

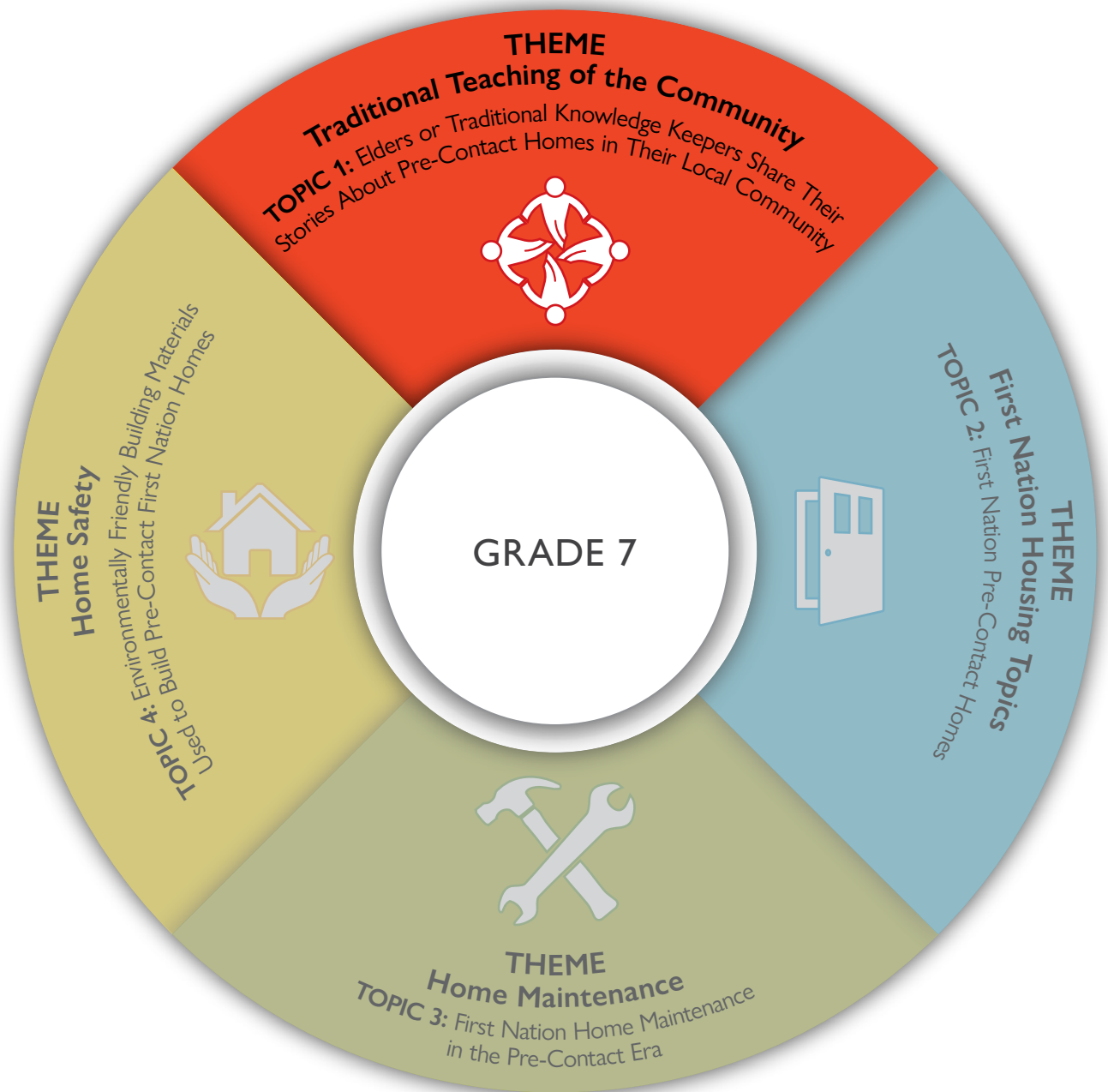


TRADITIONAL
TEACHING OF
THE COMMUNITY



HOUSING TOPIC 1

Elders or traditional knowledge keepers share their stories about pre-contact homes in their local community



Inquiry question

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



WNCP and Provinces Curricular Outcomes by Province	
Western and Northern Canadian Protocol	<p>English Language Arts</p> <p>Demonstrate critical listening and viewing behaviours (such as evaluating content, quality, presentation delivery) and show respect for the presenter (such as showing attentiveness, participating in audience activities).</p>
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	<p>Social Studies</p> <p>How technical, societal, political and economic changes have impacted traditional circumpolar societies.</p>
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	<p>Social Studies</p> <p>Describe how humans adapted to their physical environment in ancient civilizations (for example, architecture, transportation methods, clothing).</p>
Alberta	<p>Social Studies</p> <p>Demonstrate an understanding and appreciation of how the political, demographic, economic and social changes that have occurred since Confederation have presented challenges and opportunities for individuals and communities.</p>
Saskatchewan	<p>Social Studies</p> <p>DR7.3 Analyze the influence of contact with another culture on the Aboriginal peoples of Canada, circumpolar countries and a selection of Pacific Rim countries (for example, the influence of Europeans on the Indigenous peoples of Canada, Mexico and Australia).</p>
Manitoba	<p>English Language Arts</p> <p>Show respect for diverse languages, ideas, texts and traditions, and recognize contributions of self, peers and the wider community.</p>
Ontario	<p>English Language Arts</p> <p>Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.</p>
Quebec	<p>Social Studies / History</p> <p>Describe changes in social and territorial organization.</p>
Newfoundland and Labrador	<p>English Language Arts</p> <p>Interact with sensitivity and respect, considering the situation, audience and purpose.</p>



WNCP and Provinces Curricular Outcomes by Province

Prince Edward Island	English Language Arts Interact with sensitivity and respect, considering the situation, audience and purpose.
Nova Scotia	English Language Arts Use oral language to learn, listen to others closely and identify the main ideas and details of their message.
New Brunswick	English Language Arts Demonstrate active listening and respect for the needs, rights and feelings of others.

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



Lesson 7.1

HOUSING TOPIC 7.1

Elders or traditional knowledge keepers share their stories about pre-contact homes in their local community

INQUIRY QUESTION

What were pre-contact homes like in our community?

HOUSING TOPIC DESCRIPTION

Every First Nation had its own unique type of home in the pre-contact era. It is important for young people to learn about the types of pre-contact homes that existed in their own traditional territory. Elders or traditional knowledge keepers can share stories and experiences about these traditional homes. Through these stories, learners can connect with and better understand their community's history.

LESSON OUTCOME

By the end of this lesson, learners will be able to describe what pre-contact homes were like after completing the Keeper Conversations resource kit on pre-contact homes.

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. Keeper Conversations: A Gathering of Community Voices Resource Kit - Pre-Contact Homes (Grade 7)
 4. Paper, chart paper, images of pre-contact and modern homes (optional)
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PROCEDURE

1. Introduce the Keeper Conversations Pre-Contact Homes resource kit. Explain to learners that, throughout this resource, Chrystal Toop and Brenda Knight will help guide their understanding of what homes were like before contact and how these traditional homes were built.

Resource #1: Pre-Contact Homes Video

1. **Before the lesson:** Have learners consider the inquiry question, “What were pre-contact homes like in our community?” Consider writing the question and circling “pre-contact” on the board or chart paper. Facilitate a discussion about what pre-contact means, the time period, and learners’ ideas about homes at that time.
2. **During the lesson:** Pause the video after each question to check for understanding and record learners’ ideas on the board/chart paper.
3. **After the lesson:** Ask learners to discuss the questions at the end of the video with a partner or small group. Circulate and help learners connect their ideas to Chrystal and Brenda’s teachings. A group discussion can follow or you may opt for individual written reflections to ensure their understanding.

Resource #2: Researching Pre-Contact Homes Handout

1. **Before the lesson:** Have learners begin by responding independently to the “What do I know?” question on page 1 of the handout.
2. **During the lesson:** Have learners look at the graphic organizer on page 2 and note each section header (e.g., Area(s) Where People Cooked, Building Materials Used, etc.). As they search for information online, suggest they use the Search and Find feature on their device to look for keywords to streamline their search. For example, they might type “cook,” “gather,” “rooms,” or “materials” to find relevant content.
3. **After the lesson:** Encourage learners to reference their graphic organizers to help label their diagrams.



Resource #3: Learning From Pre-Contact Homes Handout

1. **Before the lesson:** Have learners begin the handout by responding independently to the “What do I know?” question on page 1. As a group, discuss features of local homes and anything learners notice about how they are designed or constructed today.
2. **During the lesson:** For the Venn diagram activity, guide learners to think about how modern design is influenced by pre-contact construction and how they are similar and different from one another. Have them also consider where the homes are geographically located and how that influences the types of building materials available and how they are constructed.
3. **After the lesson:** If learners prefer to use an online design program for their modern home designs, consider those with a whiteboard option. Learners can draw freehand using a touchpad or their fingers and add online images to their diagrams.

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