

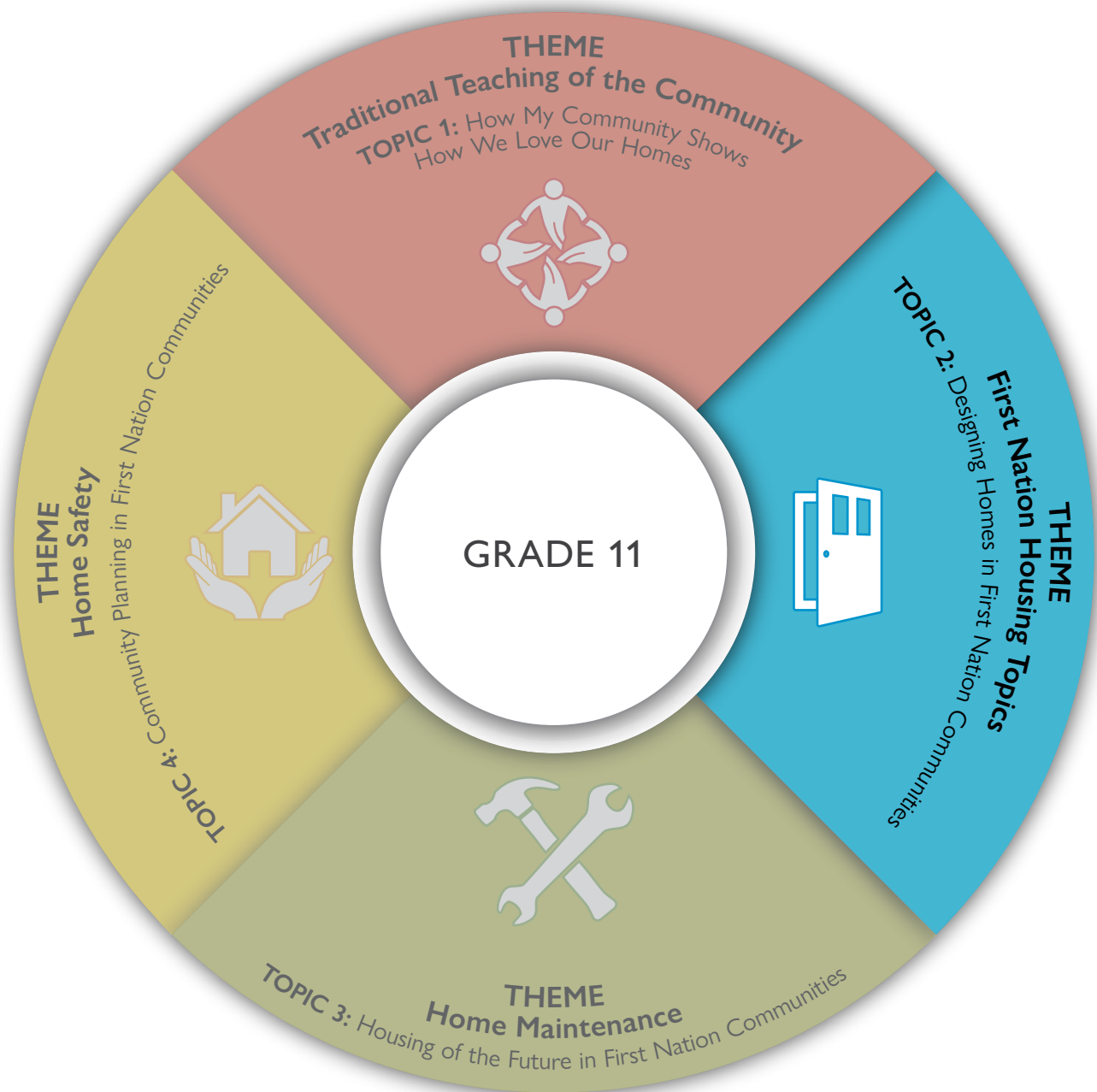


# FIRST NATION HOUSING TOPICS



# HOUSING TOPIC 2

Designing homes in First Nation communities



## Inquiry question

- What is housing development?



<b>WNCP and Provinces Curricular Outcomes by Province</b>	
Western and Northern Canadian Protocol	<p><b>English Language Arts</b> General outcome 3</p> <ul style="list-style-type: none"> <li>• Listen, speak, read, write, view and represent to manage ideas and information.</li> <li>• Use personal knowledge.</li> <li>• Discuss personal knowledge of a topic to discover information needs.</li> </ul>
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	<i>*Follows Alberta's curriculum.</i>
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	<p><b>Social Studies</b></p> <p>Assess the short- and long-term causes and expected and unexpected consequences of people's actions, events, phenomena, ideas or developments.</p>
Alberta	<p><b>Social Studies</b> S.4 Demonstrate skills of decision making and problem solving.</p> <ul style="list-style-type: none"> <li>• Demonstrate leadership in groups to achieve consensus, solve problems, formulate positions and take action, if appropriate, on important issues.</li> <li>• Develop inquiry strategies to make decisions and solve problems.</li> <li>• Generate and apply new ideas and strategies to contribute to decision making and problem solving.</li> <li>• Describe a plan of action to use technology to solve a problem.</li> <li>• Use appropriate tools and materials to accomplish a plan of action.</li> </ul>
Saskatchewan	<p><b>Native Studies 20</b></p> <ul style="list-style-type: none"> <li>• Develop an understanding of the role that a people's philosophy has in shaping their lives and relationships.</li> <li>• Develop an appreciation for an Indigenous worldview and identify it as practiced by Indigenous peoples.</li> <li>• Develop their comprehension, interpretation and creative thinking skills in representing an Indigenous worldview using a variety of media.</li> </ul>



## WNCP and Provinces Curricular Outcomes by Province

Manitoba

### Social Studies

Cluster 5 core concept: Citizenship

#### Essential question

How are the First Nation, Métis and Inuit peoples seeking a greater degree of cultural, political, and economic self-determination?

#### Enduring understandings

First Nation, Métis and Inuit people have a long history in North America, and their diverse and complex cultures continue to adapt to changing conditions.

Ontario

### Aboriginal Beliefs, Values, and Aspirations in Contemporary Society, Grade 11, College Preparation

#### Sovereignty

#### Overall expectations

- Describe the efforts of Aboriginal peoples to attain autonomy in their lives.
- Describe how contemporary Aboriginal communities assert their autonomy through a blend of traditional and modern practices.

#### Specific expectations

- Renewal and reconciliation
- Identify initiatives and projects at the community, provincial and national levels that demonstrate Aboriginal self-sufficiency and autonomy (North American Indigenous Games, Native Child and Family Services agencies in First Nation communities).

Quebec

### History of Quebec and Canada: Secondary III

Content area: Origins—1608 The experience of the Indigenous peoples and the colonization attempts

#### Knowledge to be acquired

- First occupants of the territory
  - First Nations and Inuit nation
  - Occupied territory
  - Ways of life

#### Competency 2: Interprets a social phenomenon

- Analyzes a social phenomenon.
- Establishes changes and continuities.
- Identifies causes and consequences.

**WNCP and Provinces Curricular Outcomes by Province**

<p>Newfoundland and Labrador</p>	<p><b>Newfoundland and Labrador Studies 2205</b>                  Unit 4: Towards the future                  SCO 8.0 Demonstrate an understanding of economic, political and social change in Newfoundland and Labrador since 1972.                  8.3 Examine changes in lifestyles and cultures.</p>
<p>Prince Edward Island</p>	<p><b>Geography 521A</b>                  General curriculum outcomes for social studies: Culture and diversity                  Demonstrate an understanding of culture, diversity and worldview, recognizing the similarities and differences reflected in various personal, cultural, racial and ethnic perspectives.                  Unit 3: Cultural patterns of the world                  3.1 Define “culture,” “cultural regions” and “cultural diffusion.”                  3.4 Analyze factors that influence development within regions.                  3.6 Analyze current opportunities and challenges for a selected region.                  3.8 Engage in an active citizenship project.</p>
<p>Nova Scotia</p>	<p><b>Social Studies</b>                  Foundational document                  Foundation for the Atlantic Canada Social Studies Curriculum                  General outcomes for culture and diversity                  Analyze the factors that contribute to the perceptions of self and the development of worldview.                  Interdependence                  Evaluate and propose possible solutions to issues resulting from interactions among individuals, groups and societies.</p>
<p>New Brunswick</p>	<p><b>Social Studies</b>                  Foundational document                  Foundation for the Atlantic Canada Social Studies Curriculum                  General outcomes for culture and diversity                  Analyze the factors that contribute to the perceptions of self and the development of worldview.                  Interdependence                  Evaluate and propose possible solutions to issues resulting from interactions among individuals, groups and societies.</p>

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



## Lesson 11.2

### HOUSING TOPIC 11.2

Designing homes in First Nation communities

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#### INQUIRY QUESTION

What is housing development?

#### HOUSING TOPIC DESCRIPTION

The basics of home design, such as site, materials, function, form, and style, are all important when creating a comfortable and livable home, whether on or off reserve. Over the years, housing needs and concerns in First Nation communities have increased.

#### LESSON OUTCOME

By the end of this lesson, learners will be able to design a home that reflects the needs of their community and family.

#### 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
  3. Design a House activity
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## PROCEDURE

1. Print and distribute the **Design a House** handout.
2. Activate prior knowledge by leading a discussion about housing development and what makes a home comfortable and livable.
3. Ask learners to reflect on what they would want their future home to look like. They can think about the kind of building, number of rooms, and special features that would make it safe and welcoming. Learners may also research different house components online for inspiration and ideas.
4. Have learners use their ideas and reflections to complete the Design a House handout.

## 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.
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*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.

## SUGGESTED ACTIVITY, FOR ADDITIONAL LEARNING

Learn about learners building tiny homes. See the following link: <https://globalnews.ca/news/3305131/from-start-to-finish-first-nation-students-learn-to-build-tiny-homes/>.

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# KWL Chart

Inquiry question: What is housing development?

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