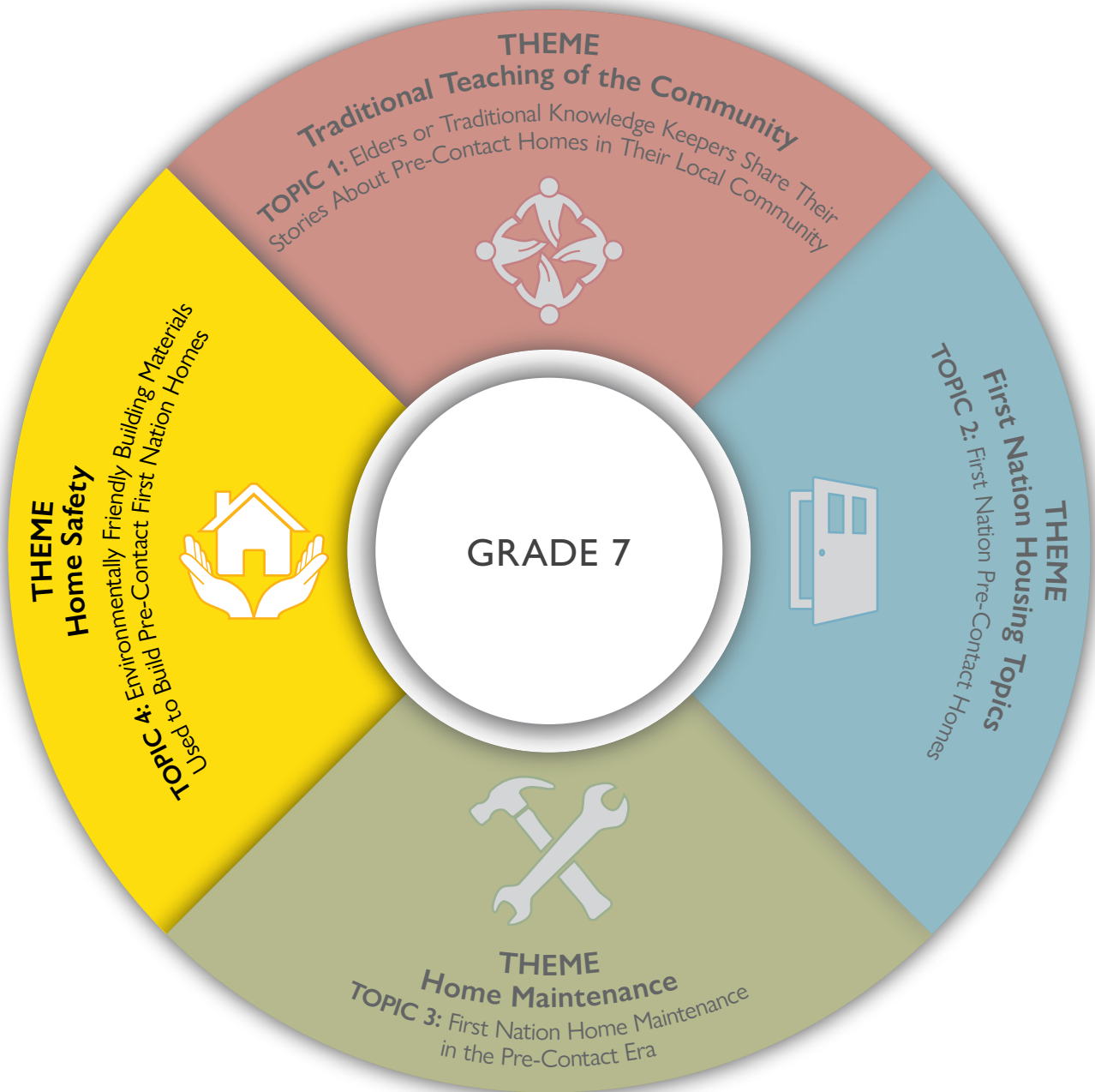




HOME SAFETY

HOUSING TOPIC 4

Environmentally friendly building materials used to build pre-contact First Nation homes



Inquiry question

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



WNCP and Provinces Curricular Outcomes by Province	
Western and Northern Canadian Protocol	The Land: Places and People 7-K-L-017 Give examples of Aboriginal peoples' relationships with the land within the circumpolar world.
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	Social Studies How the environment of circumpolar regions affects people as well as their lifestyles, occupations and leisure and economic activities.
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	Social Studies Geographic conditions shaped the emergence of civilizations Assess the significance of people, places, events or developments at particular times and places.
Alberta	7.1.1 Appreciate the influence of diverse Aboriginal, French and British peoples on events leading to Confederation (C, I, TCC) What were the different ways in which Aboriginal societies were structured (Iroquois Confederacy, Ojibwa, Mi'kmaq)? (CC, I, LPP)
Saskatchewan	English Language Arts CR7.5 Listen critically to understand and analyze oral information and ideas from a wide range of texts (complex instructions, oral explanations and reports, opinions or viewpoints, messages presented in the media). Display active listening behaviours (focusing on the message of the speaker, making reasonable predictions, checking for understanding, recognizing when information is making sense, making notes).
Manitoba	Social Studies Skills for managing information and ideas 7-S-207A Use traditional knowledge to read the land.
Ontario	1. Listen to Understand Demonstrating understanding 1.4 Demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways (for example, briefly outline the main ideas in a text; accurately carry out a procedure or follow instructions; use a graphic form of expression, such as drawing or tableaux, to depict the important ideas in an oral text).

WNCP and Provinces Curricular Outcomes by Province

Quebec	<p>Geography and History</p> <ul style="list-style-type: none"> • Interpret change in a society and its territory. • Make connections of continuity with the present.
Newfoundland and Labrador	<p>English Language Arts</p> <p>GCO2 Communicate information and ideas effectively and clearly, and respond personally and critically.</p> <p>SCO 2.3 Follow instructions and respond to questions and directions.</p>
Prince Edward Island	<p>English Language Arts</p> <p>GCO2 Communicate information and ideas effectively and clearly, and respond personally and critically.</p>
Nova Scotia	<p>English Language Arts</p> <p>GCO2 Communicate using clear oral communication.</p> <p>2.4 Respond appropriately to instructions, directions and questions.</p>
New Brunswick	<p>English Language Arts</p> <p>1. Speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings and experiences.</p> <p>Express clearly and with conviction a personal point of view, and be able to support that position.</p>

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



Lesson 7.4

HOUSING TOPIC 7.4

Environmentally friendly building materials used to build pre-contact First Nation homes

INQUIRY QUESTION

What were pre-contact homes like in our community?

HOUSING TOPIC DESCRIPTION

First Nations people had many different types of pre-contact homes, all built with environmentally friendly materials found in their traditional territories. Learners can discover these natural building materials by exploring the land.

LESSON OUTCOME

By the end of this lesson, learners will be able to describe and give examples of environmentally friendly building materials and safety measures used for 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



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 safe in the pre-contact era (for example, using smoke to keep insects away, placing homes near water for access to clean water, storing food safely, or building homes in locations protected from harsh weather).
3. **Compare:** Ask learners to write down how these traditional home safety 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.



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 ?