



# KEEPER OF MY HOME

Teaching Children and Young People About Caring for a Home

**GRADE 11  
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 11 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](http://www.cmhc.ca).

You can also reach us by phone at 1-800-668-2642 or visit [www.keeperofmyhome.ca](http://www.keeperofmyhome.ca).



# Acknowledgements

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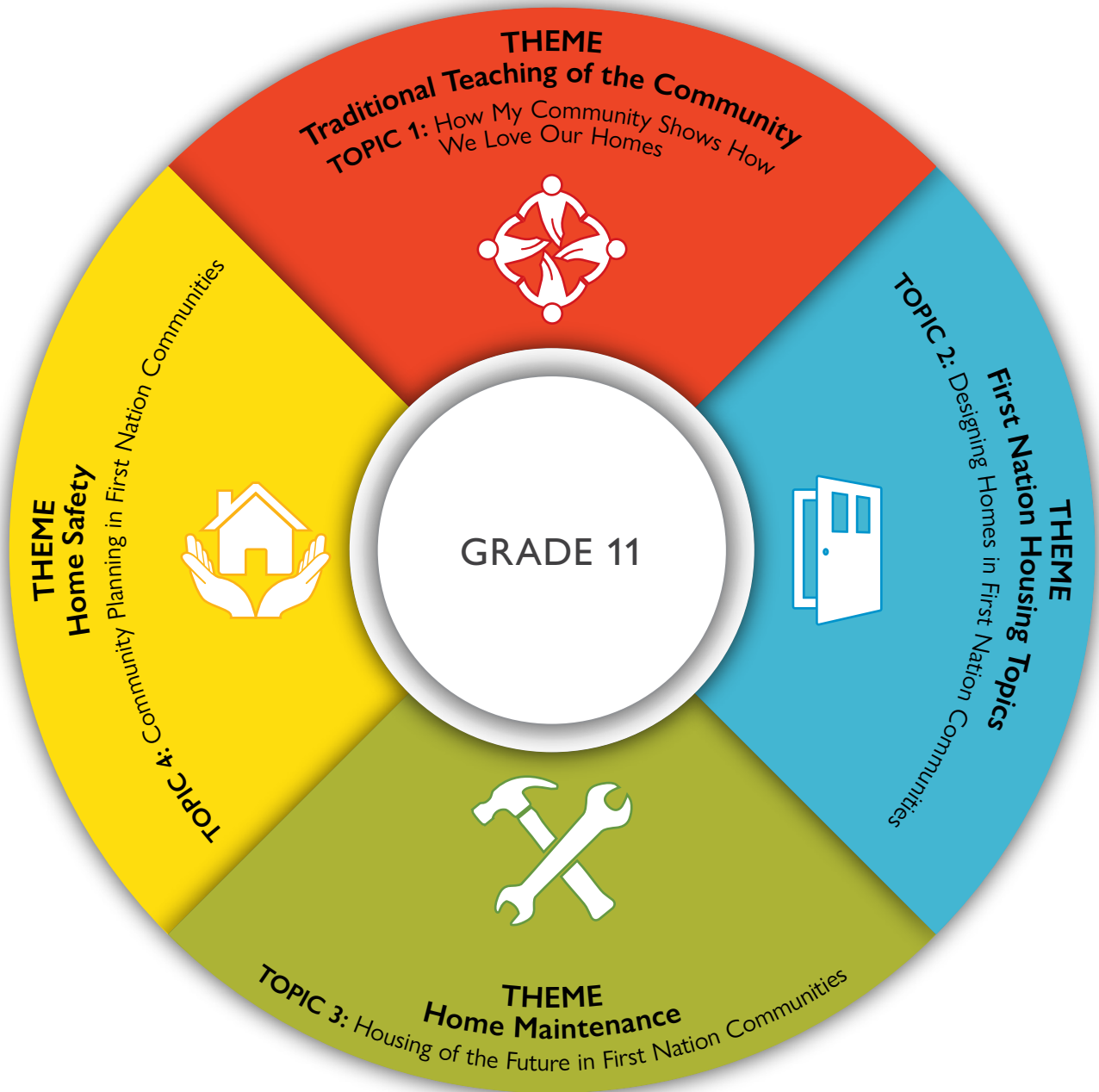
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## GRADE 11 OVERVIEW



# Housing Topic Chart





# Overview Resource Chart

KWL Chart note: Lessons in grades 7 to 12 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>What is housing development?</i>	How my community shows how we love our homes	Elders visit to teach about how the community showed love for their homes

## TOPIC 2 THEME: First Nation Housing Topics

Inquiry Question*	Housing Topic	Main Activity
<i>What is housing development?</i>	Designing homes in First Nation communities	Design a home that is reflective of community and family needs

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



### TOPIC 3 THEME: Home Maintenance

<b>Inquiry Question*</b>	<b>Housing Topic</b>	<b>Main Activity</b>
<i>What is housing development?</i>	Housing of the future in First Nation communities	Creating a 3-D futuristic home model for their community

### TOPIC 4 THEME: Home Safety





<b>Inquiry Question*</b>	<b>Housing Topic</b>	<b>Main Activity</b>
<i>What is housing development?</i>	Community planning in First Nation communities	Group discussions to create a community-housing and maintenance plan

\*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
 11.1 How my community shows how we love our homes	<p>Indigenous peoples have always had their own approaches to community development, which demonstrates the importance of community and homes. Students can learn about how their community showed how they loved their homes in the past and how this relates to the present and future. Elders and traditional knowledge keepers can share their stories to help the youth learn their history and connect this learning to the present and future.</p>	<p>Students will be able to describe how their community traditionally showed how they loved their homes by listening to and learning from an Elder or traditional knowledge keeper from their community.</p>
 11.2 Designing homes in First Nation communities	<p>The basics of home design, including the influence of site, materials, function, form and style, are taken into consideration when creating a livable home on or off the reserve. Housing needs and concerns in First Nation communities have grown over the years.</p>	<p>Students will design a home that is reflective of their community and family needs.</p>
 11.3 Housing of the future in First Nation communities	<p>Houses of the future may be very different from the familiar houses of today. Our changing lifestyles and advanced technology as well as environmental and social concerns will have a great impact on the house designs of tomorrow. New designs and materials will affect the future of building homes on the reserve.</p>	<p>Students will be able to plan for future First Nation housing challenges and solutions by creating a futuristic home design.</p>
 11.4 Community planning in First Nation communities	<p>Community planning is necessary for innovative housing designs and solutions for First Nation reserves. A variety of partners contributes to planning and community development in First Nation reserves. Lifestyles of First Nation people vary from community to community.</p>	<p>Students will create a home maintenance plan.</p>



## Reference List

Alberta Curriculum. (2017). Alberta Education.

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“Canada’s Water Crisis: Indigenous Families at Risk.” Human Rights Watch.

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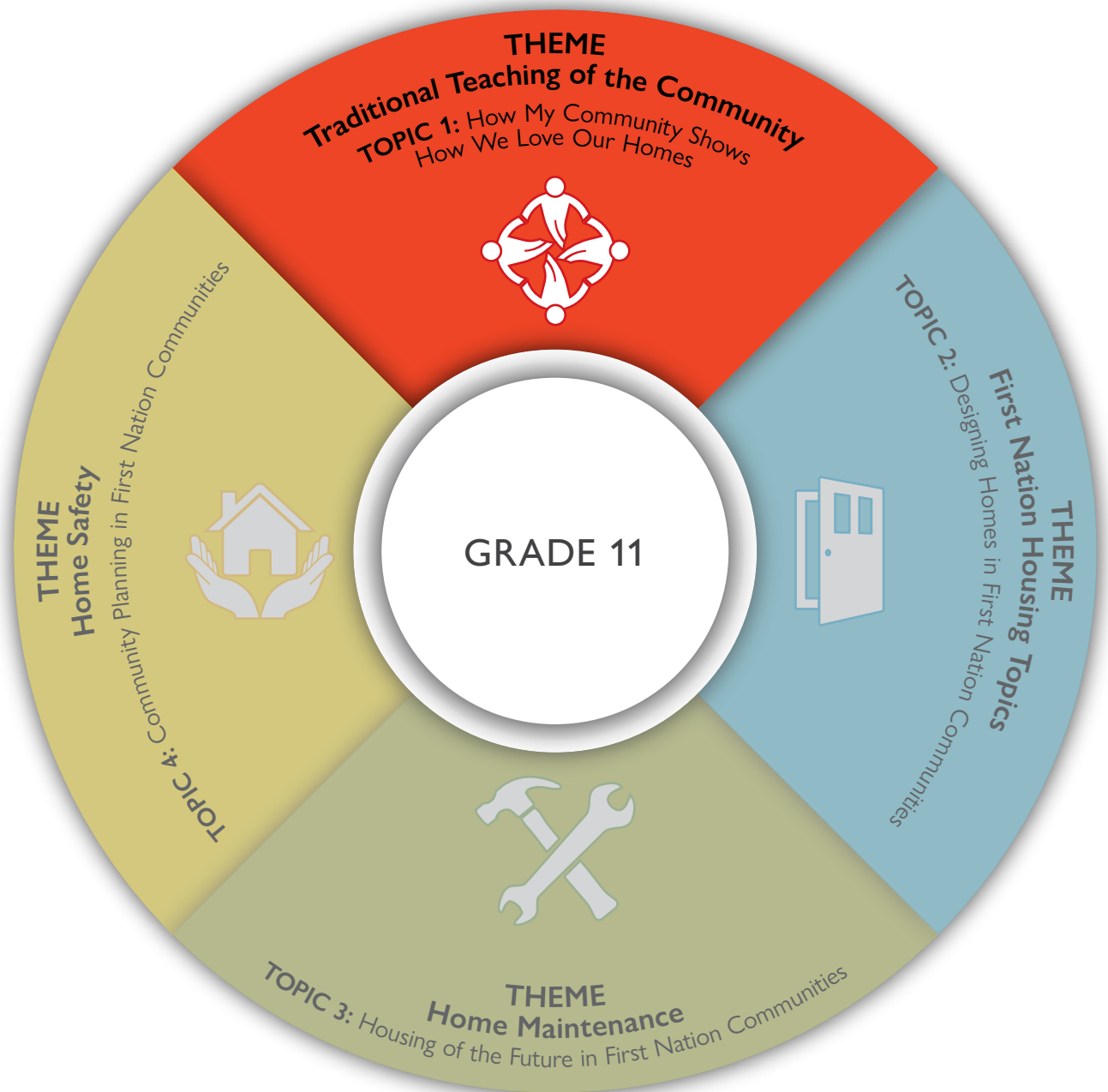


TRADITIONAL  
TEACHING OF  
THE COMMUNITY



# HOUSING TOPIC 1

How my community shows how we love our homes



## Inquiry question

- What is housing development?



<b>WNCP and Provinces Curricular Outcomes by Province</b>	
Western and Northern Canadian Protocol	<p><b>English Language Arts</b> General outcome 1</p> <p>Listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.</p> <p>Develop understanding.</p> <p>Examine and adjust initial understanding according to new knowledge, ideas, experiences and responses from others.</p>
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	<i>*Follows Alberta's curriculum.</i>
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	<p><b>Social Studies</b></p> <p>Assess the short- and long-term causes and expected and unexpected consequences of people's actions, events, phenomena, ideas or developments.</p>
Alberta	<p><b>Social Studies</b> S.2 Develop skills of historical thinking.</p> <p>Develop a reasoned position that is informed by historical and contemporary evidence.</p>
Saskatchewan	<p><b>Native Studies 20</b></p> <ul style="list-style-type: none"> <li>• Develop an understanding of the role that a people's philosophy has in shaping their lives and relationships.</li> <li>• Develop an appreciation for an Indigenous worldview and identify it as practiced by Indigenous peoples.</li> <li>• Develop their comprehension, interpretation and creative thinking skills in representing an Indigenous worldview using a variety of media.</li> </ul>



## WNCP and Provinces Curricular Outcomes by Province

Manitoba

### Social Studies

Cluster 1 core concept: Citizenship

Essential question

Who were the first people and how did they structure their world?

Enduring understandings

- First Nation, Métis and Inuit people have a long history in North America, and their diverse and complex cultures continue to adapt to changing conditions.
- The oral traditions of First Nation, Métis and Inuit peoples teach the importance of maintaining a balance among the emotional, physical, mental and spiritual aspects of life.
- The history of governance in Canada is characterized by a transition from Indigenous self-government through French and British colonial rule to a self-governing confederation of provinces and territories.

Ontario

### Aboriginal Beliefs, Values, and Aspirations in Contemporary Society, Grade 11, College Preparation

Identity

Overall expectations

- Describe traditional and contemporary beliefs and values of Aboriginal cultures that influence present-day activities and behaviours.
- Identify aspects of cultural identity related to specific Aboriginal peoples.
- Describe the efforts and actions of Aboriginal communities and individuals to maintain their cultures and languages within traditional land bases, on reserves and in urban settings.



## WNCP and Provinces Curricular Outcomes by Province

Quebec

### History of Quebec and Canada: Secondary III

Content area: Origins—1608 The experience of the Indigenous peoples and the colonization attempts

Knowledge to be acquired

- First occupants of the territory
  - First Nations and Inuit nation
  - Occupied territory
  - Ways of life

Competency 1: Characterizes a period of history of Quebec and Canada

- Establishes historical facts.
- Retraces events.
- Considers aspects of society.
- Identifies historical actors and witnesses.
- Identifies actions and words.

Newfoundland  
and Labrador

### Newfoundland and Labrador Studies 2205

Unit 2: The roots of our culture

SCO 4.0 Demonstrate an understanding of the peopling of Newfoundland and Labrador to the mid-1700s.

- 4.1 Examine the peopling of Newfoundland and Labrador to the early 16th century.

Prince Edward Island

### Geography 521A

General curriculum outcomes for social studies: Culture and diversity

Demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial and ethnic perspectives.

Unit 3: Cultural patterns of the world

- 3.1 Define “culture,” “cultural regions” and “cultural diffusion.”
- 3.4 Analyze factors that influence development within regions.
- 3.6 Analyze current opportunities and challenges for a selected region.
- 3.8 Engage in an active citizenship project.



## WNCP and Provinces Curricular Outcomes by Province

Nova Scotia

### Social Studies

Foundational document

Foundation for the Atlantic Canada Social Studies Curriculum

### General outcomes for culture and diversity

Analyze the factors that contribute to the perceptions of self and the development of worldview.

### Interdependence

Evaluate and propose possible solutions to issues resulting from interactions among individuals, groups and societies.

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New Brunswick

### Social Studies

Foundational document

Foundation for the Atlantic Canada Social Studies Curriculum

### General outcomes for culture and diversity

Analyze the factors that contribute to the perceptions of self and the development of worldview.

### Interdependence

Evaluate and propose possible solutions to issues resulting from interactions among individuals, groups and societies.

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





# Lesson 11.1

## HOUSING TOPIC 11.1

How my community shows how we love our homes

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### INQUIRY QUESTION

What is housing development?

### HOUSING TOPIC DESCRIPTION

Indigenous peoples have always had their own approaches to community development, which demonstrates the importance of community and homes. Students can learn about how their community showed how they loved their homes in the past and how this relates to the present and future. Elders and traditional knowledge keepers can share their stories to help the youth learn their history and connect this learning to the present and future.

### LESSON OUTCOME

Students will be able to describe how their community traditionally showed how they loved their homes by listening to and learning from an Elder or traditional knowledge keeper from their community.

### 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. Chair and water/tea available for the Elder
3. Small gift for the Elder

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## PROCEDURE

### Prior to the lesson

- Invite an Elder or traditional knowledge keeper from the community to the classroom to talk about how their community traditionally showed how they loved their homes. 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 a rubric for listening to Elder's teachings.
1. **Activate prior knowledge.** Ask the inquiry question to the class: What is housing development? Begin the KWL Chart.
  2. Have a class discussion about how the Indigenous people of the area developed their communities in the past and how they showed how they loved their homes.
  3. Have them generate some questions to ask the Elder or traditional knowledge keeper.
  4. Review the Elder protocol with the students.
  5. Introduce the Elder or traditional knowledge keeper, following protocol.
  6. Ask the Elder or traditional knowledge keeper to share teachings about how the Indigenous people of the area developed their communities in the past and how they showed how they loved their homes.
  7. Take notes for future reference and review with students.
  8. Have students ask questions, using class-generated questions, if needed.
  9. Thank the Elder or traditional knowledge keeper for coming in.
  10. **Consolidation:** Add to the KWL Chart, focusing on the "What have I learned" section.



*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. Participation in class discussion
2. Observation

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## SUGGESTED STUDENT ACTIVITY, FOR ADDITIONAL LEARNING

Students can interview their own family members to learn more about traditional community development. They can share their conversations and learnings with the class.



## KWL Chart

Inquiry question: What is housing development?

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

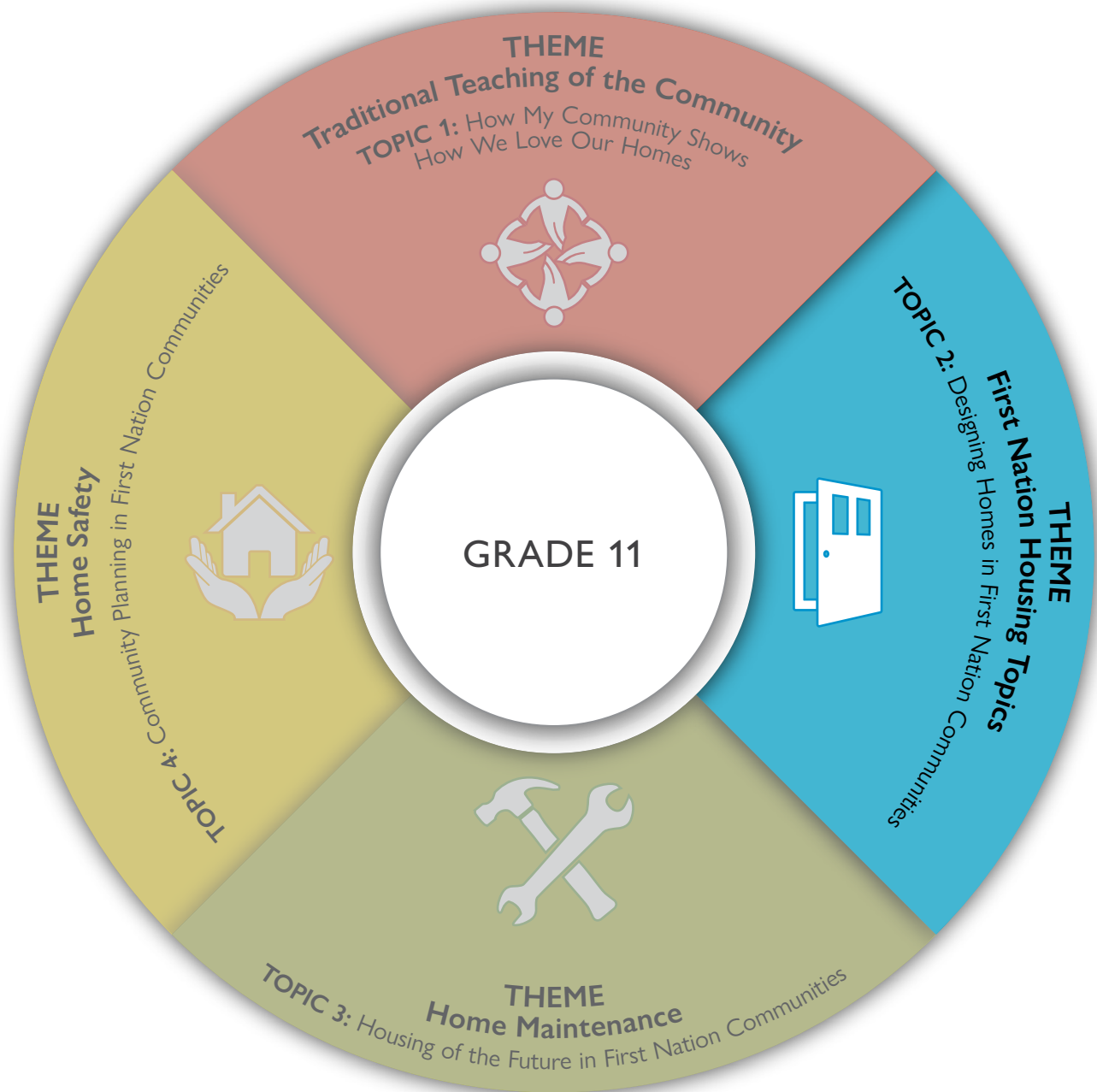


# FIRST NATION HOUSING TOPICS



# HOUSING TOPIC 2

Designing homes in First Nation communities



### Inquiry question

- What is housing development?



<b>WNCP and Provinces Curricular Outcomes by Province</b>	
Western and Northern Canadian Protocol	<p><b>English Language Arts</b> General outcome 3</p> <ul style="list-style-type: none"> <li>• Listen, speak, read, write, view and represent to manage ideas and information.</li> <li>• Use personal knowledge.</li> <li>• Discuss personal knowledge of a topic to discover information needs.</li> </ul>
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	<i>*Follows Alberta's curriculum.</i>
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	<p><b>Social Studies</b></p> <p>Assess the short- and long-term causes and expected and unexpected consequences of people's actions, events, phenomena, ideas or developments.</p>
Alberta	<p><b>Social Studies</b> S.4 Demonstrate skills of decision making and problem solving.</p> <ul style="list-style-type: none"> <li>• Demonstrate leadership in groups to achieve consensus, solve problems, formulate positions and take action, if appropriate, on important issues.</li> <li>• Develop inquiry strategies to make decisions and solve problems.</li> <li>• Generate and apply new ideas and strategies to contribute to decision making and problem solving.</li> <li>• Describe a plan of action to use technology to solve a problem.</li> <li>• Use appropriate tools and materials to accomplish a plan of action.</li> </ul>
Saskatchewan	<p><b>Native Studies 20</b></p> <ul style="list-style-type: none"> <li>• Develop an understanding of the role that a people's philosophy has in shaping their lives and relationships.</li> <li>• Develop an appreciation for an Indigenous worldview and identify it as practiced by Indigenous peoples.</li> <li>• Develop their comprehension, interpretation and creative thinking skills in representing an Indigenous worldview using a variety of media.</li> </ul>



## WNCP and Provinces Curricular Outcomes by Province

Manitoba

### Social Studies

Cluster 5 core concept: Citizenship

#### Essential question

How are the First Nation, Métis and Inuit peoples seeking a greater degree of cultural, political, and economic self-determination?

#### Enduring understandings

First Nation, Métis and Inuit people have a long history in North America, and their diverse and complex cultures continue to adapt to changing conditions.

Ontario

### Aboriginal Beliefs, Values, and Aspirations in Contemporary Society, Grade 11, College Preparation

#### Sovereignty

#### Overall expectations

- Describe the efforts of Aboriginal peoples to attain autonomy in their lives.
- Describe how contemporary Aboriginal communities assert their autonomy through a blend of traditional and modern practices.

#### Specific expectations

- Renewal and reconciliation
- Identify initiatives and projects at the community, provincial and national levels that demonstrate Aboriginal self-sufficiency and autonomy (North American Indigenous Games, Native Child and Family Services agencies in First Nation communities).

Quebec

### History of Quebec and Canada: Secondary III

Content area: Origins—1608 The experience of the Indigenous peoples and the colonization attempts

#### Knowledge to be acquired

- First occupants of the territory
  - First Nations and Inuit nation
  - Occupied territory
  - Ways of life

#### Competency 2: Interprets a social phenomenon

- Analyzes a social phenomenon.
- Establishes changes and continuities.
- Identifies causes and consequences.



**WNCP and Provinces Curricular Outcomes by Province**

<p>Newfoundland and Labrador</p>	<p><b>Newfoundland and Labrador Studies 2205</b>                  Unit 4: Towards the future                  SCO 8.0 Demonstrate an understanding of economic, political and social change in Newfoundland and Labrador since 1972.                  8.3 Examine changes in lifestyles and cultures.</p>
<p>Prince Edward Island</p>	<p><b>Geography 521A</b>                  General curriculum outcomes for social studies: Culture and diversity                  Demonstrate an understanding of culture, diversity and worldview, recognizing the similarities and differences reflected in various personal, cultural, racial and ethnic perspectives.                  Unit 3: Cultural patterns of the world                  3.1 Define “culture,” “cultural regions” and “cultural diffusion.”                  3.4 Analyze factors that influence development within regions.                  3.6 Analyze current opportunities and challenges for a selected region.                  3.8 Engage in an active citizenship project.</p>
<p>Nova Scotia</p>	<p><b>Social Studies</b>                  Foundational document                  Foundation for the Atlantic Canada Social Studies Curriculum                  General outcomes for culture and diversity                  Analyze the factors that contribute to the perceptions of self and the development of worldview.                  Interdependence                  Evaluate and propose possible solutions to issues resulting from interactions among individuals, groups and societies.</p>
<p>New Brunswick</p>	<p><b>Social Studies</b>                  Foundational document                  Foundation for the Atlantic Canada Social Studies Curriculum                  General outcomes for culture and diversity                  Analyze the factors that contribute to the perceptions of self and the development of worldview.                  Interdependence                  Evaluate and propose possible solutions to issues resulting from interactions among individuals, groups and societies.</p>

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



## Lesson 11.2

### HOUSING TOPIC 11.2

Designing homes in First Nation communities

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#### INQUIRY QUESTION

What is housing development?

#### HOUSING TOPIC DESCRIPTION

The basics of home design, including the influence of site, materials, function, form and style, are taken into consideration when creating a livable home on or off the reserve. Housing needs and concerns in First Nation communities have grown over the years.

#### LESSON OUTCOME

Students will design a home that is reflective of their community and family needs.

#### 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. Floor plan symbol list
3. Floor plan exemplar
4. [Design a House](#) student handout
5. [Housing Project](#) assignment sheet

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## PROCEDURE

1. **Activate prior knowledge.** Ask the inquiry question to the class: What is housing development? Continue to add to the [KWL Chart](#).
2. Have students go online to find and print out examples of house floor plans and conceptual drawings. Have them share their floor plans and list the common symbols found in the plans.
3. Ask the students: If you had the opportunity to design your own home, what would it look like? What would you need to do first?
4. Show them the example of an architectural drawing and floor plan.
5. Explain that architects make different kinds of drawings and models (floor plans, blueprints, conceptual drawings and models) to design buildings.
6. Tell students to imagine that they have been asked to design a new addition to their school and cost is not an issue. Ask them to sketch a new addition, and using the [Design a House](#) handout ask students to list the building materials used and explain their choice of design.
7. Hand out the [Housing Project](#) assignment sheet.
8. Give students time to complete their projects.
9. Have students present their projects either in small groups or to the class.
10. **Consolidation:** Add to the [KWL Chart](#), focusing on the “What have I learned” section.



*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. Co-construction of a rubric for the housing project
2. Participation
3. Observation

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## SUGGESTED STUDENT ACTIVITY, FOR ADDITIONAL LEARNING

1. “My House—Dene First Nation’s Perspectives on Healthy Homes.” This is a project in which students designed and built a home; it can be done for credit in high school. Information can be found at [http://fnhssm.com/peke/map-location/sekuwe-my-house-Dene-first-nations-perspectives-on-healthy-homes/?mpfy\\_map=21811&mpfy-pin=22391](http://fnhssm.com/peke/map-location/sekuwe-my-house-Dene-first-nations-perspectives-on-healthy-homes/?mpfy_map=21811&mpfy-pin=22391).
2. Film recommendation: If You Build It, a documentary about a non-profit project in the rural U.S. to build a house with school-aged students. The film is accessible on Netflix.
3. Learn about students building tiny homes. See the following link: <https://globalnews.ca/news/3305131/from-start-to-finish-first-nation-students-learn-to-build-tiny-homes/>.
4. Examples of experiential activities for further learning:
  - a. Volunteer with the housing department to understand and practise home maintenance in the local community. Some examples of volunteering and learning are fixing a window screen, checking and changing furnace filters or any activity that can be done with the guidance of the housing department and is also possible for students to try at home. Speak to the housing department about what these options could be.
  - b. Receive credit for this work; speak to the school administrator.
5. Explore the role of an architect:
  - a. Define what an architect is.
  - b. Does an architect design homes in your First Nation community? Who designs the homes in your community?
  - c. Research by contacting the First Nation band office or invite the First Nation Housing Coordinator to present housing designs in your community.
  - d. Have them describe housing styles. Invite them to explain a Section 95 house.

# KWL Chart

Inquiry question: What is housing development?

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



# Activity: Design a House

Name: \_\_\_\_\_

## DESIGN A HOUSE

1. Describe the land and climate of your building site. How will you design your house to suit the site?

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2. Who will live in your house? What spaces and rooms will you have?

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3. Brainstorm how your house will function. On graph paper, draw rough sketches of the floor plan of your house.

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4. What materials will you use to build your house?

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5. What style is your house? On graph paper, draw at least three thumbnail sketches showing what your house will look like.

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## Activity: Housing Project

Name: \_\_\_\_\_

Value: \_\_\_\_\_ % of your final mark

Total Marks: \_\_\_\_\_ /100

Due Date/Time: \_\_\_\_\_

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### PART 1: FLOOR PLAN

You are to design and draw a floor plan for a bungalow (one-storey house). It can be the house you live in or one that you make up. See the attached sample floor plan for an example. Be sure to label all the rooms, including closets and other storage areas, and clearly mark all the doors and windows as shown on the sample. **Neatness and clarity is important!**

Size: About half a page (a bit larger than the attached sample)

Mark: \_\_\_\_\_ /15

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### PART 2: TWO-DIMENSIONAL DRAWING

Next, you are to make a two-dimensional drawing of the outside of the house. Draw it on an angle so that two sides of the house can be seen. See the attached sample drawing for an example (no landscaping required!). This drawing will be an indication of what your three-dimensional model will look like in part 3.

Size: About half a page (a bit larger than the attached sample)

Mark: \_\_\_\_\_ /15

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### PART 3: THREE-DIMENSIONAL MODEL

Finally, you will design and construct a three-dimensional model of the house out of cardboard. The windows and doors must be cut out. The roof must work like a “lid” and be removable to look inside. **Your model must include the floor plan from part 1, with walls dividing the rooms (closets are not required).** Detailing such as furniture cutouts will receive bonus marks! For the house to be considered complete, the outside of it must be painted. Be creative and thorough. Have fun with the project!

Size: Approximately 30 cm x 15 cm; (between 22 cm and 30 cm)

Mark: \_\_\_\_\_ /70

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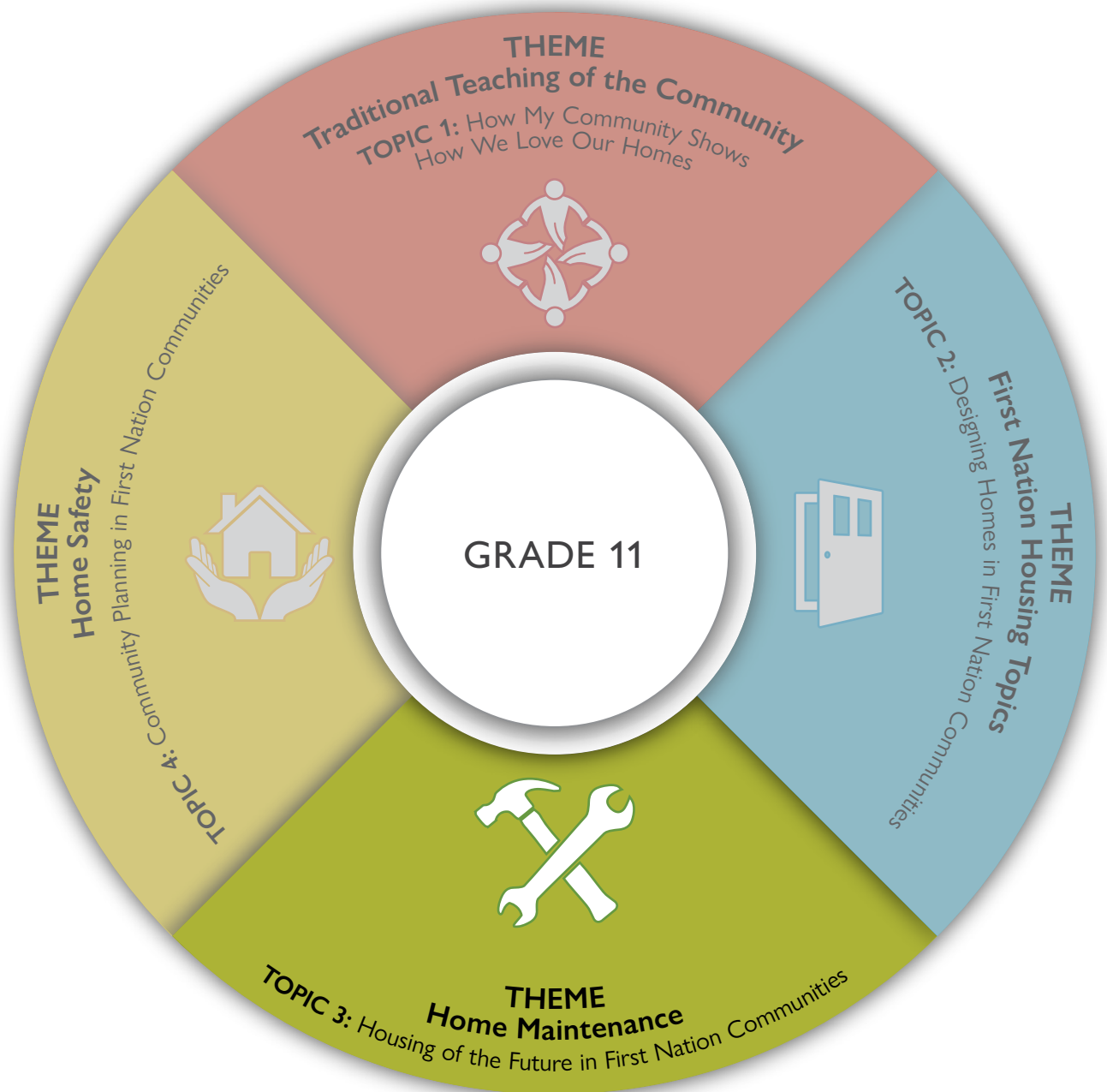


HOME  
MAINTENANCE



# HOUSING TOPIC 3

Housing of the future in First Nation communities



## Inquiry question

- What is housing development?



<b>WNCP and Provinces Curricular Outcomes by Province</b>	
Western and Northern Canadian Protocol	<p><b>English Language Arts</b> General outcome 3</p> <ul style="list-style-type: none"> <li>• Listen, speak, read, write, view and represent to manage ideas and information.</li> <li>• Create and follow a plan.</li> <li>• Develop, use and adapt an inquiry or research plan appropriate for content, audience, purpose, context, sources and procedures.</li> </ul>
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	<i>*Follows Alberta's curriculum.</i>
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	<p><b>Social Studies</b></p> <p>Assess the short- and long-term causes and expected and unexpected consequences of people's actions, events, phenomena, ideas or developments.</p>
Alberta	<p><b>Social Studies</b> S.4 Demonstrate skills of decision making and problem solving.</p> <ul style="list-style-type: none"> <li>• Demonstrate leadership in groups to achieve consensus, solve problems, formulate positions and take action, if appropriate, on important issues.</li> <li>• Develop inquiry strategies to make decisions and solve problems.</li> <li>• Generate and apply new ideas and strategies to contribute to decision making and problem solving.</li> <li>• Describe a plan of action to use technology to solve a problem.</li> <li>• Use appropriate tools and materials to accomplish a plan of action.</li> </ul>
Saskatchewan	<p><b>Native Studies 20</b></p> <ul style="list-style-type: none"> <li>• Develop an understanding of the role that a people's philosophy has in shaping their lives and relationships.</li> <li>• Develop an appreciation for an Indigenous worldview and identify it as practiced by Indigenous peoples.</li> <li>• Develop their comprehension, interpretation and creative thinking skills in representing an Indigenous worldview using a variety of media.</li> </ul>



## WNCP and Provinces Curricular Outcomes by Province

Manitoba

### Social Studies

Cluster 5 core concept: Citizenship

#### Essential question

How are the First Nation, Métis and Inuit peoples seeking a greater degree of cultural, political, and economic self-determination?

#### Enduring understandings

First Nation, Métis and Inuit people have a long history in North America, and their diverse and complex cultures continue to adapt to changing conditions.

Ontario

### Aboriginal Beliefs, Values and Aspirations in Contemporary Society, Grade 11, College Preparation

#### Sovereignty

#### Overall expectations

- Describe the efforts of Aboriginal peoples to attain autonomy in their lives.
- Describe how contemporary Aboriginal communities assert their autonomy through a blend of traditional and modern practices.

#### Specific expectations

- Renewal and reconciliation
- Identify initiatives and projects at the community, provincial and national levels that demonstrate Aboriginal self-sufficiency and autonomy (North American Indigenous Games, Native Child and Family Services agencies in First Nation communities).

Quebec

### History of Quebec and Canada: Secondary III

Content area: Origins—1608 The experience of the Indigenous peoples and the colonization attempts

#### Knowledge to be acquired

- First occupants of the territory
  - First Nations and Inuit nation
  - Occupied territory
  - Ways of life

#### Competency 2: Interprets a social phenomenon

- Analyzes a social phenomenon.
- Establishes changes and continuities.
- Identifies causes and consequences.

**WNCP and Provinces Curricular Outcomes by Province**

<p>Newfoundland and Labrador</p>	<p><b>Newfoundland and Labrador Studies 2205</b>                  Unit 4: Towards the future                  SCO 8.0 Demonstrate an understanding of economic, political and social change in Newfoundland and Labrador since 1972.                  8.3 Examine changes in lifestyles and cultures.</p>
<p>Prince Edward Island</p>	<p><b>Geography 521A</b>                  General curriculum outcomes for social studies: Culture and diversity                  Demonstrate an understanding of culture, diversity and world view, recognizing the similarities and differences reflected in various personal, cultural, racial and ethnic perspectives.                  Unit 3: Cultural patterns of the world                  3.1 Define “culture,” “cultural regions” and “cultural diffusion.”                  3.4 Analyze factors that influence development within regions.                  3.6 Analyze current opportunities and challenges for a selected region.                  3.8 Engage in an active citizenship project.</p>
<p>Nova Scotia</p>	<p><b>Social Studies</b>                  Foundational document                  Foundation for the Atlantic Canada Social Studies Curriculum                  General outcomes for culture and diversity                  Analyze the factors that contribute to the perceptions of self and the development of worldview.                  Interdependence                  Evaluate and propose possible solutions to issues resulting from interactions among individuals, groups and societies.</p>
<p>New Brunswick</p>	<p><b>Social Studies</b>                  Foundational document                  Foundation for the Atlantic Canada Social Studies Curriculum                  General outcomes for culture and diversity                  Analyze the factors that contribute to the perceptions of self and the development of worldview.                  Interdependence                  Evaluate and propose possible solutions to issues resulting from interactions among individuals, groups and societies.</p>

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



## Lesson 11.3

### HOUSING TOPIC 11.3

Housing of the future in First Nation communities

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#### INQUIRY QUESTION

What is housing development?

#### HOUSING TOPIC DESCRIPTION

Houses of the future may be very different from the familiar houses of today. Our changing lifestyles and advanced technology as well as environmental and social concerns will have a great impact on the house designs of tomorrow. New designs and materials will affect the future of building homes on the reserve.

#### LESSON OUTCOME

Students will be able to plan for future First Nation housing challenges and solutions by creating a futuristic home design.

#### 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. Design a Future House student handout
3. Graph paper
4. Pencils
5. Rulers
6. Magazines
7. Construction paper
8. Cardboard boxes
9. Paint

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## PROCEDURE

1. **Activate prior knowledge.** Ask the inquiry question to the class: What is housing development? Continue to add to the KWL Chart.
2. Have a class discussion about what they think housing of the future will look like in their First Nation community.
3. Tell students that they will be creating a futuristic home design.
4. Using graph paper, pencils and rulers, have students map and create a futuristic home design, making the first level of their future home. Have the students show room divisions for the bathroom and closet, windows and furniture placement on the floor plan.
5. Allow access to resources such as books, the Internet and magazines for students to research colour combinations, futuristic home designs and examples of floor coverings and window coverings they wish to incorporate into their plan.
6. Allow time for students to gather the materials needed to build a scaled 3-D floor plan from the blueprint they created.
7. Using the Design a Future House handout, students may wish to complete a future home project board to explain the futuristic home they would build on their First Nation reserve.
8. **Consolidation:** Add to the KWL Chart, focusing on the “What have I learned” section.



*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 futuristic home design
2. Participation
3. Observation

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## SUGGESTED STUDENT ACTIVITY, FOR ADDITIONAL LEARNING

1. New designs and materials will affect the future of building homes on the reserve. Invite a representative from the First Nation community such as a contractor to explain how housing needs have changed over the years within their First Nation community.
2. “My House—Dene First Nation’s Perspectives on Healthy Homes.” This is a project in which students designed and built a home; it can be done for credit in high school. Information can be found at [http://fnhssm.com/peke/map-location/sekuwe-my-house-Dene-first-nations-perspectives-on-healthy-homes/?mpfy\\_map=21811&mpfy-pin=22391](http://fnhssm.com/peke/map-location/sekuwe-my-house-Dene-first-nations-perspectives-on-healthy-homes/?mpfy_map=21811&mpfy-pin=22391).
3. Film recommendation: If You Build It, a documentary about a non-profit project in the rural U.S. to build a house with school-aged students. The film is accessible on Netflix.
4. Learn about students building tiny homes. See the following link: <https://globalnews.ca/news/3305131/from-start-to-finish-first-nation-students-learn-to-build-tiny-homes/>.
5. Examples of experiential activities for further learning:
  - a. Volunteer with the housing department to understand and practise home maintenance in the local community. Some examples of volunteering and learning are fixing a window screen, checking and changing furnace filters or any activity that can be done with the guidance of the housing department and is also possible for students to try at home. Speak to the housing department about what these options could be.
  - b. Receive credit for this work; speak to the school administrator.



## KWL Chart

Inquiry question: What is housing development?

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



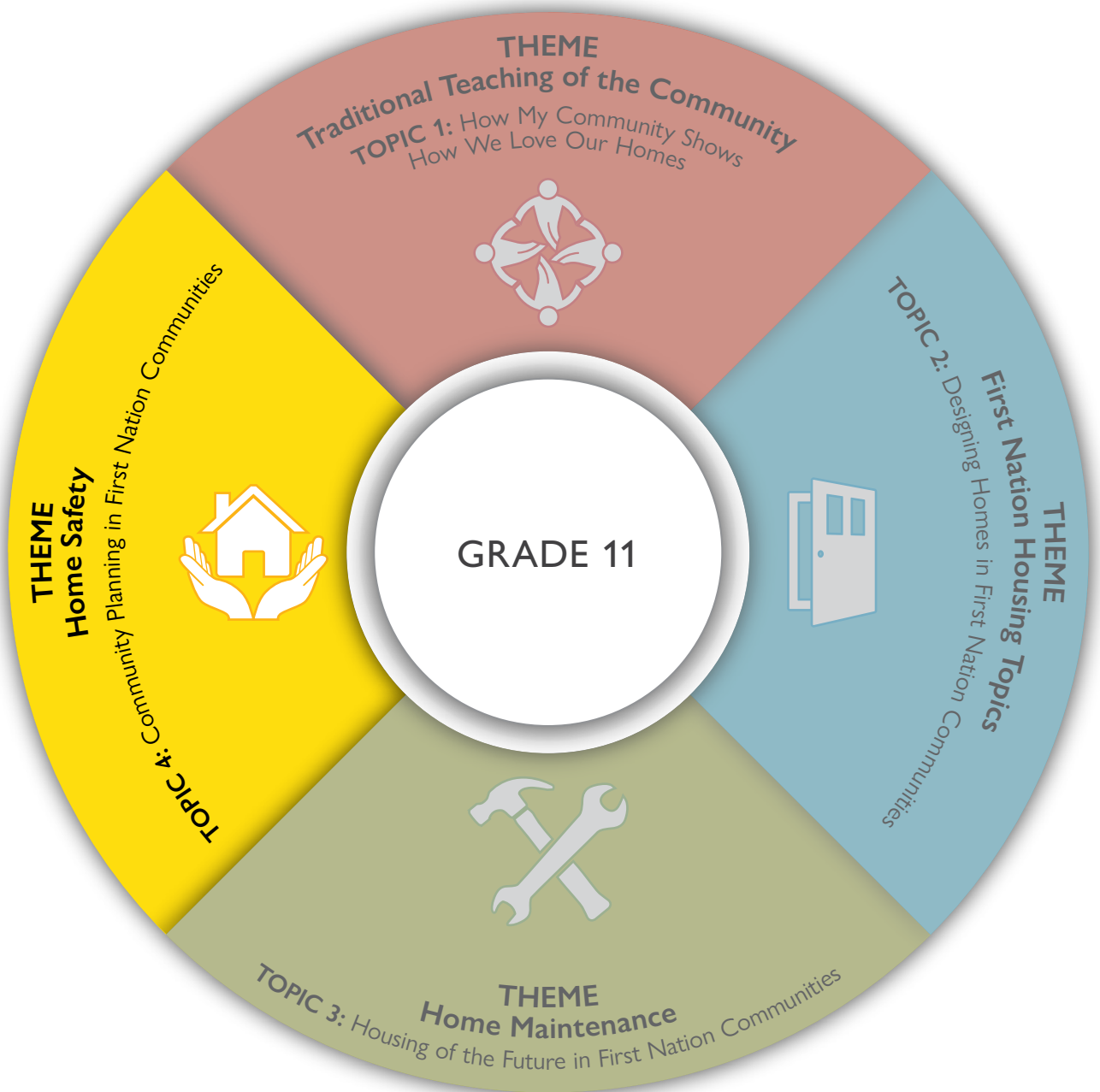




HOME SAFETY

# HOUSING TOPIC 4

Community planning in First Nation communities



## Inquiry question

- What is housing development?



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Saskatchewan	<p><b>Native Studies 20</b></p> <ul style="list-style-type: none"> <li>• Develop an understanding of the role that a people's philosophy has in shaping their lives and relationships.</li> <li>• Develop an appreciation for an Indigenous worldview and identify it as practiced by Indigenous peoples.</li> <li>• Develop their comprehension, interpretation and creative thinking skills in representing an Indigenous worldview using a variety of media.</li> </ul>

**WNCP and Provinces Curricular Outcomes by Province**

Manitoba

**Social Studies**

Cluster 5 core concept: Citizenship

## Essential question

How are the First Nation, Métis and Inuit peoples seeking a greater degree of cultural, political, and economic self-determination?

## Enduring understandings

First Nation, Métis and Inuit people have a long history in North America, and their diverse and complex cultures continue to adapt to changing conditions.

Ontario

**Aboriginal Beliefs, Values, and Aspirations in Contemporary Society, Grade 11, College Preparation**

## Sovereignty

## Overall expectations

- Describe the efforts of Aboriginal peoples to attain autonomy in their lives.
- Describe how contemporary Aboriginal communities assert their autonomy through a blend of traditional and modern practices.

## Specific expectations

- Renewal and reconciliation
- Identify initiatives and projects at the community, provincial and national levels that demonstrate Aboriginal self-sufficiency and autonomy (North American Indigenous Games, Native Child and Family Services agencies in First Nation communities).

Quebec

**History of Quebec and Canada: Secondary III**

Content area: Origins—1608 The experience of the Indigenous peoples and the colonization attempts

## Knowledge to be acquired

- First occupants of the territory
  - First Nations and Inuit nation
  - Occupied territory
  - Ways of life

## Competency 2: Interprets a social phenomenon

- Analyzes a social phenomenon.
- Establishes changes and continuities.
- Identifies causes and consequences.



## WNCP and Provinces Curricular Outcomes by Province

Newfoundland  
and Labrador

### **Newfoundland and Labrador Studies 2205**

Unit 4: Towards the future

SCO 8.0 Demonstrate an understanding of economic, political and social change in Newfoundland and Labrador since 1972.

8.3 Examine changes in lifestyles and cultures.

Prince Edward Island

### **Geography 521A**

General curriculum outcomes for social studies: Culture and diversity

Demonstrate an understanding of culture, diversity and world view, recognizing the similarities and differences reflected in various personal, cultural, racial and ethnic perspectives.

Unit 3: Cultural patterns of the world

3.1 Define “culture,” “cultural regions” and “cultural diffusion.”

3.4 Analyze factors that influence development within regions.

3.6 Analyze current opportunities and challenges for a selected region.

3.8 Engage in an active citizenship project.

Nova Scotia

### **Social Studies**

Foundational document

Foundation for the Atlantic Canada Social Studies Curriculum

General outcomes for culture and diversity

Analyze the factors that contribute to the perceptions of self and the development of worldview.

Interdependence

Evaluate and propose possible solutions to issues resulting from interactions among individuals, groups and societies.

New Brunswick

### **Social studies**

Foundational document

Foundation for the Atlantic Canada Social Studies Curriculum

General outcomes for culture and diversity

Analyze the factors that contribute to the perceptions of self and the development of worldview.

Interdependence

Evaluate and propose possible solutions to issues resulting from interactions among individuals, groups and societies.

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





## Lesson 11.4

### HOUSING TOPIC 11.4

Community planning in First Nation communities

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#### INQUIRY QUESTION

What is housing development?

#### HOUSING TOPIC DESCRIPTION

Community planning is necessary for innovative housing designs and solutions for First Nation reserves. A variety of partners contribute to planning and community development in First Nation reserves. Lifestyles of First Nation people vary from community to community.

#### LESSON OUTCOME

Students will create a home maintenance 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.*
- *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. Co-constructed rubric created with the class
3. Living in My First Nation Community—Pros and cons sheet
4. Group Work Rubric

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## PROCEDURE

1. **Activate prior knowledge.** Ask the inquiry question to the class: What is housing development? Continue to add to the KWL Chart.
2. Have students evaluate their First Nation community and list the advantages and disadvantages of living in their community. Encourage students to offer suggestions for improving their evolving community. Use the Living in My First Nation Community—pros and cons sheet.
3. Invite a member of housing personnel or band leadership to discuss community planning in the local First Nation.
4. Have students take notes and ask questions.
5. Break students into groups and have them create a community plan for housing in their community and address the following points and questions in group presentations.
  - Describe how the First Nation community has made accommodations for its evolving lifestyle.
  - What services and facilities are needed to plan for an evolving First Nation community?
  - Evaluate your own community and list (in point form) the advantages and disadvantages and give some suggestions for improving your evolving community.
  - Estimate what the costs of home maintenance would be for a home and explain the implications for community planning.
6. Have students present their community plan to the class.
7. **Consolidation:** Add to the KWL Chart, focusing on the “What have I learned” section.



*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 Group Work Rubric
2. Participation
3. Observation

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## SUGGESTED STUDENT ACTIVITY, FOR ADDITIONAL LEARNING

1. Give students the option of doing the assignment individually.
2. Have the class present their work to another class or a different audience.
3. Have the students research the CMHC website to find and read CMHC housing success stories about innovative housing. Assign half the class to read one of the success stories and share their findings.



## KWL Chart

Inquiry question: What is housing development?

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



# Activity: Living In My First Nation Community

Pros	Cons

**SUGGESTIONS FOR IMPROVEMENT**



## Activity: Group Work Rubric

### GROUP ROLES

Recorder: Takes notes of discussion.

Reporter: Speaks on behalf of the group.

Task monitor: Identifies task; monitors discussion.

Time keeper: Keeps the group within time limits.

Performance Factors	Excellent	Good	Getting There
Sharing	Demonstrates a balance between courteous speaking and courteous listening.	Shows a preference for either speaking or listening.	Needs encouragement to speak and listen.
Participation	Performs role as a _____ with diligence and dignity.	Performs role as a _____ somewhat reluctantly.	Needs encouragement to participate more often.
Co-operation	Works effectively with a wide range of peers; accepts all peers as equals; shows consideration for others.	Works effectively with preferred peers; shows effort to include others; usually considerate of others.	Prefers to work alone.
Self-awareness	Demonstrates awareness of own strengths and weakness and works toward self-improvement.	Is aware of either strengths or weaknesses but needs encouragement to improve.	Does not demonstrate understanding of own strength or weaknesses.
Respect	Displays respect for others by encouraging, clarifying and keeping the group focused.	Shows awareness of others' needs, but requires encouragement to display appropriate behaviours.	Displays awareness but difficult to tell.