

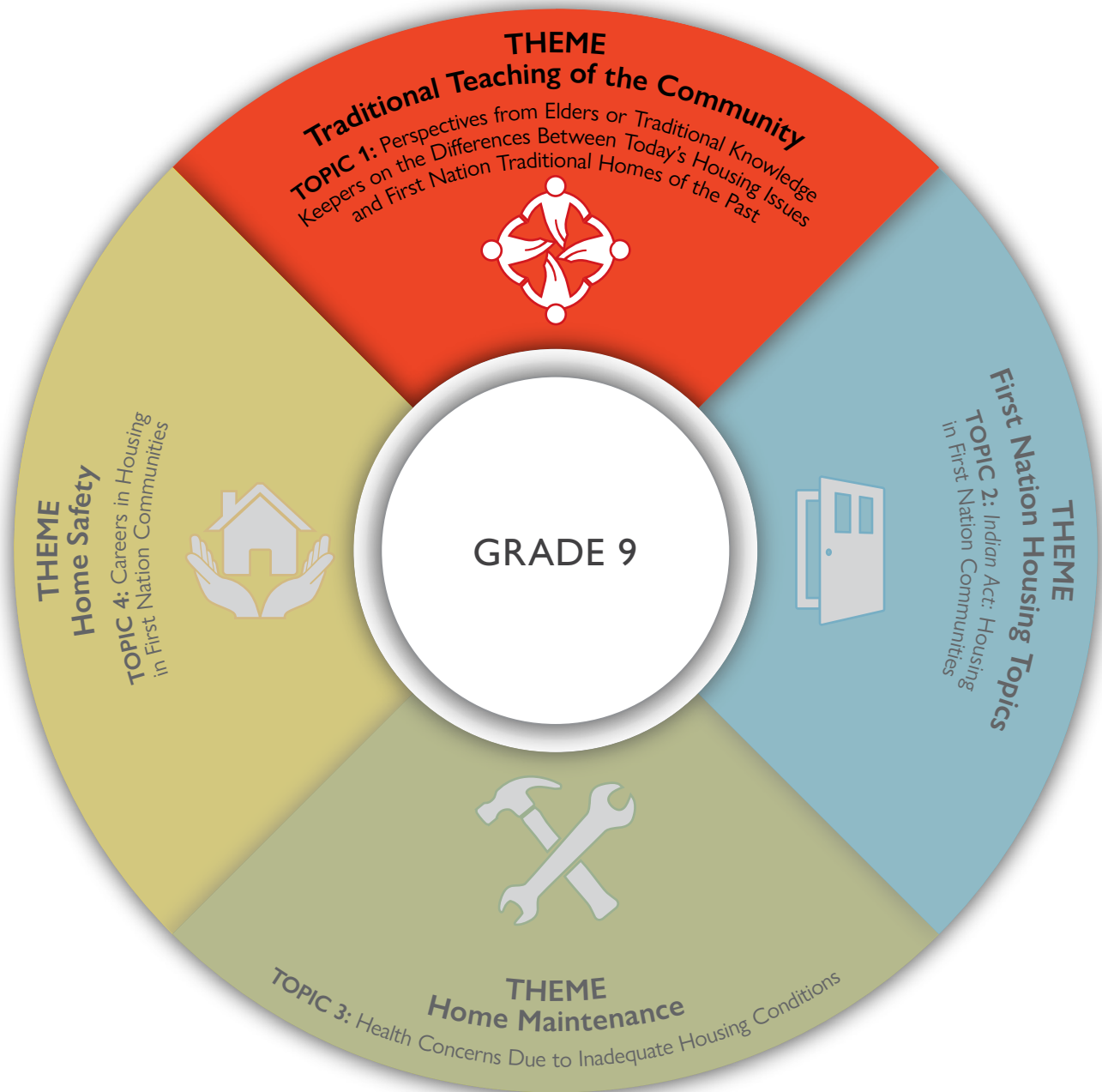


TRADITIONAL
TEACHING OF
THE COMMUNITY



HOUSING TOPIC 1

Perspectives from Elders or traditional knowledge keepers on the differences between today's housing issues and First Nation traditional homes of the past



Inquiry question

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



WNCP and Provinces Curricular Outcomes by Province	
Western and Northern Canadian Protocol	<p>Time, Continuity and Change</p> <p>Evaluate the effects of negotiated political arrangements on Canadians, for example, treaties, federal-provincial agreements, the constitution.</p>
Yukon Territory	<p><i>*Follows British Columbia's curriculum.</i></p>
Northwest Territories	<p>English Language Arts</p> <p>Listen, speak, read, write, view and present to access and explore prior knowledge and experiences of self and others.</p> <p>1.1.1 Engage in exploratory communication to discover own interpretation and understanding.</p>
Nunavut	<p><i>*Follows Alberta's curriculum.</i></p>
British Columbia	<p>Social Studies</p> <p>Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to comprehend and connect. Recognize and identify the role of personal, social and cultural contexts, values and perspectives in texts.</p>
Alberta	<p>Social Studies</p> <p>Communication</p> <p>9.S.8 Demonstrate skills of oral, written and visual literacy.</p> <p>Make reasoned comments relating to the topic of discussion and listen to others to understand their perspectives.</p>
Saskatchewan	<p>English Language Arts</p> <p>CR9.5a Listen purposefully to understand, analyze and evaluate oral information and ideas from a range of texts including conversations, discussions, interviews and speeches.</p> <p>Demonstrate effective, active listening behaviours including listening with clearly identified purpose in mind; adapting listening and focus to purpose and situation; keeping an open mind and considering ideas that differ from own; making notes to assist recall and inquiry; recognizing overall organization, transition cues, and key ideas and issues; interacting appropriately for clarification; recalling and summarizing main ideas and conclusions.</p>
Manitoba	<p>Social Studies</p> <p>Communication skills</p> <p>S-400 Listen to others to understand their perspectives.</p> <p>Opportunities and challenges</p> <p>VH-010 Appreciate that knowledge of the past helps to understand the present and prepare for the future.</p>



WNCP and Provinces Curricular Outcomes by Province

Ontario

English

Extending understanding of texts

1.6 Extend understanding of both simple and complex oral texts by making connections between the ideas in them and personal knowledge, experience and insights; other texts; and the world around them (listen to a reading circle member's opinion of a text and respond by sharing their own opinion; investigate topics presented in an oral text, using online sources, in order to assess the speaker's credibility).

Quebec

Secondary English Language Arts

Competency 2: Represents her/his literacy in different media.

Text, audience, producer—Considers the stance of different media texts about issues and concerns of interest to young adolescents.

Newfoundland
and Labrador

English Language Arts

Speaking and listening

Speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings and experiences.

Prince Edward Island

English Language Arts

GCO3 Interact with sensitivity and respect, considering the situation, audience and purpose.

Demonstrate an awareness that spoken language has different conventions in different situations and cultures, and use language appropriate to the situation.

Nova Scotia

English Language Arts

GCO1 Use oral language to learn.

1.1 Reinforce or develop new understanding from what others share during a discussion.

New Brunswick

English Language Arts

- Speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings and experiences.
- Construct ideas about issues by asking relevant questions and responding thoughtfully to questions posed.

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



Lesson 9.1

HOUSING TOPIC 9.1

Perspectives from Elders or traditional knowledge keepers on the differences between today's housing issues and First Nation traditional homes of the past

INQUIRY QUESTION

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

HOUSING TOPIC DESCRIPTION

First Nation peoples have been significantly affected by acts, policies, and regulations related to housing in their communities. Elders and Traditional Knowledge Keepers hold valuable knowledge about how housing has changed over time. Their perspectives help learners understand how these acts, policies, and regulations have influenced First Nation communities and continue to shape housing today.

LESSON OUTCOME

By the end of this lesson, learners will be able to learn new perspectives on the differences between today's housing issues and First Nation traditional homes of the past after completing to 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 - Housing Professionals and Perspectives on Changes in Housing (Grade 9)**
 4. Optional: Chart paper, colouring utensils, blank paper
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PROCEDURE

1. Introduce the **Keeper Conversations: Perspectives on Changes in Housing** resource kit. Explain that by engaging with these resources, learners will explore how housing has changed from the past to the present and learn about various careers in housing.

Resource #1: Housing Professionals and Perspectives on Changes in Housing Video

1. **Before the lesson**: Introduce the video by brainstorming with learners any changes they've noticed in housing in your community from the past to the present.
2. **During the lesson**: Pause the video when prompted. Consider having learners share their answers with you or with other learners.
3. **After the lesson**: Encourage learners to think about the information shared in the video. Share about any housing careers, policies, or programs specific to your community, and how they help support the community.

Resource #2: Housing Then and Now Handout

1. **Before the lesson**: Discuss housing policies and programs and how they can positively or negatively affect a community. Consider sharing any information on housing policies or programs in your community (e.g., programs to support unhoused community members) and the impacts these policies and programs have had.
Prepare for this handout by researching past housing structures in your community. Look into what existed previously, why they were changed, and whether the change was positive or negative for the community.
2. **During the lesson**: For Part 1, consider sharing any changes you are familiar with or recalling an example shared in the video, such as homes in the past having wells while modern homes have waterlines. For Part 2, consider sharing community resources that discuss homes and community dynamics in the past. Encourage learners to illustrate their timeline by hand, or give them the option to complete it using a computer with an art program.
3. **After the lesson**: When learners have completed their timelines, consider displaying them beside a blank piece of paper and facilitating a gallery walk.



Resource #3: Examining Careers in First Nations Housing Handout

1. **Before the lesson:** Recall the video by discussing one of the jobs mentioned, such as a Housing Director. Ask learners to recall the job's responsibilities and write their answers on the board or chart paper. Ask learners to brainstorm what skills would be helpful for this job. Consider sharing any skills you use in your career as an example.
2. **During the lesson:** For Part 1, encourage learners to search for jobs online if unfamiliar. For Part 2, consider facilitating a game of Skills Tag to support learners in recognizing their skills. Tape a blank piece of paper on everyone's back, and ask them to grab a marker. Ask learners to walk around the room and write one strength or skill on everyone's back. Encourage specific, kind, and honest strengths or skills. Afterwards, ask learners to read and use their page for this handout.
3. **After the lesson:** Consider inviting community members with housing-related jobs to your class and having them speak about their experiences and how they got their jobs. Encourage learners to ask questions about the education, training, and skills required to get this job.

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 share their perspective on the differences between today's housing issues and those of the past when First Nation peoples lived in their traditional homes. Follow the proper community protocol when approaching them, seeking guidance if needed.

