

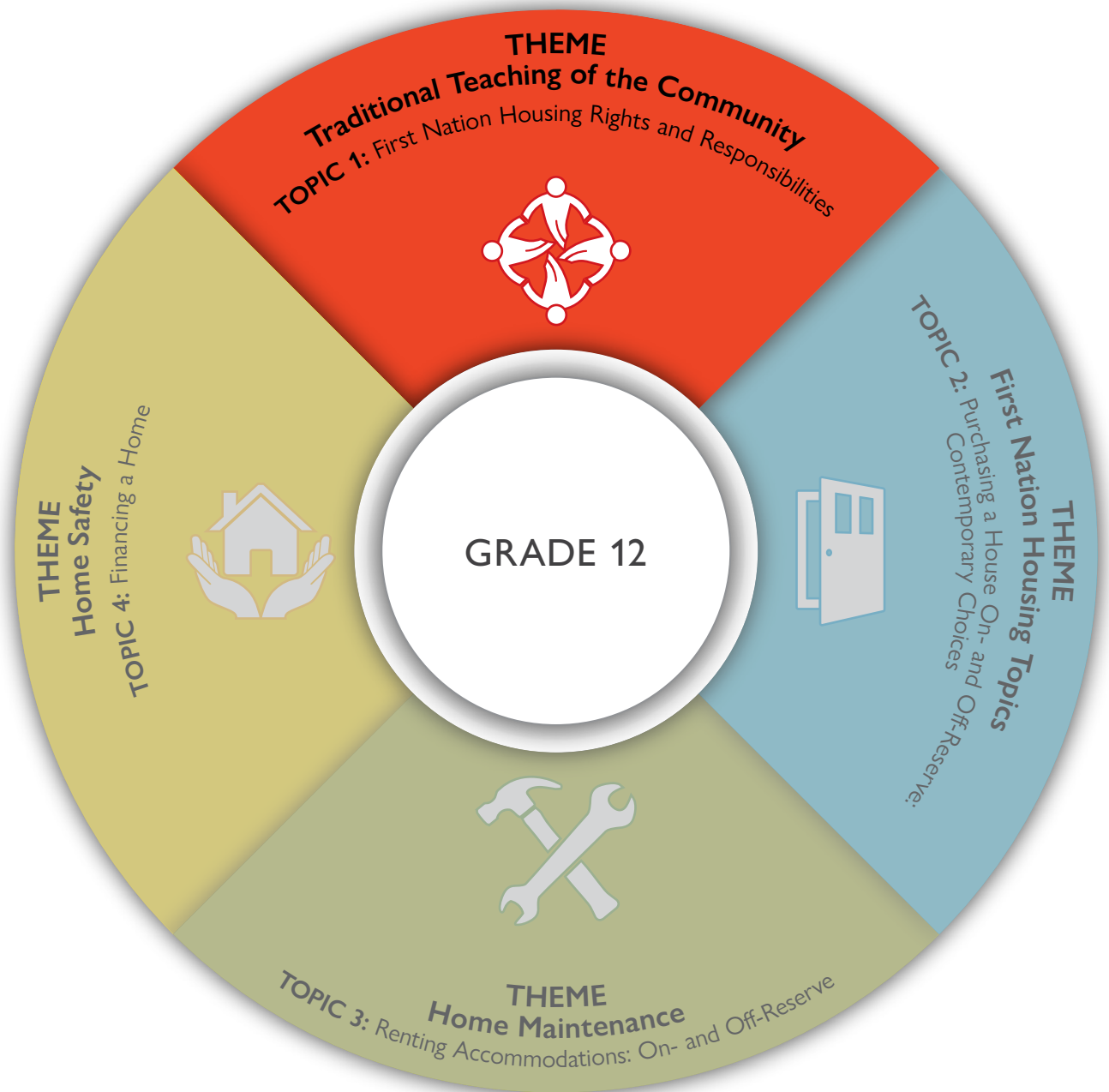


TRADITIONAL
TEACHING OF
THE COMMUNITY



HOUSING TOPIC 1

First Nation housing rights and responsibilities



Inquiry question

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



WNCP and Provinces Curricular Outcomes by Province	
Western and Northern Canadian Protocol	<p>English Language Arts General outcome 3</p> <ul style="list-style-type: none"> • Listen, speak, read, write, view and represent to manage ideas and information. • Access information to accomplish a particular purpose within the topic parameters and time available.
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>Social Studies Social justice 12</p> <p>Assess and compare the significance of people, places, events or developments at particular times and places, and determine what is revealed about issues of social justice in the past and present (significance).</p>
Alberta	<p>Social Studies General outcome</p> <p>Explore the relationship between identity and ideology.</p> <p>Specific outcomes Values and attitudes</p> <p>1.1 Appreciate various perspectives regarding identity and ideology. (PADM, TCC, I)</p> <p>1.2 Appreciate various perspectives regarding the relationship between individualism and common good. (PADM, C, GC)</p>
Saskatchewan	<p>Native Studies 30</p> <ul style="list-style-type: none"> • Understand contemporary issues and their historical basis. • Increase knowledge and understanding of Indigenous peoples.
Manitoba	<p>First Nations, Métis and Inuit Studies Learning experiences 1.1: The ghosts of history</p> <p>Enduring understandings</p> <p>Understanding of and respect for First Nation, Métis and Inuit peoples begin with knowledge of their pasts.</p>



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

Aboriginal world view

- Identify traditional beliefs and values that are part of Aboriginal identity and that affect Aboriginal decision making and leadership.

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.

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.

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.

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



Lesson 12.1

HOUSING TOPIC 12.1

First Nation housing rights and responsibilities

INQUIRY QUESTION

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

HOUSING TOPIC DESCRIPTION

Indigenous peoples have traditionally held different understandings of housing rights and responsibilities. While homeownership was not a traditional concept, it is important for learners to recognize the responsibilities involved in caring for a home.

LESSON OUTCOME

By the end of this lesson, learners will understand the rights and responsibilities involved in buying and renting a home. They will gain this knowledge through the Keeper Conversations resource kit, while also exploring the pros and cons of each option and examining the financial considerations.

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.*
 - *The 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.*
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MATERIALS

1. KWL Chart
2. Access to a computer
3. Keeper Conversations: A Gathering of Community Voices Resource Kit - Buying or Renting a Home (Grade 12)
4. Chart paper (optional)



PROCEDURE

1. Introduce the **Keeper Conversations a Buying or Renting a Home** resource kit. Explain to learners that the housing professionals in the video will discuss the rights and responsibilities of buying and renting a home on- and off-reserve.

Resource #1: Buying or Renting a Home Video

- **Before the lesson:** Have learners write down "buying" and "renting" on the board or chart paper. Ask learners to share what they know about the differences between buying and renting a home.
- **After the lesson:** Encourage learners to think about the information shared with them in the video and review the pros and cons of buying and renting on- and off- reserve.

Resource #2: Buying or Renting a Home Handout

- **Before the lesson:** Review the key points the housing professionals shared in the Buying or Renting a Home video to help learners start thinking about the pros and cons.
- **During the lesson:** Consider showing learners how to use one of the real estate websites. For example, demonstrate how to use tags or filters to personalize and narrow your search.
- **After the lesson:** Facilitate a discussion on different financial support programs or other available options. Have learners share their findings with each other.

Resource #3: Purchasing a Home Handout

- **Before the lesson:** Review how to use real estate websites and how to use tags and filters to search more efficiently and personalize results.
- **During the lesson:** Consider searching for a home and calculating the down payment and monthly costs as a class before learners try this activity on their own.
- **After the lesson:** Facilitate a discussion about their monthly cost of living. Some learners' cost of living may be high, and some may be low. Discuss the different factors that can affect a person's cost of living, such as location or wants and 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.



SUGGESTED ACTIVITY, FOR ADDITIONAL LEARNING

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



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