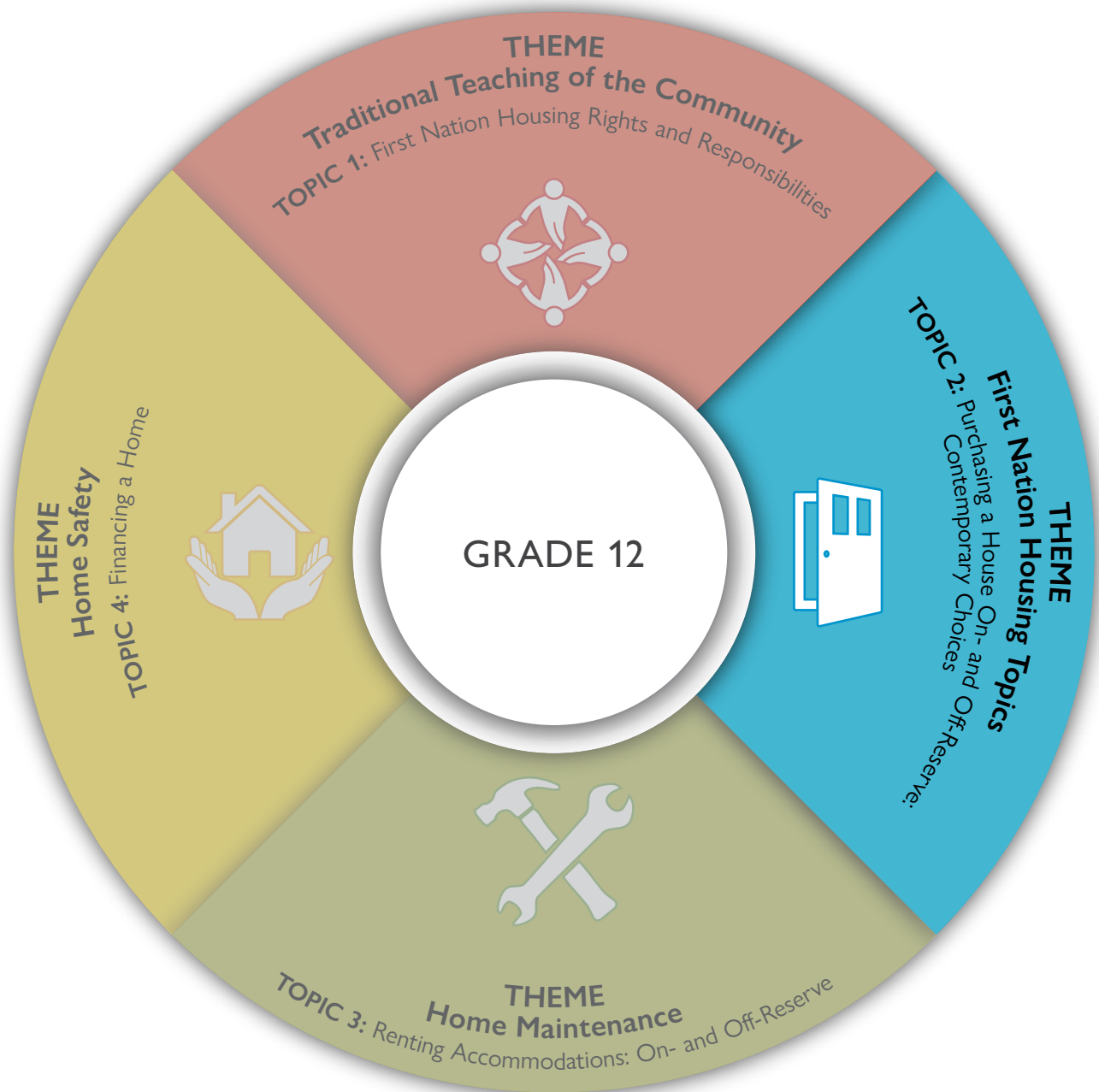




# FIRST NATION HOUSING TOPICS

# HOUSING TOPIC 2

Purchasing a house on- and off-reserve: contemporary choices



## Inquiry question

- What are the housing rights and responsibilities of contemporary First Nations?



**WNCP and Provinces Curricular Outcomes by Province**

<p>Western and Northern Canadian Protocol</p>	<p><b>English Language Arts</b>  <b>General outcome 3</b></p> <ul style="list-style-type: none"> <li>• Listen, speak, read, write, view and represent to manage ideas and information.</li> <li>• Identify and discuss diverse information sources relevant to particular inquiry or research needs.</li> </ul>
<p>Yukon Territory</p>	<p><i>*Follows British Columbia's curriculum.</i></p>
<p>Northwest Territories</p>	<p><i>*Follows Alberta's curriculum.</i></p>
<p>Nunavut</p>	<p><i>*Follows Alberta's curriculum.</i></p>
<p>British Columbia</p>	<p><b>Social Studies</b>  <b>Social justice 12</b></p> <p>Determine and assess the long- and short-term causes and consequences, and the intended and unintended consequences, of an event, legislative and judicial decision, development, policy and movement (cause and consequence).</p>
<p>Alberta</p>	<p><b>Social Studies</b>  <b>Social participation as a democratic practice</b></p> <p>S.6 Develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community.</p> <p>Demonstrate leadership by engaging in actions that will enhance the well-being of self and others in the community.</p>
<p>Saskatchewan</p>	<p><b>Native Studies 30</b></p> <ul style="list-style-type: none"> <li>• Understand contemporary issues and their historical basis.</li> <li>• Increase knowledge and understanding of Indigenous peoples.</li> </ul>
<p>Manitoba</p>	<p><b>First Nations, Métis and Inuit Studies</b>  <b>Essential questions</b></p> <p><b>Big question:</b> How has colonialism affected the economies of First Nation, Métis and Inuit peoples?</p> <p><b>Focus questions</b></p> <ol style="list-style-type: none"> <li>1. How have the economic practices of First Nation, Métis and Inuit peoples changed over time?</li> <li>2. What are the traditional economies of First Nation, Métis and Inuit peoples?</li> <li>3. What are the economic issues affecting First Nation, Métis and Inuit peoples today and why have they arisen?</li> <li>4. How are First Nation, Métis and Inuit peoples attempting to meet current economic challenges?</li> </ol>



## WNCP and Provinces Curricular Outcomes by Province

Ontario

**Aboriginal Governance: Emerging Directions, Grade 12,  
University/College Preparation**  
Identity

Overall expectations

- Demonstrate an understanding that Aboriginal self-governance is grounded in Aboriginal peoples' beliefs and values.
- Describe the impact that governance has with respect to Aboriginal identity.

Specific expectations

Renewal and reconciliation

- Demonstrate an understanding of strategies used to strengthen Aboriginal identity that restore and revitalize Aboriginal communities (for example, strategies that withstand incursions on Aboriginal lands or that demand respect for Aboriginal autonomy).

Quebec

**History of Quebec and Canada: Secondary IV**  
Content area: 1840-1896 The formation of the Canadian federal system

Knowledge to be acquired

- Indian Affairs
  - Creation of Indian reserves in Lower Canada
  - *Indian Act*
- Indigenous rights
  - *Constitution Act, 1982*
  - Agreements and conventions
  - Truth and Reconciliation Commission of Canada

Competency 2: Interprets a social phenomenon.

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

Newfoundland  
and Labrador

**English 3202**  
Writing and representing

10. Use a range of strategies to develop effective writing and representing and to enhance their clarity, precision and effectiveness.



## WNCP and Provinces Curricular Outcomes by Province

Prince Edward Island

### Geography 531A

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.”

3.3 Describe factors that influence human movement, settlement patterns and development of a selected area.

3.5 Conduct a geographic inquiry into a selected region to learn more about its current challenges and opportunities.

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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 12.2

### HOUSING TOPIC 12.2

Purchasing a house on- and off-reserve: contemporary choices

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#### INQUIRY QUESTION

What are the housing rights and responsibilities of contemporary First Nations?

#### HOUSING TOPIC DESCRIPTION

Many factors influence a person's decision to buy a home, including budget and family needs. It is important for learners to understand what purchasing a house involves, as future homeowners must be informed of their legal rights and responsibilities.

#### LESSON OUTCOME

By the end of this lesson, learners will gain an understanding of housing rights, responsibilities, and choices for First Nations through the Housing Rights, Responsibilities and Choices resource kit. They will explore traditional and formal perspectives on land and property, learn about options such as buying and building a home, and reflect on strategies to protect their housing rights.

#### 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. Housing Rights, Responsibilities and Choices resource kit
4. Homeownership: Pros and Cons activity
5. Factors to Consider When Purchasing a Home activity

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## PROCEDURE

1. Introduce the Housing Rights, Responsibilities and Choices resource kit, explaining that learners will use it to explore traditional and formal perspectives on land and property, examine options such as buying and building a home, and reflect on strategies to protect their housing rights.
2. Print all necessary handouts.
3. Refer to the lesson plan for detailed instructions.



### Learning Activities

1. Property Rights & Housing (Video)
2. First Nations Housing Rights in Canada (Presentation)
3. Housing in My Community (Handout)
4. Buying a Home Off-Reserve (Video)
5. Building or Buying a Home On-Reserve (Video)
6. Exploring Home Ownership Part 1 & Part 2 (Handout)
7. What Are My Housing Rights and Responsibilities? (Handout)

### Resource #1: Property Rights & Housing Video

- Play the video for learners
- Discuss the questions that appear at the end of the video



### Resource #2: First Nations Housing Rights in Canada Presentation

- Present the presentation on First Nations housing rights in Canada and introduce the responsibilities and choices that accompany homeownership and tenancy.
- Encourage learners to answer the questions on the slides throughout the presentation.

### Resource #3: Housing in My Community Handout

- Distribute handout to learners.
- Ask learners to explore the housing options available in their community, and discuss the pros and cons of each of those options.

### Resource #4: Buying a Home Off-Reserve Video

- Distribute a copy of the handout **Exploring Home Ownership Part 1 & 2**
- Play the video for learners
- Pause the video as needed, after each step in the home buying process, so learners
- can complete the handout.

### Resource #5: Building or Buying a Home On-Reserve Video

- Play the video for learners
- Follow the prompts to pause the video as needed for learners to complete their handout **Exploring Home Ownership Part 1 & 2**

### Resource #6: Exploring Home Ownership Part 1 & 2 Handout

- This handout is intended to be used with the videos **Buying a Home Off-Reserve** and **Building or Buying a Home On-Reserve**.

### Resource #7: What Are My Housing Rights and Responsibilities? Handout

- Distribute handout to learners.
- Ask learners to reflect on their housing rights and responsibilities as both a renter and a homeowner

### Homeownership: Pros and Cons activity

1. Ask learners to create a pros and cons list of owning a home and record their responses in their handout.



### Factors to Consider When Purchasing a Home activity

1. Ask learners to reflect on the factors they should consider when purchasing a home.
2. Have them research these factors and complete the worksheet.

### KWL Chart

1. Have learners complete a KWL chart by identifying what they already know, 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 and responsibilities of contemporary First Nations?

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