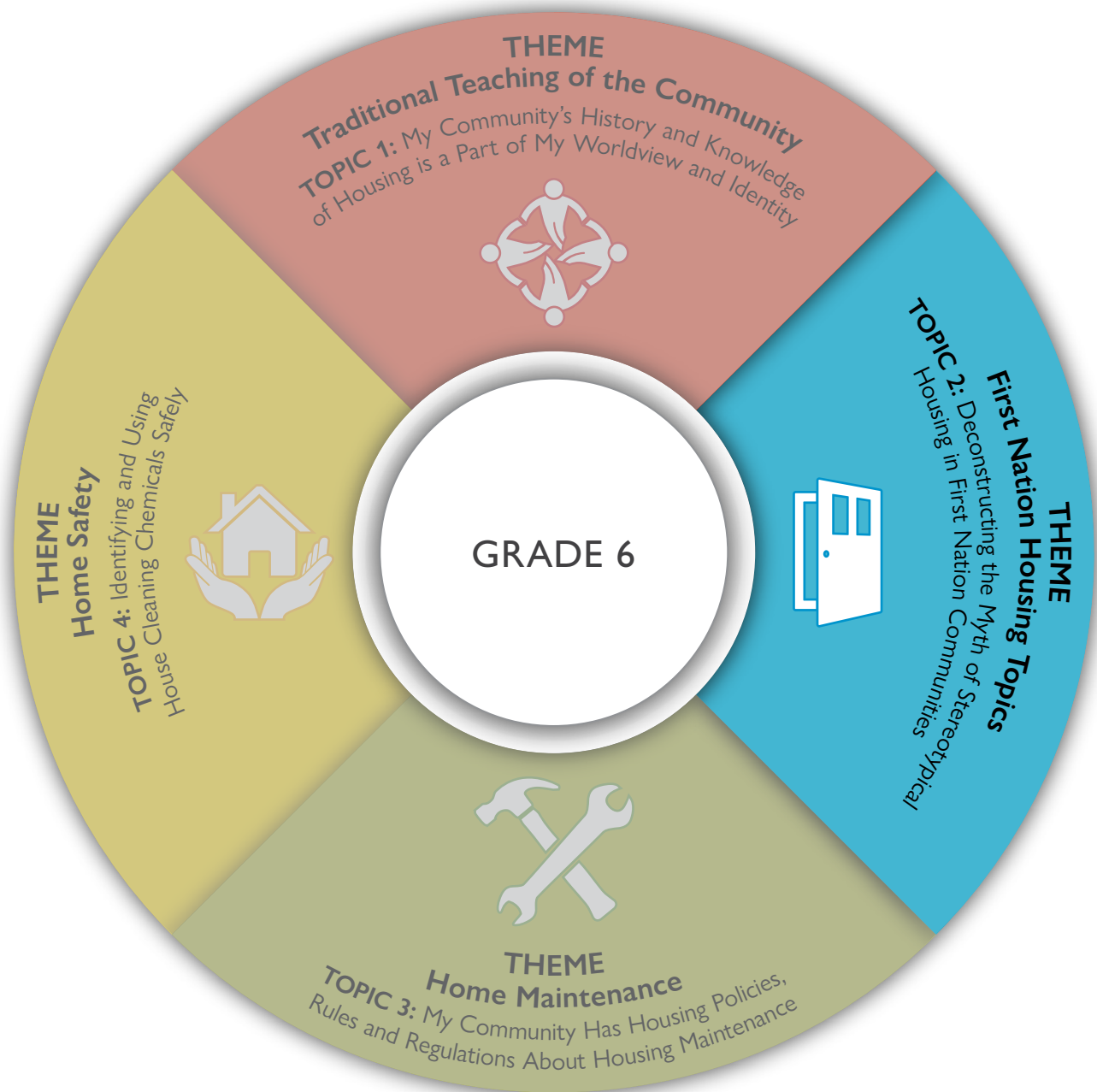




# FIRST NATION HOUSING TOPICS

# HOUSING TOPIC 2

Deconstructing the myth of stereotypical housing in First Nation communities



### Inquiry question

- What are the housing rights in my First Nation?



<b>WNCP and Provinces Curricular Outcomes by Province</b>	
Western and Northern Canadian Protocol	<p><b>The Land: Places and People</b></p> <p>6-K-L-014 Demonstrate understanding of how the land affects human settlement and social organization.</p> <p><b>Global connections</b></p> <p>6-K-G-027 Demonstrate awareness of indigenous peoples and of how the justice system affects young people.</p>
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	<p><b>Social Studies</b> <b>Strand 6</b></p> <p>Develop and pursue a problem-solving strategy to answer an outstanding question about some element of Canadian culture. (BC)</p>
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	<p><b>Social Studies</b></p> <p>Content outcome: Global poverty and inequality issues, including class structure and gender</p> <p><b>Elaborations</b> Sample topics</p> <ul style="list-style-type: none"> <li>• Treatment of minority populations in Canada and in other cultures and societies you have studied (for example, segregation, assimilation, integration, and pluralism; multiculturalism policies; settlement patterns; residential schools, South African Apartheid, the Holocaust, internment of Japanese-Canadians, Head Tax on Chinese immigrants; caste and class systems)</li> <li>• Unequal distribution of wealth</li> <li>• Social justice</li> <li>• Treatment of indigenous people</li> </ul> <p><b>Key questions</b></p> <p>How does discrimination and prejudice in modern Canadian society compare with that during other periods in Canada's past or in other societies (for example, systemic discrimination, overt racism)?</p>
Alberta	<p><b>Health</b> <b>Safety and responsibility</b></p> <p>W-6.7 Identify and communicate values and beliefs that affect healthy choices.</p>



## WNCP and Provinces Curricular Outcomes by Province

Saskatchewan

### Social Studies

Power and authority

PA6.3 Explore examples and explain how people, such as ethnic minority groups, the disabled, youth, and the elderly, may be affected by injustice or abuses of power.

- Describe incidents of the misuse of power in groups of which students are aware.
- Research laws that specifically affect young people, minority groups, the disabled, and the elderly to determine the disposition of governments toward the status of these groups, and evaluate the reasons for and effectiveness of such laws.
- Propose changes needed in human behaviour and institutions in order to prevent the abuse of power.
- Investigate the relationship between people and their governments in Canada and a selection of countries bordering the Atlantic Ocean. Include such things as human rights, treatment of minorities, history with indigenous peoples, infrastructure for health, and education (including reference to residential schools and the intergenerational impact of those experiences).

Manitoba

### Social Studies

Cluster 1: Building a Nation

6-KI-007 Give reasons for the establishment of treaties and reserves and describe their impact on individuals, families, and communities. Examples: indigenous rights, no right to vote, permission needed to leave a reserve.

Ontario

### Social Studies

Strand A. Heritage and identity: Communities in Canada, past and present

A3. Demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities in Canada.

Quebec

### Social Studies

Quebec society around 1980

2.2 Cultural situation

- Describes elements of everyday life: food, clothing, entertainment, customs.

2.4 Political situation

- Indicates the means of selecting leaders: the people elected representatives.
- Indicates the means of decision making: the representatives passed laws.



## WNCP and Provinces Curricular Outcomes by Province

Newfoundland  
and Labrador

### Health

Environmental health

1. Identify projects for neighbourhood improvement.

### Social Studies

Unit five: World issues

6.5.1 Analyse the effects of the distribution of wealth around the world.

- Use statistical data to represent the distribution of wealth around the world.
- Examine the effects of the uneven distribution of wealth on quality of life.
- Define poverty and give examples of its effects.

Prince Edward Island

### Social Studies

Culture and diversity

- Recognize and respond in appropriate ways to stereotyping/discrimination.

### Health

Safety and responsibility

- Identify and communicate values and beliefs that affect healthy choices.
- Evaluate the impact of personal behaviour on the safety of self and others.
- Demonstrate responsibility for, and skills related to, the safety of self and others.

Nova Scotia

### Social Studies

**Outcome 6:** Students will take age-appropriate actions to demonstrate an understanding of responsibilities as global citizens.

Indicators

- Examine the importance of the rights and responsibilities of being an active global citizen. (CZ, Com, CT, PCD, TF)
- Examine various perspectives to support a position on a local/national/international issue. (CZ, Com, CT, PCD, TF)
- Plan and take age-appropriate actions to address local/national/international problems or issues. (CZ, Com, CI, CT, PCD, TF)

New Brunswick

### Social Studies

Culture and diversity

- Recognize and respond in appropriate ways to stereotyping/discrimination.

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



## Lesson 6.2

### HOUSING TOPIC 6.2

Deconstructing the myth of stereotypical housing in First Nation communities

---

#### INQUIRY QUESTION

What are the housing rights in my First Nation?

#### HOUSING TOPIC DESCRIPTION

Youth should understand how their homes and their experiences of home shape their identity and worldview. It is important for them to learn not only the history of housing, but also how to recognize and challenge stereotypes about First Nations housing.

#### LESSON OUTCOME

By the end of this lesson, learners will be able to deconstruct stereotypes about housing in First Nation communities.

#### 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



## PROCEDURE

1. Activate prior knowledge by brainstorming common stereotypes about First Nations and other cultures that are often used or portrayed in the media. Then, invite learners to think about any stereotypes they have heard about First Nations homes.
2. Ask learners to reflect on their experiences and answer the following questions in a journal entry:  
  
Are these stereotypes true?  
  
Why do you think these stereotypes are promoted in society?  
  
How can we change these stereotypes?  
  
Is it up to us to change them?  
  
How do these stereotypes affect First Nation communities?  
  
What role does accurate information and representation play in challenging stereotypes?
3. Have learners commit to an action that will help challenge and reduce stereotyping, such as sharing accurate information, correcting false assumptions when they hear them, or promoting positive representation of First Nation communities.

## 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 the housing rights in my First Nation?

K	W	L
What do I <b>know</b> ?	What do I <b>want</b> to know?	What have I <b>learned</b> ?