

Coast Salish Drum Unit Plan

Grade level: Secondary (Grades 9-10)

Project Timeline: 8-15 Hours

This unit plan is an example of what can be done to work Indigenous content and ways of learning, knowing, and being into the technology education shop/classroom. The goal is to not only create a project of importance to Indigenous peoples but to also put focus on the projects cultural and historical importance at a local level. Further, the unit is designed to explore the different types of drum design and why they may be chosen over other drum styles or build methods.

Some of the information may not be accurate outside of the local context for which this unit plan was created (Coast Salish territory, Southern Vancouver Island Region). It is important that educators connect with their local Indigenous communities or Indigenous education departments to ensure that their information and approach is accurate and that they are not overstepping any boundaries in the information they are sharing. The inclusion of Elders and Knowledge Keepers within the unit is also highly recommended to ensure authenticity and create connections between students and the visiting entity, opening an opportunity for cross-generational learning.

Project Delivery Strategy:

It is suggested that this project be approached using two methods of delivery. The first method requires access to computers with design and word processing capabilities to allow for students to perform research and work through the design process. The second method requires a more traditional woodworking space where much of the hands-on work can take place. Teachers can take whatever approach they are most comfortable using to deliver lessons and demonstrations.

This document will focus on maximizing shop time and utilizing computer/classroom time only as required/necessary. The classroom time should be used to support the work that will be performed in the wood shop, creating a deeper understanding and connection to the work and the students. More classroom time may be required during the initial planning stage and be needed less as the project progresses.

Unit Topic: Coast Salish Drum

BC Ministry Woodwork 10 Learning Outcomes	
Big Ideas	<ul style="list-style-type: none"> • User needs and interests drive the design process. • Social, ethical, and sustainability considerations impact design. • Complex tasks require different technologies and tools at different stages.
Applied Design	<ul style="list-style-type: none"> • Understanding context - Engage in a period of research and empathetic observation • Defining - Identify potential users and relevant contextual factors for a chosen design opportunity and identify criteria for success, intended impact, and any constraints • Ideating - Identify and use sources of inspiration and maintain an open mind about potentially viable ideas • Prototyping - Choose a form for prototyping and develop a plan that includes key stages and resources and evaluate a variety of materials for effective use and potential for reuse, recycling, and biodegradability • Testing - Conduct the test, collect, and compile data, evaluate data, and decide on changes • Making - Identify and use appropriate tools, technologies, materials, and processes and use materials in ways that minimize waste • Sharing - Decide on how and with whom to share product and processes and demonstrate product to users and critically evaluate its success
Applied Skills	<ul style="list-style-type: none"> • Develop competency and proficiency in skills at various levels involving manual dexterity and woodworking techniques • Identify the skills needed, individually or collaboratively, in relation to specific projects, and develop and refine them
Applied Technologies	<ul style="list-style-type: none"> • Evaluate impacts, including unintended negative consequences, of choices made about technology use • Evaluate the influences of land, natural resources, and culture on the development and use of tools and technologies
Content	<ul style="list-style-type: none"> • Project design opportunities • importance of woodwork in historical and current cultural contexts of First Nations, Métis, or Inuit communities, and other cultural contexts • ethics of cultural appropriation in design process • identification, characteristics, properties, and uses of wood from various species • choices related to the sustainable use of wood • uses and creation of plans and drawings • techniques for stock breakout and woodworking using a variety of tools and equipment, including stationary power equipment • function, uses, and role of portable and stationary power equipment in the creation of a project • function and use of hand tools

Lesson(s)	Objectives	Materials	Activities	Assessment
1. Research and preparation	<ul style="list-style-type: none"> • Demonstrate proper cultural respect • Create a plan to budget and build the drum 	<ul style="list-style-type: none"> • Classroom • Pencils and erasers • Graph paper • Access to computers 	<p>Class brainstorm:</p> <ul style="list-style-type: none"> • How to respectfully address another person's culture. Methods and Protocols (in talking circle). • Online research of different drum designs • Materials (cedar and hide) and Budgeting. Cost & where to get them. • Making plans. Diameter, depth of drum shell 	<ul style="list-style-type: none"> • Student made plans and budgeting
2. Creating Plans	<ul style="list-style-type: none"> • Design and create plans 	<ul style="list-style-type: none"> • Computers with CAD program or graph paper with rulers and pencils 	<ul style="list-style-type: none"> • Brainstorm design - consider diameter, depth of drum compared to material constraints • Create plans using CAD programs or by hand using orthographic drawing format 	<ul style="list-style-type: none"> • Created plans and design sketches
3. Drum Shell	<ul style="list-style-type: none"> • Create a drum shell using wood shop machines and tools in a safe manner 	<ul style="list-style-type: none"> • Access to an equipped Wood shop with machines and tools needed for project. • Cedar 1"x6" boards for class 	<ul style="list-style-type: none"> • Demonstrate steps and machines necessary to create drum shells • Use Coast Salish Drum plans or self-made plans to create drum shells 	<ul style="list-style-type: none"> • Teacher will observe students as they work and question their understanding of the machines and used processes
4. Hide Preparation	<ul style="list-style-type: none"> • Prepare a hide for drum making • Layout drum hide's diameter and hole locations 	<ul style="list-style-type: none"> • Computer(s) • projector • Large containers • Hides • Water • Large compasses 	<ul style="list-style-type: none"> • Show video below: https://www.youtube.com/watch?v=3uzmBCZUx0w • Teacher demonstrates the below and then students do as they were shown: • Set up containers, fill with water, and submerge hides in containers • Let hides soak overnight • Layout and cut circle in hide • Punch holes • Cut hide strip or prepare paracord 	<ul style="list-style-type: none"> • Teacher will observe students as they work and question their understanding of the tools and used processes

		<ul style="list-style-type: none"> Pencils, scissors, and punches 		
5. Attaching hide and shell	<ul style="list-style-type: none"> Thread their drum Wrap their drum's handle Hang their drum to dry 	<ul style="list-style-type: none"> Computer(s) projector Large containers Hides Water Large compasses Pencils, scissors, and punches 	<ul style="list-style-type: none"> Show video below: https://www.youtube.com/watch?v=3uzmBCZUx0w Teacher demonstrates the below and then students do as they were shown: <ul style="list-style-type: none"> Thread drum Wrap handle Hang drums to dry when finished 	<ul style="list-style-type: none"> Teacher will observe students as they work and question their understanding of the tools and used processes Completed drum
6. Mallets	<ul style="list-style-type: none"> Design and create their own drumming mallet 	<ul style="list-style-type: none"> Sticks Extra hide Sinew or string 	<ul style="list-style-type: none"> If possible, take students for a local walk Find sticks that feel sturdy and fit well in the hand Wrap head of stick in extra hide to make mallet head 	<ul style="list-style-type: none"> Teacher will observe students as they work and question their understanding of the tools and used processes Completed mallet
7. Reflective discussion	<ul style="list-style-type: none"> Assess work through self/peer/teacher assessment 	<ul style="list-style-type: none"> Classroom Student projects 	<p>In a talking circle discuss:</p> <ul style="list-style-type: none"> Design (changes or alterations?) Analyzing woodworking techniques learned and used (for the project and historically) Students showcase their work Self/peer/teacher assess work 	<ul style="list-style-type: none"> Assessment discussion with class (self, peer, teacher).

Note: Ideally, an Elder or Knowledge Keeper's participation in this project will add greater authenticity, connection, and cultural understanding for students. Indigenous drums and drumming are not a homogenous thing. Getting a local context will provide local context for the project and give it more relevance. An invited guest may also be willing to lead students in a song (but don't expect that without previous communication on the matter).

Project Portfolio: Students should have at the end of the project – Drum hide design sketches, CAD or hand drawn plans, completed drum and mallet, performed a self and peer assessment.

Projects Parameters (Constraints, Expectations, and Showcase):

- Constraints: Materials (cedar wood or other wood of choice, hide, glue, tape, & possibly paracord rope to replace hide strips), budget (Materials can be costly and should be budgeted), and timeline
- Expectations: Students will produce proof of research, design sketches, plans, a drum, and mallet. They are expected to participate in group discussions and honestly assess their own work as well as others.
- Showcase: Students will share their work with the class during a talking circle concluding the project. They will be expected to discuss their processes, design choices, and triumphs and struggles.

Adaptations & Modifications: Accommodations that can be made through differentiated instruction, assessment methods, and used materials to make a learning environment that is flexible and addresses students needs. Depending on needs, skill, and other limitations, students may require parts of their project done for them or extra teacher assistance.

Project Instructions: see Coast Salish Drum Instructions

Plans: Students will create proper CAD plans of final project plans using CAD or drawn by hand. Examples of sketched design ideas need to be documented and put into project portfolio for assessment and proof of research and design exploration.

Assessment: Beyond the planned self/peer/teacher assessment during the final reflective talking circle, an organized community event could be arranged where students show their work to people outside the school and receive feedback from their community. The event may be even better served with a demonstration of the drums use (preferably with connection to the local Indigenous community). Further cross-curricular opportunities could be had by connecting with the music dept. (if available) and exploring Indigenous drumming and song in a practical way.

Next Steps: This project could very easily lead into exploring Indigenous design elements by having students create designs and paint said designs onto the face of their drum.

Historical & Cultural Context:

The Importance of Drum and Song

The drum and song are a very important part of Coast Salish Indigenous Peoples culture and lives. Different songs are performed for various occasions, including marriages, deaths, traditional games, spiritual and ceremonial events, and for fun! They are also sometimes used by healers for healing practice and were sometimes used during times of war. It is believed to be important to perform songs as it shows them respect

through being sung. Many Indigenous cultures believe that a song is alive as it is created through life giving breath. As they are alive, they must be treated with respect just like any other living thing.

Some songs are owned by families and handed down through generations, some spanning back hundreds of years. Some songs belong to ceremonies or masks that are owned by families. Only the family may decide who uses a song. It is also important that one family member be present when a song is preformed.

Most drums are created with a wood ring and with an animal hide tightly stretched over one side. Some nations teach that a person should give their first drum away as a sign of their generosity and good heart. Drums are often thought to be like a relative to a drum holder, so they must be treated well, stored carefully, and kept warm.

References:

BC Ministry of Education. (2016). BC's New Curriculum. Retrieved October 04, 2020, from <https://curriculum.gov.bc.ca/curriculum/adst>

Hanna, A., McIvor, O. & Dick, B. (2009). Earth songs curriculum guide: Educator's guide (pp. 1-11). University of Victoria: Victoria, BC. Retrieved [2021-02-22] from https://libguides.uvic.ca/lessonplans/IED_drum_songs

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