

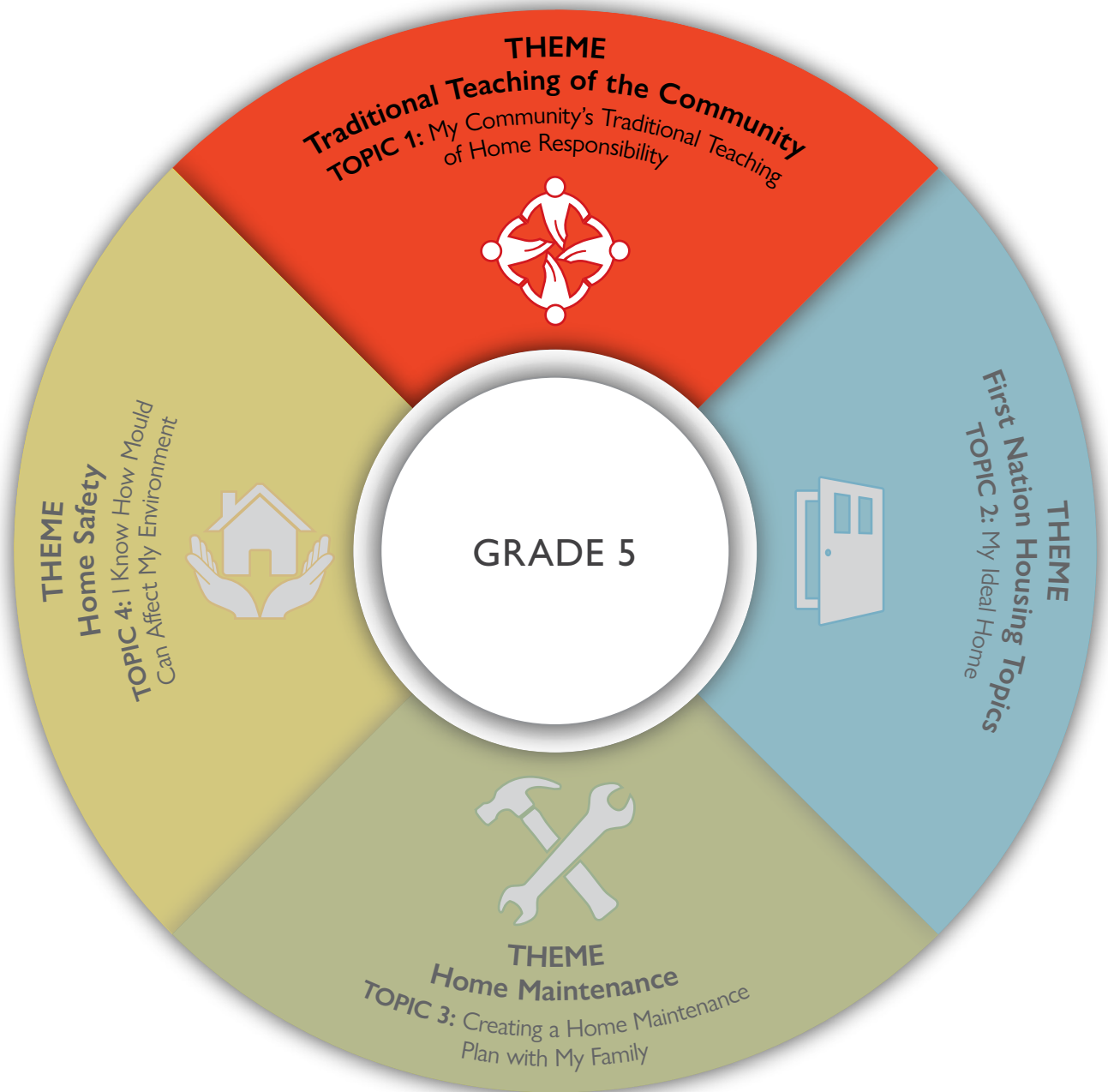


TRADITIONAL
TEACHING OF
THE COMMUNITY



HOUSING TOPIC 1

My community's traditional teaching of home responsibility



Inquiry question

- What are my responsibilities for taking care of my home?



WNCP and Provinces Curricular Outcomes by Province	
Western and Northern Canadian Protocol	<p>Culture and Community</p> <p>5-V-CC-007 Appreciate the diversity of First Nation, Inuit and Métis cultures and communities in Canada.</p>
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	<p>Social Studies: Strand 5</p> <p>Related questions</p> <ul style="list-style-type: none"> • Who were the first people to live in these northern latitudes and where did they come from? (A) • When did they arrive? What drew them here? (A) • How did aboriginal peoples relate to one another? (A) • How are regional decisions made? Is there adequate opportunity for individual and group input? (C)
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	<p>Social Studies</p> <p>Content outcome: Levels of government (First Peoples, federal, provincial and municipal), their main functions and sources of funding</p> <p>Elaborations</p> <p>Summarize the responsibilities of government (for example, providing and administering services, making laws, collecting and allocating taxes).</p> <p>Content outcome: participation and representation in Canada's system of government</p> <p>Elaborations</p> <p>First Peoples governance</p>
Alberta	<p>Social Studies</p> <p>5.3 Canada: Shaping an identity</p> <p>General outcome</p> <p>Demonstrate an understanding of the events and factors that have changed the ways of life in Canada over time and appreciate the impact of these changes on citizenship and identity.</p> <p>Specific outcomes</p> <p>Values and attitudes</p> <p>5.3.1 Appreciate how changes impact citizenship and identity</p> <ul style="list-style-type: none"> • Recognize how economic and political changes impact ways of life of citizens. (C, ER, I, PADM)



WNCP and Provinces Curricular Outcomes by Province

Saskatchewan	<p>Social Studies 5 Dynamic relationships</p> <p>DR5.2 Assess the impact of the environment on the lives of people living in Canada.</p> <ul style="list-style-type: none">• Explain how different traditional worldviews of Earth affect the use of resources in Canada (for example, Aboriginal and European attitudes toward ownership, treaties, Crown land, homesteads, and the seigniorial system).• Investigate the relationship of various First Nation peoples with the environment, including economic relationships, migration and settlement patterns prior to Confederation.
Manitoba	<p>Social Studies Critical and creative thinking</p> <p>5-S-301 Evaluate the advantages and disadvantages of solutions to a problem.</p> <p>Cluster 1: The First Peoples</p> <p>5-KI-006 Compare daily life in diverse First People communities. Examples: food, clothing, shelter; roles of men, women, children, Elders.</p>
Ontario	<p>Social Studies Strand B. People and environments: The role of government and responsible citizenship</p> <p>B1. Assess responses of governments in Canada to some significant issues and develop plans of action for governments and citizens to address social and environmental issues.</p>
Quebec	<p>Social Studies Quebec society around 1980</p> <p>2.2 Cultural situation</p> <ul style="list-style-type: none">• Describes elements of everyday life: food, clothing, entertainment, customs. <p>2.4 Political situation</p> <ul style="list-style-type: none">• Indicates the means of selecting leaders: the people elected representatives.• Indicates the means of decision making: the representatives passed laws.
Newfoundland and Labrador	<p>Social Studies Decision making</p> <p>4.0 Explain the diversity of First Nation and Inuit societies in what later became Canada (c. 1000-1400 CE).</p> <p>5.0 Explain the decision-making practices used by First Nation and Inuit societies in the Atlantic region (c. 1000-1400 CE).</p>



WNCP and Provinces Curricular Outcomes by Province

Prince Edward Island

Social Studies

Investigating the past

5.1.1 Demonstrate an understanding of how we learn about the past.

Nova Scotia

Social Studies

Outcome 3: Demonstrate an understanding of the diverse societies of First Nations and Inuit, in what later became Canada.

Indicator

Explore how artifacts provide information on the diversity of First Nation and Inuit cultures and societies. (This must be a First Nations perspective on artifacts—elaboration.) (Com, CI, CT)

New Brunswick

Social Studies

Unit 4: Decision making

5.4.2 Examine decision-making practices in First Nation and Inuit societies in what later became Atlantic Canada.

Unit 6: My society

5.6.1 Illustrate the similarities and differences of past societies and your society.

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



Lesson 5.1

HOUSING TOPIC 5.1

My community's traditional teaching of home responsibility

INQUIRY QUESTION

What are my responsibilities for taking care of my home?

HOUSING TOPIC DESCRIPTION

First Nation people have always shown deep respect and care for their homes. Teachings about responsibility and caring for the home are an important way of expressing this value. It is important for learners to understand these teachings from the traditional perspectives of their local Nation and community.

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. Home Responsibility Poster activity
5. Poster making materials (poster board, colouring materials, etc.)
6. 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.

Home Responsibility Poster activity

1. Ask learners to reflect on a traditional teaching they have learned from their community or family. Then, have them create an informational poster to share what they learned and why it is important.

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 are my responsibilities for taking care of my home?

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