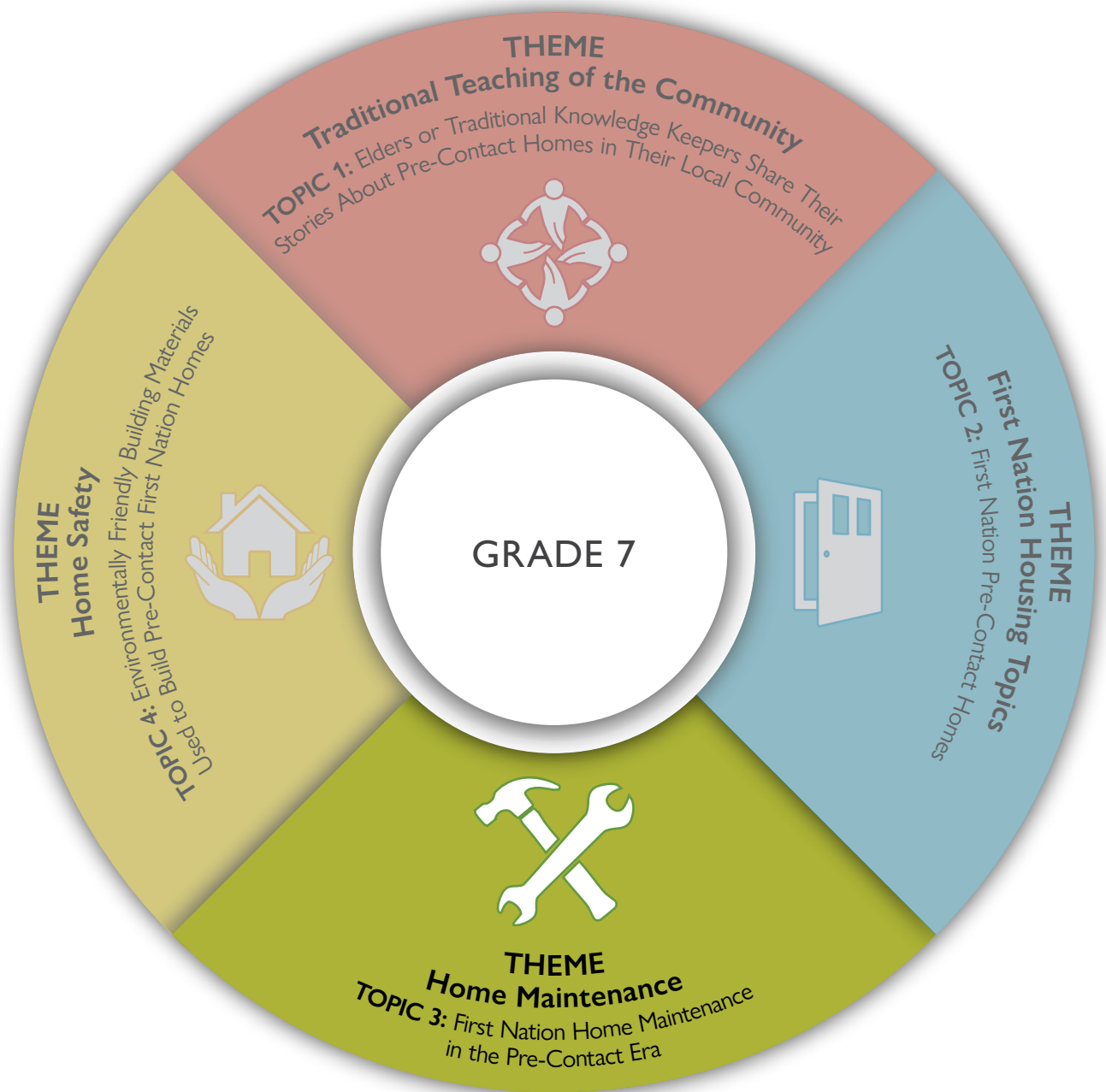




HOME MAINTENANCE

HOUSING TOPIC 3

First Nation home maintenance in the pre-contact era



Inquiry question

- What were pre-contact homes like in our community?



WNCP and Provinces Curricular Outcomes by Province	
Western and Northern Canadian Protocol	Time, Continuity, and Change 7-V-T-011 Appreciate the influence of the past on the present and the future.
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	English Language Arts Listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others. 1.21 Connect prior and new knowledge and experiences, and organize ideas and information in meaningful ways in order to shape, clarify and extend understanding.
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	English Language Arts <ul style="list-style-type: none">• Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.• Recognize and appreciate the role of story, narrative and oral tradition in expressing First Peoples perspectives, values, beliefs and points of view.
Alberta	English Language Arts Construct meaning from texts. Develop, clarify and defend own interpretation, based on evidence from the text with support from own experiences.
Saskatchewan	Comprehend and Respond (CR) Extend their abilities to view, listen to, read, comprehend and respond to a range of contemporary and traditional grade-level texts from First Nation, Métis and other cultures in a variety of forms (oral, print, and other texts) for a variety of purposes including learning, interest and enjoyment. CR7.5 Listen critically to understand and analyze oral information and ideas from a wide range of texts (for example, complex instructions, oral explanations and reports, opinions or viewpoints, messages presented in the media).
Manitoba	English Language Arts General outcome 1: Listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences. 1.1.2 Consider others' ideas—Compare own and others' insights and viewpoints.

WNCP and Provinces Curricular Outcomes by Province

<p>Ontario</p>	<p>1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.</p> <p>1.3 Identify a variety of listening comprehension strategies and use them appropriately before, during and after listening in order to understand and clarify the meaning of increasingly complex or challenging oral texts (for example, use background knowledge about the structure of oral texts such as debates, interviews, speeches, monologues, lectures, and plays to make predictions and identify important ideas while listening; ask questions for clarification or further information; visualize scenes suggested by evocative or descriptive language in a text; use note-taking strategies to keep track of or summarize important points made by a speaker).</p>
<p>Quebec</p>	<p>English Language Arts Language to communicate</p> <p>Uses language to communicate information, experiences and point of view by:</p> <ul style="list-style-type: none"> • responding to the ideas and points of view of others with sensitivity and interest.
<p>Newfoundland and Labrador</p>	<p>English Language Arts</p> <p>GCO2 Communicate information and ideas effectively and clearly, and to respond personally and critically.</p> <p>Participate constructively in conversation, small-group and whole-group discussion and debate, using a range of strategies that contribute to effective talk.</p>
<p>Prince Edward Island</p>	<p>English Language Arts</p> <p>GCO1 Speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings and experiences. (SCO 1.1-1.4)</p> <p>Recognize that contributions from many participants are needed to generate and sustain discussions.</p>
<p>Nova Scotia</p>	<p>English Language Arts</p> <p>GCO1 Use oral language to learn.</p> <p>1.2 Ask questions of others in order to clarify and get more information.</p>
<p>New Brunswick</p>	<p>English Language Arts</p> <p>3. Interact with sensitivity and respect, considering the situation, audience and purpose.</p> <p>Demonstrate active speaking and listening skills such as making eye contact, rephrasing when appropriate, clarifying comments, and extending, refining and/or summarizing points already made.</p>

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



Lesson 7.3

HOUSING TOPIC 7.3

First Nation home maintenance in the pre-contact era

INQUIRY QUESTION

What were pre-contact homes like in our community?

HOUSING TOPIC DESCRIPTION

First Nations people have always valued and taken pride in their homes. In the pre-contact era, homes were built to meet the needs of the community and to fit the surrounding environment. People worked to keep their homes well maintained so they would last for a long time.

LESSON OUTCOME

By the end of this lesson, learners will be able to describe how First Nations in the area maintained their homes in the pre-contact era.

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. Suggested activity: Protocol material for inviting Elders or knowledge keepers to share.



PROCEDURE

1. **Reflection:** Ask learners to think about and describe what pre-contact homes may have looked like.
2. **Brainstorm:** Have learners brainstorm ways people would have kept their homes well maintained in the pre-contact era (for example, repairing roofs with natural materials, keeping the firewood dry, or regularly cleaning the living space).
3. **Compare:** Ask learners to write down how these traditional home maintenance tasks are different from the ways people take care of their homes today.

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 visit and talk about the pre-contact homes of their local community. Follow the proper community protocol when approaching them, seeking guidance if needed.

KWL Chart

Inquiry question: What were pre-contact homes like in our community?

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