.

Specific Outcomes

Values and attitudes

4.2.1 Appreciate how an understanding of Alberta's history, peoples and stories contributes to their own sense of belonging and identity.

- Recognize how stories of people and events provide multiple perspectives on past and present events. (I, TCC)
- Recognize oral traditions, narratives and stories as valid sources of knowledge about the land, culture and history. (CC, TCC)
- Recognize the presence and influence of diverse Aboriginal peoples as inherent to Alberta's culture and identity. (CC, I, TCC)
- Demonstrate respect for places and objects of historical significance. (I, LPP, TCC)

Saskatchewan

Dynamic Relationships

DR4.2 Explain the relationship of First Nations and Métis peoples with the land.

- Explore how the traditional worldviews and teachings of First Nations' Elders regarding land influence the lifestyle of First Nations people today.

DR4.3 Analyze the implications of the Treaty relationship in Saskatchewan.

- Investigate conditions, which precipitated Treaty negotiations in Saskatchewan.
- Research Treaty provisions, including the spirit and intent of Treaties as well as material considerations.



WNCP and Provinces Curricular Outcomes by Province

Manitoba

Social Studies

Cluster 4: History of Manitoba

- 4-KI-011 Give examples of Aboriginal contributions to the history of Manitoba.
Examples: place names, art, parks and historic sites, symbols and stories, guidance to early settlers.
- 4-KI-011A Recognize that their identities are connected to the history of their Aboriginal community.
- 4-KL-026 Describe the influence of the natural environment on settlement in Manitoba.
- 4-KH-034 Give examples of the impact of European settlement on Aboriginal communities in Manitoba. Include displacement of communities, disease, cultural change.
- 4-KH-035 Describe ways in which life in Manitoba has changed over time.
Examples: housing, food, hunting and fishing, clothing, recreation, languages, education, agriculture, transportation.
- 4-VH-008 Value oral tradition as an important way to learn history.
- 4-VH-009 Appreciate the significance of history in their lives.

Ontario

Social Studies

A. Heritage and identity: Early societies, 3000 BCE–1500 CE

- A1.2 Compare aspects of the daily lives of different groups in an early society (for example, the work, family life, education, food, dress and/or housing of a slave and senator in ancient Rome, women of different castes in medieval India, a serf and lord in feudal England, a man and a woman in medieval China or Mohawk society, or a merchant and noble in Renaissance Italy), and explain how differences were related to the social organization of that society. (for example, the caste system in India; the matriarchal organization of some First Nations; classes in imperial Rome or in feudal societies in Europe or Asia; the emergence of a wealthy merchant class in Renaissance Italy).

Quebec

Social Science Cycle 2

C. Iroquoian society and Inca society around 1500

- Indicates differences between Iroquoian society and Inca society around 1500:
 - 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

Social Studies 4

Unit 2: The nature of exploration

2.0 Demonstrate an understanding of the stories of various explorers of land, ocean, space and ideas.

2.1 Examine the ways in which we learn about the experiences of explorers.

2.2 Identify challenges faced by explorers.

2.3 Explain how explorers met challenges.

Prince Edward Island

Social Studies 4

Unit 3: Exploring our world

4.3.3 Examine the relationship between humans and the physical environment.

Nova Scotia

Social Studies 4

Outcome 2

Examine the stories of various explorers, inclusive of Acadians, African Nova Scotians, Gaels and Mi'kmaq, and additional cultures, of land, ocean, space, and ideas.

Outcome 4

Examine the relationship between humans and the physical environment.

New Brunswick

English Language Arts

2. Communicate information and ideas effectively and clearly, and to respond personally and critically.

By the end of grade 4:

Contribute to conversations and small-group and whole-group discussions, show an awareness of when to speak and when to listen.

Give and follow instructions and respond to questions and directions.

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



Lesson 4.1

HOUSING TOPIC 4.1

My community's traditional teaching of home responsibility

INQUIRY QUESTION

What does it mean to take responsibility for helping take care of my home?

HOUSING TOPIC DESCRIPTION

Housing for First Nations people has changed over time—from traditional homes in the past to the modern homes of today. Youth need to explore how traditional homes were built, used, and the important teachings connected to them. These homes often reflect values such as responsibility, respect, and care for one's space. Encourage learners to discover what their own community teaches about housing and home life. This helps them feel proud of their history and understand how it connects to the present day.

LESSON OUTCOME

By the end of this lesson, learners will be able to explain their community's traditional teachings about home responsibility after completing the Keeper Conversations kit on taking responsibility in the home.

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.*



MATERIALS

1. KWL Chart
2. Access to a computer and printer
3. **Keeper Conversations: A Gathering of Community Voices Resource Kit - Taking Responsibility for My Home (Grades 4-5)**
4. Optional: Chart paper, blank paper, calendar/agenda, device with a word processor.

PROCEDURE

1. Introduce the **Keeper Conversations Taking Responsibility for My Home** resource kit and explain that Knowledge Keeper Chrystal Toop, Elder Robin Lazore, and housing professionals Dorothy Naveau and Tiffany Boyd will share teachings on the many responsibilities involved in maintaining a safe and healthy home, along with practical ways to manage these responsibilities.

Resource #1: Taking Responsibility for My Home Video

1. **Before the lesson:** Write “responsibilities” on the board or chart paper and define the word with your learners. Then brainstorm what responsibilities learners already have. These can be responsibilities to themselves (e.g., attending school to learn) or others (e.g., taking care of a sibling).
2. **During the lesson:** Pause the video when prompted. Consider having learners share their answers.
3. **After the lesson:** Invite learners to return to the final question of the video. What new responsibilities would they like to learn, and why? Encourage learners to see taking on new responsibilities as something that helps them grow and support others.

Resource #2: Responsibilities in My Home Handout

1. **Before the lesson:** Review what it means to have responsibilities at home. Emphasize that responsibilities can be wide-ranging, such as taking care of the house or the people in it. Consider having a community member come in and teach learners a new skill or household responsibility.
2. **During the lesson:** Consider completing 1 or 2 examples for the “Responsibility Web” as a demonstration.
3. **After the lesson:** Facilitate a discussion on how learners felt about learning a new responsibility and whether they will continue to perform it.



Resource #3: Teamwork at Home Handout

1. **Before the lesson:** Ask learners what it takes to keep a home safe and clean, and have them reflect on who does these things.
2. **During the lesson:** Have learners review their Responsibilities in My Home handout if they need help coming up with ideas for their schedule. Consider printing the schedule on larger paper or using a separate calendar or agenda to give learners more space to write.
3. **After the lesson:** Encourage learners to share their two stars and a wish with you or with other learners. Consider brainstorming ways of supporting their wishes.

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: What does it mean to take responsibility for helping take care of my home?

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