

HURON, HAIDA, and INUIT HOUSES

This page was created with the intention that it could be a useful resource and learning tool in the classroom with respect to the new curriculum. The language level and the activities are directed toward the grade four student with the intention that the teacher guide them through the information and supervise the activities.

These activities are based off of the information on our webpage 'Huron, Haida, and Inuit Houses'. It is located under:

Virtual Exhibits

- o Ethnology

 - Huron, Haida, and Inuit Houses

Learning Outcomes :

1. The student describes how different cultures meet peoples' needs in different ways.

What kinds of needs do people have? This website focuses on shelter, food, and social needs. How does each culture (Haida, Huron, Inuit) meet these needs?

2. The student is aware of and appreciates different aboriginal cultures in Canada. How are these different? Use a longhouse, an igloo, and Haida house to demonstrate this. What are the differences in the houses that they live in?

C. The student understands the relationship between Aboriginal people and the land and resources. How does each culture relate to the land and resources? How does their environment affect how they live, the houses they build, the food they eat, the activities they carry out?

Student Activities

Some of these activities can be done in the classroom but some are better left for the

Social Topics

Draw a picture of the people who live in your house. How many people are there? If you live with just your family, do you know someone who shares their house with their extended family (other people like grandparents or aunts and uncles)? Why would a family do this?

Describe what a whole day and night in a longhouse might be like for someone your age, if they couldn't go outside. What kinds of things might they do? Think about what you do at your house when you can't go outside. How does the amount of space influence the types of things that you do?

Compare the kinds of games played in the Arctic with the ones that people played on the Northwest Coast and in the Eastern Woodlands. What impact did the environment have on the types of games that the people played?

You could also try out some of the games with your classmates or your siblings.

Food topics

Compare types of food with the Inuit, the Haida, and the Huron

Where do you get your food? Do you have a garden, or do you buy everything from the store? What kinds of things do think you could eat if you had to survive outside? (CAUTION: DO NOT EVER EAT ANYTHING IN THE WILD, MEANING OUTSIDE YOUR HOUSE OR A RESTAURANT, UNLESS YOU ARE WITH AN EXPERT.)

Try to grow your own corn or beans. This is a good activity to do as a class or on your own. You could try to dry some corn by hanging it and then try to grind it into cornmeal. You could also find a recipe of an authentic First Nations dish and try it out. www.kstrom.net/isk/food/r_corn.html

Where do you store food in your house? What kinds of things do we do to make food last a long time?

Building Topics

Would an igloo fit in your classroom? Move the desks into a circle. Take the meter stick and mark out how big an igloo might be. You could also do this on the field or in the gym. If you

