

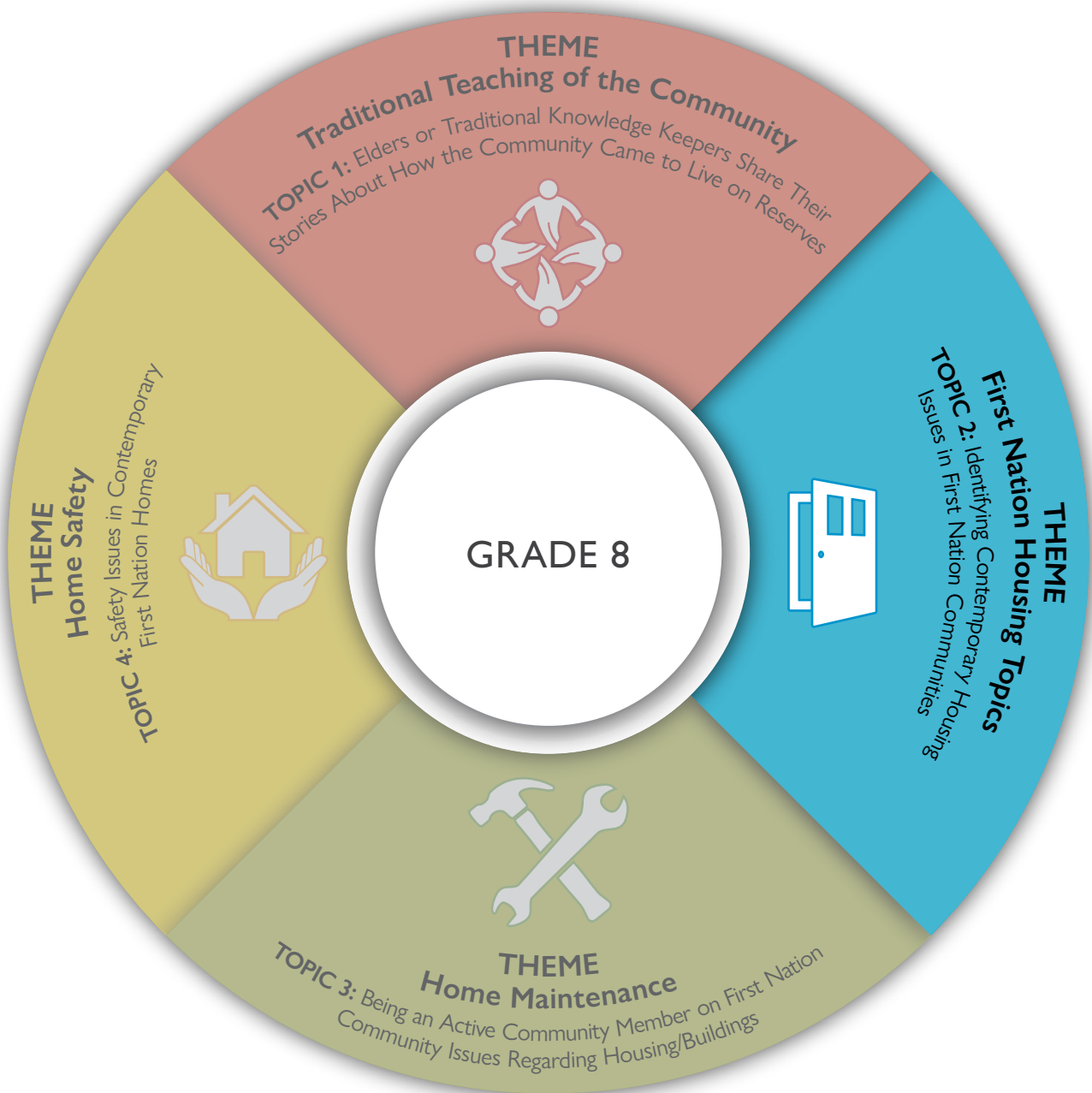


# FIRST NATION HOUSING TOPICS



# HOUSING TOPIC 2

Identifying contemporary housing issues in First Nation communities



### Inquiry question

- How can I address contemporary First Nation housing issues?



<b>WNCP and Provinces Curricular Outcomes by Province</b>	
Western and Northern Canadian Protocol	<p><b>Power and Authority</b></p> <p>8-K-P-034 Describe the impact of empire-building and territorial expansion on indigenous populations and other groups in societies studied.</p>
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	<p><b>Social Studies</b></p> <p>Demonstrate knowledge of the main social and ethical issues of the modern age.</p>
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	<p><b>English Language Arts</b></p> <p>Using oral, written, visual and digital texts:</p> <p>Create and communicate (writing, speaking, representing).</p> <p>Exchange ideas and viewpoints to build shared understanding and extend thinking.</p>
Alberta	<p><b>English Language Arts</b></p> <p><b>Communication</b></p> <p>8.S.8 Demonstrate skills of oral, written and visual literacy; offer reasoned comments related to a topic of discussion, listen to others to understand their points of view.</p>
Saskatchewan	<p><b>Social Studies</b></p> <p>PA8.1 Contemplate the implications of Canadian citizenship on the life of Canadians.</p> <p>Investigate the provisions of the <i>Indian Act</i>, and its effects on people of Aboriginal ancestry.</p>
Manitoba	<p><b>Social Studies</b></p> <p><b>Managing information and ideas</b></p> <p>Information-management skills enable students to access, select, organize and record information and ideas using a variety of sources, tools and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.</p> <p>S-204 Create timelines and other visual organizers to sequence and represent historical periods, figures, relationships or chronological events.</p>
Ontario	<p><b>Social Studies</b></p> <p><b>Listening to understand—Demonstrating understanding</b></p> <p>1.4 Demonstrate an understanding of the information and ideas in increasingly complex and difficult oral texts in a variety of ways (compare views about an oral text with two other classmates and prepare a joint summary to present to the class; cite details from an oral text to support their opinions about it in a small-group discussion; use visual art, music or drama to represent important ideas in an oral text).</p>



## WNCP and Provinces Curricular Outcomes by Province

Quebec	<b>English Language Arts</b> Language to communicate  Uses language to communicate information, experiences and point of view by sharing information with peers and teacher.
Newfoundland and Labrador	<b>English Language Arts</b> GCO1 Speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings and experiences.  1.1 Reflect upon the contribution of others' ideas during discussion.
Prince Edward Island	<b>English Language Arts</b> Speaking and listening  GCO3 Interact with sensitivity and respect, considering the situation, audience and purpose; demonstrate a respect for others by developing effective ways to express personal opinions such that they reflect sensitivity to others, including differences in culture and language.
Nova Scotia	<b>English Language Arts</b> Writing and representing  GCO8 Use many kinds of writing to think and learn.  8.2 Write to extend, to explore and to reflect.
New Brunswick	<b>English Language Arts</b> Speaking and listening  2. Communicate information and ideas effectively and clearly, and respond personally and critically.  Contribute to small-group conversation and whole-group discussion, choosing appropriate strategies that contribute to effective talk.

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



## Lesson 8.2

### HOUSING TOPIC 8.2

Identifying contemporary housing issues in First Nation communities

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### INQUIRY QUESTION

How can I address contemporary First Nation housing issues?

### HOUSING TOPIC DESCRIPTION

Learners need to be aware of the housing issues that affect First Nation communities across Canada, as well as the specific challenges faced in their own community. Some examples of current housing issues include overcrowding, a shortage of available homes, and limited education about First Nation housing.

### LESSON OUTCOME

By the end of this lesson, learners will be able to identify contemporary housing issues in First Nation communities and suggest ideas for how these challenges can be addressed.

### 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.*

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### MATERIALS

1. KWL Chart
2. Access to a computer
3. Brick Template activity



## PROCEDURE

1. Print the **Brick Template** handout for each learner.
2. Explain that in this activity, each brick represents a different barrier or challenge that makes it difficult to fix housing problems. When all the bricks are put together, they create a “wall” of obstacles that needs to be taken down to improve housing in First Nation communities.
3. Ask learners to reflect on what they know about housing issues in First Nation communities.
4. Have learners write down barriers to fixing these housing issues on the bricks in the template.

## 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: How can I address contemporary First Nation housing issues?

K	W	L
What do I <b>know</b> ?	What do I <b>want</b> to know?	What have I <b>learned</b> ?