



KEEPER OF MY HOME

Teaching Children and Young People About Caring for a Home

**GRADE 7
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, are 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 7 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.








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Table of Contents

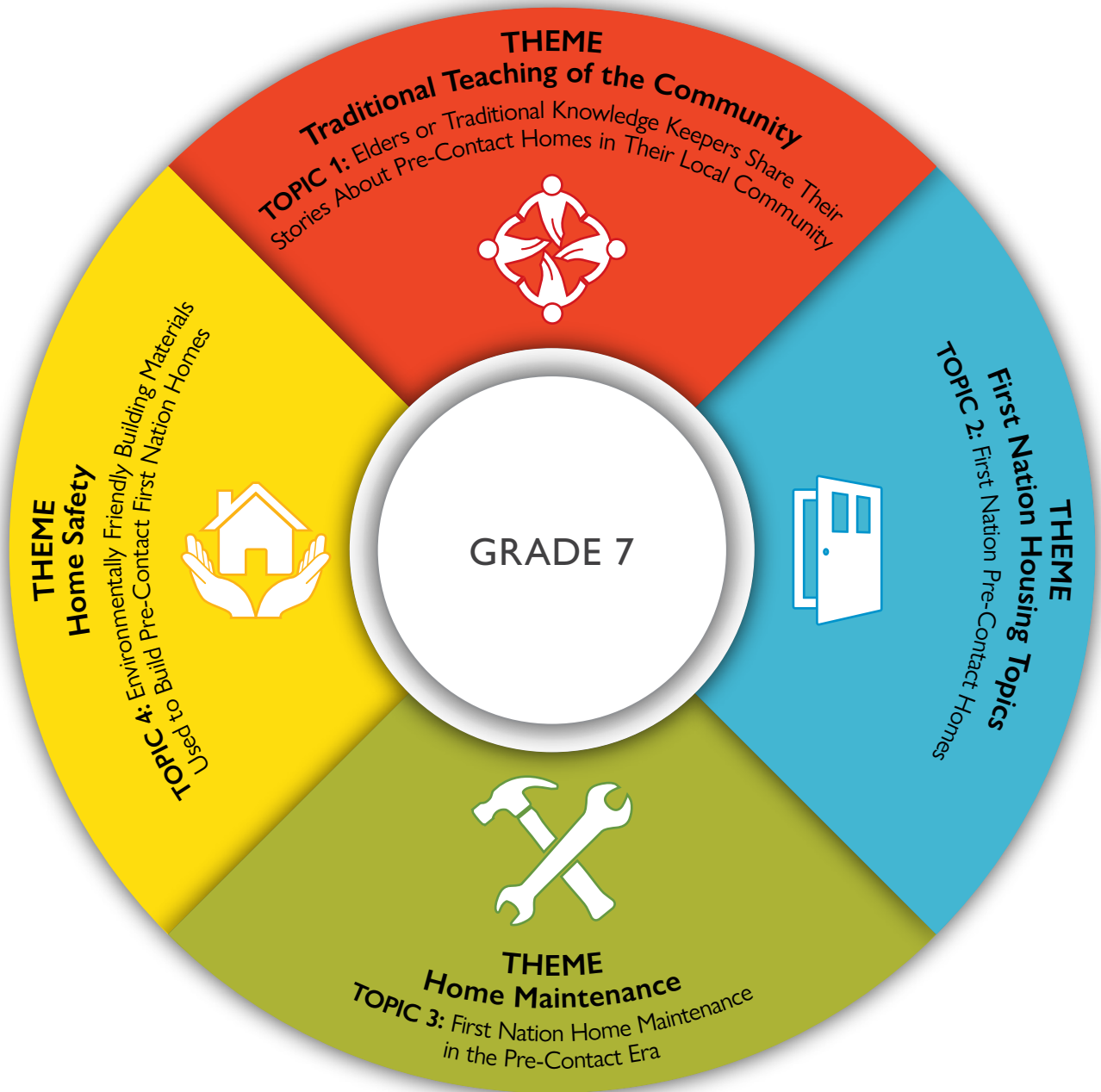
| | |
|---|-----|
| Foreword | ii |
| Acknowledgements | iii |
|  Grade 7 Overview | 1 |
| Housing Topic Chart | 2 |
| Overview Resource Chart | 3 |
| Housing Topic Overview | 5 |
| Reference List | 6 |
|  THEME: Traditional Teaching of the Community | 7 |
| HOUSING TOPIC 1 | 8 |
| Lesson 7.1 | 11 |
| KWL Chart | 14 |
|  THEME: First Nation Housing Topics | 15 |
| HOUSING TOPIC 2 | 16 |
| Lesson 7.2 | 19 |
| KWL Chart | 21 |
| Activity: Architectural Designs Pre-Contact | 22 |
| Activity: Pre-Contact Housing Research Log | 32 |
|  THEME: Home Maintenance | 34 |
| HOUSING TOPIC 3 | 35 |
| Lesson 7.3 | 38 |
| KWL Chart | 41 |
|  THEME: Home Safety | 42 |
| HOUSING TOPIC 4 | 43 |
| Lesson 7.4 | 46 |
| KWL Chart | 48 |



GRADE 7 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 were pre-contact homes like in our community?</i> | Elders or traditional knowledge keepers share their stories about pre-contact homes in their local community | Elders visit to teach about pre-contact homes |

TOPIC 2 THEME: First Nation Housing Topics

| Inquiry Question* | Housing Topic | Main Activity |
|---|--------------------------------|--|
| <i>What were pre-contact homes like in our community?</i> | First Nation pre-contact homes | Writing a research report or presentation on traditional homes of the local First Nation group |

*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>What were pre-contact homes like in our community?</i> | First Nation home maintenance in the pre-contact era | Elder visit to teach about home maintenance in the pre-contact era |





TOPIC 4 THEME: Home Safety

| Inquiry Question* | Housing Topic | Main Activity |
|---|--|--|
| <i>What were pre-contact homes like in our community?</i> | Environmentally friendly building materials used to build pre-contact First Nation homes | Taking a walk out on the land with member of housing personnel or a traditional knowledge keeper |

*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 |
|---|---|---|
|  7.1 Elders or traditional knowledge keepers share their stories about pre-contact homes in their local community | <p>Every Indigenous nation had its own type of home in the pre-contact era. There is a misconception that all Indigenous people lived in tipis. Young people need to know the types of pre-contact homes that existed within their traditional territory. Local Elders or traditional knowledge keepers can share stories of their experiences of the traditional homes. Students can learn their community's history through the stories of their Elders or traditional knowledge keepers.</p> | <p>Students will learn about the pre-contact homes of their local community by listening to Elders or traditional knowledge keepers share their stories and experiences.</p> |
|  7.2 First Nation pre-contact homes | <p>The diversity of Indigenous groups can be seen in the different types of homes that existed in the pre-contact era. Students can learn about Indigenous diversity by learning about different types of homes. It is also important for students to know about the pre-contact homes of the people whose traditional territory they are living on.</p> | <p>Students will be able to list and describe some pre-contact First Nation homes to demonstrate their learning about the traditional homes of the local First Nation group by either writing a research report or by creating a presentation, with either PowerPoint or Prezi.</p> |
|  7.3 First Nation home maintenance in the pre-contact era | <p>Indigenous people have always loved and taken pride in their homes. In the pre-contact era, homes had to be conducive to the needs of the community and the environment. People had to keep their homes well maintained to ensure long-term use.</p> | <p>Students will be able to listen to and learn from an Elder or traditional knowledge keeper sharing their knowledge of the ways First Nations in the area would have made sure their homes were maintained in the pre-contact era.</p> |
|  7.4 Environmentally friendly building materials used to build pre-contact First Nation homes | <p>Indigenous people had different types of pre-contact homes, all built with environmentally friendly materials found in the traditional territory. Students can learn about these environmentally friendly building materials by experiencing the land and having housing personnel or a traditional knowledge keeper take them on a walk to learn about the land and pre-contact housing.</p> | <p>Students will be able to describe and give examples of environmentally friendly building materials that would have been used for building homes in the pre-contact era by going out on the land and learning about the building materials that the environment provided.</p> |



Reference List

Alberta Curriculum. (2017). Alberta Education.

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

"Canada's Water Crisis: Indigenous Families at Risk". Human Rights Watch Website.

Manitoba Curriculum. (2017). Manitoba.ca.

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.

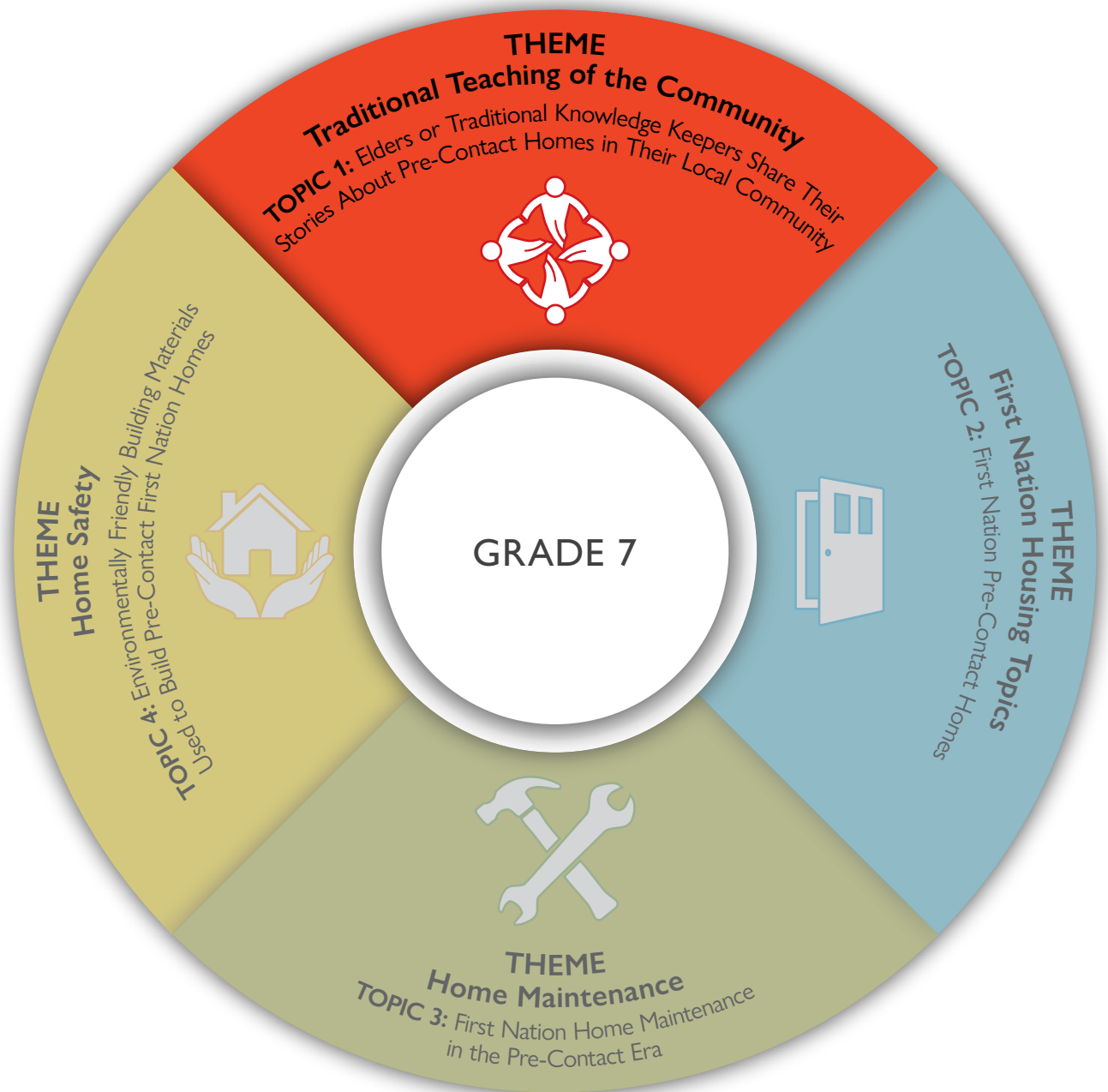


TRADITIONAL
TEACHING OF
THE COMMUNITY



HOUSING TOPIC 1

Elders or traditional knowledge keepers share their stories about pre-contact homes in their local community



Inquiry question

- What were pre-contact homes like in our community?



| WNCP and Provinces Curricular Outcomes by Province | |
|---|--|
| Western and Northern Canadian Protocol | <p>English Language Arts</p> <p>Demonstrate critical listening and viewing behaviours (such as evaluating content, quality, presentation delivery) and show respect for the presenter (such as showing attentiveness, participating in audience activities).</p> |
| Yukon Territory | <i>*Follows British Columbia's curriculum.</i> |
| Northwest Territories | <p>Social Studies</p> <p>How technical, societal, political and economic changes have impacted traditional circumpolar societies.</p> |
| Nunavut | <i>*Follows Alberta's curriculum.</i> |
| British Columbia | <p>Social Studies</p> <p>Describe how humans adapted to their physical environment in ancient civilizations (for example, architecture, transportation methods, clothing).</p> |
| Alberta | <p>Social Studies</p> <p>Demonstrate an understanding and appreciation of how the political, demographic, economic and social changes that have occurred since Confederation have presented challenges and opportunities for individuals and communities.</p> |
| Saskatchewan | <p>Social Studies</p> <p>DR7.3 Analyze the influence of contact with another culture on the Aboriginal peoples of Canada, circumpolar countries and a selection of Pacific Rim countries (for example, the influence of Europeans on the Indigenous peoples of Canada, Mexico and Australia).</p> |
| Manitoba | <p>English Language Arts</p> <p>Show respect for diverse languages, ideas, texts and traditions, and recognize contributions of self, peers and the wider community.</p> |
| Ontario | <p>English Language Arts</p> <p>Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.</p> |
| Quebec | <p>Social Studies / History</p> <p>Describe changes in social and territorial organization.</p> |
| Newfoundland and Labrador | <p>English Language Arts</p> <p>Interact with sensitivity and respect, considering the situation, audience and purpose.</p> |



WNCP and Provinces Curricular Outcomes by Province

| | |
|----------------------|--|
| Prince Edward Island | English Language Arts Interact with sensitivity and respect, considering the situation, audience and purpose. |
| Nova Scotia | English Language Arts Use oral language to learn, listen to others closely and identify the main ideas and details of their message. |
| New Brunswick | English Language Arts Demonstrate active listening and respect for the needs, rights and feelings of others. |

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



Lesson 7.1

HOUSING TOPIC 7.1

Elders or traditional knowledge keepers share their stories about pre-contact homes in their local community

INQUIRY QUESTION

What were pre-contact homes like in our community?

HOUSING TOPIC DESCRIPTION

Every Indigenous nation had its own type of home in the pre-contact era. There is a misconception that all Indigenous people lived in tipis. Young people need to know the types of pre-contact homes that existed within their traditional territory. Local Elders or traditional knowledge keepers can share stories of their experiences of the traditional homes. Students can learn their community's history through the stories of their Elders or traditional knowledge keepers.

LESSON OUTCOME

Students will learn about the pre-contact homes of their local community by listening to Elders or traditional knowledge keepers share their stories and experiences.

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. Protocol material for inviting Elders into the classroom
4. Small gift for the Elder

PROCEDURE

Prior to the lesson

- Invite an Elder or traditional knowledge keeper from the community to the classroom to talk about the pre-contact homes of 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 a rubric for listening to the Elder's teachings.
1. **Activate prior knowledge.** Ask the inquiry question to the class: What were pre-contact homes like in our community? Begin the KWL Chart.
 2. Have students generate questions for the guest about the inquiry question.
 3. Review the Elder protocol with the students.
 4. Introduce the Elder or traditional knowledge keeper, following protocol.
 5. Invite the Elder or traditional knowledge keeper to share what pre-contact homes were like in the community.
 6. Take notes for future reference and review with students.
 7. Have students ask the questions that were generated or any other questions.
 8. Thank the Elder or traditional knowledge keeper for coming in.
 9. **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. Observation of student engagement when listening to an Elder or traditional knowledge keeper
2. Participation in class discussion

SUGGESTED STUDENT ACTIVITY, FOR ADDITIONAL LEARNING

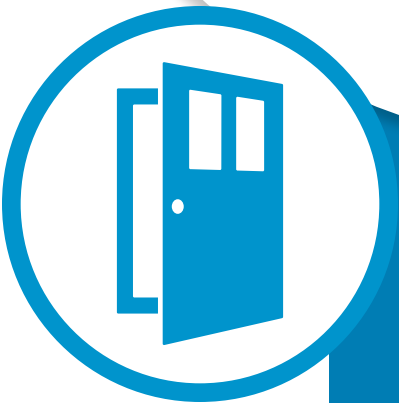
1. Invite different Elders to come share their perspectives.
2. Have students speak to their own families to learn their perspectives, and share their learning with the class.



KWL Chart

Inquiry question: What were pre-contact homes like in our community?

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

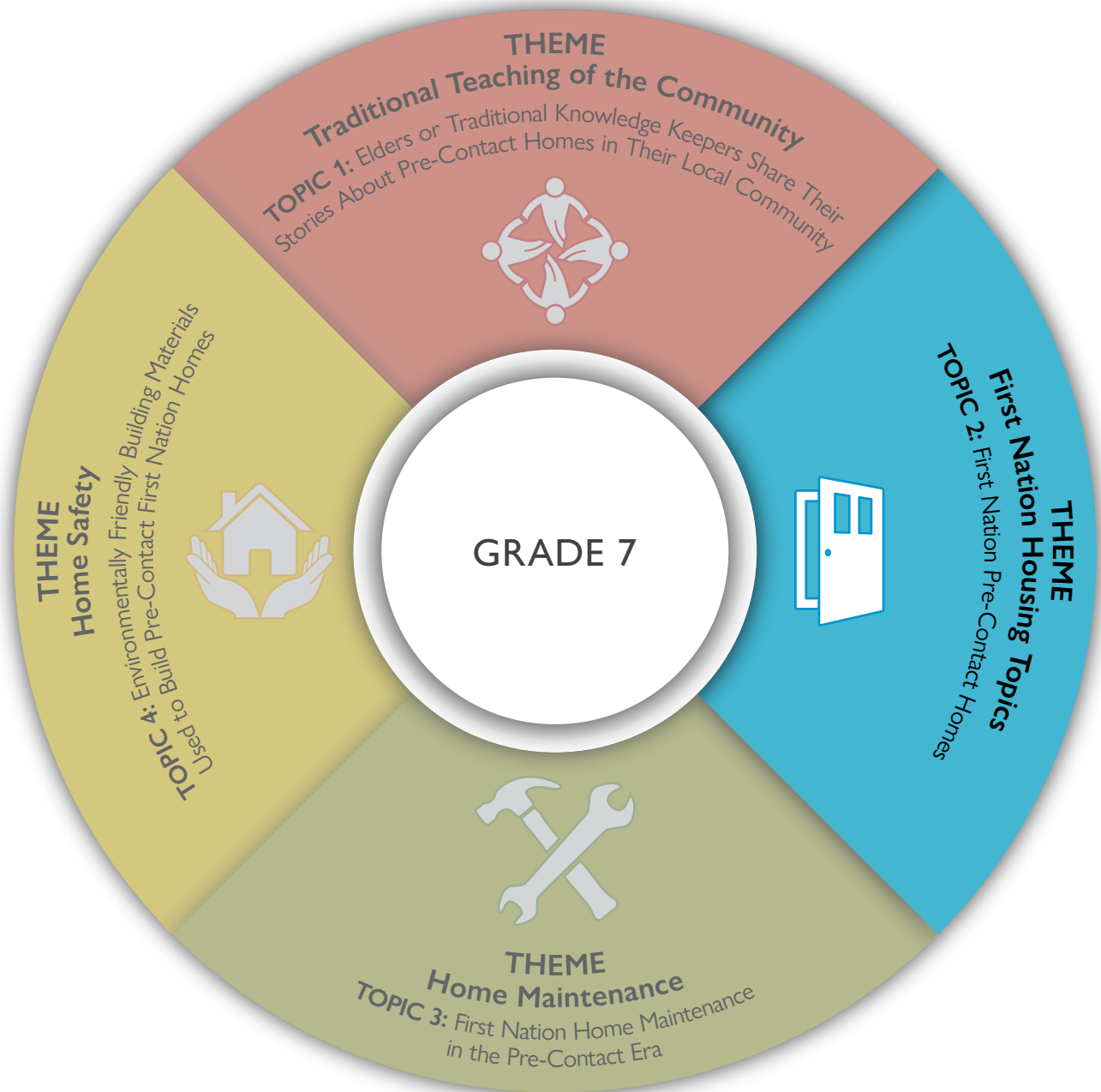


FIRST NATION HOUSING TOPICS



HOUSING TOPIC 2

First Nation pre-contact homes



Inquiry question

- What were pre-contact homes like in our community?



| WNCP and Provinces Curricular Outcomes by Province | |
|---|--|
| Western and Northern Canadian Protocol | 7-K-T-028 Give historical examples of how people in Canada adapted to the environment in order to survive. |
| Yukon Territory | <i>*Follows British Columbia's curriculum.</i> |
| Northwest Territories | Social Studies How the environment of circumpolar regions affects people as well as their lifestyles, occupations and leisure and economic activities. |
| Nunavut | <i>*Follows Alberta's curriculum.</i> |
| British Columbia | Social Studies <ul style="list-style-type: none"> • Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. • Represent information fairly and cite sources consistently. |
| Alberta | Social Studies Research for deliberative inquiry 7.S.7 Apply the research process: organize and synthesize researched information. |
| Saskatchewan | Social Studies DR7.2 Appraise the impact of human habitation on the natural environment in Canada and in a selection of Pacific Rim and northern circumpolar countries. A) Identify the influence of physical features such as water bodies, topography and natural resources on the location of people in Pacific and northern Canada (including the traditional homelands of Indigenous peoples) and in a selection of Pacific Rim and circumpolar countries. |
| Manitoba | English Language Arts 3.2 Select and process 3.2.2 Identify sources Extend inquiry and research questions using a variety of information. |
| Ontario | English Language Arts Developing and organizing content—research 1.3 Gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic resources (for example, use a timeline to organize research tasks; interview people with knowledge of the topic; identify and use appropriate graphic and multimedia resources; record sources used and information gathered in a form that makes it easy to understand and retrieve). |



WNCP and Provinces Curricular Outcomes by Province

Quebec

Geography and History

Researching and working with information in geography and history

- Communicate the results of research
- Choose appropriate language
- Present a production
- Use various supporting materials

Newfoundland
and Labrador

English Language Arts

GCO10 Use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision and effectiveness.

10.3 Use various technologies for the purpose of communication.

Prince Edward Island

English Language Arts

GCO10 Use a range of strategies to develop effective writing and representing, and to enhance their clarity, precision and effectiveness.

Experiment with the use of technology in communicating for a range of purposes with a variety of audiences.

Nova Scotia

English Language Arts

GCO10 Produce clear and effective writing and other representations.

10.3 Use various technologies for the purpose of communicating (video, email, word processing, audiotape, Internet).

New Brunswick

English Language Arts

10. Use a range of strategies to develop effective writing and other ways of representing and to enhance clarity, precision and effectiveness.

Gather information from a variety of sources (interviews, film, CD-ROMs, texts) and integrate ideas in communication.

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



Lesson 7.2

HOUSING TOPIC 7.2

First Nation pre-contact homes

INQUIRY QUESTION

What were pre-contact homes like in our community?

HOUSING TOPIC DESCRIPTION

The diversity of Indigenous groups can be seen in the different types of homes that existed in the pre-contact era. Students can learn about Indigenous diversity by learning about different types of homes. It is also important for students to know about the pre-contact homes of the people whose traditional territory they are living on.

LESSON OUTCOME

Students will be able to list and describe some pre-contact First Nation homes to demonstrate their learning about the traditional homes of the local First Nation group by either writing a research report or by creating a presentation, with either PowerPoint or Prezi.

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. [Architectural Designs Pre-Contact](#) student handouts
3. [Pre-Contact Research Log](#) student handout



PROCEDURE

1. **Activate prior knowledge.** Ask the inquiry question to the class: What were pre-contact homes like in our community? Add to the KWL Chart.
2. Print out the Architectural Designs Pre-Contact student handouts, and assign one housing type to each group. Have groups use the photo attached to their sheet to identify the time period, materials and location, and prepare a brief presentation on their work.
3. Allow time for all groups to share their work.
4. Ask students what they know about the pre-contact homes of the people whose traditional territory they are living on. List their answers on the board.
5. Tell students that they will be creating a research report about the pre-contact homes of the people whose traditional territory they are living on.
6. Hand out the Pre-Contact Research Log to guide their research.
7. Give students time to research online, in books and by interviewing others as well as time to work on their project.
8. Students will need access to computers for their research and PowerPoint or Prezi to work on the presentations.
9. Students will present their work either to their own class or as guests in other classes.
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. Completion of student PowerPoint or Prezi presentations
2. Observation
3. Participation in group activity

SUGGESTED STUDENT ACTIVITY, FOR ADDITIONAL LEARNING

Invite a traditional knowledge keeper to assist in taking students out on the land to show them where traditional homes would have been built; if possible, the guest could also show an example home and teach about the type of homes used since the pre-contact era.

KWL Chart

Inquiry question: What were pre-contact homes like in our community?

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



Activity: Architectural Designs Pre-Contact

PLAINS TIPI



DESCRIBE

Time period

Materials

Location

IGLOO: TRADITIONAL ARCTIC SNOW DOME



DESCRIBE

Time period

Materials

Location



PUEBLOS: MASONRY AND ADOBE COMMUNAL HOUSING



DESCRIBE

Time period

Materials

Location

NAVAJO HOGAN



DESCRIBE

Time period

Materials

Location



HEXAGONAL



DESCRIBE

Time period

Materials

Location

PLATEAU, NORTHWEST INTERIOR LADDER-ENTRANCE PITHOUSE



DESCRIBE

Time period

Materials

Location



GREAT BASIN/CALIFORNIA THATCHED WIKIUP



DESCRIBE

Time period

Materials

Location

YUKON, OREGON-CALIFORNIA DOUBLE LEAN-TO, PLANKS AND BARK



DESCRIBE

Time period

Materials

Location



NORTHWEST COAST PLANK HOUSE



DESCRIBE

Time period

Materials

Location

SOUTHEASTERN WOVEN-PLASTERED WALLS, THATCHED ROOF HOUSE



DESCRIBE

Time period

Materials

Location



Activity: Pre-Contact Housing Research Log

1. What is the name of the home you researched?

2. Who built a home like this? Name the First Nation group and their location.

3. What does the home look like? Draw a sketch with labels and write a description.

4. What materials were used to build the home?

5. What building techniques would the people have used to build their homes?

6. Are there any characteristics that stand out or need to be noted about this particular home?

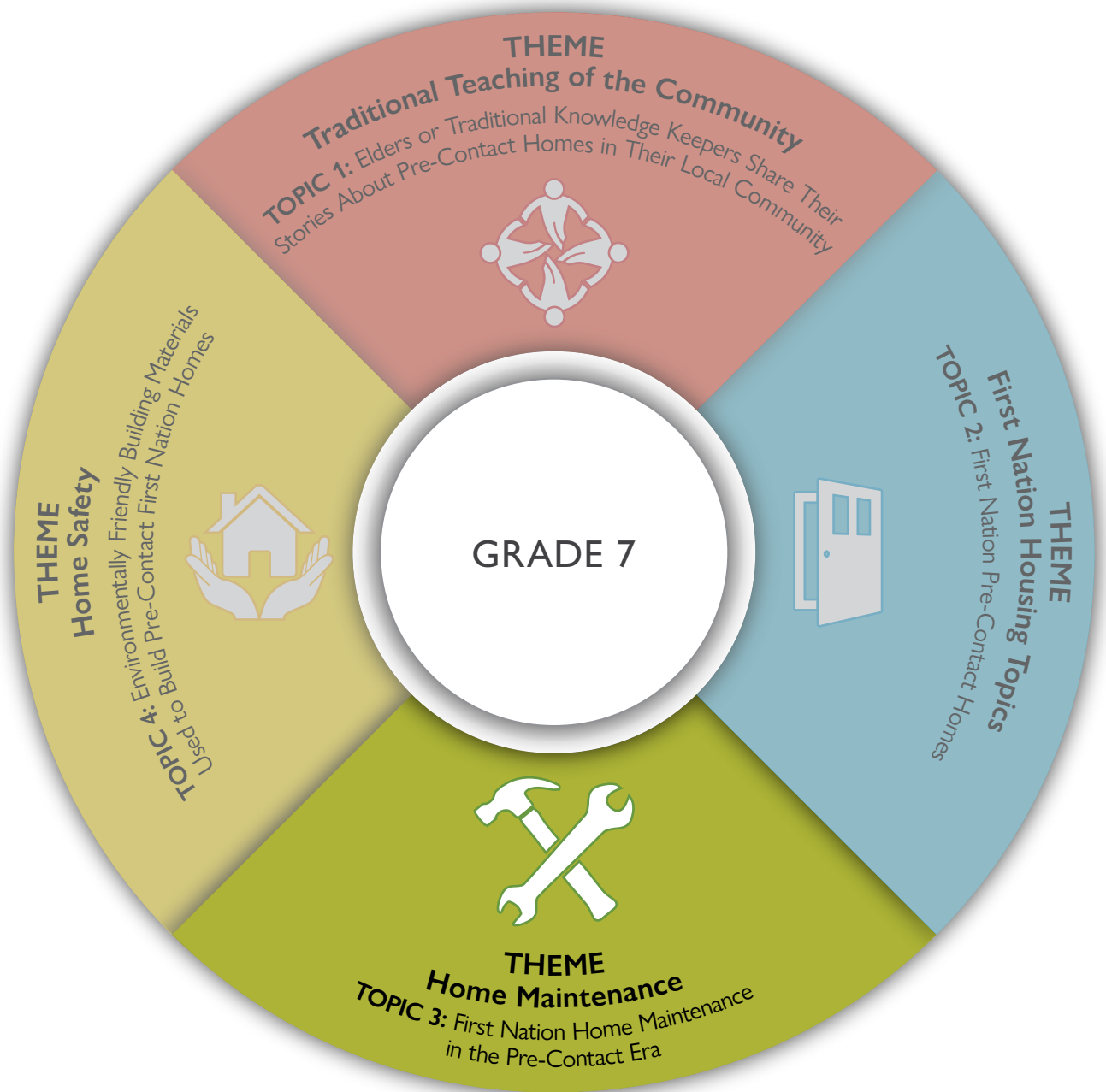
7. What resources did you use to answer the questions on housing of the past?



HOME
MAINTENANCE

HOUSING TOPIC 3

First Nation home maintenance in the pre-contact era



Inquiry question

- What were pre-contact homes like in our community?



| WNCP and Provinces Curricular Outcomes by Province | |
|---|---|
| Western and Northern Canadian Protocol | Time, Continuity, and Change 7-V-T-011 Appreciate the influence of the past on the present and the future. |
| Yukon Territory | <i>*Follows British Columbia's curriculum.</i> |
| Northwest Territories | English Language Arts Listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others. 1.21 Connect prior and new knowledge and experiences, and organize ideas and information in meaningful ways in order to shape, clarify and extend understanding. |
| Nunavut | <i>*Follows Alberta's curriculum.</i> |
| British Columbia | English Language Arts <ul style="list-style-type: none">• Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.• Recognize and appreciate the role of story, narrative and oral tradition in expressing First Peoples perspectives, values, beliefs and points of view. |
| Alberta | English Language Arts Construct meaning from texts. Develop, clarify and defend own interpretation, based on evidence from the text with support from own experiences. |
| Saskatchewan | Comprehend and Respond (CR) Extend their abilities to view, listen to, read, comprehend and respond to a range of contemporary and traditional grade-level texts from First Nation, Métis and other cultures in a variety of forms (oral, print, and other texts) for a variety of purposes including learning, interest and enjoyment. CR7.5 Listen critically to understand and analyze oral information and ideas from a wide range of texts (for example, complex instructions, oral explanations and reports, opinions or viewpoints, messages presented in the media). |
| Manitoba | English Language Arts General outcome 1: Listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences. 1.1.2 Consider others' ideas—Compare own and others' insights and viewpoints. |



WNCP and Provinces Curricular Outcomes by Province

| | |
|---------------------------|--|
| Ontario | <p>1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.</p> <p>1.3 Identify a variety of listening comprehension strategies and use them appropriately before, during and after listening in order to understand and clarify the meaning of increasingly complex or challenging oral texts (for example, use background knowledge about the structure of oral texts such as debates, interviews, speeches, monologues, lectures, and plays to make predictions and identify important ideas while listening; ask questions for clarification or further information; visualize scenes suggested by evocative or descriptive language in a text; use note-taking strategies to keep track of or summarize important points made by a speaker).</p> |
| Quebec | <p>English Language Arts Language to communicate</p> <p>Uses language to communicate information, experiences and point of view by:</p> <ul style="list-style-type: none"> • responding to the ideas and points of view of others with sensitivity and interest. |
| Newfoundland and Labrador | <p>English Language Arts</p> <p>GCO2 Communicate information and ideas effectively and clearly, and to respond personally and critically.</p> <p>Participate constructively in conversation, small-group and whole-group discussion and debate, using a range of strategies that contribute to effective talk.</p> |
| Prince Edward Island | <p>English Language Arts</p> <p>GCO1 Speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings and experiences. (SCO 1.1-1.4)</p> <p>Recognize that contributions from many participants are needed to generate and sustain discussions.</p> |
| Nova Scotia | <p>English Language Arts</p> <p>GCO1 Use oral language to learn.</p> <p>1.2 Ask questions of others in order to clarify and get more information.</p> |
| New Brunswick | <p>English Language Arts</p> <p>3. Interact with sensitivity and respect, considering the situation, audience and purpose.</p> <p>Demonstrate active speaking and listening skills such as making eye contact, rephrasing when appropriate, clarifying comments, and extending, refining and/or summarizing points already made.</p> |

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



Lesson 7.3

HOUSING TOPIC 7.3

First Nation home maintenance in the pre-contact era

INQUIRY QUESTION

What were pre-contact homes like in our community?

HOUSING TOPIC DESCRIPTION

Indigenous people have always loved and taken pride in their homes. In the pre-contact era, homes had to be conducive to the needs of the community and the environment.

People had to keep their homes well maintained to ensure long-term use.

LESSON OUTCOME

Students will be able to listen to and learn from an Elder or traditional knowledge keeper sharing their knowledge of the ways First Nations in the area would have made sure their homes were maintained in the pre-contact era.

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. Protocol material for inviting Elders into the classroom
4. Small gift for the Elder



PROCEDURE

Prior to the lesson

- Invite an Elder or traditional knowledge keeper from the community to the classroom to talk about the pre-contact homes of 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. Prepare the Elder or traditional knowledge keeper by giving them in advance the topic they are being asked to speak about.
1. **Activate prior knowledge.** Ask the inquiry question to the class: What were pre-contact homes like in our community? Add to the KWL Chart.
 2. Have students generate questions about how First Nations in the area would have made sure their homes were well maintained in the pre-contact era.
 3. Review the Elder protocol with the students.
 4. Introduce the Elder or traditional knowledge keeper, following protocol.
 5. Ask the Elder or traditional knowledge keeper to share how First Nations in the area would have made sure their homes were well kept in the pre-contact era.
 6. Take notes for future reference and review with students.
 7. Have students ask the questions that were generated or any other questions.
 8. Thank the Elder or traditional knowledge keeper for coming in.
 9. **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 discussions
2. Observation of student engagement while learning from an Elder

SUGGESTED STUDENT ACTIVITY, FOR ADDITIONAL LEARNING

Have a member of housing personnel come in and speak about pre-contact home maintenance and home maintenance today.

KWL Chart

Inquiry question: What were pre-contact homes like in our community?

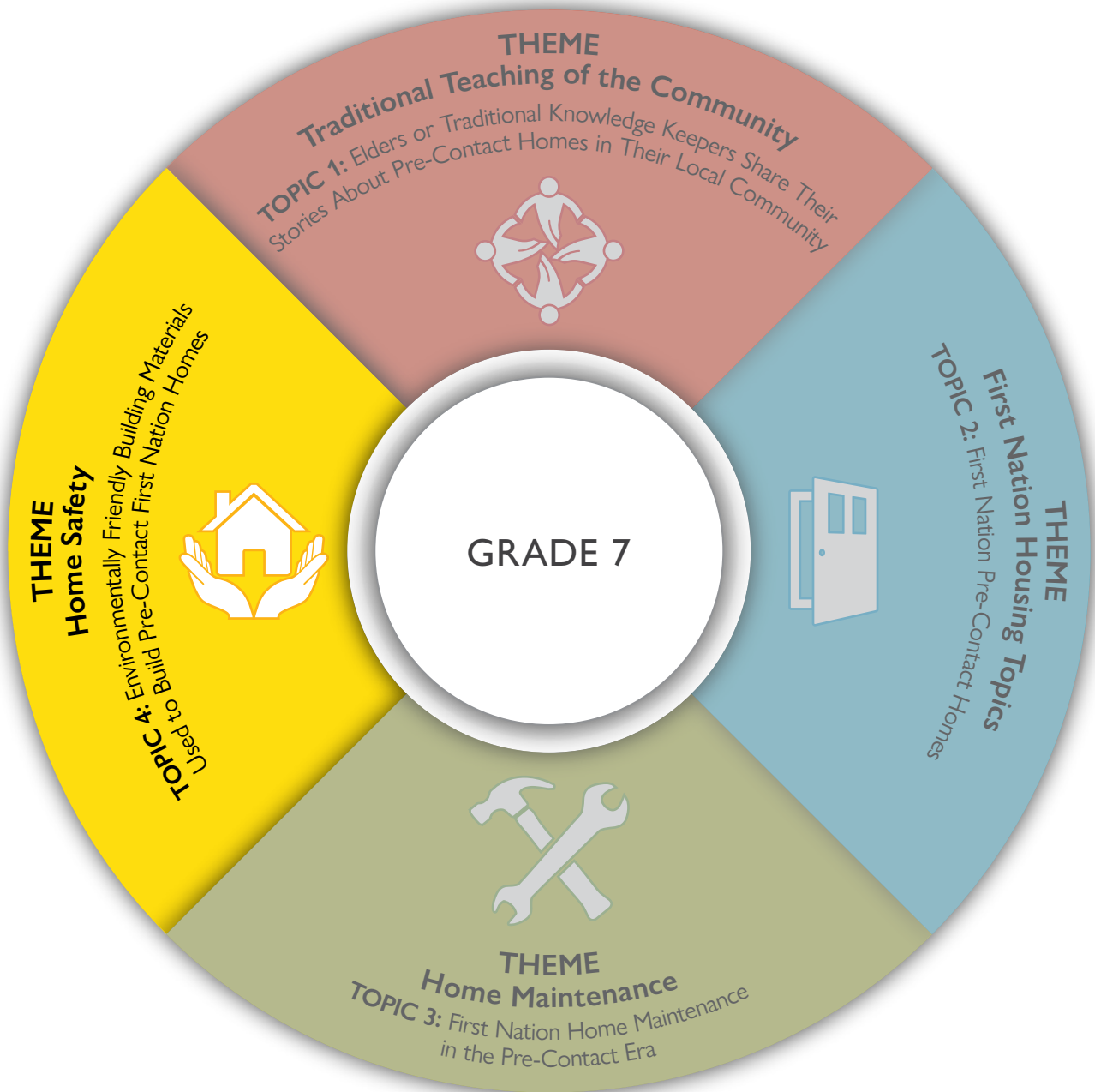
| K | W | L |
|-------------------------|--------------------------------|------------------------------|
| What do I know ? | What do I want to know? | What have I learned ? |



HOME SAFETY

HOUSING TOPIC 4

Environmentally friendly building materials used to build pre-contact First Nation homes



Inquiry question

- What were pre-contact homes like in our community?



| WNCP and Provinces Curricular Outcomes by Province | |
|---|--|
| Western and Northern Canadian Protocol | <p>The Land: Places and People</p> <p>7-K-L-017 Give examples of Aboriginal peoples' relationships with the land within the circumpolar world.</p> |
| Yukon Territory | <i>*Follows British Columbia's curriculum.</i> |
| Northwest Territories | <p>Social Studies</p> <p>How the environment of circumpolar regions affects people as well as their lifestyles, occupations and leisure and economic activities.</p> |
| Nunavut | <i>*Follows Alberta's curriculum.</i> |
| British Columbia | <p>Social Studies</p> <p>Geographic conditions shaped the emergence of civilizations</p> <p>Assess the significance of people, places, events or developments at particular times and places.</p> |
| Alberta | <p>7.1.1 Appreciate the influence of diverse Aboriginal, French and British peoples on events leading to Confederation (C, I, TCC)</p> <p>What were the different ways in which Aboriginal societies were structured (Iroquois Confederacy, Ojibwa, Mi'kmaq)? (CC, I, LPP)</p> |
| Saskatchewan | <p>English Language Arts</p> <p>CR7.5 Listen critically to understand and analyze oral information and ideas from a wide range of texts (complex instructions, oral explanations and reports, opinions or viewpoints, messages presented in the media).</p> <p>Display active listening behaviours (focusing on the message of the speaker, making reasonable predictions, checking for understanding, recognizing when information is making sense, making notes).</p> |
| Manitoba | <p>Social Studies</p> <p>Skills for managing information and ideas</p> <p>7-S-207A Use traditional knowledge to read the land.</p> |
| Ontario | <p>1. Listen to Understand</p> <p>Demonstrating understanding</p> <p>1.4 Demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways (for example, briefly outline the main ideas in a text; accurately carry out a procedure or follow instructions; use a graphic form of expression, such as drawing or tableaux, to depict the important ideas in an oral text).</p> |

WNCP and Provinces Curricular Outcomes by Province

| | |
|---------------------------|---|
| Quebec | <p>Geography and History</p> <ul style="list-style-type: none"> • Interpret change in a society and its territory. • Make connections of continuity with the present. |
| Newfoundland and Labrador | <p>English Language Arts</p> <p>GCO2 Communicate information and ideas effectively and clearly, and respond personally and critically.</p> <p>SCO 2.3 Follow instructions and respond to questions and directions.</p> |
| Prince Edward Island | <p>English Language Arts</p> <p>GCO2 Communicate information and ideas effectively and clearly, and respond personally and critically.</p> |
| Nova Scotia | <p>English Language Arts</p> <p>GCO2 Communicate using clear oral communication.</p> <p>2.4 Respond appropriately to instructions, directions and questions.</p> |
| New Brunswick | <p>English Language Arts</p> <p>1. Speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings and experiences.</p> <p>Express clearly and with conviction a personal point of view, and be able to support that position.</p> |

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



Lesson 7.4

HOUSING TOPIC 7.4

Environmentally friendly building materials used to build pre-contact First Nation homes

INQUIRY QUESTION

What were pre-contact homes like in our community?

HOUSING TOPIC DESCRIPTION

Indigenous people had different types of pre-contact homes, all built with environmentally friendly materials found in the traditional territory. Students can learn about these environmentally friendly building materials by experiencing the land and having housing personnel or a traditional knowledge keeper take them on a walk to learn about the land and pre-contact housing.

LESSON OUTCOME

Students will be able to describe and give examples of environmentally friendly building materials that would have been used for building homes in the pre-contact era by going out on the land and learning about the building materials that the environment provided.

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](#)



PROCEDURE

1. **Activate prior knowledge.** Ask the inquiry question to the class: What were pre-contact homes like in our community? Add to the KWL Chart.
2. Tell students that they will be going out on the land and to dress appropriately. Invite a member of housing personnel or a traditional knowledge keeper to come on the walk.
3. Tell students that they will be going out on the land to find examples of materials that would be used for building homes in the pre-contact era.
4. Ensure proper permission measures have been taken.
5. Take students out on the land with the housing personnel or a traditional knowledge keeper; show students what materials may have been used and ask guests to explain how the materials were used.
6. Have students choose one material shared with them to speak about once they return to school. Students do not have to take anything away from the land; ask them to remember the material they chose to speak about.
7. Back in the classroom, have students share what building material they chose to speak about and describe what it is, what it may have been used for and what we can learn from it.
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.

SUGGESTED STUDENT ACTIVITY, FOR ADDITIONAL LEARNING

Students can build a small-scale version of the pre-contact homes of the people whose traditional territory they live on.



KWL Chart

Inquiry question: What were pre-contact homes like in our community?

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