GORD DOWNIE & WENJACK CHANIE FUND

# Lesson Plan

## DWF LIVE WITH TALON PASCAL: THE ART AND SIGNIFICANCE OF TRADITIONAL LIL'WAT CANOE BUILDING

**SUGGESTED AGES:**

Grades 7-12

**SUGGESTED SUBJECT AREAS:**

Social Studies, Indigenous Studies, History, Art

**WATCH ON YOUTUBE**

### LESSON OVERVIEW

This lesson introduces students to the cultural and historical significance of traditional Lil'wat canoe building, as shared by Talon Pascal. Students will explore the ancient technologies, materials, and processes involved in creating canoes, and understand how these practices are being revived and preserved today.

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

### LEARNING OBJECTIVES:

1. Understand the cultural significance of canoe building in Lil'wat culture.
2. Identify the materials and tools used in traditional Lil'wat canoe making.
3. Analyze the impact of colonization on traditional Indigenous practices.
4. Reflect on the importance of preserving Indigenous knowledge and traditions.

### MATERIALS:

- **DWF Live with Talon Pascal of Lil'wat Nation**
- Video/Images of traditional canoe making (optional)
- Maps of the Lil'wat and broader St'át'imc Nations' traditional territories.
- Chart paper and markers
- Notebooks for journaling

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**DWF LIVE WITH TALON PASCAL**
**CANOE BUILDING**

**DURATION:** 2-3 LESSONS OF APPROX 1 HOUR

## INTRODUCTION (15-20 MINUTES)

1. Context Setting: Introduce Talon Pascal, a youth from the Lil'wat Nation, and his work in reviving traditional canoe-building practices. Discuss the geographical location of the Lil'wat Nation using a map.
2. Historical Background: Provide an overview of the significance of canoes in the Lil'wat Nation, including their role in transportation before colonization.

## DAY 1: ANALYZING THE TRANSCRIPT (30-40 MINUTES)

1. Reading and Discussion:
   a. Watch the DWF Live video and distribute the **transcript** of Talon's interview. Have students read it individually or in pairs.
   b. Discuss the key points: the significance of canoes, the materials and tools used, the impact of colonization, and Talon's personal journey in learning and preserving these traditions.
2. Group Analysis:
   a. Divide students into small groups. Assign each group a specific section of the transcript (e.g., 'Historical Significance,' 'Materials and Process,' etc.).
   b. Ask each group to create a visual representation (poster, diagram) of their assigned section, highlighting the main ideas.
3. Gallery Walk:
   a. Have groups display their visual representations around the classroom. Allow students to walk around and learn from each other's work.

## DAY 2: INQUIRY AND RESEARCH (45-60 MINUTES)

1. Inquiry Question Development:
    a. Based on the transcript and discussions, ask students to formulate their own inquiry questions related to traditional canoe building. Examples might include:
        i. How did the availability of materials influence the design of the canoe?
        ii. In what ways did colonization affect the canoe-building traditions of the Lil'wat Nation?
        iii. What are the challenges and opportunities in preserving traditional practices today?
2. Research:
    a. Students will conduct research to answer their inquiry questions. Provide access to additional resources, such as books, articles, or videos on Indigenous technologies and canoe building.
3. Presentation:
    a. Have students present their findings to the class, either in oral presentations, essays, or creative projects (e.g., models, artwork).

## DAY 3: REFLECTIVE JOURNALING (20-30 MINUTES)

1. Personal Reflection:
    a. Ask students to write a reflective journal entry on what they have learned about the importance of preserving Indigenous knowledge and how they can contribute to these efforts in their own communities.
2. Class Discussion:
    a. Hold a closing discussion where students share their reflections and discuss the broader implications of preserving cultural traditions.

## ASSESSMENT:

1. Participation in group discussions and activities.
2. Quality of the visual representation and group analysis.
3. Depth of research and clarity of presentation.
4. Reflective journal entries demonstrating personal engagement and understanding.

## EXTENSION ACTIVITIES:

1. Field Trip: Organize a visit to a local Indigenous cultural centre or museum with exhibits on canoe building.
2. Guest Speaker: Invite a local Indigenous Elder or craftsperson to demonstrate traditional canoe-building techniques.