

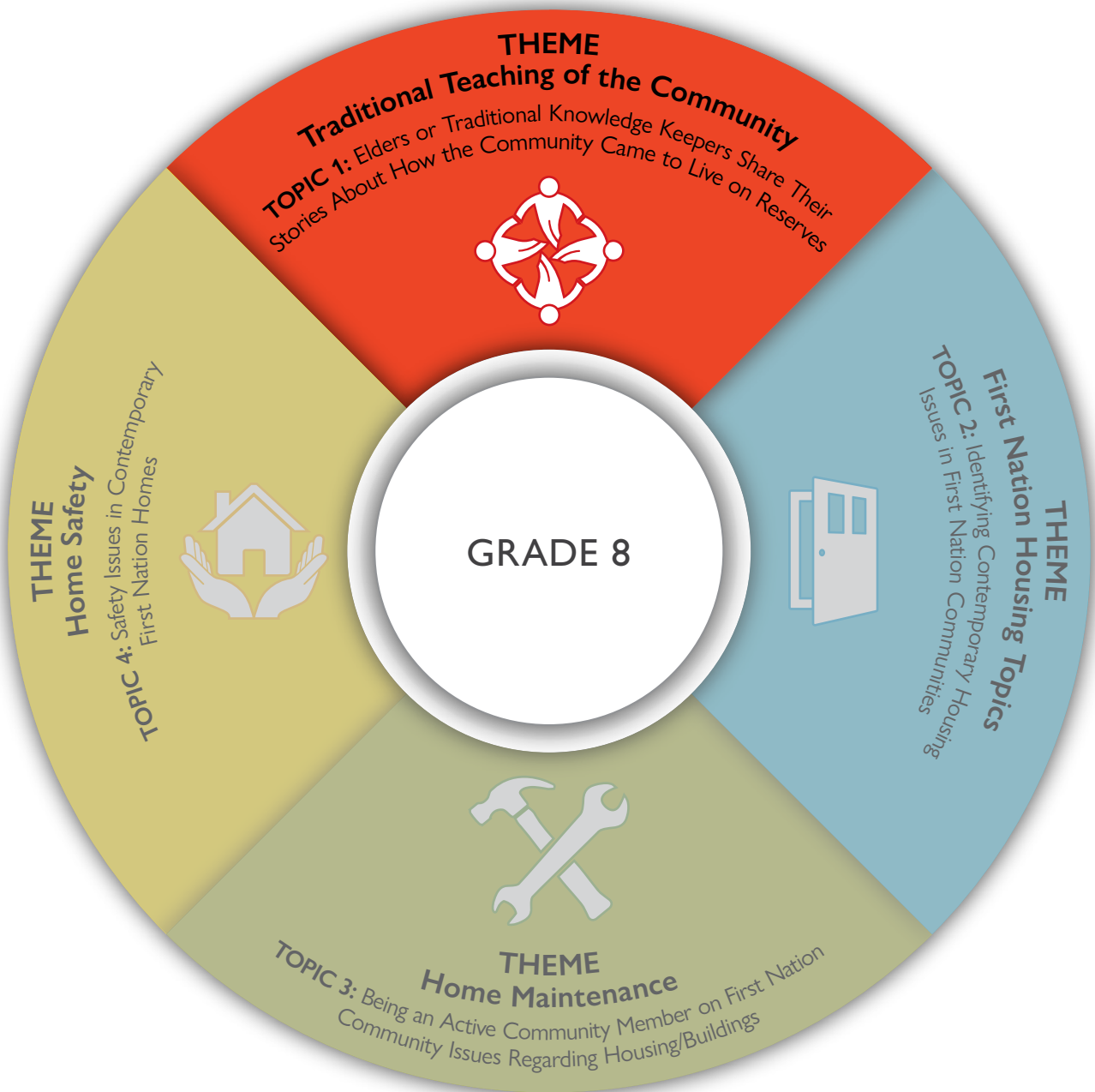


TRADITIONAL
TEACHING OF
THE COMMUNITY



HOUSING TOPIC 1

Elders or traditional knowledge keepers share their stories about how the community came to live on reserves



Inquiry question

- How can I address contemporary First Nation housing issues?



WNCP and Provinces Curricular Outcomes by Province	
Western and Northern Canadian Protocol	<p>Time, Continuity and Change</p> <p>8-V-T-010 Appreciate that knowledge of societies of the past helps to understand contemporary societies.</p>
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	<p>Social Studies</p> <p>Demonstrate knowledge of the main features of ancient societies with regard to beliefs, lifestyles, social organization, government, technology, economic activities, transportation and communication.</p>
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	<p>Social Studies</p> <p>Assess the significance of people, places, events or developments at particular times and places.</p>
Alberta	<p>Social Studies</p> <p>8.S.2 Develop skills of historical thinking.</p> <p>Use historical and community resources to organize the sequence of historical events.</p>
Saskatchewan	<p>Social Studies</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>Social Studies</p> <p>World history: Societies of the past: Managing information and ideas</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>Social Studies</p> <p>Strand A. Creating Canada, 1850–1890</p> <p>A3. Describe various significant events, developments and people in Canada between 1850 and 1890, and explain their impact.</p>
Quebec	<p>Social Studies</p> <p>Competency 2: Interpret change in a society and its territory</p> <p>Recognition of changes in the location of the territory.</p>



WNCP and Provinces Curricular Outcomes by Province

Newfoundland
and Labrador

Social Studies

SCO 1.1 Demonstrate an understanding and appreciation of history.

1.1.2 Examine how historical sources (art, documents, photos, stories, artifacts and music) are windows into the past. (A)

Prince Edward Island

English Language Arts

GCO1 Speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings and experiences. (SCO 1.1-1.4)

Listen carefully to identify key points in oral presentations, and evaluate the relevancy of supporting details.

Nova Scotia

English Language Arts

GCO1 Use oral language to learn.

1.1 Invite others to participate in discussions and think about what other people have said during a discussion.

New Brunswick

English Language Arts

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 8.1

HOUSING TOPIC 8.1

Elders or traditional knowledge keepers share their stories about how the community came to live on reserves

INQUIRY QUESTION

How can I address contemporary First Nation housing issues?

HOUSING TOPIC DESCRIPTION

Contemporary First Nation housing began when First Nations people moved onto reserves. Local Elders or traditional knowledge keepers can share stories and experiences about how housing has changed over time. Learners can discover their community's history by listening to the stories and teachings of Elders or traditional knowledge keepers.

LESSON OUTCOME

By the end of this lesson, learners will be able to describe contemporary safety issues in First Nations homes after completing the Keeper Conversations resource kit.

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 - Contemporary Safety Issues in First Nations Homes (Grade 8)
 4. Optional: Chart paper
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PROCEDURE

1. Introduce the Keeper Conversations Contemporary Safety Issues in First Nations Homes resource kit. Explain to learners that the housing professionals in this video will guide their understanding of safety issues First Nations people may experience in their homes.

Resource #1: Contemporary Safety Issues in First Nations Homes Video

1. **Before the lesson:** Write “Safety” on a board or on a piece of chart paper. Ask learners to brainstorm how they can keep their homes safe and write their ideas on the board or chart paper. Try to keep the conversation general and focus on manageable safety issues, such as cleaning clutter off the floors.
2. **After the lesson:** Encourage learners to think about the information shared in the video. Have learners revisit the previous conversation and encourage them to add anything new they learned from the video.

Resource #2: Creating a Fire Safety Plan Handout

1. **Before the lesson:** Unlock learners’ prior knowledge by starting with a class discussion on fire safety. Ask learners to share what they know about fire prevention and what they should do if they see a fire.
2. **During the lesson:** In Part 2 of the handout, consider showing learners how to identify safe fire exits. You can do this by identifying what fire exits are available in your room. Mention that a safe fire exit is both nearby and unobstructed.
3. **After the lesson:** Facilitate a discussion on the fire safety tools. Gauge whether the information learners found online is sufficient.



Resource #3: Learning From Pre-Contact Homes Handout

1. **Before the lesson:** Consider reaching out ahead of time to trusted members of your community who learners can interview. This can support learners who may not have someone they can interview.
2. **During the lesson:** Remind learners of any interview Protocols in your community. Consider having learners do mock interviews to practice before performing the actual interview.
3. **After the lesson:** Check in periodically to see if learners have completed or are close to completing their home safety goal.

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 contemporary safety issues in their local community. Follow the proper community protocol when approaching them, seeking guidance if needed.



KWL Chart

Inquiry question: How can I address contemporary First Nation housing issues?

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