

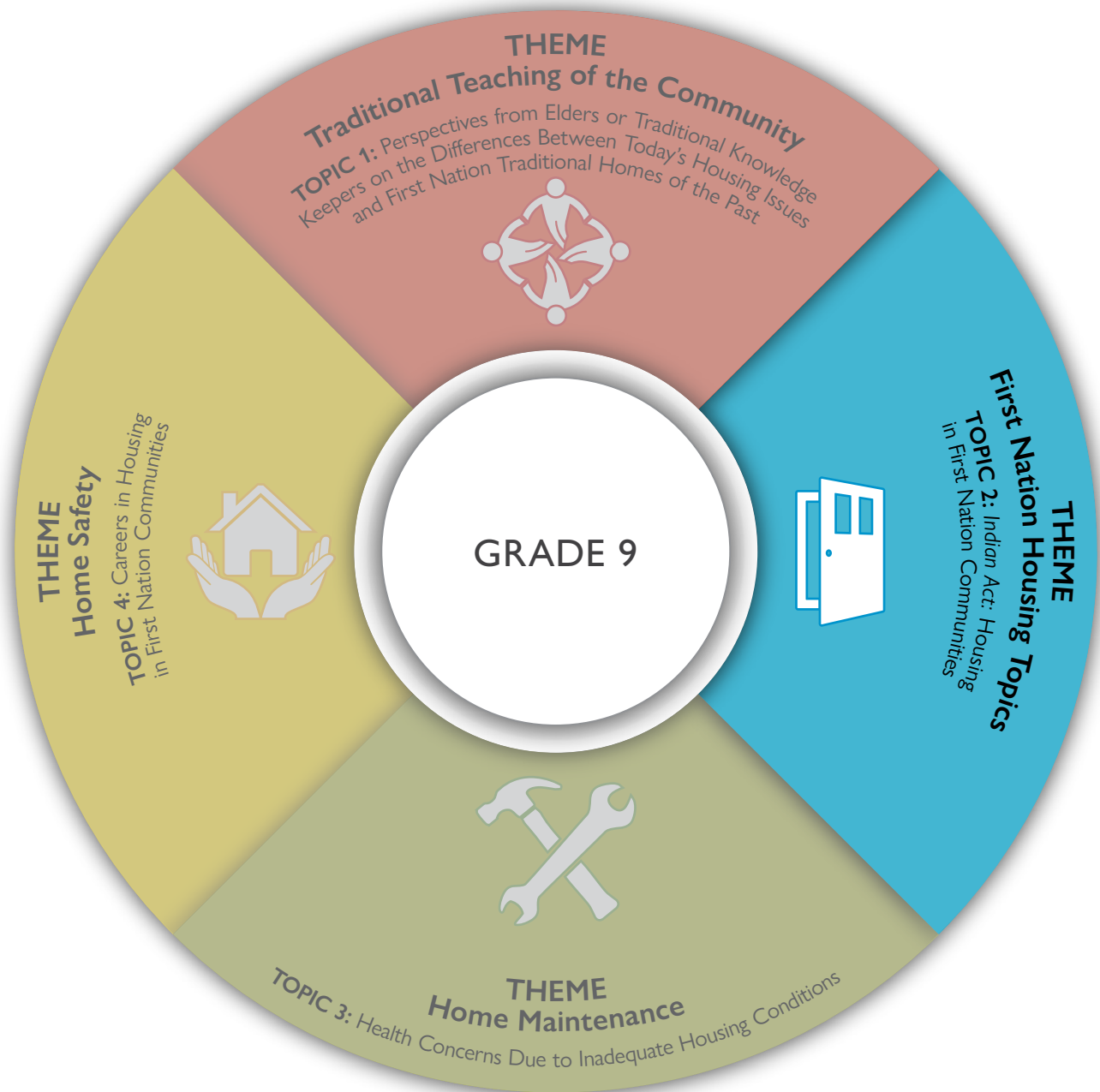


# FIRST NATION HOUSING TOPICS



## HOUSING TOPIC 2

*Indian Act: Housing in First Nation communities*



### Inquiry question

- How are Indigenous people affected by the acts, policies and regulations regarding housing in First Nation communities?



<b>WNCP and Provinces Curricular Outcomes by Province</b>	
Western and Northern Canadian Protocol	<p><b>Power and Authority</b></p> <p>9-K-P-053 Demonstrate awareness of issues related to the <i>Indian Act</i> and Aboriginal rights in Canada.</p>
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	<p><b>Social Studies</b></p> <p>Processing skills</p> <p>Identify cause and effect in historical development.</p>
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	<p><b>Social Studies</b></p> <p>Learning standard 1750-1919</p> <p>The continuing effects of imperialism and colonialism on Indigenous peoples in Canada and around the world.</p>
Alberta	<p><b>Social Studies</b></p> <p>Communication</p> <p>9.S.8 Demonstrate skills of oral, written and visual literacy.</p> <p>Communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration.</p>
Saskatchewan	<p><b>English Language Arts</b></p> <p>CR9.1a View, listen to, read, comprehend, and respond to a variety of texts that address identity (The Search for Self), social responsibility (Our Shared Narratives), and efficacy (Doing the Right Thing). View, listen to, read and respond to a variety of visual, oral, print and multimedia (including digital) texts that address the grade-level themes and issues related to identity, social responsibility and efficacy including those that reflect diverse personal identities, worldviews and backgrounds (appearance, culture, socio-economic status, ability, age, gender, sexual orientation, language, career pathway).</p> <p>Interpret and report on information from texts viewed, heard or read.</p>
Manitoba	<p><b>Social Studies</b></p> <p>Pluralism and integration</p> <p>KI-018 Evaluate effects of assimilative policies on cultural and linguistic groups in Canada.</p> <p>Communication skills</p> <p>S-403 Present information and ideas in a variety of formats appropriate for audience and purpose.</p>



**WNCP and Provinces Curricular Outcomes by Province**

Ontario	<p><b>Secondary Social Sciences</b></p> <p><b>Knowledge and understanding:</b> Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding).</p> <p><b>Thinking:</b> The use of critical and creative thinking skills and/or processes and use of processing skills (analyzing, detecting point of view and bias, interpreting, evaluating, synthesizing, forming conclusions).</p>
Quebec	<p><b>Secondary English Language</b></p> <p><b>Competency 4: Writes a variety of genres for personal and social purposes.</b></p> <p>Follows a process to produce written texts in specific contexts, adapts process, strategies and writerly practices to suit own needs.</p> <p><b>History and Citizen Education Program</b></p> <p><b>Competency 3: Constructs his/her consciousness of citizenship through the study of history.</b></p> <p>Considers the factors that govern social participation.</p>
Newfoundland and Labrador	<p><b>Social Studies</b></p> <p>SCO i.0 Demonstrate proficiency in utilizing concepts and processes from the social science.</p> <p>i.2 Apply intellectual tools to analyze events, ideas, issues, patterns and trends.</p>
Prince Edward Island	<p><b>Social Studies</b></p> <p>SCO 9.2.3 Assess the impact of the globalization of culture.</p> <p>2.3.3 Explain challenges and limitations that may arise from the globalization of culture.</p>
Nova Scotia	<p><b>Social Studies</b></p> <p>2 Culture</p> <p>2.3 Demonstrate the local and global factors that have shaped cultures of the Atlantic.</p>
New Brunswick	<p><b>Social Studies</b></p> <p>Challenges and opportunities</p> <p>9.5.2 Analyze the political challenges and opportunities that may affect Canada's future, examine issues related to Aboriginal autonomy and self-government.</p>

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



## Lesson 9.2

### HOUSING TOPIC 9.2

*Indian Act: Housing in First Nation communities*

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#### INQUIRY QUESTION

How are First Nation people affected by the acts, policies and regulations regarding housing in First Nation communities?

#### HOUSING TOPIC DESCRIPTION

According to the Indian Act, there is no individual homeownership or ownership of the land on which houses are built within First Nation reserves. Additional rules and regulations also influence how housing is managed on First Nation reserves.

#### LESSON OUTCOME

By the end of this lesson, learners will be able to demonstrate their understanding of the Indian Act sections related to housing for First Nations by doing research and creating a poster.

#### 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. T-Chart: Housing and the Indian Act activity
4. Paper and colouring materials



## PROCEDURE

1. Print and distribute the **Indian Act: Housing T-Chart** handout.
2. Activate prior knowledge by discussing how First Nation peoples are affected by the acts, policies, and regulations that shape housing in their community, including the role of the Indian Act in determining land ownership, housing responsibilities, and federal involvement on reserves.
3. Have learners research the Indian Act, focusing on the sections related to housing. Then have them complete the **T-Chart: Housing and the Indian Act** by identifying what the Act allows and does not allow for housing in First Nation communities (e.g., no individual land ownership, federal oversight of reserve lands, Band Council authority over housing allocation).
4. Ask learners to create a poster or PowerPoint presentation based on their findings. Some information they could include is:
  - A summary of what the Indian Act does and doesn't allow for housing
  - How the Indian Act affects land ownership and land use
  - Historical changes to housing under the Indian Act
  - How housing challenges relate to broader acts, policies, or regulations
  - Community experiences or perspectives

## 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 a representative from the local First Nation housing authority to discuss how housing is managed in the community and how policies, including the Indian Act, affect housing decisions.

