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
  - 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 a Haida house to demonstrate this. What are the differences in the houses that they live in?

3. 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 outdoors or the gymnasium. All of these activities should be demonstrated and supervised by the teacher. It is important to make sure the students understand the need to respect other people and other cultures.
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](http://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 were really energetic, you could take a measuring tape and measure out how big a Huron longhouse and a Haida house might be. How many people can you fit in these spaces? How long can you stay inside these spaces? Don’t forget to think about where the ceiling might be!

- Draw a First Nations house or a totem pole.

Math Practice

Multiplication

Insert numbers in the spaces. Do several questions for each model given. Use numbers that will allow students to practice their multiplication tables up to twelve. As well, allow students some practice multiplying one digit numbers with two and three digit numbers.

A) If you have _____ fire(s), how many families live in the longhouse? (Hint- Two families share each fire.)
So, if there are two families for each fire, and there are _____ fire(s), 2 X _____ = _____ families that live in the longhouse.

B) If there are _____ families, and each family has _____ people in it, how many people live in the longhouse?
So, _____ families X _____ people in each family = people that live in the longhouse.

C) If there are _____ longhouses in the village, and each house has _____ fire(s), how many fires are there in the village?
So, _____ longhouses X _____ fire(s) = _____ fire(s) in the village.

D) If there are _____ longhouses in the village, and each house has _____ fire(s), how many families are in the village? (Hint- Two families for each fire.)
So, 2 families for every fire X _____ fire(s) = _____ families in each longhouse. Then, _____
families in each longhouse X _____ longhouses in the village = _____ families in the village.

E) If there are _____ families in the village and each family has ____ people in it, how many people live in the village?
So, _____ families X ____ people in each family = _____ people in the village.

Division

Insert numbers in the spaces. Do several questions for each model given. To do this, students will need to know and practice their multiplication tables. Use numbers that will allow the students to practice dividing two digit numbers by one digit numbers.

A) If there are _____ people in the village and there are _____ longhouses in the village, how many people live in each longhouse?
So, _____ people in the village (divided by) _____ longhouses = _____ people in each longhouse.

B) If there are _____ people in the longhouse and each family has _____ people, how many families live in the longhouse?
So, _____ people in the longhouse (divided by) _____ people in each family = _____ families in the longhouse.

C) If there are _____ families in the longhouse, how many fires does the longhouse have?
So, _____ families in the longhouse (divided by) 2 families for each fire = _____ fire(s) in the longhouse.

D) If there are _____ people in the longhouse and there are _____ families, how many people are there in each family?
So, _____ people in the longhouse (divided by) _____ families = _____ people in each family.