FIVE OAKS MUSEUM

MUSEUM AT (OUR PLACE) STAY LEARNING GUIDE

THIS IS KALAPUYAN LAND

museum at (our place)

STAY LEARNING: HOW TO LOOK AT ART

1 LOOK

Take a whole minute to slowly look at the artwork. What is it made of? What colors, textures, styles and details can you see?

2 IMAGINE

Tell a story about what is happening in this artwork. Maybe you imagine a character in the art; maybe you imagine how it was made. Be sure to include the details that you saw.

3 WONDER

What do you wonder about this artwork? The artist who made this artwork lives today! If you met this artist, what would you ask to learn from them?

ART TELLS STORIES

- What techniques does an artist use to communicate?
- What story do you think the artist wanted to tell in this artwork?

ART AND CULTURAL SURVIVANCE

- How does the artwork relate to specific tribal traditions and context? You may want to look up the artist's tribal affiliation or symbols in the artwork.
- Based on the artworks, what would you say Native art is like today?

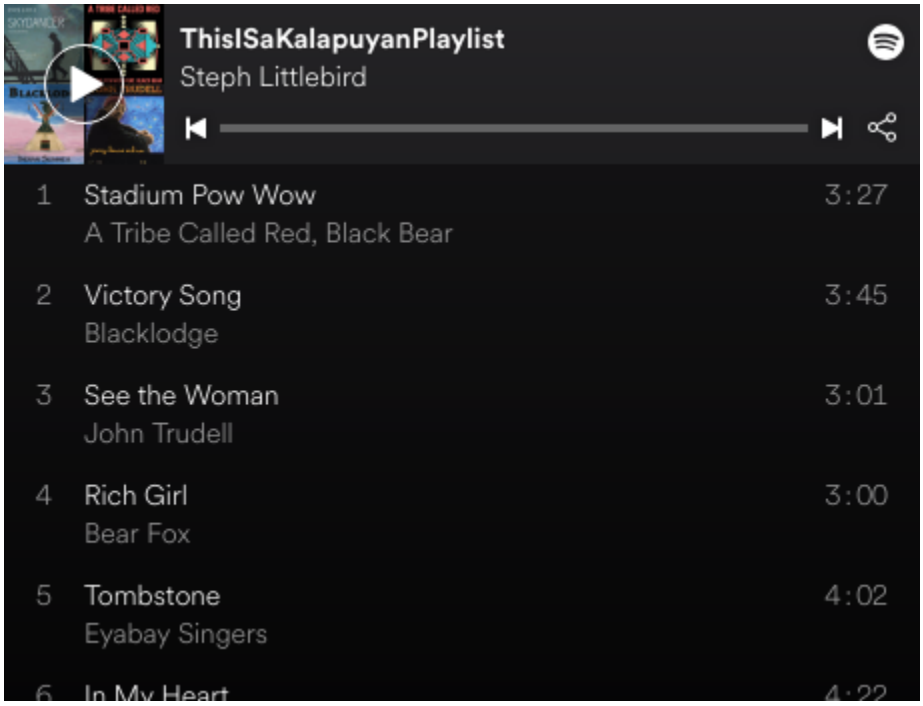
museum at (our place)

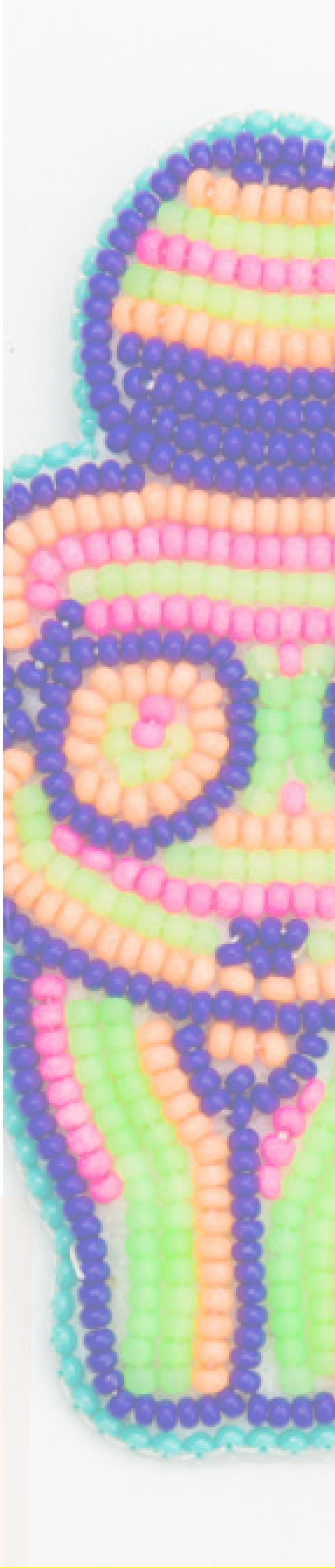
STAY LEARNING: MUSIC MOVES US

LISTEN

to this soundtrack as you walk along the museum at your place!

Steph Littlebird Fogel, curated a music playlist to go with the exhibition! "This IS a Kalapuyan Playlist" is a collection of the music that she listened to while she worked on the exhibition, and that helps her feel connected to Native power.





MUSIC HAS MEANING

- How does the music change your thoughts and feelings?
- How does the music affect how you see the art?
- What do you hear that is familiar? What do you hear that is new to you?
- What is something new that you learned from the lyrics?

museum at (our place)

STAY LEARNING: PLAY DIGITAL GAMES

PLAY

"When Rivers Were Trails"

The gameplay matches the popular “Oregon Trail” computer game, but follows an Anishinaabe person on their journey during the years when reservations were first created, in the same time period as the Oregon Trail. This game by Dr. Elizabeth LaPensee (Anishinaabe) is one of the artworks featured in This IS Kalapuyan Land.

For your FREE download double click the image or go to https://fiveoaksmuseum.org/when-rivers-were-trails/

This IS Kalapuyan Land: When Rivers Were Trails

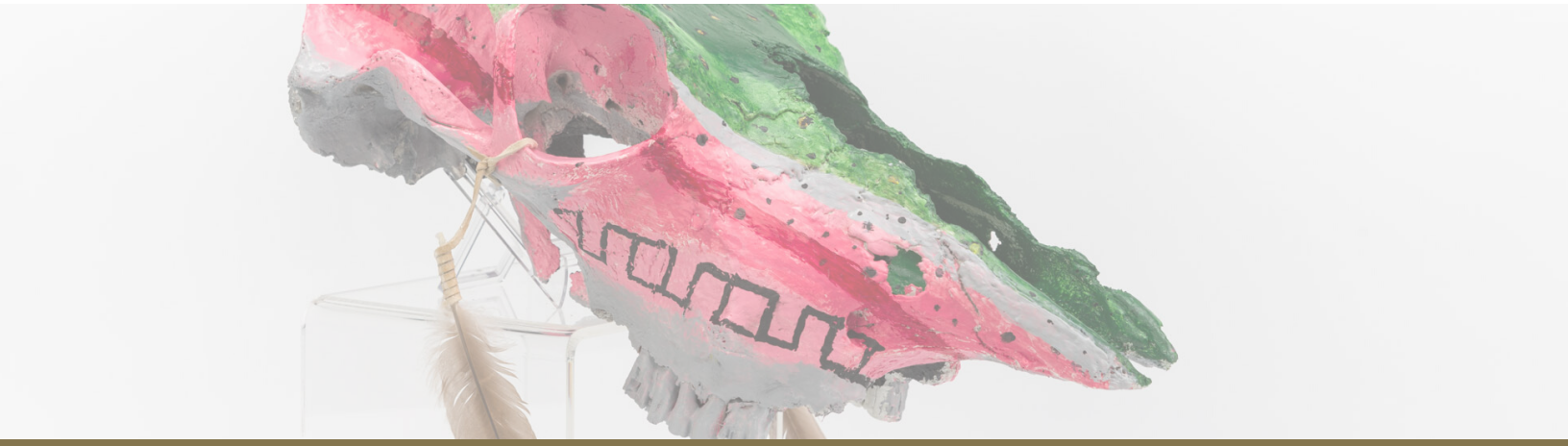
When Rivers Were Trails is a 2D adventure game by This IS Kalapuyan Land artist Elizabeth LaPensée in the gameplay style of the popular Oregon Trail...

LEARN

Chinuk Wawa

Chinuk Wawa is an Indigenous language spoken by many tribes in the PNW. Learn about the revitalization of the Chinuk Wawa language in this video.

Download the Chinuk Wawa smartphone app for free (Apple only at this time). The app has interactive games for hearing and learning the Chinuk Wawa language!



museum at (our place)

STAY LEARNING: WORDS HAVE IMPACT!

WHO CHOOSES THE WORDS USED TO TELL HISTORY?

Get to know Steph Littlebird Fogel! She shares about Native Americans in Oregon today and how she used simple words to make important changes to an old exhibit. This video is an explanation of the exhibition for kids and everyone else too!
https://youtu.be/YNUZ2lE03rI

Hear more from Steph in this radio interview, which is great for adults and teens. The Oregon Public Broadcasting interview with Steph is titled "Indigenous Guest Curator"

https://www.opb.org/radio/programs/thinkoutloud/segment/hood-river-climate-indigenous-curator-fareless-transit/

museum at (our place)

STAY LEARNING: WORDS HAVE IMPACT!

COMPREHENSION QUESTIONS

- How did you react when you saw the video? Did anything surprise you? Excite you? Confuse you?
- What vocab words did you recognize?
- Talk about the title of the show. Why did Steph title it "This IS Kalapuyan Land?" What did you think when you heard the title?
- Talk about the two components of the exhibit: edited panels and contemporary Native art. Why did Steph edit the panels? Why did she include the art?

EXTENSION QUESTIONS

- What is a land acknowledgement? Why do people say land acknowledgements?
- How does point of view impact writing? Why does it matter whose point of view the exhibit is written from?
- If you could meet Steph, what questions would you ask her?

WHAT IS THE MOST ACCURATE WAY TO DESCRIBE NATIVE IDENTITY?

Tribal Affiliation! Tribal affiliation is the specific tribe that a specific Native American person belongs to. For example, describe a person as Kalapuya, Chinook, Cherokee, Lakota, and so on. There are many tribes and their cultures and languages are very diverse! A Native person may belong to more than one tribe, and they also may identify with additional races and ethnicities, such as Black and Latinx.

The following two pages list some of the words you heard in the video. Which ones do you know? Which ones are new? Watch the video again and notice how Steph uses them!

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STAY LEARNING: WORDS HAVE IMPACT!

Indigenous	The original people who have lived in a place since time immemorial.
Native American	An indigenous person who belongs to a tribe in the United States.
American Indian	An indigenous person who belongs to a tribe in the United States. Associated with the American Indian Movement.
Indian	What Columbus called Native Americans. This word is hurtful to Native Americans but you will see it in old books and places.
Tribe	A group of Native Americans who share a language and a culture. A tribe is a nation that governs themselves.
Tribal Affiliation	The specific tribe or tribes that a specific Native person belongs to.

museum at (our place)

STAY LEARNING: WORDS HAVE IMPACT!

Kalapuya	The language group of tribes that have lived in Oregon's Willamette Valley since time immemorial.
Reservation	In the past, the U.S. forced Native Americans to live only in certain areas of land. Today, these areas belong to the tribes.
Confederated Tribes of Grand Ronde	The U.S. forced 27 tribes to live on the Grand Ronde reservation in the past. Today, these tribes together are one nation.
Settler	A person who chooses to move to a new place to stay there. (Enslaved peoples did not choose to move)
Settler Colonialism	When settlers try to remove and replace Indigenous peoples in order to take the land.
Survivance	When Native people today go beyond survival to carry on and create new Native culture.

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STAY LEARNING: FROM NATIVE PEOPLES

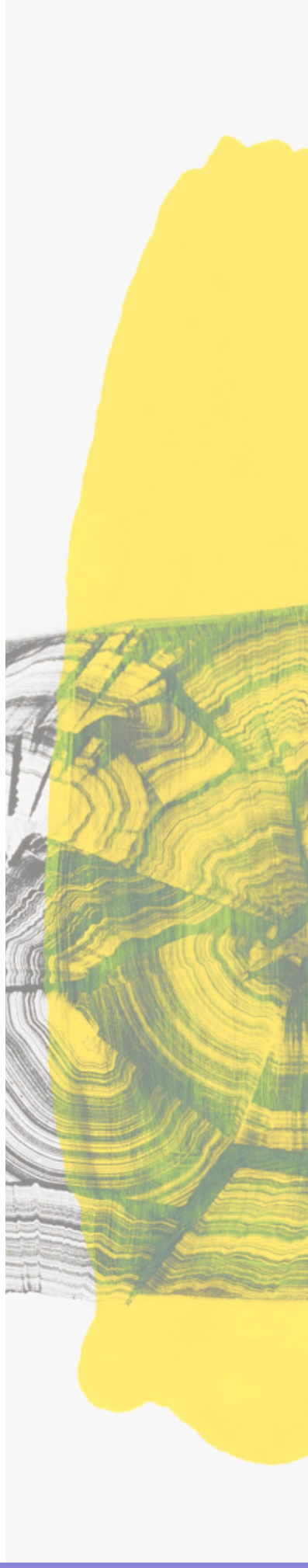
Five Oaks Museum encourages you to seek ways to amplify Indigenous voices and include local Indigenous history and culture in your learning.

AMPLIFY INDIGENOUS VOICES

- This article explains Critical Indigenous Literacy and how teachers can better recognize Native stories in the classroom.
- How to select Indigenous literature for your classroom (summarized on page 254) and why to use caution around folktales
- Integrate Indigenous people into the curriculum year-round, not only during a Native American unit. For example, include a Native athlete during a sports unit or a Native poet when studying poetry.

LOOKING EAST: INVASION NOT EXPANSION

- Be sure to continue the conversation beyond Indigenous People's Day/Columbus Day,
- Learn the truth about Thanksgiving, too.
- Call it genocide.
- Native people didn't just happen to die of disease; they were forced into vulnerable social conditions and they're not just happening to die of COVID,19 either.
- Be honest about the violence of the American Indian Wars. An Oregon example is the Rogue River Wars.
- Explorers like Lewis and Clark were military scouts for U.S. expansion, not neutral scientists



museum at (our place)

STAY LEARNING: FROM NATIVE PEOPLES

SHARE KALAPUYAN TRADITIONAL KNOWLEDGE

- Traditional Ecological Knowledge, written by the preeminent scholar on the Kalapuyan peoples
- Trade, connections and influences between tribes in the PNW and beyond
- Since Time Immemorial- Oral histories of the Missoula Floods

LEARN ABOUT CURRENT ISSUES AND TRIBAL HISTORY WITH THE CONFEDERATED TRIBES OF GRAND RONDE

- Inform yourself on CTGR's history,
- Use or adapt CTGR's excellent Tribal History curriculums for 2nd, 4th, 6th and 8th grades, which integrate tribal present-day knowledge with history, math, language arts, and science.
- Learn about the Summers Collection, CTGR objects held by the British Museum.
- Learn about tomanawas, the Willamette meteorite.

RECOGNIZE NATIVE LAND

- Native Land map resource
- On Land Acknowledgements
- Study local places with Indigenous significance: Wapato Lake, Five Oaks, Tualatin River, Tualatin Mountains, Willamette Falls,
- Kalapuyan presence in Oregon place names today

BREAK DOWN STEREOTYPES

- Discuss the use of stereotypes of Indigenous people as mascots. Share the Oregon law about Indigenous mascots and talk about the mascot and logo at Banks High School in Washington County as a local case study.
- Teach Critical Media Literacy through discussion of the Disney film Pocahontas.

museum at (our place)

STAY LEARNING: FROM NATIVE PEOPLES

DISCUSS THE RESIDENTIAL SCHOOL SYSTEM

- Learn about the Forest Grove Indian Training School in this video by Pacific University.
- Picture books about non-local residential schools: When We Were Alone by David Robertson, Unstoppable: How Jim Thorpe and the Carlisle Indian School Football Team Defeated Army by Art Coulson, Home to Medicine Mountain by Chiori Santiago
- Select a passage from My Life by Louis Kenoyer for a primary source on residential school life at Grand Ronde. Here's a sample:

pɛ́'ma ɢutna'ɢɪt tcɛɢʊ'ca ɢɛ́m'tɪʙíweɪ,	Then she said to the second grade children,
a'ɢ˙a tcɪ''ɪ ɢutnɪ'cɪn mɪ't˙ɪ ɢʊtɪpyɛ'm˙a˙t tcɛɢʊ'cs mɔ́'yɪm la'ʙla˙c.	"All of you write what I tell you on that blackboard.
mɪ't˙ɪ pcyɛ'm˙a˙t ha'ŋḱlu˙p.	All of you write 'earth'
pcyɛ'm˙a˙t ama'mpɢa.	All of you write 'water'
pcyɛ'm˙a˙t a'wa'tik.	All of you write 'wood'"
pɛ́'ma ɢʊt˙ɪts'ʙ-atɪ'ntɪn qɛ't˙ak ɢʊtna'ɢɪt,	Then at four o'clock she said,
pɛ'sa-hɔ''lʊ tcɛhɛ'ca-wɪ˙aɪ'pyan.	"That is all for today."
pɛ́'ma ɢʊtɪtɪ˙ɪ'nta˙t-tɪtɪ'ntɪn ʙʊ'ɢʊlfsn-cɪ́'weɪ nɪtɛ'ctap.	Then when she rang her bell, all the children stand up.
ɢʊt˙ɪnɪtna'ɢɪt ɢʊ'sa ha'lʙam-tʃa'mʙak-tʊ'mha.	They said the words of the Lord Above.

Louis Kenoyer
(Tualatin Kalapuya)

TALK ABOUT INDIGENOUS YOUTH ACTIVISTS

- Why teach about Standing Rock
- Video and article about youth activists at Standing Rock
- Picture book: Young Water Protectors: A story about Standing Rock by Aslan and Kelly Tudor. Author Aslan Tudor was 8 years old when he joined the protest at Standing Rock.
- Learn about Autumn Peltier, 15 year old chief water commissioner for the Anishinabek First Nation
- and Makasa Looking Horse, 22 year old water activist from Six Nations (read about her protest against Nestle)