

Kayakers: first on restored Klamath River

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In adventure sports and whitewater kayaing in particular, a ‘first descent’ is a great and rare achievement.

Over the time before the Klamath River kayak descent, the Native youth including those from Warm Springs had traveled to places like Chile, Costa Rica, Canada and Africa to train and learn how to navigate whitewater with professional kayak instructors.

The training was provided by the Paddle Tribal Waters program, part of the non-profit Ríos to Rivers.

The morning of the Klamath landing, after the 30-day river descent, at the Klamath-Pacific confluence, the sound of Native drums and songs blended with the cheers of those on shore, as the bright colored kayaks emerged from the fog, led by two traditional Redwood dugout canoes.

On the beach, one elder was overcome with emotion watching the youth kayakers. She apologized to family standing next to her. They told her, ‘No, we can cry grandma. Crying is part of it. Crying is healing.’ ‘I look up and I see so



Jarrette Werk/Underscore Native News

After the 30-day, 310-mile descent of the newly undammed Klamath River, Indigenous youth celebrate while holding the Hoopa Valley Tribal flag: Isqotsxoyan Scott, Kiahna Allen, Julian Rogers, ‘Ade’ts Rogers, and Ruby Williams (from left).

many family members there, and so many community members and my grandparents and everybody, and someone who’s like my uncle singing his song and drumming for us, and I was like, ‘Oh my gosh. We’re actually

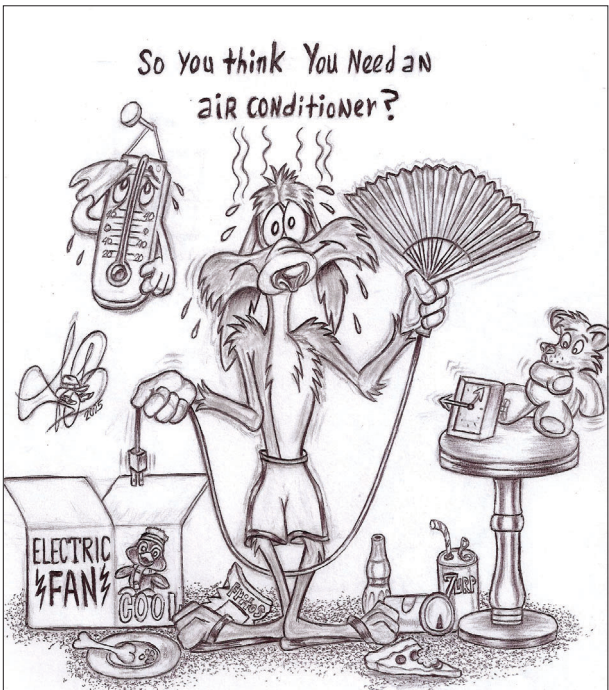
about to finish this. We actually did it,” said Danielle Frank, Hupa tribal member and Yurok descendant, also director of Development and Community Relations for Ríos to Rivers. After the ceremonial land-

ing, everyone jumped in kayaks, rafts and boats to join tribal elders, community members and family at the boat dock for a celebration. Youth and representatives took turns sharing about their experiences.

“It’s not just a river trip and it’s not just a descent to us,” Danielle said in her speech.

“This whole trip is really a letter to our community. It’s a letter of love—the love that has been shown to us our entire lives, the love we get to show to each other and ourselves that was wrapped into this trip. That’s what built this trip, was knowing that we were loved enough to be supported to do something like this.”

by Jarrette Werk,
Underscore Native News



On staying cool this summer, by Travis Bobb.

~ Student lessons for the classroom ~
Numu ~ Paiute

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PAIUTE LANGUAGE PROGRAM
LESSON PLAN

UNIT:	SONGS	BY:	Pat Miller, Alice Harman
LEVEL:	Beginning	FOR:	Home-Based Learning
LESSON:	Kibawitu Sogomea	TIME:	One-Two Evenings

GOAL:

For the students to learn the song "Kibawitu Sogomea" and understand the words and actions that go with the song. To enjoy making a storyline display on a feltboard to go along with the song. To have fun learning Paiute.

OBJECTIVES:

The student will be able to:

1. Sing "Kibawitu Sogomea," for full control.
2. Follow directions to make feltboard figures of a mountain, a dog, and a person, for full control.
3. Move the person and the dog around on the feltboard, following the meaning of the song's phrases, for full control.
4. Say the key words in the song and the lesson, for partial control.

PREVIOUS LESSONS:

Make sure everyone has learned the song "Kibawitu Sogomea" pretty well. Use the "Listening to a New Song" and "Learning a New Song" lesson plans before you start this lesson.

PROCEDURES:

1. Introduction:

Put up a blank feltboard.
Play the tape "Kibawitu Sogomea" and have everyone sing along. Tell the students that everybody will make a feltboard model to show the meaning of the song.
Set out felt, glue, threads, beads, fabric scraps, etc. for people to use to make felt figures of a person, a dog, and a mountain.

2. Implementation:

Making the Feltboard Figures

Have people work in three groups. One group will make a person. Another group will make a dog. The third group will make a mountain.

Muka sadu'a matabooe.	Make a dog.
Muka numu matabooe.	Make a person.
Muka kiba matabooe.	Make a mountain.
Ka kiba ekooba haneo.	Put the mountain on this [the feltboard].
Ka numu tuwow ekooba matabooe.	Put the Indian on this [the feltboard].
Ka sadu'a tuwow ekooba haneo.	Put the dog on this [the feltboard].

Moving the Feltboard Figures

Play the tape and have everyone sing the song again. Move the person around on the feltboard, to show the meaning of walking. Then move the dog around on the feltboard, to show the meaning of following me. Let students come up and move the figures around on the feltboard, following the meaning of the song, while everyone sings the song again.

3. Closure:

Word Practice

Have everyone listen and repeat the words and phrases. If anyone wants to write them down, you can write them on a whiteboard and let people copy them into their notebooks. Focus on the following key words:

Warm Springs K-8 Academy – HVAC Replacement
All Bid Packages Available

Warm Springs, OR

Important Dates:

- Bid Documents Available – August 11, 2025
- Mandatory Site Walk for Electrical and HVAC– August 18th, 2025, at 9:00 AM
- Bid Due Date – August 29th, 2025, at 2:00 PM
- Start of Construction – March 2026
- Substantial Completion – August 2026

Warm Springs K-8 Academy HVAC Replacement includes the removal of the existing VRF system and replacement with a new four-pipe hydronic system, a new boiler room, flatwork and other associated work to support the HVAC replacement. The project is located at 50 Chukar Road, Warm Springs, OR 97761. **This is a prevailing wage project.**

For bid documents, visit Bremik.com/planroom.



Energy Fair: Thank you to community, sponsors

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“A big thank you to the Confederated Tribes of Warm Springs, Warm Springs Power and Water Enterprises, the Branch of Natural Resources, and the Warm Springs community for making this event a success,” said Jennifer Rouda, founder and principal of 7Skyline.
“It was a day full of

opportunities to share ideas about the Tribes’ energy future and learn about the technologies that will help power it,”

Power and Water Enterprises and their partners extend sincere gratitude to every exhibitor who participated, and to the event sponsors:

Best Best & Krieger LLP, Bright Night Power,

the Energy Trust of Oregon, Energy West, HP Inc., Mayfield Renewables, MN8 Energy, Navajo Power, the Oregon Department of Energy, Pacific Power, Portland General Electric, Red Cloud Renewable, Red Plains Professional Inc., Wasco Electric Cooperative, and ZGlobal.

Kiksht ~ Wasq'u

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We have not broken these words down into parts, because it is probably easiest just to learn them as whole words; but you will see that the pattern of these two words is identical, and it is very similar to the pattern for the words we just looked at. main differences are that -n- is used for "my" instead of -k- and that a suffix -š is added to the words with "my"--this suffix seems to indicate special respect.

All these words are used for speaking about a relative. The words with the "my" prefix can also be used in addressing or talking to a relative. Wasco, however, has special words for relatives that are used only when addressing them directly (somewhat as "mom" or "dad" are usually used in English only when directly addressing a mother or father--though Wasco is more rigid about maintaining a distinction like this than English is). For the words on the first line of our table at the beginning of this paper (the words referring to the grandparents' generation), the stems are used by themselves for this purpose. (This is the exception we mentioned above to the rule that stems are never used alone as complete words.) So a person addressing his mother's mother might say škix! "grandma!", and a person addressing his father's father might say q'ašuš! "grandpa!", and so forth. (We have used exclamation points to show that these words are used in direct address.) In older usage, people might have put a- at the beginning of these terms of address. So people might have said aškix! "grandma!" and so forth. This a- was often used on terms of address even with males and is apparently distinct from the a- initial prefix.