

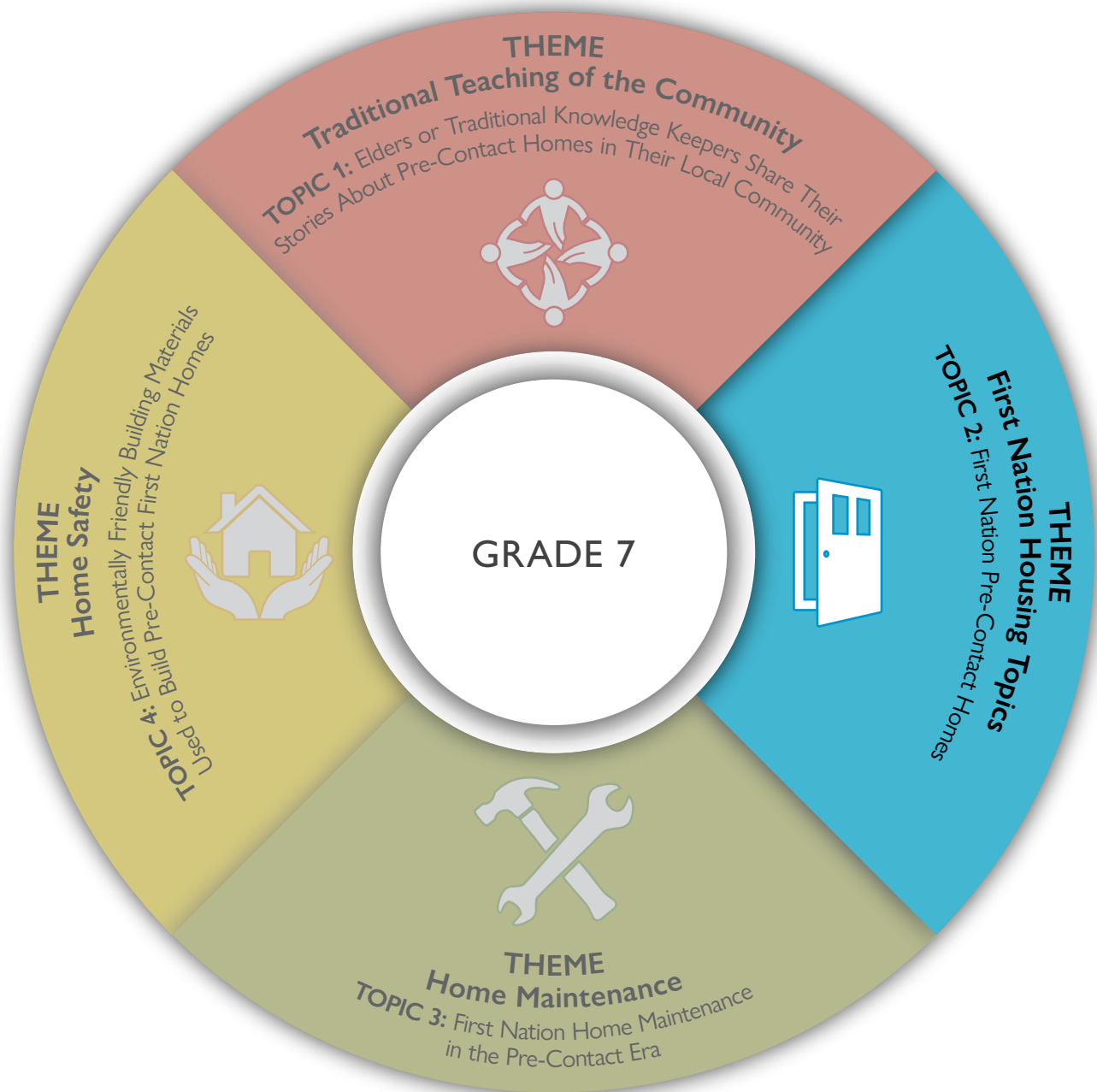


FIRST NATION HOUSING TOPICS



HOUSING TOPIC 2

First Nation pre-contact homes



Inquiry question

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



WNCP and Provinces Curricular Outcomes by Province	
Western and Northern Canadian Protocol	7-K-T-028 Give historical examples of how people in Canada adapted to the environment in order to survive.
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 <ul style="list-style-type: none"> • Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. • Represent information fairly and cite sources consistently.
Alberta	Social Studies Research for deliberative inquiry 7.S.7 Apply the research process: organize and synthesize researched information.
Saskatchewan	Social Studies DR7.2 Appraise the impact of human habitation on the natural environment in Canada and in a selection of Pacific Rim and northern circumpolar countries. A) Identify the influence of physical features such as water bodies, topography and natural resources on the location of people in Pacific and northern Canada (including the traditional homelands of Indigenous peoples) and in a selection of Pacific Rim and circumpolar countries.
Manitoba	English Language Arts 3.2 Select and process 3.2.2 Identify sources Extend inquiry and research questions using a variety of information.
Ontario	English Language Arts Developing and organizing content—research 1.3 Gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic resources (for example, use a timeline to organize research tasks; interview people with knowledge of the topic; identify and use appropriate graphic and multimedia resources; record sources used and information gathered in a form that makes it easy to understand and retrieve).



WNCP and Provinces Curricular Outcomes by Province

Quebec

Geography and History

Researching and working with information in geography and history

- Communicate the results of research
- Choose appropriate language
- Present a production
- Use various supporting materials

Newfoundland
and Labrador

English Language Arts

GCO10 Use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision and effectiveness.

10.3 Use various technologies for the purpose of communication.

Prince Edward Island

English Language Arts

GCO10 Use a range of strategies to develop effective writing and representing, and to enhance their clarity, precision and effectiveness.

Experiment with the use of technology in communicating for a range of purposes with a variety of audiences.

Nova Scotia

English Language Arts

GCO10 Produce clear and effective writing and other representations.

10.3 Use various technologies for the purpose of communicating (video, email, word processing, audiotape, Internet).

New Brunswick

English Language Arts

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

Gather information from a variety of sources (interviews, film, CD-ROMs, texts) and integrate ideas in communication.

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



Lesson 7.2

HOUSING TOPIC 7.2

First Nation pre-contact homes

INQUIRY QUESTION

What were pre-contact homes like in our community?

HOUSING TOPIC DESCRIPTION

The diversity of First Nations groups is reflected in the many different types of homes that existed in the pre-contact era. Learners can discover this diversity by exploring various traditional homes. It is also important for learners to learn about the pre-contact homes of the people whose traditional territory they live on.

LESSON OUTCOME

By the end of this lesson, learners will be able to list and describe some types of pre-contact First Nation homes, demonstrating their understanding of the traditional homes of the local First Nation.

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 and printer
3. Architectural Designs Pre-Contact activity
4. Pre-Contact Research Log activity



PROCEDURE

1. Print and distribute the **Architectural Designs: Pre-Contact** and **Pre-Contact Housing Research Log** handouts.
2. Ask learners to reflect on what pre-contact homes may have looked like in their own community or traditional territory.
3. Using the **Architectural Designs: Pre-Contact** activity, have learners explore various housing types, identifying the time period, materials used, and geographic location of each.
4. Instruct learners to choose one type of home to research further. Using the **Pre-Contact Housing Research Log**, they will gather more detailed information about that home and record their findings.

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 ?