

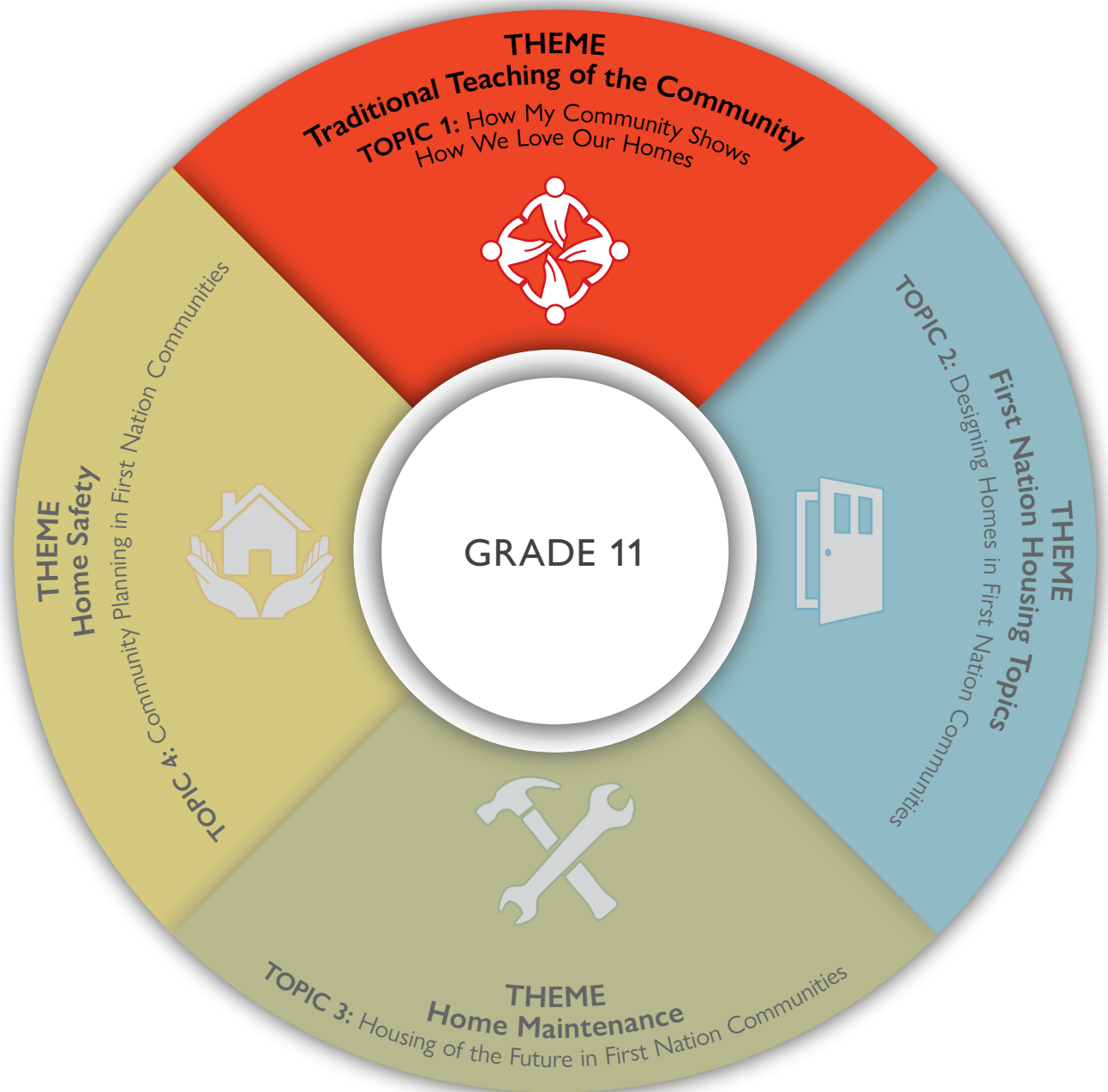


TRADITIONAL  
TEACHING OF  
THE COMMUNITY



# HOUSING TOPIC 1

How my community shows how we love our homes



## 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 1</p> <p>Listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.</p> <p>Develop understanding.</p> <p>Examine and adjust initial understanding according to new knowledge, ideas, experiences and responses from others.</p>
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.2 Develop skills of historical thinking.</p> <p>Develop a reasoned position that is informed by historical and contemporary evidence.</p>
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 1 core concept: Citizenship

Essential question

Who were the first people and how did they structure their world?

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.
- The oral traditions of First Nation, Métis and Inuit peoples teach the importance of maintaining a balance among the emotional, physical, mental and spiritual aspects of life.
- The history of governance in Canada is characterized by a transition from Indigenous self-government through French and British colonial rule to a self-governing confederation of provinces and territories.

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Ontario

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

Identity

Overall expectations

- Describe traditional and contemporary beliefs and values of Aboriginal cultures that influence present-day activities and behaviours.
  - Identify aspects of cultural identity related to specific Aboriginal peoples.
  - Describe the efforts and actions of Aboriginal communities and individuals to maintain their cultures and languages within traditional land bases, on reserves and in urban settings.
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## WNCP and Provinces Curricular Outcomes by Province

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 1: Characterizes a period of history of Quebec and Canada

- Establishes historical facts.
- Retraces events.
- Considers aspects of society.
- Identifies historical actors and witnesses.
- Identifies actions and words.

Newfoundland and Labrador

### Newfoundland and Labrador Studies 2205

Unit 2: The roots of our culture

SCO 4.0 Demonstrate an understanding of the peopling of Newfoundland and Labrador to the mid-1700s.

- 4.1 Examine the peopling of Newfoundland and Labrador to the early 16th century.

Prince Edward Island

### Geography 521A

General curriculum outcomes for social studies: Culture and diversity

Demonstrate an understanding of culture, diversity, and world view, 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.



## WNCP and Provinces Curricular Outcomes by Province

Nova Scotia

### Social Studies

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.

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New Brunswick

### Social Studies

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.

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



# Lesson 11.1

## HOUSING TOPIC 11.1

How my community shows how we love our homes

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### INQUIRY QUESTION

What is housing development?

### HOUSING TOPIC DESCRIPTION

First Nation peoples have always had their own unique approaches to community development, highlighting the importance of community and homes. Learners can explore how their community has shown care and respect for their homes in the past, and how these traditions connect to the present and future.

### LESSON OUTCOME

By the end of this lesson, learners will understand how communities develop housing, conduct surveys to assess housing needs, and create a plan to develop and maintain housing in their community, after completing the Keeper Conversations resource kit.

### 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. Keeper Conversations: A Gathering of Community Voices Resource Kit - Housing Development (Grade 11)
4. Paper, calculators, word processing software (optional)

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## PROCEDURE

1. Introduce the **Keeper Conversations Housing Development** resource kit. Explain to learners that the housing professionals featured in the video share their experiences and insights from working in the housing field.

### Resource #1: Housing Development Video

- **Before the lesson:** Have learners think about and/or discuss the inquiry question, “What is housing development?” Ask if they have seen homes being built in their community and/or discuss their ideas about what types of homes could be built there.
- **During the lesson:** Pause the video after each question to check for understanding and record learners’ ideas on the board/chart paper.
- **After the lesson:** At the end of the video, consider a jigsaw activity in which each partnership or group discusses one question, records their ideas, and then gathers as a whole group to share their responses. Circulate and help learners connect their ideas to the teachings. The papers could also be posted for future reference and used to gauge understanding.

### Resource #2: Community Housing Needs Handout

1. **Before the lesson:** Read the introduction and talk about why community consultation is important. For extra support when reviewing the common types of survey questions, consider writing examples of each on chart paper and discussing why and when they would be used.
2. **During the lesson:** Guide learners in refining their survey questions. Check to make sure the questions are written clearly and the question type will be effective in collecting the information they’re looking for.
3. **After the lesson:** Have learners consider and plan ways they can share their letters, blog posts, or videos.



### Resource #3: Housing Development Budget Handout

1. **Before the lesson:** Have a class discussion to introduce the concept and practice of budgeting. Ask learners about their experiences making a budget.
2. **During the lesson:** Support learners as they work on their housing budgets by encouraging them to think about their community's housing needs and to make an explicit connection between needs and cost. They should consider the number of homes of each home type they would build, as this would affect both cost and benefit to the community.
3. **After the lesson:** As an extension, consider having learners present their proposal to the class or to a small group. Learners could also compare their proposals in pairs or small groups to consider how they each approached the challenge of managing a budget and meeting community needs.

### 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.

### SUGGESTED ACTIVITY, FOR ADDITIONAL LEARNING

Invite an Elder or traditional knowledge keeper to visits. and talk about housing development their local community. Follow the proper community protocol when approaching them, seeking guidance if needed.



## 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> ?