



KEEPER OF MY HOME

Teaching Children and Young People About Caring for a Home

**GRADE 3
TEACHER'S
OUTLINE**



Foreword

Keeper of My Home (KMH) is a digital educational resource for Indigenous peoples that works toward improving awareness of Indigenous housing, health and safety. KMH has been designed for First Nation Kindergarten to Grade 12 students attending schools on-reserve. The project was initiated by Canada Mortgage and Housing Corporation (CMHC), the Government of Canada's national housing agency, and co-developed with Indigenous educators, artists and community members across Canada.

KMH is based on and evolved from My Home is My Tipi, a housing resource kit for Saskatchewan First Nation schools. Built on the philosophy that youth can be champions for change, the kit was designed to teach children and young people how to care for a home and make it a safe and healthy place to live.

CMHC led the project development in 2007, and since its launch in 2012 national interest in the project grew, motivating the renewal and expansion of the curriculum for national use.

The renewal of the learning objectives and resources for KMH has aligned learning content to curriculums for each province and territory in Canada. This outcome was realized through collaboration with Indigenous educators and community members and complemented by aligning design elements with the First Nation Holistic Lifelong Learning Model, as defined by the Canadian Council on Learning (CCL, 2009). Gamified e-learning content compliments the curriculum and was inspired by narratives (stories) created by past winners of Historica Canada's Indigenous Arts and Stories competition.

The alignment of source materials to national curriculums ensures that KMH will engage all students with the appropriate tone and presentation style for the level of educational development necessary. Classroom materials, as well as the e-learning is designed to present the curriculum's four themes:

1. Traditional Teaching of the Community
2. First Nation Housing Topics
3. Home Maintenance
4. Home Safety

This resource, Grade 3 Teacher's Outline, contains a housing topic chart, an overview resource chart and a more in-depth housing topic overview. The overview resource chart includes inquiry questions and corresponding KWL charts, housing concepts and main activities organized by curriculum themes. Main activities reference the use of CMHC training materials, but more heavily rely on local community knowledge, requesting support from Elders, housing staff and other community members. Teachers can use activities for additional learning and deliver the curriculum face-to-face, via e-learning or with a blended approach.

If you would like more information on how to use this tool in your classroom, obtain additional CMHC training materials or learn more about our initiatives visit us at www.cmhc.ca.

You can also reach us by phone at 1-800-668-2642 or visit www.keeperofmyhome.ca.




Acknowledgements

CMHC acknowledges the valuable contributions of the Keeper of My Home Steering Committee members and others who have inspired and supported this long-term effort.

- Pauline Auger
- Susan Beaudin
- Lorraine Bellegarde
- Ben Benedict
- Martha Campiou
- Claudette Commanda
- Wayne Christian
- Sally Duff
- Brent Johnson
- Lorne Keeper
- Rebecca Majoy
- Darlene Marshall
- Fred McGregor
- Gwen Merrick
- Marnie Ross
- Chris Scribe
- Natasha Spence
- Corey Tarbell



Table of Contents

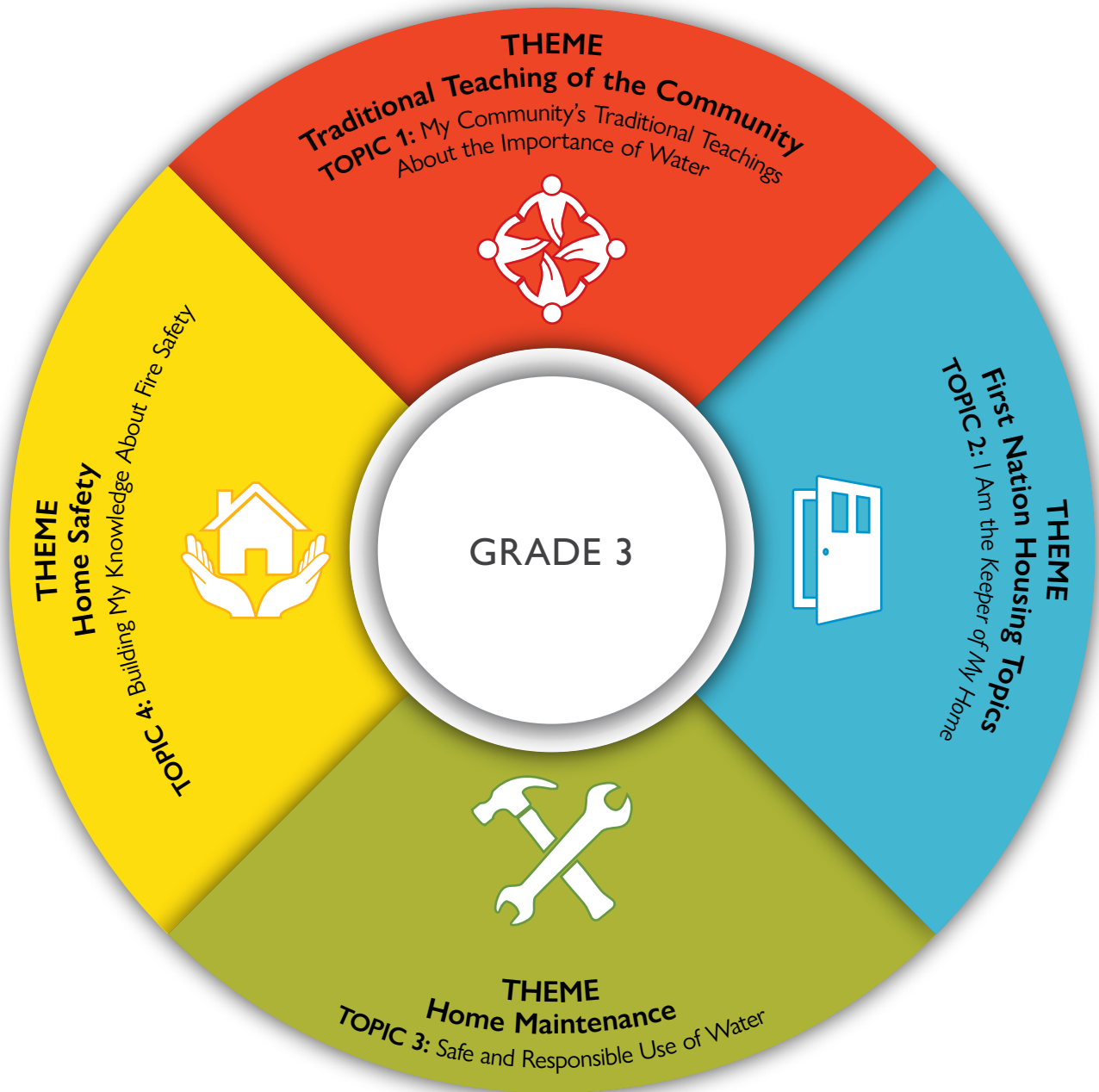
Foreword	ii
Acknowledgements	iii
 Grade 3 Overview	1
Housing Topic Chart	2
Overview Resource Chart	3
Housing Topic Overview	5
Reference List	6
 THEME: Traditional Teaching of the Community	7
HOUSING TOPIC 1	8
Lesson 3.1	13
KWL Chart	16
Elder Protocol Anchor Chart	17
Two Stars and a Question: Water Teachings	18
 THEME: First Nation Housing Topics	19
HOUSING TOPIC 2	20
Lesson 3.2	26
KWL Chart	29
Group Assignment: Safe Use of Water at Home	30
I Am the <i>Keeper of My Home</i> : Safe Use of Water at Home	31
 THEME: Home Maintenance	32
HOUSING TOPIC 3	33
Lesson 3.3	36
KWL Chart	39
Activity: Water Use Experiment	40
Activity: Budget for Home Maintenance Supplies	44
 THEME: Home Safety	45
HOUSING TOPIC 4	46
Lesson 3.4	50
KWL Chart	53
Activity: Fire Safety Poem	54
Activity: My Family's Fire Escape Plan for Home	55



GRADE 3 OVERVIEW



Housing Topic Chart





Overview Resource Chart

KWL Chart note: Lessons in grades 1 to 6 use a KWL chart to guide students' learning. This chart is a graphic organizer and is framed around an inquiry question.

The KWL chart helps consolidate students' learning by providing a place where they can document:

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

Students begin by recording everything they **know** about the topic in the K column of the chart. Next, they produce a list of questions about what they **want** to know about the topic in the W column of the chart. During or after the lesson, students answer the questions that are in the W column and the new information that they have **learned** is recorded in the L column of the chart. Classes can develop and refer back to this chart throughout each lesson.

TOPIC 1 THEME: Traditional Teaching of the Community

Inquiry Question*	Housing Topic	Main Activity
<i>How is water important for our nation and in our homes?</i>	My community's traditional teachings about the importance of water	Elder visit to teach about the traditional teachings about the importance of water

TOPIC 2 THEME: First Nation Housing Topics

Inquiry Question*	Housing Topic	Main Activity
<i>How is water important for our nation and in our homes?</i>	I am the <i>Keeper of My Home</i>	Viewing a video on the First Nation water crisis and group presentation on how to be a <i>Keeper of My Home</i> by showing safe uses of water at home

*An inquiry question is an overarching question that can be asked at the beginning and revisited throughout.



TOPIC 3 THEME: Home Maintenance

Inquiry Question*	Housing Topic	Main Activity
<i>How is water important for our nation and in our homes?</i>	Safe and responsible use of water	Completing a water use experiment where students will learn how much water is used when brushing their teeth





TOPIC 4 THEME: Home Safety

Inquiry Question*	Housing Topic	Main Activity
<i>How is water important for our nation and in our homes?</i>	Building my knowledge about fire safety	Local firefighter guest speaker and making fire escape plans for home

*An inquiry question is an overarching question that can be asked at the beginning and revisited throughout.



Housing Topic Overview

Housing Topic	Housing Topic Description	Lesson Outcome
 <p>3.1 My community's traditional teachings about the importance of water</p>	<p>Water is an integral natural resource on Turtle Island, and each Nation has its own teachings on the significance of water. Students need to learn these teachings from Elders and traditional knowledge keepers to gain an understanding of the significance of water and how to sustain and use it in a respectful way.</p>	<p>Students will know about the natural resources that exist in their traditional territory and demonstrate an understanding of the importance of water by listening and learning from an Elder or traditional knowledge keeper.</p>
 <p>3.2 I am the Keeper of My Home</p>	<p>First Nation people have always had respect for their homes. Part of respecting their homes was in how they used water in their homes. Children can be the <i>Keeper of My Home</i> by applying the teachings of respecting water and safely using water in their homes.</p>	<p>Students will demonstrate the concept of being the <i>Keeper of My Home</i> by:</p> <ol style="list-style-type: none"> 1. discussing some of the concerns and issues regarding housing and water usage on their First Nation; and 2. participating in a group activity about safe water usage.
 <p>3.3 Safe and responsible use of water</p>	<p>Everyone is responsible for keeping their houses in good condition, which includes the upkeep of their houses by doing maintenance checks regularly and fixing what needs attention. Young school-age children can help take care of their homes, for example, by using water in a safe and responsible way.</p>	<p>Students will be able to practice home safety and identify their individual contributions in keeping their homes safe by using water in a safe and responsible way.</p>
 <p>3.4 Building my knowledge about fire safety</p>	<p>Fire is one of the greatest gifts given to humankind. First Nation people believe fire is to be respected. Understanding fire and its components helps in the development of rules for its prevention. Children need to learn how to be safe in case of fire in their homes.</p>	<p>Students will demonstrate value and knowledge of fire safety:</p> <ol style="list-style-type: none"> 1. Listen to a firefighter talk about her/his job and the equipment worn on the job. 2. Develop guidelines and rules to follow at home in the case of fire. 3. Learn about the importance of fire escape plans for their homes.



Reference List

Alberta Curriculum. (2017). Alberta Education.

British Columbia Curriculum. (2017). BC's New Curriculum.

Manitoba Curriculum. (2017). Manitoba.ca.

Grade 3 Booklet My Home Is My Tipi: Teaching Young People How to Love Their Homes. My Home is My Tipi: K-12 Housing Curriculum Kit. (2012). Canada Mortgage and Housing Corporation, 2009.

New Brunswick Curriculum. (2017). New Brunswick, Canada.

Newfoundland and Labrador Curriculum. Newfoundland and Labrador, Canada.

Northwest Territories Curriculum. Education, Culture & Employment.
Government of the Northwest Territories.

Nova Scotia Curriculum. Nova Scotia, Canada.

Ontario Curriculum. Ontario Ministry of Education.

Prince Edward Island Curriculum. Department of Education, Early Learning, and Culture.
Government of Prince Edward Island.

Quebec Curriculum. Quebec Ministry of Education.

Saskatchewan Curriculum. Saskatchewan, Canada.

Western and Northern Canadian Protocol Curriculum.

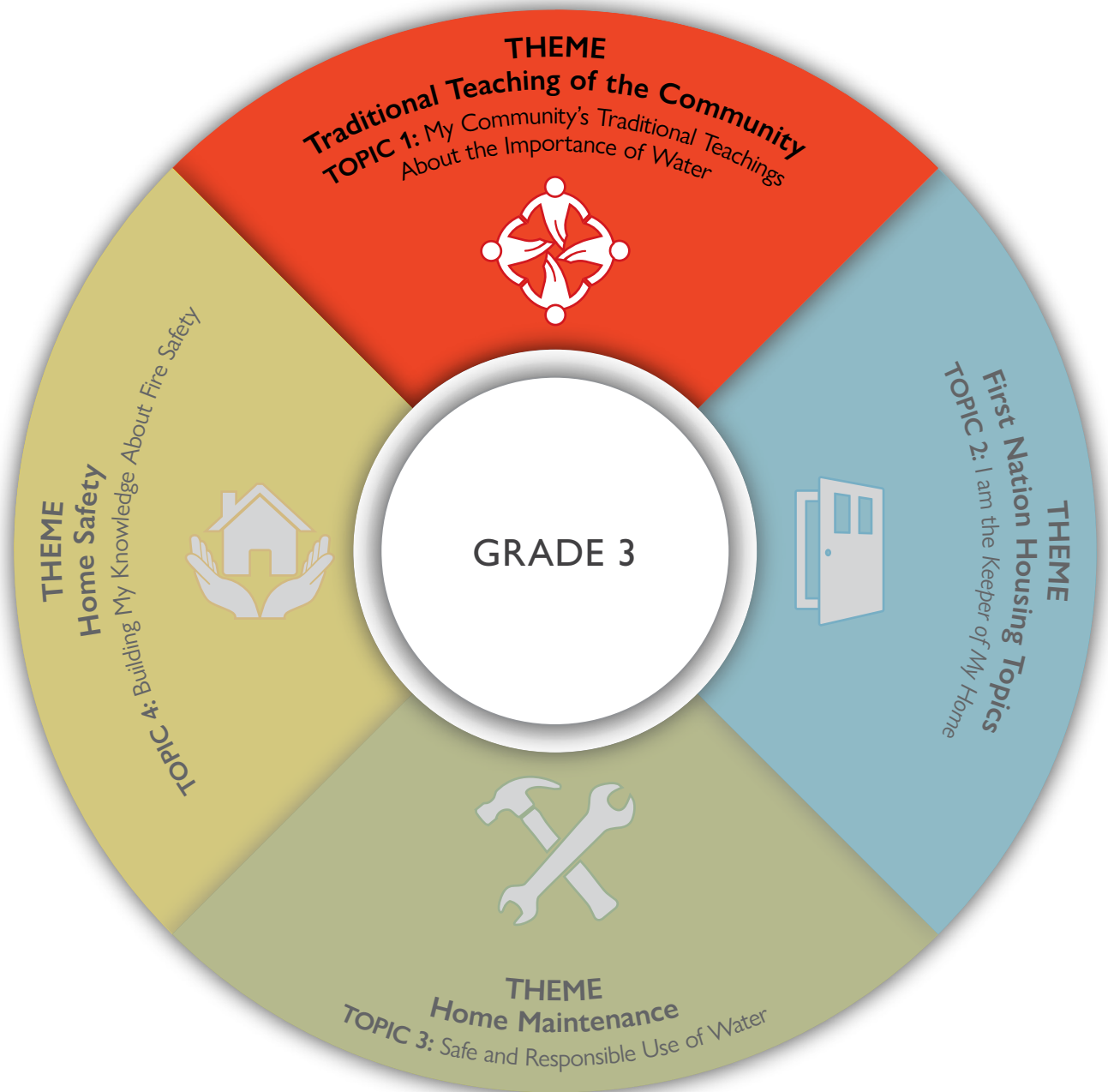


TRADITIONAL
TEACHING OF
THE COMMUNITY



HOUSING TOPIC 1

My community's traditional teachings about the importance of water



Inquiry question

- How is water important for our nation and in our homes?



WNCP and Provinces Curricular Outcomes by Province

Western and Northern
Canadian Protocol

Identity Learning Outcomes

3-V-I-007A Respect the teachings of Elders, leaders, parents and community members.

The land: Places and people

3-V-L-011 Appreciate what the land provides for communities.

3-V-L-012 Appreciate that people have diverse ways of living on or with the land.

3-V-L-012A Appreciate the sacredness of living on and with the land.

3-V-L-013 Demonstrate care and concern for the environment in their actions, for example, reduce, reuse, recycle.

3-K-L-012 Give examples of the effects of environmental factors and events on ways of life in the communities studied for example,
Factors: climate, vegetation, natural resources, and landforms
Events: floods, droughts and storms.

3-K-L-013 Identify ways in which people depend on, adapt to and change the environment in which they live, for example, food, clothing, transportation, shelter, technologies.

Yukon Territory

**Follows British Columbia's curriculum.*

Northwest Territories

Social Studies

The land: Places and people

Explore people's dynamic relationships with the land, places and environments.

KL-017 Describe the influence of natural phenomena on ways of life in the communities studied.

Examples: climate, vegetation, natural resources, landforms, floods, droughts, storms...

KL-018 Give examples of the use of natural resources in the communities studied.

KL-019 Recognize that people have diverse ways of living on or with the land.

VL-006 Value the land for what it provides for communities.

Power and Authority

VP-011A Respect the teachings of Elders, leaders, parents and community members.

Nunavut

**Follows Alberta's curriculum.*



WNCP and Provinces Curricular Outcomes by Province

British Columbia

Social Studies 3

Oral history, traditional stories and artifacts as evidence about past First Peoples cultures

Elaborations

Sample topics

- tools
- earth mounds
- petroglyphs
- oral stories
- sacred or significant places and landforms
- weapons

Alberta

Social Studies

Knowledge and understanding

3.1.3 Examine the geographic characteristics that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:

- Where, on a globe and/or map, are the communities in relation to Canada? (LPP)
- In what ways do the people in the communities depend on, adapt to and change the environment in which they live and work? (ER, LPP)
- In what ways do the communities show concern for their natural environment? (GC, LPP)
- How does the physical geography influence the human activities in the communities (for example, availability of water, climate)? (CC, LPP)

Saskatchewan

Social Studies

Dynamic relationships

DR3.3 Compare the beliefs of various communities around the world regarding living on and with the land.

- Research the view of land as held by Indigenous peoples in the communities studied
- Identify ways in which people in the communities studied interact with the land (for example, meeting needs and wants, how land is protected or neglected)
- Identify local environmental issues that affect life in the communities studied

Compare environmental concerns (for example, air quality, soil conservation, water availability and quality) common to both the local community and communities studied.



WNCP and Provinces Curricular Outcomes by Province

Manitoba

Social Studies

Cluster 1: Connecting with Canadians

3-VP-011A Respect the teachings of Elders, leaders, parents and community members.

Cluster 2: Exploring the world

3-KG-029 Identify ways in which community services can help people acquire their basic human rights. For example, ensure quality housing, education, security, food and water.

Cluster 3: Communities of the world

3-KI-009 Define the elements that constitute a culture. Include ways of life, language, art, clothing, beliefs.

Ontario

Social Studies

B. People and environments: Living and working in Ontario

B1. Application: Land use and the environment

B1.1 Describe some major connections between features of the natural environment of a region and the type of land use and/or the type of community that is established in that region (for example, ports on lakes or major rivers; farming on land with fertile soil; resource towns in areas with ore, trees or other natural resources).

B2. Inquiry: The impact of land and resource use

B2.2 Gather and organize a variety of data and information on the environmental effects of different land and/or resource use and measures taken to reduce the negative impact of that use, (for example, photographs, resource books, magazines, online articles, information from regional conservation authorities or provincial and national park websites, information from municipalities on recycling, an interview with an Elder on traditional ecological knowledge about a region and his or her observations on changes in that region).

Quebec

Social Science Cycle 2

C. Iroquoian society and Inca society around 1500

1. Indicates differences between Iroquoian society and Inca society around 1500: means of selecting chiefs and their power (Elders chosen by women, limited powers; hereditary, full powers).

- social structure (community; hierarchy)
- dwellings (villages of longhouses; towns)
- characteristics of the territory occupied (for example, relief, climate, bodies of water, resources)



WNCP and Provinces Curricular Outcomes by Province

Newfoundland
and Labrador

Social Studies 3

Unit 1: Place

SCO 2.0 Demonstrate an understanding of the geographic features of Newfoundland and Labrador.

- 2.1 Locate and describe major landforms and bodies of water.
- 2.2 Describe climate and vegetation.

Prince Edward Island

Social Studies 3

Unit 1: Place

3.1.2 Describe the major physical features, climates and vegetation of their province and the Atlantic region.

Nova Scotia

English Language Arts 3

Listening and speaking

Outcome 1: Communicate effectively and clearly and respond personally and critically. (CZ, COM, CI, CT, TF)

- Demonstrate comprehension of oral language by engaging in, responding to, and reflecting upon informal and formal oral presentations with sensitivity and respect, considering the audience and purpose

New Brunswick

English Language Arts

Speaking and listening

By the end of grade 3:

- Describe, share, and discuss thoughts, feelings, and experiences and consider others' ideas
- Ask and respond to questions to clarify information and to explore possibilities or solutions to problems
- Express and explain opinions and respond to the questions and reactions of others
- Listen critically to others' ideas and opinions
- Participate in conversation, small-group and whole-group discussion; understand when to speak and when to listen

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



Lesson 3.1

HOUSING TOPIC 3.1

My community's traditional teachings about the importance of water

INQUIRY QUESTION

How is water important for our nation and in our homes?

HOUSING TOPIC DESCRIPTION

Natural resources in communities are important because they provide the resources to live safely and in good health. Students must know what the natural resources are in each Indigenous Nation's traditional territory. Water is an integral natural resource on Turtle Island, and each Nation has its own teachings on the significance of water. Students need to learn these teachings from Elders and traditional knowledge keepers to gain an understanding of the significance of water and how to sustain and use it in a respectful way.

LESSON OUTCOME

By the end of this lesson, students will know about the natural resources that exist in their traditional territory and demonstrate an understanding of the importance of water by listening and learning from an Elder or traditional knowledge keeper.

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.*
- *The students 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. Elder Protocol Anchor Chart
3. Two Stars and a Question: Water Teachings
4. Chair and water/tea available for the Elder
5. Protocol material for inviting Elders into the classroom
6. Small gift for the Elder
7. Access to library
8. Access to computers and internet

PROCEDURE

Prior to the lesson

- Invite an Elder or traditional knowledge keeper from the community to the classroom to talk about the traditional teaching of the importance of water and its uses for their community. Be sure to follow the correct protocol on how to approach an Elder to come to the classroom. Use the local community protocol. If you do not know the protocol, ask a co-worker who is a community member.
- Co-construct the Elder Protocol Anchor Chart with the class.
 1. Activate prior knowledge. How is water important for our nation and in our homes? Complete the KWL Chart.
 2. Review the Elder protocol from the anchor chart with the students.
 3. Introduce the Elder or traditional knowledge keeper, following protocol.
 4. Students will listen to the Elder or traditional knowledge keeper talk about the importance of water.
 5. Save time for questions for the Elder or traditional knowledge keeper.
 6. Thank the Elder or traditional knowledge keeper for coming in.
 7. Have students complete the student handout Two Stars and a Question: Water Teachings to review their learning.
 8. Have students share their learnings and questions.



9. Take students to the library or computer to find the answer to their questions.
10. Students will come back and share the answers they found about their questions.
11. Consolidation: Add to the KWL Chart, focusing on the “What have I learned” section on the topic of water and the teachings of the Elder or traditional knowledge keeper.



KMH e-learning option: Have students explore and complete e-learning activities. These activities can be used as a stand-alone activity or to reinforce learning from lessons.

STUDENT ASSESSMENT

1. Completion of the Two Stars and a Question: Water Teachings
2. Observation of behaviour and participation

SUGGESTED STUDENT ACTIVITY, FOR ADDITIONAL LEARNING

1. Have students make an entry in their journals describing what they have learned about the natural resources on their First Nation and how they are going to preserve this water for future generations.
2. Plan a walk around the immediate area near your school. Have the students list the natural resources they see during the walk. Discuss the importance of taking personal responsibility for preserving and conserving natural resources.
3. Have the students work together to make a collage of natural resources. Pictures can be found in magazines (water, trees, plants, etc.) or they can draw and colour a collage of their own. Have them write a report listing how these natural resources help us in our daily lives (that is, water to clean, put out fires, help things grow, etc.).



KWL Chart

Inquiry question: How is water important for our nation and in our homes?

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



Elder Protocol Anchor Chart

An Elder protocol chart serves as a visual reminder of how students are to behave during visits from Elders or traditional knowledge keepers.

- ✓ Visual reminder
- ✓ Anchor chart
- ✓ Co-construction with class (ideally)
- ✓ Use of visuals to allow students to see what they are to do and how they should behave

Example

HOW DO WE LISTEN TO OUR ELDERS?

- We listen attentively.
- We wait to ask questions.
- We are kind.
- We are helpful.
- We learn from our Elders.

Helper of the day: _____



Two Stars and a Question: Water Teachings

Name: _____

After listening to the Elder or traditional knowledge keeper, list two teachings you learned from their visit and one question about water that you would like to learn more about.







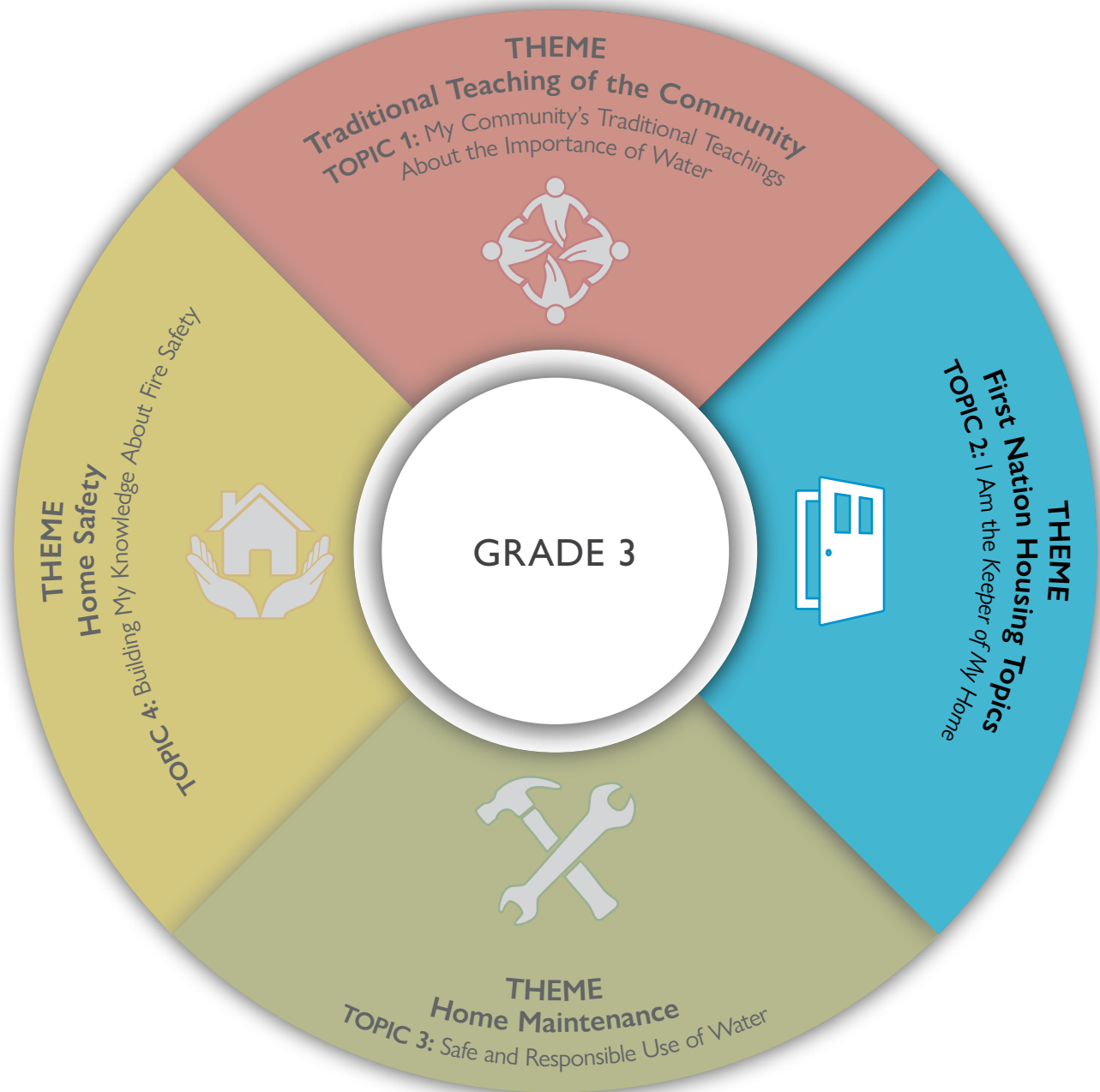


FIRST NATION HOUSING TOPICS



HOUSING TOPIC 2

I Am the Keeper of My Home



Inquiry question

- How is water important for our nation and in our homes?



WNCP and Provinces Curricular Outcomes by Province	
Western and Northern Canadian Protocol	<p>Time, Continuity and Change Values and attitude</p> <p>3-V-T-014 Appreciate the continuity of cultures, traditions and practices over time.</p> <p>3-V-T-015 Appreciate that communities change over time.</p> <p>Knowledge and understanding</p> <p>3-K-T-017 Describe how ways of life have changed over time in the communities studied.</p> <p>3-K-T-018 Give examples of traditions and practices that have endured over time in the communities studied.</p>
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	<p>Social Studies Personal identity</p> <p>KI-007A Describe personally significant aspects of their Aboriginal community.</p> <p>Time, continuity and change</p> <p>Explore how people, relationships, events and ideas of the past shape the present and influence the future.</p> <p>KT-021 Recognize the continuity of cultures, traditions and practices over time.</p> <p>KT-022 Recognize that communities change over time.</p> <p>KT-023 Describe characteristics of daily life in an ancient society. Examples: food, clothing, shelter, work, social organization, families, education, religion, celebrations, recreation.</p> <p>KT-024 Give examples of customs, stories and traditions of an ancient society.</p> <p>KT-026 Give examples of the enduring contributions of an ancient society. Examples: ideas, inventions, art and architecture, stories.</p> <p>VT-007 Express interest in and curiosity about people, events and ways of life in the past.</p> <p>VT-008 Value the enduring contributions of societies of the past.</p> <p>Power and authority</p> <p>VP-011A Respect the teachings of Elders, leaders, parents and community members.</p>
Nunavut	<i>*Follows Alberta's curriculum.</i>



WNCP and Provinces Curricular Outcomes by Province

British Columbia

Social Studies 3

Cultural characteristics and ways of life of local First Peoples and global Indigenous peoples

Elaborations

Sample topics

Potential First Peoples and global indigenous people for a study could include:

- local B.C. First Peoples ; and
- world view, protocols, celebrations, ceremonies, dance, music, spiritual beliefs, art, values, kinship, traditional teachings.

Interconnections of cultural and technological innovations of global and local Indigenous peoples

Elaborations

Sample topics

- Shelters and buildings
- Building techniques
- Ceremonies

Sequence objects, images or events, and explain why some aspects change and others stay the same (continuity and change)

Elaborations

Sample activities

- Use examples to show that events happen in chronological sequence (for example, last month, yesterday, today, tomorrow, next month)
- Organize and present information in chronological order (for example, before, now, later; past, present, future)

Key questions

- How has the way of life changed for indigenous people?
- How are indigenous cultures viewed today?

**WNCP and Provinces Curricular Outcomes by Province**

Alberta

Social Studies

Knowledge and understanding

3.1.2 Examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:

- What determines quality of life? (CC)
- How does daily life reflect quality of life in the communities (for example, employment, transportation, roles of family members)? (CC, ER, GC)
- What are the traditions, celebrations, stories and practices in the communities that connect the people to the past and to each other (for example, language spoken, traditions, customs)? (CC, GC, TCC)
- How is identity reflected in traditions, celebrations, stories and customs in the communities? (CC, I, TCC)

Saskatchewan

Social Studies

Resources and wealth

RW3.1 Appraise the ways communities meet their members' needs and wants.

- Speculate upon various challenges faced by communities in meeting needs and wants, with evidence gathered from examining pictures, viewing media, and interpreting stories using a variety of fiction and non-fiction texts
- Identify how individuals and communities meet needs and wants
- Describe ways in which communities help ensure basic human needs are met (for example, food and water, shelter, clothing, education, safety)



WNCP and Provinces Curricular Outcomes by Province

Manitoba

Social Studies

Cluster 1: Connecting with Canadians

3-VC-002 Be willing to contribute to their groups and communities.

3-VP-011 Respect positive leadership in their groups and communities and in Canada.

3-VP-011A Respect the teachings of Elders, leaders, parents and community members.

Cluster 3: Communities of the world

3-KI-009 Define the elements that constitute a culture. Include ways of life, language, art, clothing, beliefs.

3-KI-010 Describe characteristics of daily life in communities studied.

Examples: housing, tools, work, use of the land, recreation, education.

Cluster 4: Exploring an ancient society

3-KH-021 Recognize the continuity of cultures, traditions and practices over time.

3-KH-022 Recognize that communities change over time.

3-KH-022 Describe characteristics of daily life in an ancient society.

Examples: food, clothing, shelter, work, social organization, families, education, religion, celebrations, recreation.

3-KH-024 Give examples of customs, stories and traditions of an ancient society.

3-KH-025 Describe ways in which members of an ancient society expressed themselves.

Examples: art and architecture, music and dance, writing and stories, religious practices.

3-KH-026 Give examples of the enduring contributions of an ancient society.

Examples: ideas, inventions, art and architecture, stories.

Ontario

Social Studies

A. Heritage and identity: Communities in Canada, 1780–1850

A1. **Application:** Compare ways of life among some specific groups in Canada around the beginning of the nineteenth century and describe some of the changes between that era and the present day (focus on Continuity and Change; Perspective).

A1.1 Describe some of the similarities and differences in various aspects of everyday life, (for example, housing, clothing, food, religious/spiritual practices, work, recreation, the role of children), of selected groups living in Canada between 1780 and 1850, (for example, First Nation, Métis, French, British, Black people; men and women; slaves, indentured servants, habitants, seigneurs, farmers; people from different classes).



WNCP and Provinces Curricular Outcomes by Province

Quebec

Social Science Cycle 2

C. Iroquoian society and Inca society around 1500

1. Indicates differences between Iroquoian society and Inca society around 1500:

- means of selecting chiefs and their power (chosen by women Elders, limited powers; hereditary, full powers)
- social structure (community, hierarchy)
- dwellings (villages of longhouses; towns)
- characteristics of the territory occupied (for example, relief, climate, bodies of water, resources)

Newfoundland
and Labrador

Social Studies 3

Unit 1: Place

SCO 3.0 Demonstrate an understanding of the population distribution of Newfoundland and Labrador.

3.1 Identify and describe rural and urban communities.

3.2 Explain the factors that affect where people live.

Prince Edward Island

Social Studies 3

Unit 2: Peoples

3.2.1 Examine the diverse peoples in their province.

Nova Scotia

Outcome 2: Examine the origins of diverse peoples in their province and their expression of culture, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, including Treaty Education and additional cultural groups.

Indicators

- Formulate questions and generate ideas for research and inquiry about diverse peoples and cultures in the province (CT, COM, PCD)
- Deduct ideas and synthesize facts from sources about peoples and cultures in the province, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, including Treaty Education and additional cultural groups (CT, COM, PCD)

New Brunswick

Social Studies

Unit 2: Peoples

3.2.1 Examine the diverse peoples in their province.

3.2.2 Examine how diverse peoples in their province express their culture.

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



Lesson 3.2

HOUSING TOPIC 3.2

I Am the Keeper of My Home

INQUIRY QUESTION

How is water important for our nation and in our homes?

HOUSING TOPIC DESCRIPTION

First Nation people have always had respect for their homes. Part of respecting their homes was in how they used water in their homes. Children can be the *Keeper of My Home* by applying the teachings of respecting water and safely using water in their homes.

LESSON OUTCOME

By the end of this lesson, students will demonstrate the concept of being the *Keeper of My Home* by:

1. discussing some of the concerns and issues regarding housing and water usage on their First Nation; and
2. participating in a group activity about safe water usage.

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.*
- *The students 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. Video Canada's Water Crisis: Indigenous Families at Risk, can be accessed at <https://www.hrw.org/video-photos/video/2016/06/07/canadas-water-crisis-indigenous-families-risk>. The video is found on the Human Rights Watch website
3. Paper or index cards to write a 60-second response to the video
4. Group Assignment: Safe Use of Water at Home
5. Copy for each student: I Am the Keeper of My Home: Safe Use of Water at Home (this page is attached to the group assignment sheet)

PROCEDURE

1. Activate prior knowledge. Ask the inquiry question to the class: "How is water important for our nation and in our homes?" Continue to add to the KWL Chart with a focus on the lessons topic and the "What do I want to know" section.
2. Review the Elder's or traditional knowledge keeper's teachings about water.
3. Ask the class to share what they know about water issues faced by First Nation people in their communities.
4. Watch the video Canada's Water Crisis: Indigenous Families at Risk, which can be access at <https://www.hrw.org/video-photos/video/2016/06/07/canadas-water-crisis-indigenous-families-risk>. The video is found on the Human Rights Watch website.
5. Have students write a 60-second response to the video and share their thoughts. Give students a paper or index cards and tell them that they will have 60 seconds to respond to the question "What did you learn from the video?"
6. Tell students that while there are major issues with water on First Nation communities, they can still be proactive by being the *Keeper of My Home* and by learning how to treat water with respect and use it effectively.
7. Tell students that you will be placing them in groups to create a visual of the ways they can use water safely and respectfully in their homes.
8. Place students in small groups and give them the group assignment sheet Group Assignment: Safe Use of Water at Home.



9. Give each student a copy of the student handout, *I Am the Keeper of my Home: Safe Use of Water at Home*, this page is attached to the group assignment sheet.
10. Each student will draw a picture.
11. Give each group a large poster paper to create a poster presentation.
12. Students will share their group's work with the class.
13. Consolidation: Add to the KWL Chart, focusing on the "What have I learned" section on the topic of water and the learning from this lesson.



KMH e-learning option: Have students explore and complete e-learning activities. These activities can be used as a stand-alone activity or to reinforce learning from lessons.

STUDENT ASSESSMENT

1. Observation
2. Completion of group assignment

SUGGESTED STUDENT ACTIVITY, FOR ADDITIONAL LEARNING

1. Have students gather pictures of their homes of the past from their local First Nation community.
2. Have the students work in pairs to complete this research. Use the student handout "Nations in Canada: Houses in the Past." Research and explore other Nation's housing:
 - "Igloos – Traditional Inuit Dwellings"
<http://www.kstrom.net/isk/maps/houses/igloo.html>.
 - "Scenes for the Eastern Woodlands"
<http://www.nativetech.org/scenes/buildingwigwam.html>.

KWL Chart

Inquiry question: How is water important for our nation and in our homes?

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



Group Assignment: Safe Use of Water at Home

STEP 1: Discuss the following question.

How can we use water safely at home?

Write two answers below.

1. _____

2. _____

STEP 2: Get a sheet of poster paper or 8x10 paper.

STEP 3: Draw a picture showing safe water use at home.

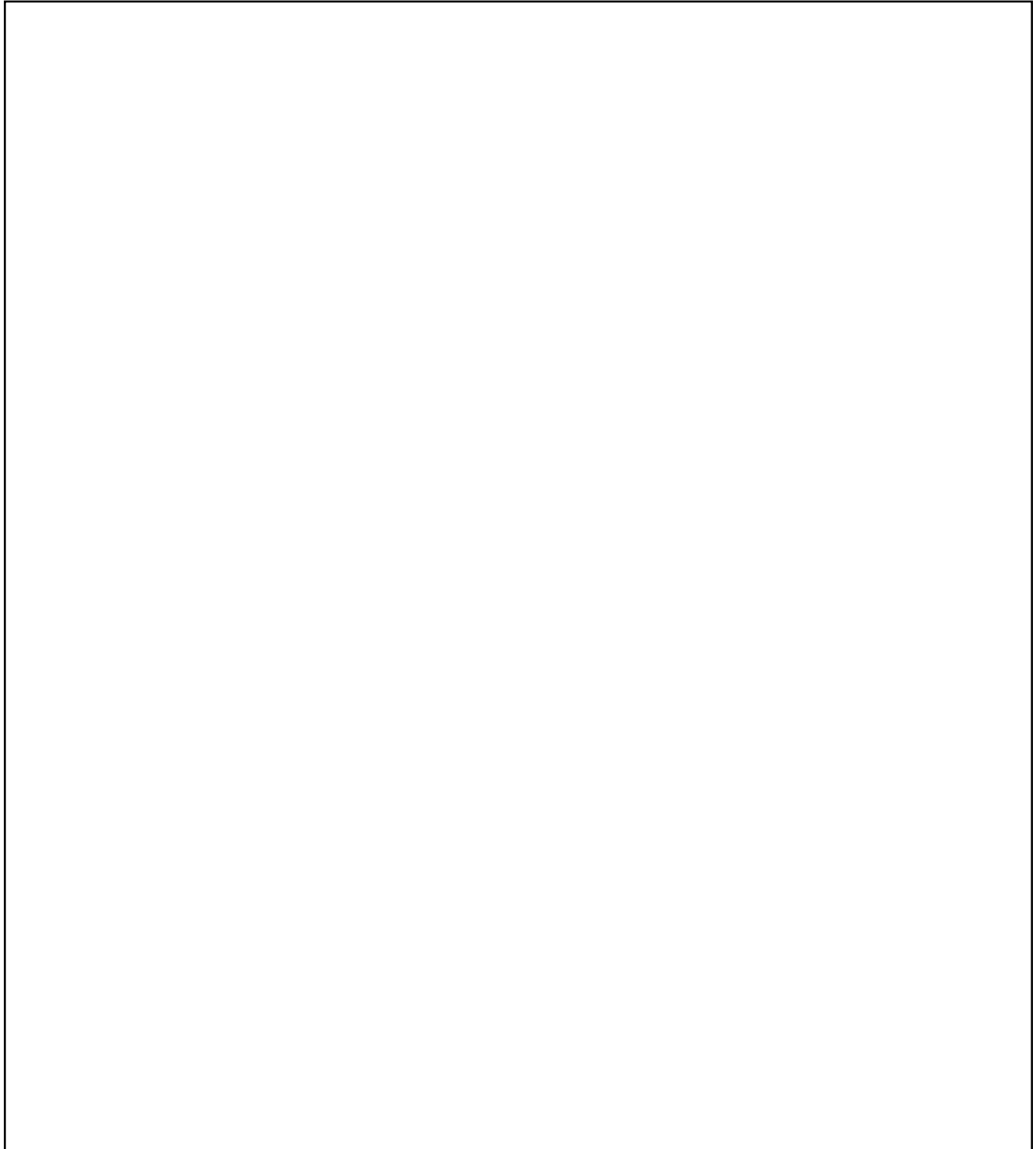
STEP 4: Put all the pictures together on a large piece of poster paper in a creative way.
Do not forget to give it a title.

STEP 5: Share your ideas with the class.

I Am the *Keeper of My Home*: Safe Use of Water at Home

Name: _____

Draw a picture showing safe water use at home in the box below.

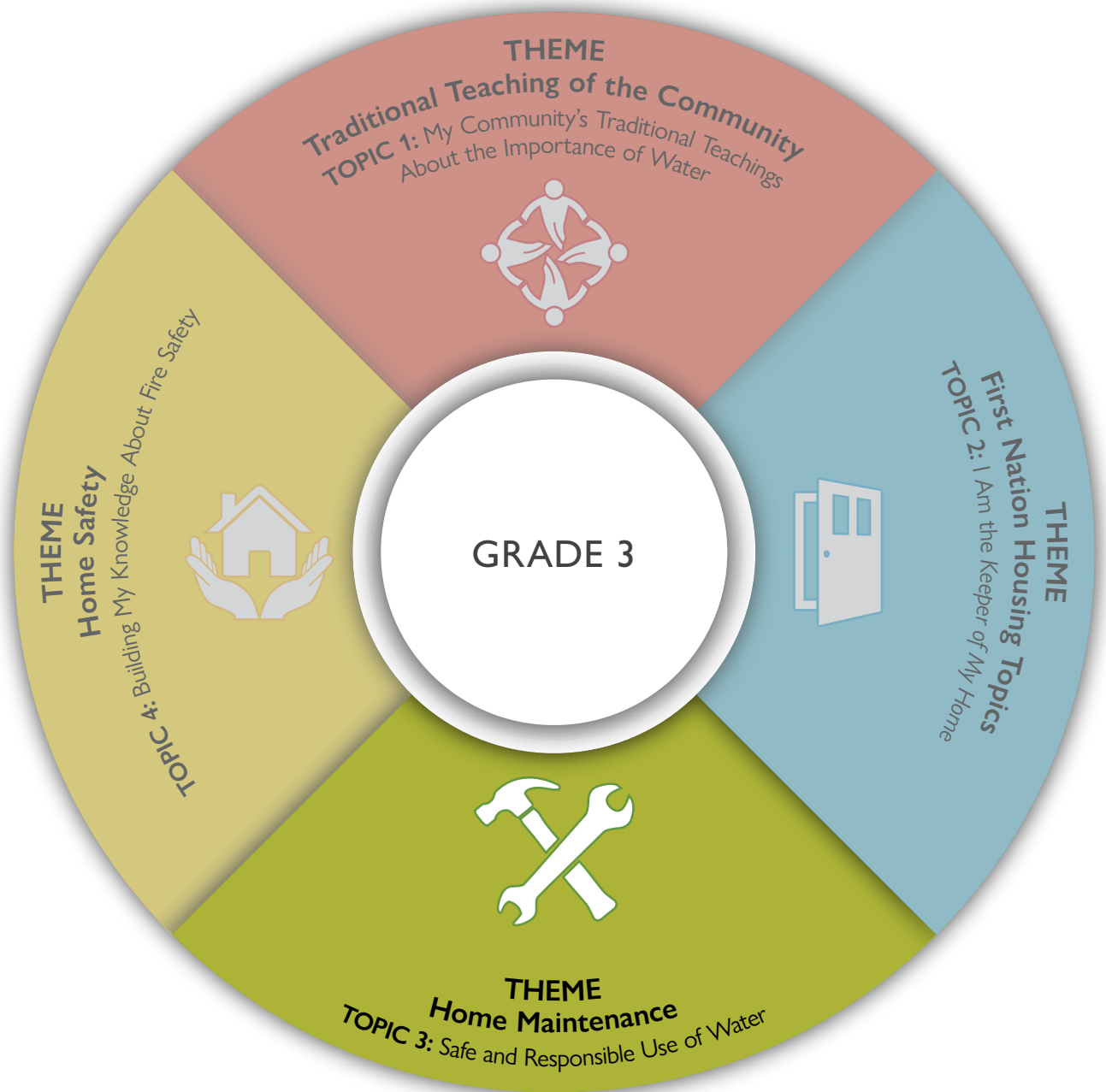




HOME
MAINTENANCE

HOUSING TOPIC 3

Safe and responsible use of water



Inquiry question

- How is water important for our nation and in our homes?



WNCP and Provinces Curricular Outcomes by Province	
Western and Northern Canadian Protocol	<p>Social Studies Economics and resources 3-V-E-020 Appreciate the role of work in communities.</p>
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	<p>Social Studies Economics and resources KE-035 Give examples of work, goods and technologies in the communities studied.</p>
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	<p>Social Studies 3 Aspects of life shared by and common to peoples and cultures</p> <p>Elaborations Sample topics</p> <ul style="list-style-type: none"> • family • work <p>Physical and Health Education 3 Strategies for accessing health information</p> <p>Elaborations could include:</p> <ul style="list-style-type: none"> • speaking to a trusted adult; and • looking for health and safety signs.
Alberta	<p>Grade 3 Health Safety and responsibility W-3.8 Employ practices that provide safety for self and others; for example, describe strategies for safely preparing and storing food.</p>
Saskatchewan	<p>Social Studies 3 Resources and wealth RW3.2 Analyze the creation and distribution of wealth in communities studied.</p> <ul style="list-style-type: none"> • Assess the role of work in communities, including the value of paid and unpaid work.
Manitoba	<p>Social Studies Cluster 1: Connecting with Canadians 3-VC-002 Be willing to contribute to their groups and communities.</p>

WNCP and Provinces Curricular Outcomes by Province

<p>Ontario</p>	<p>Healthy Living Grade 3</p> <p>C3. Demonstrate the ability to make connections that relate to health and well-being—how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being.</p>
<p>Quebec</p>	<p>Physical Education and Health Cycle 2</p> <p>Competency 2: To interact with others in different physical activity settings</p> <p>A. Principles of communication</p> <p>2. Name a few ways of being receptive to others’ messages (for example, listening without interrupting, looking at the person who is speaking).</p>
<p>Newfoundland and Labrador</p>	<p>Social Studies 3</p> <p>Unit 3: Citizenship</p> <p>SCO 8.0 Demonstrate an understanding of citizenship.</p> <p>8.1 Explain what it means to be an active citizen.</p> <p>8.2 Explain the rights and responsibilities of being a Canadian citizen.</p>
<p>Prince Edward Island</p>	<p>Social Studies 3</p> <p>Unit 1: Place</p> <p>3.1.3 Examine where people live and how people make a living in their province.</p>
<p>Nova Scotia</p>	<p>Social Studies</p> <p>Outcome 4: Examine the rights and responsibilities of citizens in a democracy.</p> <p>Indicators</p> <ul style="list-style-type: none"> Express ideas of what it means to be a responsible citizen, including digital citizenship (PCD, CZ, COM, CT) Identify rights and responsibilities in various social settings and how they influence group decision making (an opportunity to consider treaties as promises with rights and responsibilities) (CT, CZ, COM, PCD)
<p>New Brunswick</p>	<p>Grade 3 Health</p> <p>Develop knowledge of self and explore the world of work</p> <p>4.2 Recognize how skills and interests can influence career choices.</p> <p>4.3 Recognize the importance and diversity of work.</p>

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



Lesson 3.3

HOUSING TOPIC 3.3

Safe and responsible use of water

INQUIRY QUESTION

How is water important for our nation and in our homes?

HOUSING TOPIC DESCRIPTION

Everyone is responsible for keeping their houses in good condition, which includes the upkeep of their houses by doing maintenance checks regularly and fixing what needs attention. Young school-age children can help take care of their homes, for example, by using water in a safe and responsible way. Simple changes, like using less water, can be made by everyone in the family.

LESSON OUTCOME

By the end of this lesson, students will be able to practice home safety and identify their individual contributions to keeping their homes safe by using water in a safe responsible way.

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.*
- *The students 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. Water Use Experiment handout
3. Toothbrush, toothpaste, cup of water, timer, jug with markings for measurement, access to a sink



PROCEDURE

1. Activate prior knowledge. Ask the inquiry question to the class: “How is water important for our nation and in our homes?” Continue to add to the KWL Chart with a focus on the lessons topic and the “What do I want to know” section.
2. Ask the class to brainstorm how water is used in their homes.
3. Tell the students that they will learn about water usage by exploring how much water is used when brushing their teeth.
4. Place students in groups of four.
5. Hand out the Water Use Experiment handout.
6. Have groups collect their materials.
7. *Use the experiment procedure* (this procedure is on the experiment handout).
 - a. Students will choose jobs and write down each group member’s job in the space above.
 - b. Students will gather all the experiment materials, listed above.
 - c. Groups will brainstorm their hypothesis and the recorder writes the group’s answer on the experiment handout—in the hypothesis section.
 - d. There are two parts to this experiment. The first is using running water, the other is without using running water. Students will use the following procedure:
 - i. Check that the recordings for the results are in the charts.
 - ii. Complete the experiment conclusion.
 - iii. Have groups prepared to share their findings with the class.
8. Each group will share their findings and learnings from the experiment.
9. Consolidation: Add to the KWL Chart, focusing on the “What have I learned” section on the topic of water and the learning from this lesson.



KMH e-learning option: Have students explore and complete e-learning activities. These activities can be used as a stand-alone activity or to reinforce learning from lessons.



STUDENT ASSESSMENT

1. Observation
2. Completion of student activity

SUGGESTED STUDENT ACTIVITIES, FOR ADDITIONAL LEARNING

Plan a trip to the local hardware store or use catalogues or flyers to develop a budget for fixing things in their homes. Use the handout Budget for Home Maintenance Supplies to estimate the costs before going to the store or looking in a catalogue or flyers for the actual costs of materials.

KWL Chart

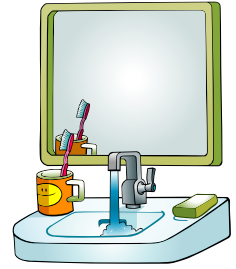
Inquiry question: How is water important for our nation and in our homes?

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



Activity: Water Use Experiment

Using water responsibly at home is an important skill. It makes our home safe and helps us protect the environment. Sometimes, we do not realize the amount of water we use at home. Brushing our teeth is an example of this. Our water use experiment will help us learn about using water responsibly at home. Please follow the procedure and be ready to share your findings with the class!



GROUP MEMBER NAMES AND JOBS

Write the name beside each job listed below:

Recorder: _____

Toothbrusher: _____

Water measurer: _____

Timer: _____

Hypothesis: How much water do we use when we brush our teeth?

Write your group's hypothesis below:



MATERIALS

1. Experiment handout: Water Use Experiment
2. Toothbrush
3. Toothpaste
4. Jug that shows measurement markings in millilitres and litres
5. Timer
6. Access to a sink

EXPERIMENT PROCEDURE

1. Choose jobs and write down each group member's job in the space above.
2. Gather all the experiment materials listed above.
3. Brainstorm your hypothesis and have the recorder write your group's answer in the space above.
4. There are two parts to this experiment. The first is using running water, the other is without using running water.
 - A. Running water section
 - i. Go to the sink. Place the jug at the bottom of the sink.
 - ii. Turn on the water tap. *Keep the water running.*
 - iii. Fill half of the cup with water. Set aside.
 - iv. Wet the toothbrush then place some toothpaste on the toothbrush.
 - v. Brush teeth for one minute. *Keep the water running.*
Let the water collect in the jug.
 - vi. After one minute, spit out the water into the jug.
 - vii. Rinse teeth with the water from the cup. *Keep the water running.*
 - viii. Spit out the water from rinsing into the jug. *Keep the water running.*
 - ix. Place the remaining water from the cup into the jug.
 - x. Turn off the water.
 - xi. Measure how much water was used to brush teeth in the results chart below.



B. Conserving water section

- i. Go to the sink. Place the jug at the bottom of the sink.
 - ii. Turn on the water tap and fill half of the cup with water then rinse the toothbrush with water. Turn off the water tap.
 - iii. Place some toothpaste on the toothbrush.
 - iv. Brush teeth for one minute.
 - v. Rinse teeth with the water from the cup.
 - vi. Spit out the water from rinsing into the jug.
 - vii. Turn on the water tap and rinse the toothbrush.
 - viii. Turn off the water tap.
 - ix. Measure how much water was used to brush teeth in the results chart below.
5. Check that the recordings for the results are in the charts below.
 6. Complete the experiment conclusion.
 7. Be prepared to share your findings with the class.

RESULTS

	How much water was collected after one minute of brushing teeth?
Running Water Results	_____ millilitres
Conserving Water Results	_____ millilitres



Activity: Budget for Home Maintenance Supplies

Identify the location in the home or indicate general maintenance.

Item	Estimated Cost	Actual Cost
Hammer		
Screen for window/door		
Painting tape		
Drywall paste		

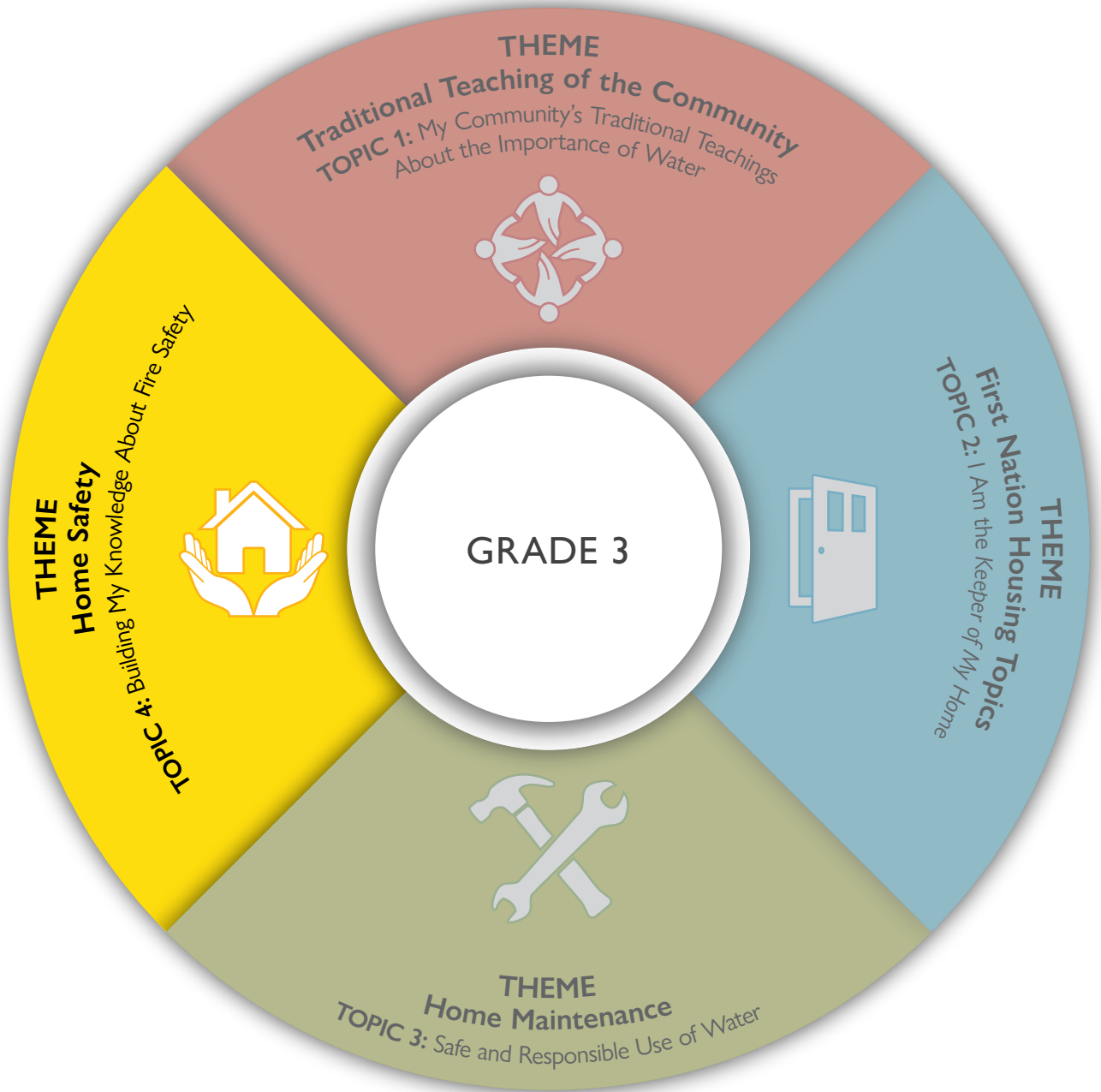


HOME SAFETY



HOUSING TOPIC 4

Building my knowledge about fire safety



Inquiry question

- How is water important for our nation and in our homes?

WNCP and Provinces Curricular Outcomes by Province

<p>Western and Northern Canadian Protocol</p>	<p>Culture and Community 3-K-CC-007 Describe characteristics of daily life in the communities studied, for example, housing, tools, work, use of the land, games, education. 3-K-CC-009 Give examples of challenges faced by communities.</p> <p>Global connections 3-K-G-023 Describe ways in which communities help assure basic human rights, for example, food and water, shelter, clothing, education, safety.</p>
<p>Yukon Territory</p>	<p><i>*Follows British Columbia's curriculum.</i></p>
<p>Northwest Territories</p>	<p>Social Studies Economics and resources KE-037 Describe diverse ways in which communities meet their members' needs.</p>
<p>Nunavut</p>	<p><i>*Follows Alberta's curriculum.</i></p>
<p>British Columbia</p>	<p>Physical and Health Education 3 Strategies and skills to use in potentially hazardous, unsafe or abusive situations</p> <p>Strategies for accessing health information Elaborations could include:</p> <ul style="list-style-type: none"> • speaking to a trusted adult; and • looking for health and safety signs.
<p>Alberta</p>	<p>Grade 3 Health Safety and responsibility</p> <p>W-3.8 Employ practices that provide safety for self and others; for example, describe strategies for safely preparing and storing food.</p> <p>W-3.9 Describe, apply and analyze appropriate safety behaviours in the local community; for example, street, railway crossings, dugouts, farm equipment, waterfront.</p> <p>W-3.10 Describe and apply age-appropriate behaviours when encountering an emergency; for example, call for assistance, do not move an injured person.</p>
<p>Saskatchewan</p>	<p>Social Studies 3 Interactions and interdependence of Nations</p> <p>IN3.1 Analyze daily life in a diversity of communities. Describe characteristics of daily life in the communities studied and compare the ways in which the needs are met by individuals in diverse communities (for example, housing, tools, work, use of the land, games, education).</p>



WNCP and Provinces Curricular Outcomes by Province

Manitoba

Social Studies

Cluster 2: Exploring the world

3-KG-027 Give examples of concerns common to communities around the world.

Cluster 3: Communities of the world

3-KL-017 Describe the influence of natural phenomena on ways of life in the communities studied. Examples: climate, vegetation, natural resources, landforms, floods, droughts, storms.

3-KE-037 Describe diverse ways in which the communities meet their members' needs.

Ontario

Healthy Living: Grade 3

Personal safety and injury prevention

C2.2 Apply their understanding of good safety practices by developing safety guidelines for a variety of places and situations outside the classroom (for example, guidelines for water safety; safe routes and practices for going to school; home fire safety and emergency plans; safe camping checklists; guidelines for safe internet use; personal hygiene guidelines; wildlife safety precautions; guidelines for managing allergies; Halloween safety practices; rules for behaviour around guide dogs, other service animals, and animals in general) (CT).

Quebec

Physical Education and Health Cycle 2

Competency 2: To interact with others in different physical activity settings

A. Principles of communication

2. Names a few ways of being receptive to others' messages.
(for example, listening without interrupting, looking at the person who is speaking)

Newfoundland
and Labrador

Health 3

Unit 3: All around me: My family, friends and community

GCO 1 Demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

19.0 Recognize situations that threaten one's sense of personal safety.

20.0 Understand that interventions are available when one's sense of personal safety is threatened.

21.0 Demonstrate the ability to enlist help in situations threatening personal safety.

22.0 Apply strategies to promote personal safety.

23.0 Assess personal engagement in daily activities and the use of safety practices.

WNCP and Provinces Curricular Outcomes by Province	
Prince Edward Island	<p>Social Studies 3 Unit 3: Citizenship</p> <p>3.3.1 Examine the purpose, function and structure of governments in the province.</p> <p>3.3.2 Examine the rights and responsibilities of citizens.</p>
Nova Scotia	<p>Social Studies Outcome 3: Take action to promote positive interactions among people.</p> <p>Indicators</p> <ul style="list-style-type: none"> • Generate ideas for an action plan to promote positive action among people that includes research and inquiry in regards to peoples and cultures in the province, including Acadian, African Nova Scotian, Gaels, Mi'kmaq and additional cultural groups (CT, COM, CZ, PCD, CI)
New Brunswick	<p>Grade 3 Health Make responsible and informed choices to promote and maintain a healthy lifestyle</p> <p>1.6 Describe behaviours and procedures that contribute to personal safety</p>

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



Lesson 3.4

HOUSING TOPIC 3.4

Building my knowledge about fire safety

INQUIRY QUESTION

How is water important for our nation and in our homes?

HOUSING TOPIC DESCRIPTION

Fire is one of the greatest gifts given to humankind. First Nation people believe fire is to be respected. Understanding fire and its components helps in the development of rules for its prevention. Children need to learn how to be safe in case of fire in their homes.

LESSON OUTCOME

By the end of this lesson, students will demonstrate value and knowledge of fire safety:

1. Students will listen to a firefighter talk about her/his job and the equipment worn on the job.
2. Students will develop guidelines and rules to follow at home in the case of fire.
3. Students will learn about the importance of fire escape plans for their homes by developing a plan.

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](#).*
- *The students 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. Gift for the guest visitor
2. Pre-created questions for visitor
3. Fire Safety Acrostic Poem
4. Computers and access to internet
5. My Family's Fire Escape Plan for Home

PROCEDURE

In preparation for the visit from the firefighter:

Invite the firefighter to come in to speak about fire safety. With the students, generate questions for the visiting firefighter.

1. Activate prior knowledge. Ask the inquiry question to the class, “How is water important for our nation and in our homes?” Continue to add to the KWL Chart with a focus on the lessons topic and the “What do I want to know” section.
2. Guide the students to co-construct a definition of fire.
3. Have a local firefighter come in to speak about the components of fire, fire issues in their communities and what their job is about.
4. Students will ask questions and discuss some of the ideas that the guest spoke about.
5. Once the visit is over, the students will learn about the importance of fire escape plans for their homes by completing the Fire Safety Acrostic Poem.
6. Display their poems on a created fire safety bulletin board.
7. **Consolidation:** Add to the KWL Chart, focusing on the “What have I learned” section on the topic of water and the learning from this lesson.
8. **Take-home assignment:** Ask the class to go home and ask their family to help make a fire escape plan for their home. Give each student the handout, My Family's Fire Escape Plan for Home, review and have them take it home to do with a family member.



KMH e-learning option: Have students explore and complete e-learning activities. These activities can be used as a stand-alone activity or to reinforce learning from lessons.



STUDENT ASSESSMENT

1. Observation
2. Completion of student self-assessment for listening
3. Completion of checklist for fire escape plans

SUGGESTED STUDENT ACTIVITIES, FOR ADDITIONAL LEARNING

1. Read the book *Nanabosho Steals Fire* by Joseph McLellan to remind students that First Nation people have their own legends that tell how fire began. These stories were passed down orally through many generations.
2. Children need to know and identify hot things that can burn and are found in home and school environments. Have students identify the hot things that can burn in the school and make informational safety posters.
3. There are many games available online that teach children about home safety. Do an internet search using keywords like “home safety, games, kids” for options. These games can be used for independent learning or when there is time available for computer access.

Note

- You may have to save these games on a USB key for each child or have the computer technical person add these games to secured sites students are allowed to access at school.

Teacher’s note

- ✓ Smokey the Bear Resources at <http://www.smokeybear.com/resources.asp>. A teacher’s guide and an activity book are free to download.



KWL Chart

Inquiry question: How is water important for our nation and in our homes?

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



Activity: Fire Safety Poem



Name: _____

Begin each line with a word that starts with the letter on that line.

F _____

I _____

R _____

E _____

S _____

A _____

F _____

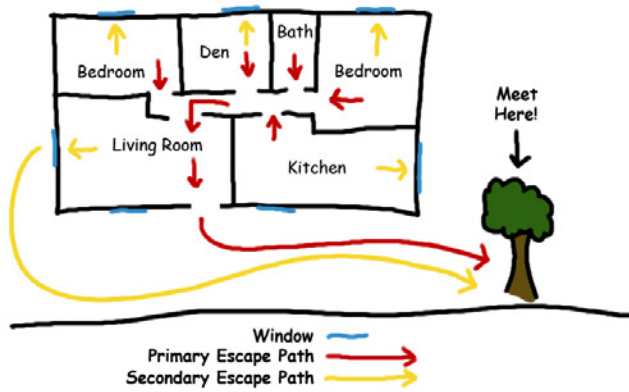
E _____

T _____

Y _____



Activity: My Family's Fire Escape Plan for Home



A fire escape plan is a map of your home that shows where to go when there is a fire or threat of fire in the home.

Create a plan in the box below. Make sure to label the rooms and show where the safe meeting place is.

Image: <https://fire.arlingtonva.us/safety/escape-plans/>

The safe meeting place is _____