GORD DOWNIE & WENJACK CHANIE FUND

Lesson Plan

DWF LIVE WITH TALON PASCAL: TRADITIONAL LIL'WAT BOW MAKING

SUGGESTED AGES:

Grades 7-10

SUGGESTED SUBJECT AREAS:

Social Studies, History, Indigenous Studies, Technology and Engineering

WATCH ON YOUTUBE

LESSON OVERVIEW

Students will explore the historical and cultural significance of archery among the Lil'wat Nation and other Indigenous Peoples of North America. Through inquiry-based learning, students will investigate traditional bow-making techniques, materials, and the cultural importance of these practices. They will also reflect on the broader implications of preserving and passing down traditional knowledge.

Disclaimer: Educators and group leaders are responsible for ensuring lessons and materials presented in their classrooms or groups are appropriate for their unique students.

DURATION: 3-4 CLASS PERIODS (45-60 MINUTES EACH)

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DWF LIVE WITH TALON PASCAL
BOW MAKING

LEARNING OBJECTIVES:

1. Understand the historical and cultural significance of archery within the Lil'wat Nation.
2. Analyze the materials and methods used in traditional bow-making.
3. Reflect on the importance of preserving Indigenous knowledge and skills.
4. Develop research and critical thinking skills through inquiry-based learning.

MATERIALS:

- **DWF Live with Talon Pascal of Lil'wat Nation**
- **Transcript** of Talon Pascal's discussion on bow making
- Maps of the Lil'wat and broader St'át'imc Nations' traditional territories
- Access to internet and library resources for research
- Poster board, markers, and other materials for presentations
- Optional: Materials for hands-on bow-making demonstration (yew wood, sinew, etc.)

DAY 1: INTRODUCTION TO INDIGENOUS ARCHERY

1. Hook (10 minutes): Show a short video or images of traditional Indigenous archery practices. Discuss what students know about archery and its significance in different cultures.
2. Context (15 minutes): Provide background on Lil'wat Nation, using maps to locate the territory and discuss its unceded status. Introduce Talon Pascal and his role in preserving traditional Lil'wat knowledge.
3. Reading/Listening Activity (20 minutes): Watch DWF LIVE: Lil'wat Teachings with Talon Pascal Part 1 and distribute the transcript of Talon Pascal's discussion on archery. Students should take notes on key points.

DAY 2: INQUIRY-BASED INVESTIGATION

Group Work (45 minutes): Divide students into small groups. Assign each group a specific aspect of traditional archery to investigate, such as:

- Materials used in bow-making (e.g., yew wood, sinew).
- Techniques of bow and arrow crafting.
- Cultural significance of archery in Lil'wat and other Indigenous communities.
- Comparison of Indigenous archery practices with those of other cultures (e.g., English longbow).

Research (30 minutes): Groups will research their assigned topics using various resources, including the transcript, online sources, and library books.

DAY 3: PRESENTATIONS AND DISCUSSIONS

Group Presentations (35 minutes): Each group presents their findings to the class. Encourage the use of visual aids, such as posters or digital presentations.

Class Discussion (10 minutes): Discuss the importance of Indigenous traditional knowledge and the role of individuals like Talon Pascal in preserving culture. Prompt students to consider why this knowledge might be at risk of being lost.

DAY 4: REFLECTION AND EXTENSION

Reflection (20 minutes): Students write a reflective essay or journal entry on what they learned and how they can contribute to preserving Indigenous cultures.

Extension Activity (25 minutes): If feasible, invite a local Indigenous Elder or Knowledge Keeper to demonstrate traditional bow-making or other cultural practices. Alternatively, students can create a project or presentation on another aspect of Indigenous technology or craft.

ASSESSMENT:

1. Group Presentations: Evaluate based on the depth of research, clarity of presentation, and ability to answer questions.
2. Reflection Essay/Journal: Assess understanding of the material, personal insights, and connection to broader cultural preservation themes.
3. Class Participation: Observe engagement during discussions and activities.

EXTENSION ACTIVITIES:

1. Field Trip: Visit a local Indigenous cultural centre or museum to learn more about traditional practices.
2. Art Integration: Students could create their own art projects inspired by traditional Indigenous crafts or technologies.