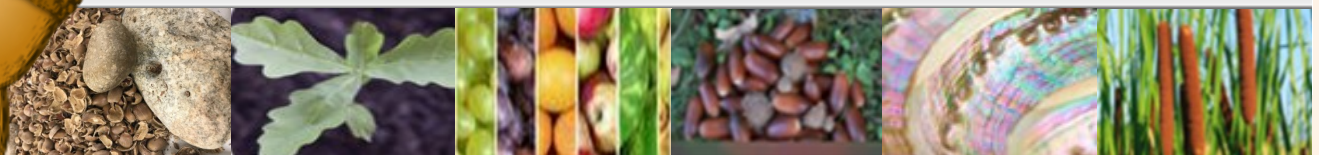


**USE IT, SHARE IT,
SAVE IT!**



Language Digital Resources
GUIDEBOOK 2018



CALIFORNIA INDIAN MUSEUM & CULTURAL CENTER



Miromaa



Pomo



Storytelling



Traditional and Cultural

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INTRODUCTION

About CIMCC

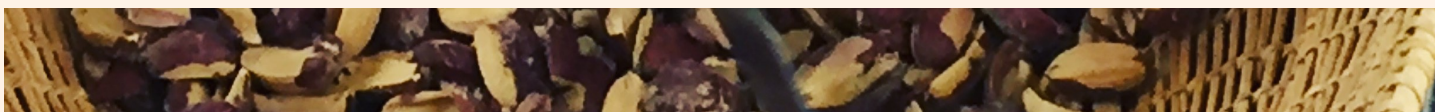
The California Indian Museum and Cultural Center (CIMCC) was officially established at the Presidio of San Francisco in 1996 with the purpose of educating the public about the history, culture, and contemporary life of California Indians and to honor their contributions to civilization. Since 2000, CIMCC has been developed by National Indian Justice Center (NIJC), a 100% Indian owned and operated nonprofit corporation.



The goals of CIMCC are as follows:

- To educate the public about California Indian history and cultures
- To showcase California Indian cultures
- To enhance and facilitate these cultures and traditions through educational and cultural activities
- To preserve and protect California Indian cultural and intellectual properties
- To develop relationships with other indigenous groups.

CIMCC provides training, opportunities, and resources for Native Americans in various fields including advocacy, youth development, and cultural revitalization.



Use It, Share It, Save It!

About Guidebook

For the past 14 years, CIMCC has worked with the Pomo and Miwok Language Preservation Committee and Native Youth Language Specialists to continue assessing and documenting the Pomo and Miwok tribal languages. The goal has been to identify, assess, and generate ideas on tribal language learning, resources, and technological tools among the Pomo and Miwok tribes while increasing its everyday use among community members.

Within this past year, CIMCC revised and conducted a language needs assessment, *Pomo and Miwok Language Assessment: Use It, Share It, Save It!*, to update information and generate new ideas on Pomo and Miwok tribal language learning, resources and technological tools. The purpose of this assessment was to continue providing Pomo and Miwok communities' opportunities to preserve and revitalize the Pomo and Miwok language through the development of new learning approaches, activities, and resources.

Hence, this user-friendly **Language Digital Resources Guidebook** was generated to produce online instructional content on digital media learning tools such as CIMCC's mobile apps, online Moodle courses, dictionaries, Mukurtu Community, Miromaa, and YouTube videos, to learn and sustain Pomo tribal language learning. These language digital resources and activities are instructed to provide step-by-step instructions on how to access and utilize these tools to learn a tribal language. We expect an increase of community language learning engagement through the use and sharing of our digital tools, downloads, and/or logins.



CULTURAL REVITALIZATION

Importance of Learning a Pomo Tribal Language

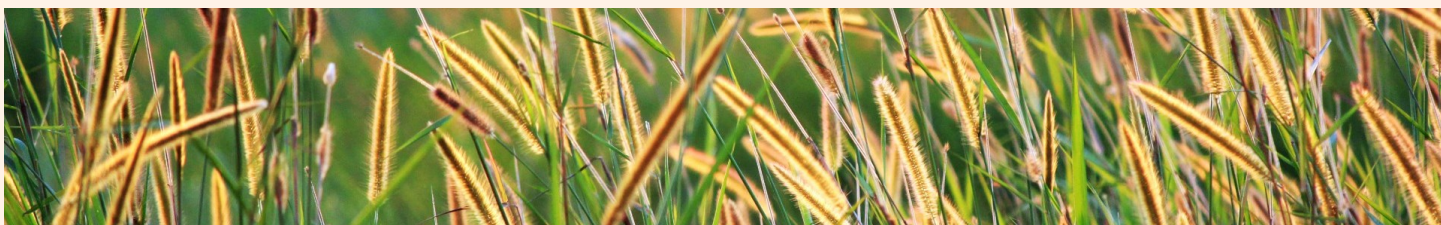
According to tribal community feedback, if our tribal languages were no longer spoken or learned, it will be devastating and tragic because our culture and traditions would diminish. Without language, we will lose the context of our existence and identity, suffering a great loss. This loss will greatly impact our children who will never have the opportunity to learn and find a connection to their culture, traditions, land, songs, and dancing.

Youth and future generations must learn and understand the historical legacy of genocide and racism, forces that sought to ultimately destroy Pomo and Miwok people's identity, lifestyle, culture, and ancestral language. Despite the historical, intergenerational trauma, and institutional racism that continues to plague our society, California Indians are survivors and resilient! California Indian communities are changing, thriving, and Indian youth are learning and finding new ways to carry Native cultures forward.

Today, the renaissance of Native languages must be pursued through a collective effort. While dialects and regional affiliations are distinctive, California Indians need to remember that they must be a source of unity. No Pomo or Miwok tribal group can pursue preservation in a vacuum. The responsibilities of preservation and revitalization are shared among every community member, commitments must be made to teaching, learning and sharing the wealth of languages and fostering pride in cultural heritage.

Hence, despite the tremendous challenges we face to revitalize and preserve Pomo and Miwok languages, CIMCC's tirelessly continues its efforts in tribal language documentation and development using new learning approaches, activities, and resources that will encourage language growth and development throughout the years. More importantly, finding answers and solutions to youth, who are eager to learn, and often ask: why is the information not readily available? And, providing hope to our elders, who have saved this knowledge, and would often ask about the language's applicability in today's society. Overcoming generations of past injustices aimed at destroying tribal languages and cultures will continue beyond the experiences of our immediate lifetimes. But, we are not giving up because our future generations depend on us to continue the struggle and ensure that Pomo and Miwok language and cultural resources are available and accessible to them.

We hope this guidebook provides you with the tools and accessibility to learning your tribal language. We want to acknowledge you for taking the first steps towards revitalizing and preserving your tribal language.





Mukurtu Online Cultural Resource Archival System

MUKURTU CULTURAL RESOURCE SYSTEM

Introduction

WHAT IS MUKURTU?

Mukurtu is a free and open source community archive platform designed with the unique needs of indigenous communities, libraries, archives, and museums in mind. Mukurtu is built on the Drupal content management system with features set aimed at indigenous cultural heritage management needs.

The word “mukurtu” in Warumungu means “dilly bag.” Dilly bags hold sacred items and are accessible by acting responsibly within the community and gaining the permission of knowledgeable community leaders. Like the dilly bag the archive is a “safe keeping place,” a community repository for cultural materials and knowledge that grows from continued use, dialogue and negotiations. The Warumungu community



HOW TO ACCESS MUKURTU?

- 1) Go to the CIMCC website (www.cimcc.org)
- 2) Move your cursor over **Education Center** on the tab header, a menu will appear
- 3) Move your cursor (scroll down) to the end of the menu to **Mukurtu Community**, it will be highlighted in orange, then you have two options:
 - a. Clicking on **Mukurtu Community** will direct you to the Mukurtu Community website (<http://cimcc.info/>)
 - b. Moving your cursor over Mukurtu Community, a new tab called **CIMCC Mukurtu Community Guide 2018** will appear, you may click on it and download the guide.

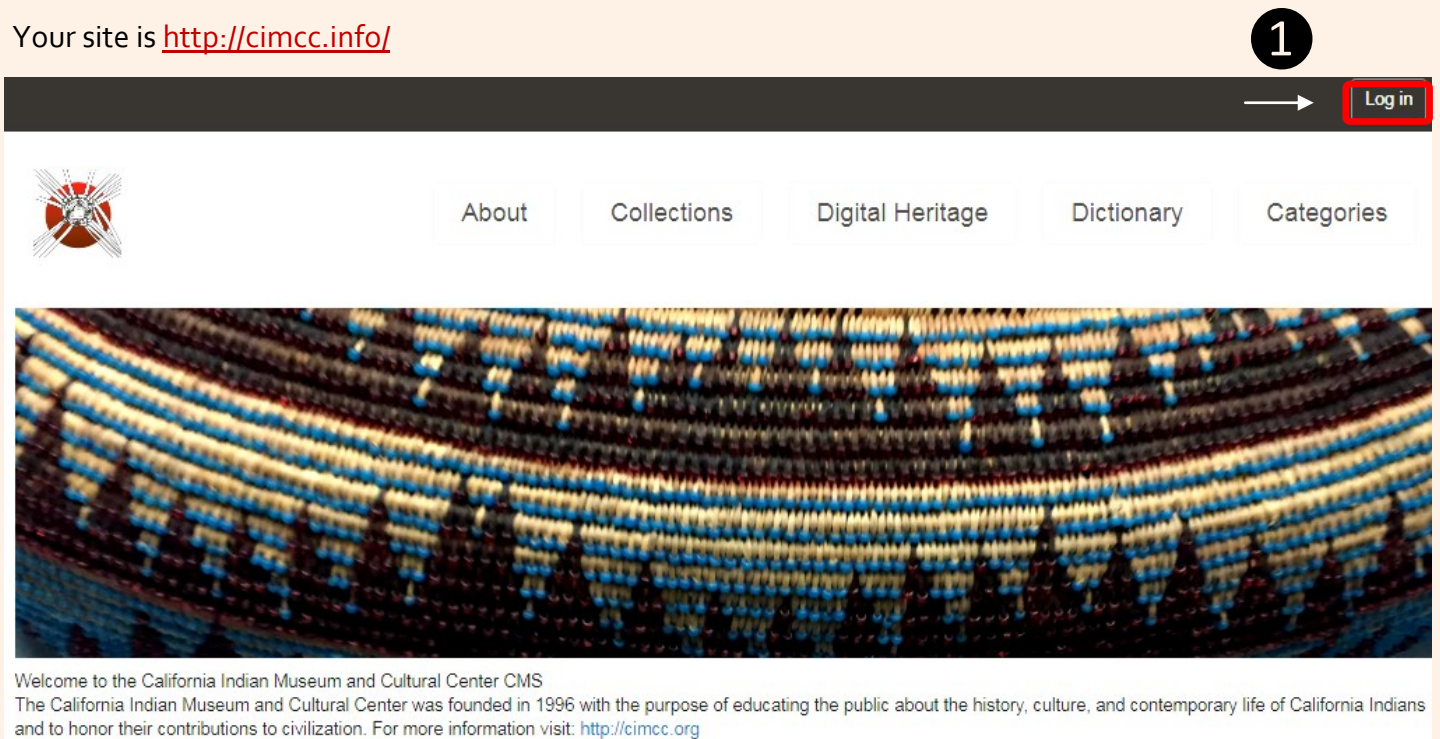
EDUCATION CENTER ▾

The screenshot shows the CIMCC website navigation bar with the following tabs: HOME, ABOUT ▾, VISIT ▾, EDUCATION CENTER ▾ (highlighted with a red background and a black circle with the number 1), ENDAR, NATIVE STEM MAKER PROGRAM ▾, MUSEUM STORE ▾, and RESOURCES ▾. A dropdown menu is visible under the EDUCATION CENTER tab, listing various resources: CIMCC LANGUAGE APPS, AUDIO VISUAL MATERIALS, MOODLE ROOM, EASTERN POMO DICTIONARY, POMO LANGUAGE RESOURCE, CA MISSIONS NATIVE HISTORY, EMPLOYMENT TRAINING PROGRAM, WHAT ARE TRIBAL AMBASSADORS?, YOUTH RESOURCE CENTER, and FOOD SOVEREIGNTY AND SECURITY. At the bottom of this menu, the link 'MUKURTU COMMUNITY' is highlighted in orange and marked with a black circle with the number 2. To the right of this link, a new tab titled 'CIMCC MUKURTU COMMUNITY GUIDE 2018' is visible, marked with a black circle with the number 3. The main content area on the left shows the 'Education Center' heading and a section for 'Bahtssal Eastern Pomo Unit Course' with a list of steps to begin taking the course. On the right, there are social media icons, a contact section with the phone number (707) 579-3004, and a 'CIMCC MEMBERSHIP' section with a 'SIGN UP' button. At the bottom right, there is a 'VOLUNTEER SIGN UP' link.

LOGGING IN AND REQUESTING A NEW PASSWORD

STEP ONE: From CIMCC's Content Management System (CMS) homepage, click **Log in** in the top right corner (see picture below, Log in is highlighted in red).

Your site is <http://cimcc.info/>



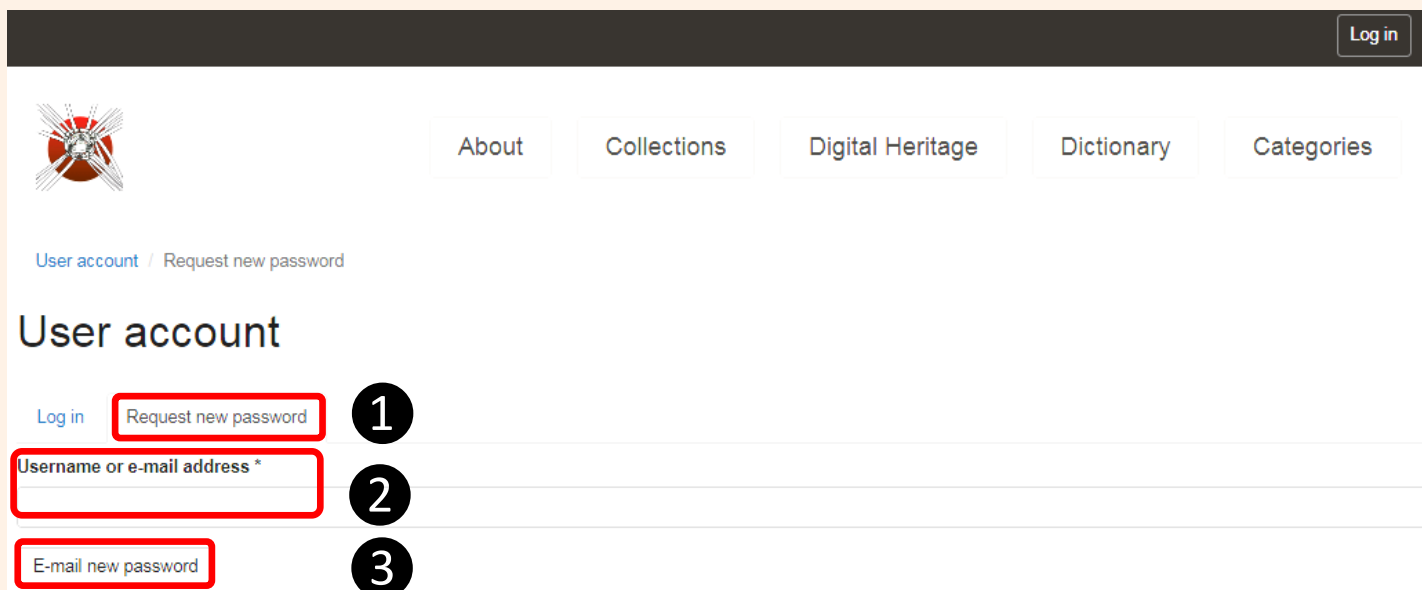
STEP TWO: Enter your username and password, and click **Log in**.

 This screenshot shows the "User account" login page of the CIMCC CMS. At the top right, a dark navigation bar contains a "Log in" button. Below the navigation bar is the same header section as in the previous image. The main content area is titled "User account". Below the title, there are two links: "Log in" and "Request new password". Below these links are two input fields: "Username *" and "Password *". A red rectangle highlights both input fields, and a circled number "2" with an arrow points to the "Password *" field. At the bottom left, there is a blue button with a right-pointing arrow and the text "Log in", which is also highlighted with a red rectangle.

Enter the username of choice, a valid e-mail address (a confirmation message will be sent to this e-mail), and select any communities in which membership is requested (these selections may be modified by the site administrator).

DID YOU FORGET YOUR PASSWORD?

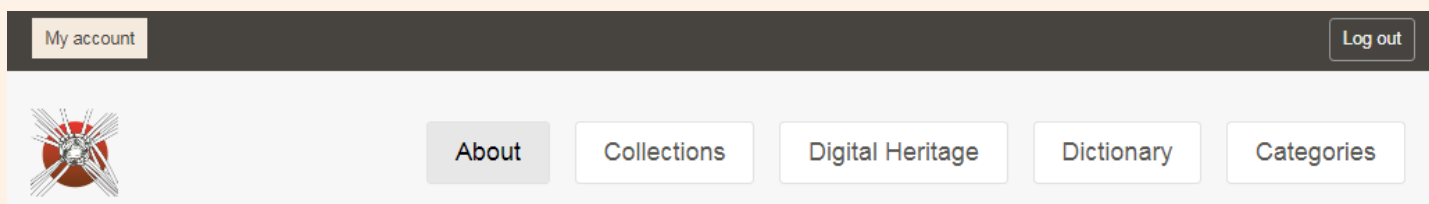
- 1) Click on **REQUEST NEW PASSWORD**
- 2) Enter either your **USERNAME OR EMAIL ADDRESS**
- 3) Click **E-MAIL NEW PASSWORD** and a one-time link to reset your password will be e-mailed to you



The screenshot shows the Mukurtu website's user account interface. At the top right is a 'Log in' button. Below the navigation bar (About, Collections, Digital Heritage, Dictionary, Categories) is a breadcrumb trail: 'User account / Request new password'. The main heading is 'User account'. Below it, there are three input fields, each with a red border and a numbered circle (1, 2, 3) to its right. Field 1 is labeled 'Request new password'. Field 2 is labeled 'Username or e-mail address *'. Field 3 is labeled 'E-mail new password'. There is also a 'Log in' link to the left of the first field.

MUKURTU USER MENU BUTTONS

CIMCC's Mukurtu menu buttons includes five buttons: About, Collections, Digital Heritage, Dictionary, and Categories.



These menu buttons are accessible by clicking on each button. Each button will direct you to the indicated content page. The following are the five menu buttons:

About: An information page about

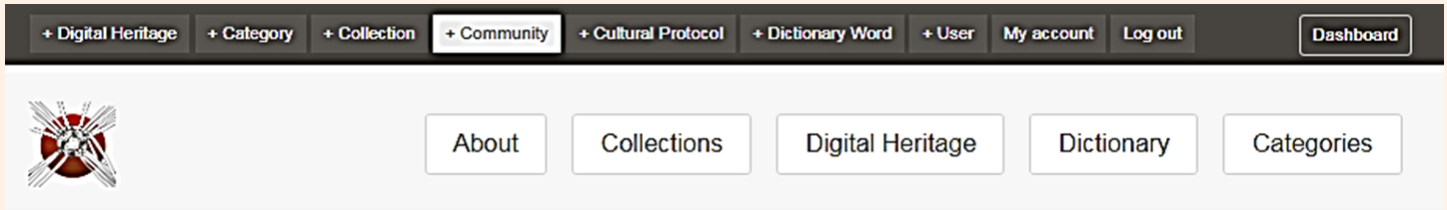
Collections: A repository of media clips and pictures of tribal food sovereignty, community events, field trips, and tribal culture and media projects.

Digital Heritage: A list of educational, traditional, and cultural resources ranging from articles, presentations,

Dictionary: A list of terms translated in Pomo and English with some audio clips.

Categories: Resources arranged by categories: biographies, educational resources, history, language, missions, places, storytelling, traditional and cultural.

MUKURTU ADMINISTRATOR DASHBOARD



The Dashboard is accessible through the Dashboard link in the top right corner of each page. It is only available to Mukurtu Administrators. It provides access to a range of site-wide tools including site set up and customization, fine control over media assets and digital heritage items, and other advanced features. The dashboard is grouped into boxes that can be rearranged by dragging and dropping.

Set up Site: Site-wide controls to change site name (not URL), administrative email, About page, main navigation menus, front page ('Custom Site Header'), site footer, and enable Related Items teaser on digital heritage items.

Content and Collections: Links to create new digital heritage items, collections, and media assets. Can also manage all media assets and indexed digital heritage metadata fields (eg: Keywords, Creator, People).

Categories & Keywords: Add, edit, and manage categories and keywords.

Recent Content: Shows the newest site content. Includes digital heritage, media assets, categories, communities, and cultural protocols.

Dictionary: Links to Dictionary and Language management tools, and dictionary word creation tools.

Mukurtu Taxonomy Records: Links to configure and create Person Records.

Recent Content: Quick access to recently created content.

Site Users: Add new site users, edit existing user accounts and roles. Change the new user registration page options.

Support: Useful support links, identifies the current Mukurtu build version.

Batch Import Content: A suite of advanced tools for importing and exporting digital heritage and media.

Communities and Protocols: Add and manage communities and cultural protocols. Toggle customization levels, and customize Traditional Knowledge Labels.

Recent Comments: Quick links to manage recent comments.

Mukurtu Configuration: If using a Google Analytics account to track site statistics, that information can be embedded here.

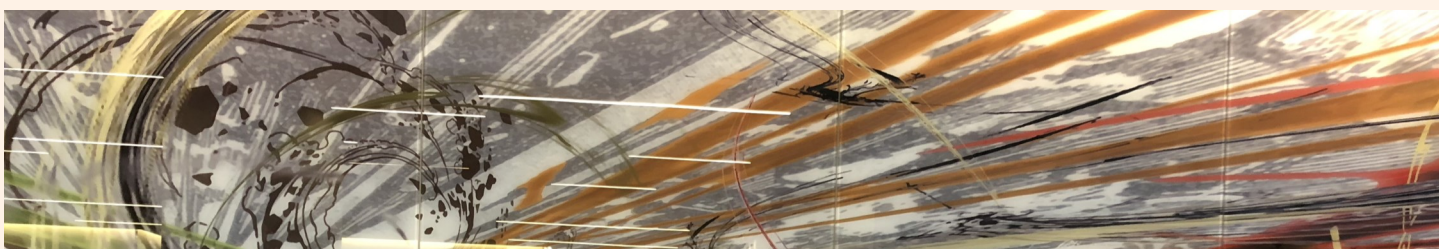


THE 3CS: COMMUNITIES, CULTURAL PROTOCOLS, AND CATEGORIES

The three C's are structural elements required to create digital heritage items. You will need at least one community, one cultural protocol within that community, and one category before you can start working with content.

Communities and Protocols are at the Core of your Mukurtu CMS. Communities group together site users: the WHO of Mukurtu. Through membership in communities, users can interact with and join cultural protocols. Cultural Protocols are HOW content is shared between people.

Search and browse terms like categories and keywords not only help users locate specific digital heritage items, they link together similar kinds of digital heritage items, and aid users in discovering other items of interest.



WHAT ARE COMMUNITIES?

Communities are one of the three core elements of every Mukurtu site. The other two core elements are Cultural Protocols and Categories.

Communities can be large or small, public or private, and your Mukurtu site can have as many communities as needed.

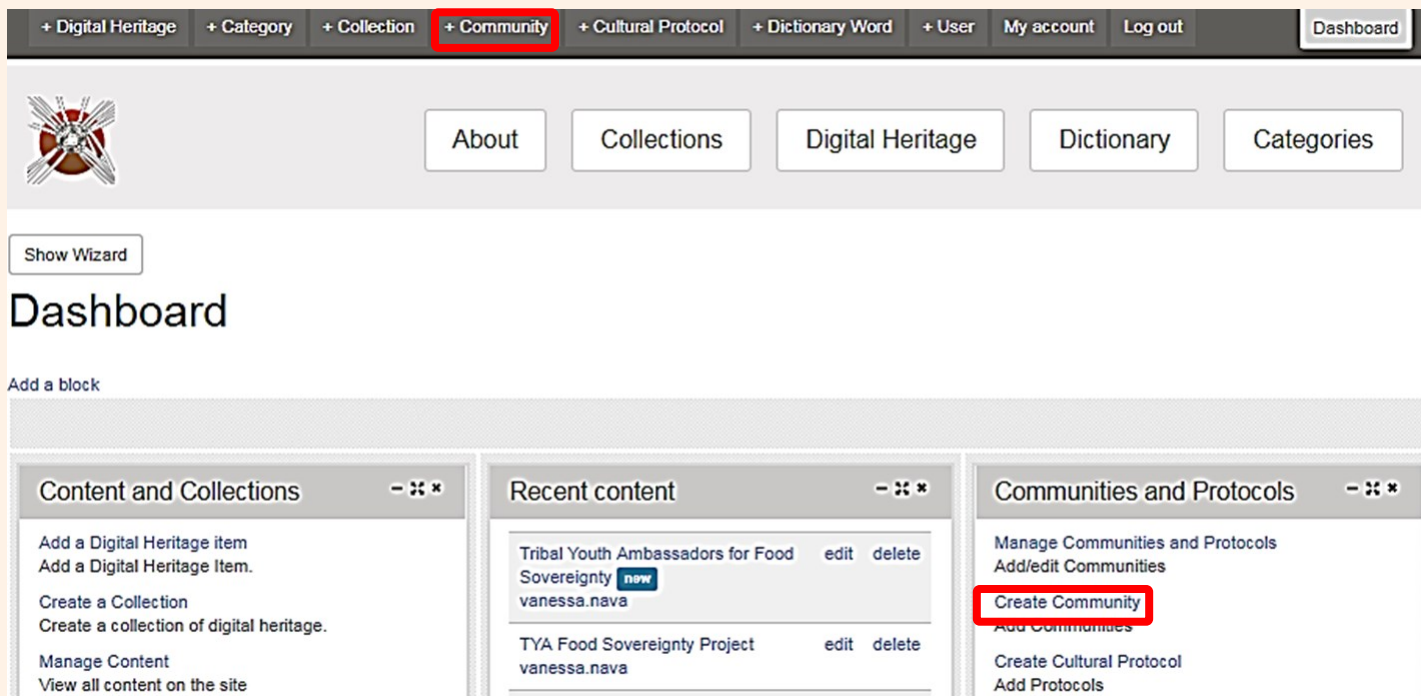
Each community represents a group of content contributors, site users, and contains digital heritage items relevant to those community members. User access to individual digital heritage items within a community is managed through the use of cultural protocols that are created within the community.

Some examples of communities could be specific families or clans, tribal government departments, or a space for youth-appropriate content.



HOW TO CREATE COMMUNITIES?

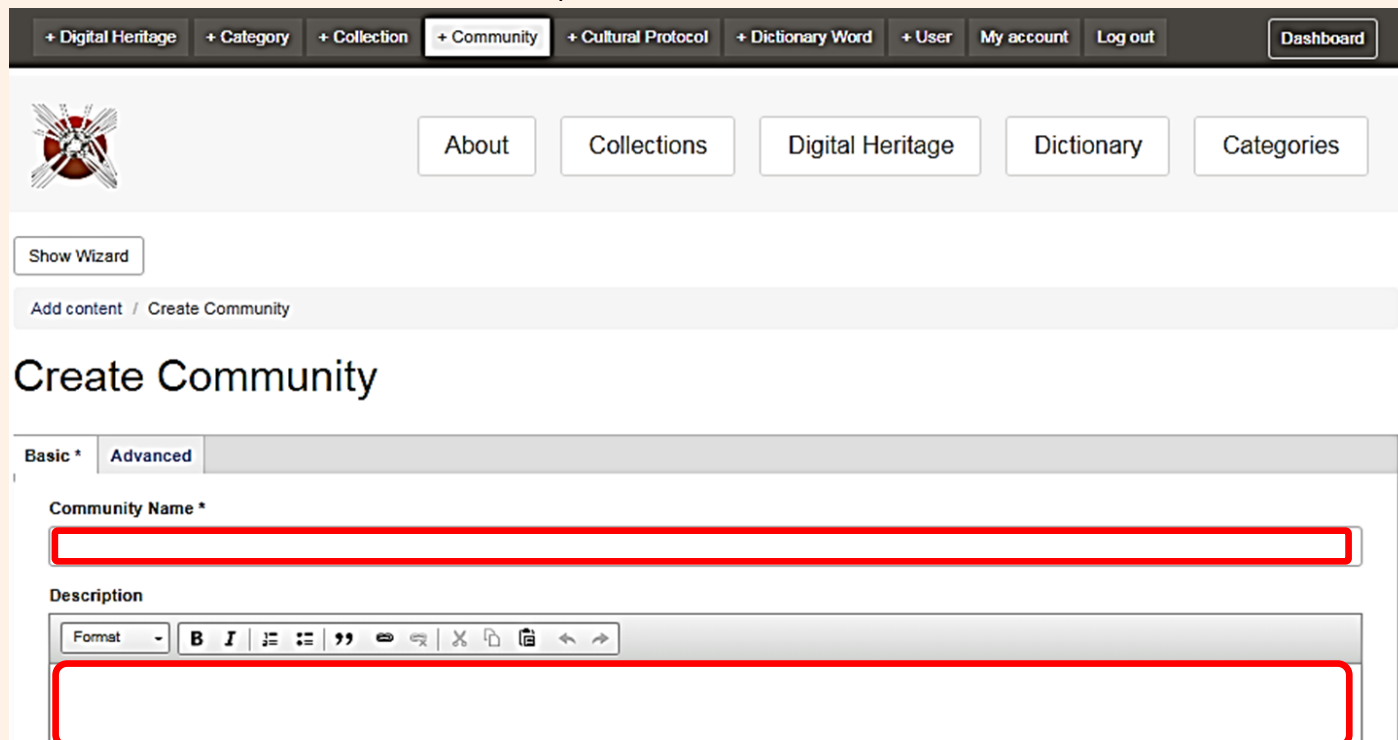
STEP 1: Use the **+Community** button from the navigation menu or the **Create Community** link from the Dashboard.



The screenshot shows the dashboard interface. At the top, a navigation bar contains buttons for '+ Digital Heritage', '+ Category', '+ Collection', '+ Community' (highlighted with a red box), '+ Cultural Protocol', '+ Dictionary Word', '+ User', 'My account', 'Log out', and 'Dashboard'. Below this is a header with a logo and buttons for 'About', 'Collections', 'Digital Heritage', 'Dictionary', and 'Categories'. A 'Show Wizard' button is also present. The main area is titled 'Dashboard' and includes an 'Add a block' section. Below this, there are three main sections: 'Content and Collections', 'Recent content', and 'Communities and Protocols'. The 'Communities and Protocols' section on the right contains a 'Create Community' link, which is highlighted with a red box. Other links in this section include 'Manage Communities and Protocols', 'Add/edit Communities', 'Add Communities', 'Create Cultural Protocol', and 'Add Protocols'.

STEP 2: Provide a **Community Name** and a **Description**. A brief description of the purpose of the community, its membership, and the content they can expect to find within. At minimum, include:

- WHAT kind of items will be in the Community;
- WHO will have access;
- WHO to contact if users have questions.



The screenshot shows the 'Create Community' form. At the top, a navigation bar contains buttons for '+ Digital Heritage', '+ Category', '+ Collection', '+ Community' (highlighted with a red box), '+ Cultural Protocol', '+ Dictionary Word', '+ User', 'My account', 'Log out', and 'Dashboard'. Below this is a header with a logo and buttons for 'About', 'Collections', 'Digital Heritage', 'Dictionary', and 'Categories'. A 'Show Wizard' button is also present. The main area is titled 'Create Community' and includes an 'Add content / Create Community' link. Below this, there are two tabs: 'Basic *' and 'Advanced'. The 'Basic *' tab is selected. The form has two main sections: 'Community Name *' and 'Description'. The 'Community Name *' field is a text input box, highlighted with a red box. The 'Description' field is a rich text editor with a toolbar containing various formatting options (bold, italic, underline, link, unlink, list, list-group, quote, code, image, video, audio, embed, undo, redo), highlighted with a red box. Below the description field is a large text area for the description, also highlighted with a red box.

ADDING AN EXISTING BANNER AND THUMBNAIL IMAGE

Communities can be customized with a banner and thumbnail image. In order for the community to be listed on the main site page, it will require a thumbnail. It can still be accessed without a thumbnail, but users will have to navigate to it through the **Browse Communities** button.

- 1) To select a banner or thumbnail image that has already been uploaded to the site, open the media library by clicking on the list icon to the right.
- 2) Find the desired file, **click** on the thumbnail, and **drag** it into the Banner or Thumbnail Image area.



Step 1

Step 2

Switch to plain text editor

[More information about text formats](#) Filtered HTML

Banner Image
Drop a resource from Scald media library here.

Thumbnail Image
Drop a resource from Scald media library here.

Parent Community
- None -

Menu settings
Not in menu

☐ Provide a menu link

Machine Name

URL path settings
Automatic alias

Revision information
New revision

Comment settings
Open

Authoring information
By christy.garcia

Publishing options
Published

3

The image below is when the image is successfully dragged into the thumbnail image block

body p

Switch to plain text editor

[More information about text formats](#) Filtered HTML

Banner Image
Drop a resource from Scald media library here.

Thumbnail Image
9-9-17 Acorn Shells and Rocks.JPG

Parent Community
- None -

Menu settings
Not in menu

☐ Provide a menu link

Machine Name

URL path settings
Automatic alias

Revision information
New revision

Comment settings
Open

Authoring information
By christy.garcia

Publishing options
Published

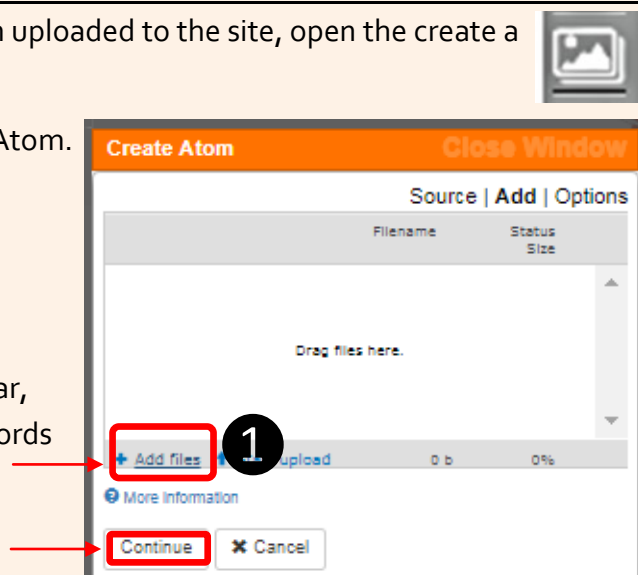
3

Atom 9-9-17 Acorn Shells and Rocks.JPG, of type Image has been created.

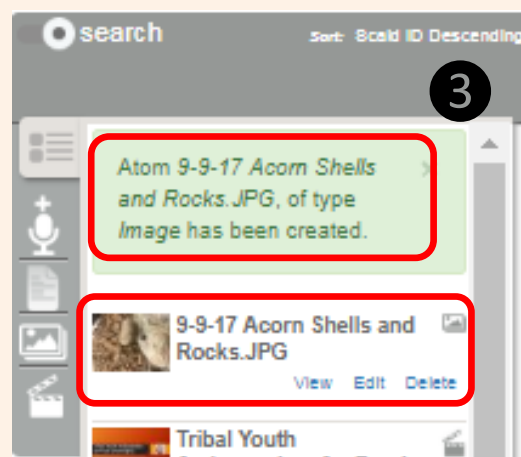
Step 3: Click **Save** when done.

ADDING A NEW BANNER AND THUMBNAIL IMAGE

- 1) To select a banner or thumbnail image that has not been uploaded to the site, open the create a new image atom by clicking on the list icon to the right.
- 2) After clicking it, the box to the right will appear, Create Atom.
- 3) Click **+ Add Files**
- 4) Choose the picture to upload
- 5) Then, click **Continue**, the image will upload.
- 6) After clicking **Continue**, the second box below will appear, you can edit the Title, add Protocols, Names, and Keywords related to the image.



- 7) Once you are done, click **Finish**. The image created will be saved and a confirmation page will be displayed.
- 8) The image is created and it will be displayed in the media library like the picture to the right. Once it's in the media library, the media resource can be viewed, edited, or deleted.
- 9) Before permanently deleting a media resource, it will ask you if you are sure to continue with this step (as shown in picture below).



On the **Advanced** tab, privacy and access settings can be changed.

Basic * **Advanced**

Group roles and permissions *

Use default roles and permissions ▼

Group register *

☒ Do not show on registration page

☐ Show on registration page

Membership List Options *

Display all members ▼

Menu settings
Not in menu

☐ Provide a menu link

Machine Name

URL path settings
Automatic alias

Revision information
New revision

Comment settings
Open

Authoring information
By christy.garcia

Publishing options
Published


Preview

Click **Save** when done.

After saving the community, a confirmation message will be displayed, and will contain three notes:

- The community has been created;
- A Default cultural protocol was created;
- You have been added to both the community and the default protocol.

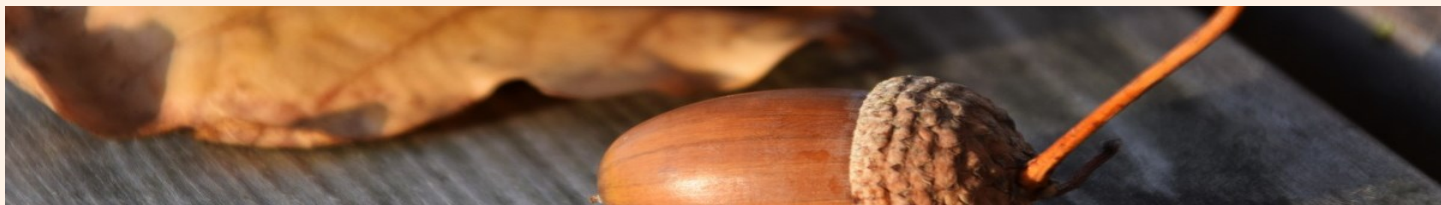
Along the right sidebar, the community membership is displayed, along with the list of Cultural Protocols within that community.

 About Collections Digital Heritage Dictionary Categories

Traditional Food

• christy.garcia has been added to Traditional Food Community Only's Community Traditional Food
 • Default cultural protocol was created
 • Community Traditional Food has been created.

WHAT ARE CULTURAL PROTOCOLS?



Cultural Protocols are one of the three core elements of every Mukurtu site and provide users with appropriate access to content. The other two core elements are Communities and Categories.

Each cultural protocol exists within a community, and each community can have multiple cultural protocols. Digital heritage items are placed within at least one cultural protocol and can then be viewed by users who are also members of those protocols.

There are two types of cultural protocols: open and strict. Digital heritage items within an open protocol can be viewed by anyone (including anonymous site visitors), while items within a strict protocol can only be viewed by members of that protocol. Multiple protocols can be layered to ensure that users can only view items appropriate for them, and to provide very granular access.

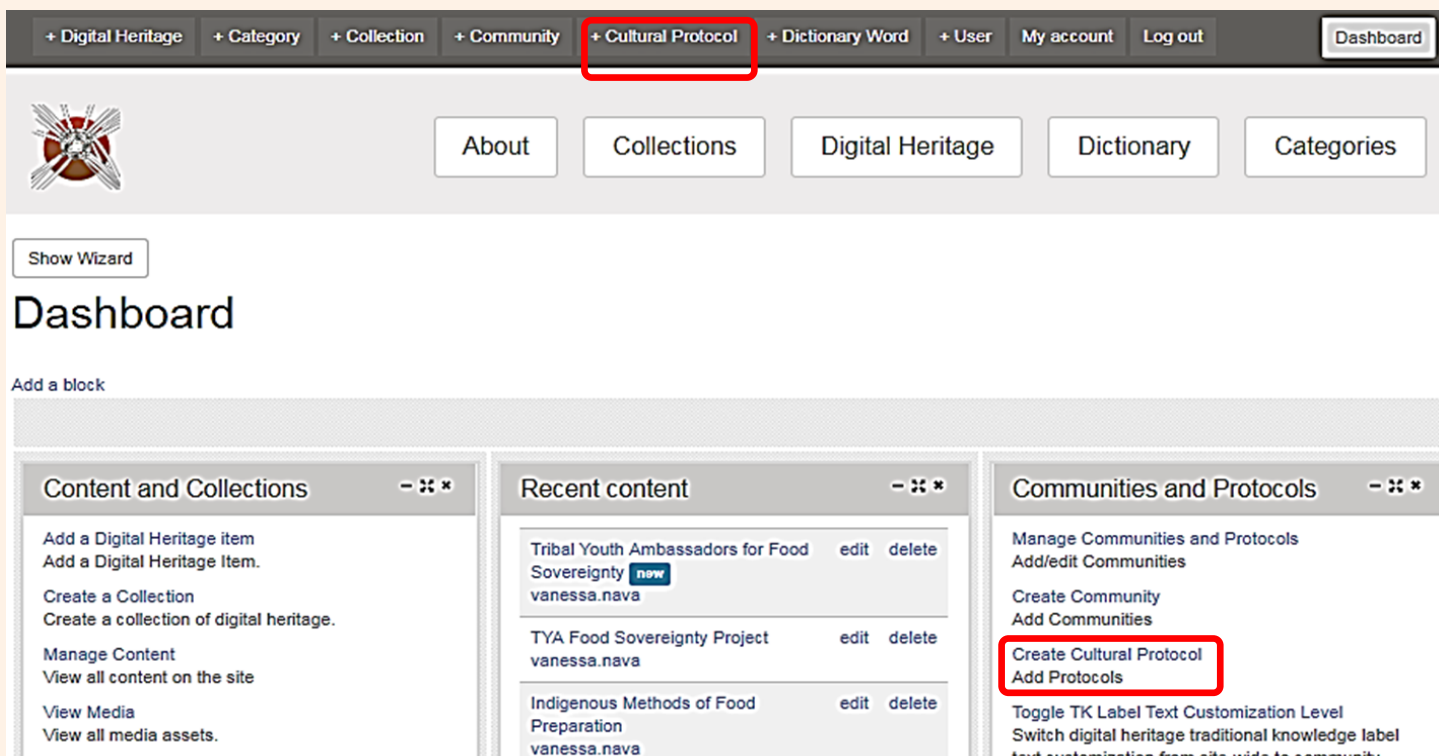
For example, if an item is part of the two strict protocols 'Women Only' and 'Elders Only,' then only users who are members of both the 'Women Only' and 'Elders Only' protocols can view that item. The three main levels of protocols overall:

- 1) **OPEN:** Setting this sharing protocol to your Community or Cultural Protocol means any user or guest of your Mukurtu CMS can see that your community exists. If it is set to your digital heritage items, these are also publicly visible.
- 2) **COMMUNITY:** Setting this sharing protocol to your Community or Cultural Protocol means that only users may only see your group if they are assigned as a member of your Community or Cultural Protocol. Any DH items that are attributed to a "Community" Community or Cultural Protocol, but assigned "open" access are visible to the public, while the community name remains anonymous.
- 3) **STRICT COMMUNITY:** This is like the "Community" sharing protocol, but when you post a digital heritage item and attribute it to more than one "strict community", the sharing protocol on that item will default to only sharing within the "strict community" Community or Cultural Protocol. If you assign two strict communities on one item, a user will have to be a part of both "strict community" communities and/or cultural protocols. Some examples of cultural protocols could be gender-based (male only, female only), age-based (elders only, no youth), seasonal access only, clan or tribal affiliation, secret/sacred, community only, or public access/open.



HOW TO CREATE CULTURAL PROTOCOLS?

To create a new cultural protocol, either follow the **+Cultural Protocol** button from the navigation menu, or click **Create Cultural Protocol** link from the Dashboard.



The screenshot shows the dashboard interface. At the top, there is a navigation menu with buttons: + Digital Heritage, + Category, + Collection, + Community, **+ Cultural Protocol** (highlighted with a red box), + Dictionary Word, + User, My account, Log out, and a Dashboard button. Below the navigation menu is a header section with a logo and buttons: About, Collections, Digital Heritage, Dictionary, and Categories. The main content area is titled 'Dashboard' and includes a 'Show Wizard' button. Below this, there is a section titled 'Add a block' and three main content areas: 'Content and Collections', 'Recent content', and 'Communities and Protocols'. In the 'Communities and Protocols' section, the 'Create Cultural Protocol' link is highlighted with a red box.

Provide a **Cultural Protocol Name**. Use a name that is descriptive and unique. Consider including the Community name, and the kind of access the protocol is set up for, eg: “Washington State University Public Access” or “MASC Community Only”

Select **‘Open’** or **‘Strict’** for the Sharing Protocol:

- If a protocol is Open, any site visitor (even those without an account) can view Digital Heritage Items within that Protocol.
- If a protocol is Strict, only users who are members of that protocol can view Digital Heritage Items within that Protocol.

All Cultural Protocols belong within a Community.

Choose the correct **Parent Community** from the drop-down menu.

Provide a **Description**. At minimum, include:

- WHAT kind of items will be in the Cultural Protocol;
- WHO will have access;
- WHO to contact if users have questions.

Add content / Create Cultural Protocol

Create Cultural Protocol

Basic * **Advanced**

Cultural Protocol Name *

Sharing Protocol *

☒ Open

☐ Strict

Open - This cultural protocol and the digital heritage items within are shared with, visible, and accessible to any site visitor, regardless of protocol membership
 Strict - This cultural protocol and the digital heritage items within are shared with, visible, and accessible to its cultural protocol members only

Parent Community *

Choose some options

Description

Format - **B** *I*

Cultural protocols can be customized with a banner and thumbnail image.

Switch to plain text editor

More information about text formats **Filtered HTML**

Banner Image

Drop a resource from Scald media library here.

Thumbnail Image

Drop a resource from Scald media library here.

Menu settings
Not in menu

Machine Name

URL path settings
Automatic alias

Revision information
New revision

Comment settings
Open

Authoring information
By christy.garcia

Publishing options
Published

☐ Provide a menu link

On the **Advanced tab** are more controls for access and membership. A protocol can be set so that all new members are automatically added to it. This might be convenient if there is a general protocol which all users will need access to. This option is not enabled by default, to best manage privacy settings. When a user first registers for an account, they can request access to cultural protocols (requests are approved by protocol stewards). For a new site user to be able to request admission to the cultural protocol, select Show on registration page. This option is not selected by default.

When done, **click Save**. All fields can be edited or updated later by editing the cultural protocol.

Save

To manage Communities & Protocols, click **Manage Communities and Protocols** link from the Dashboard.

Dashboard

Add a block

Content and Collections

- Add a Digital Heritage item
- Add a Digital Heritage Item.
- Create a Collection
- Create a collection of digital heritage.
- Manage Content
- View all content on the site
- View Media
- View all media assets.
- Add Media
- Add new media files.
- List of Indexed Fields
- List of fields that will return results if their contents match user searches.

Recent content

Tribal Youth Ambassadors for Food Sovereignty vanessa.nava	edit delete
TYA Food Sovereignty Project vanessa.nava	edit delete
Indigenous Methods of Food Preparation vanessa.nava	edit delete
TYA Food Sovereignty Project Survey vanessa.nava	edit delete
Notes on the Plants Used by the Klamath Indians of Oregon vanessa.nava	edit delete

Communities and Protocols

- Manage Communities and Protocols** (1)
- Add/edit Communities
- Create Community
- Add Communities
- Create Cultural Protocol** (2)
- Add Protocols
- Toggle TK Label Text Customization Level
- Switch digital heritage traditional knowledge label text customization from site-wide to community-level.
- Customize Site-Wide TK Label Text
- Customize site-wide digital heritage traditional knowledge label text.

Once you click, manage communities and protocols, the following page will come up. See an example below.

Admin Communities

Communities Structure

Add community

The California Indian Museum and Cultural Center	
California Indian Museum and Cultural Center Community Only	Edit Protocol
CIMCC Public Access	Edit Protocol (3)
CIMCC Staff Under Review	Edit Protocol
Tribal Youth Ambassadors	
Tribal Youth Ambassadors Only	Edit Protocol
Tribal Youth Ambassadors Public Access	Edit Protocol

CONFIGURING PROTOCOLS

Cultural Protocols help define how content is shared within your Mukurtu CMS. Cultural Protocols can be added within each community you create and must be nested within a parent community. When you create a new community, a default cultural protocol is generated for sharing content within your community only. Notice that any time a member is added to your community, they are also added to this protocol.

When you add a cultural protocol, keep in mind that this is a portal through which users will access your content. Like a community, the cultural protocol has a name, description, and images, but it also has a sharing protocol and a parent community. The sharing protocol is the default sharing setting for any content within the cultural protocol. If you select 'open', digital heritage items will be accessible to any site visitor. If you select 'strict' digital heritage items will be accessible to cultural protocol members only. If you have reached this form via a community page, the parent community will be selected for you. You can select a parent community from any community you administer.

Edit Cultural Protocol California Indian Museum and Cultural Center Community Only

View **Edit** Group Manage display Devel

Basic **Advanced**

Cultural Protocol Name *

California Indian Museum and Cultural Center Community Only

Sharing Protocol *

☐ Open

☒ Strict

Open - This cultural protocol and the digital heritage items within are shared with, visible, and accessible to any site visitor, regardless of protocol membership.
 Strict - This cultural protocol and the digital heritage items within are shared with, visible, and accessible to its cultural protocol members only.

Parent Community *

The California Indian Museum and Cultural Center x

Description

Format B I [icons]

You will see a confirmation screen saying that the new Protocol has been created.

You will also be added to the new protocol by default. After saving the cultural protocol, a confirmation message will be displayed.

Cultural Protocol California Indian Museum and Cultural Center Community Only has been updated.



WHAT IS A CATEGORY?

Categories are one of the three core elements of every Mukurtu site, and help users search and browse for content. The other two core elements are Communities and Cultural Protocols.

Categories are terms that describe your digital heritage items. They should be broad enough that each item on your site is represented by at least one category and so each category describes many items. For example, 'Fishing' or 'Food' may make good categories as they could apply to a range of items, but 'salmon' may not make a good category, as it is likely to only apply to a small number of items. For narrower or more specialized terms, consider using keywords. More information about keywords is available in the support article [Using Categories and Keywords](#).

Most Mukurtu sites usually have around 10-15 categories, but the categories chosen should reflect the collection and users.

Some examples of commonly used categories include Lifeways, Education, Lands, Architecture and Dwellings, Language, Ceremony, and Artistry and Artifacts.

Examples of Categories



HOW TO CREATE CATEGORIES?

To create a new category, either follow the **+Category** button from the navigation menu, or the **Create Category button** from the **Dashboard**.

Provide a Category Name. The Description is not shown to users (and is optional), but you may want to include a description so other site managers can review it if needed. When ready, click **Save**.

A confirmation message will be displayed.

+ Category

Home Created new term Education.

Name *

Description

Format B I [Link] [List] [Table] [Image] [Code] [Undo] [Redo]

Switch to plain text editor

Text format Filtered HTML

- Allowed HTML tags: <a> <code> <blockquote> <code> <dl> <dt> <dd>

- Links and paragraphs break automatically.

Thumbnail image

Drop a resource from Seals media library here.

Allowed resource format: Image

RELATIONS

URL PATH SETTINGS (AUTOMATIC ALIAS)

☒ Generate automatic URL alias

Uncheck this to create a custom alias below. Configure URL alias patterns.

URL alias

Optionally specify an alternative URL by which this term can be accessed. Use a relative path and don't add a trailing slash or the URL alias won't work.

Save

USING CATEGORIES AND KEYWORDS

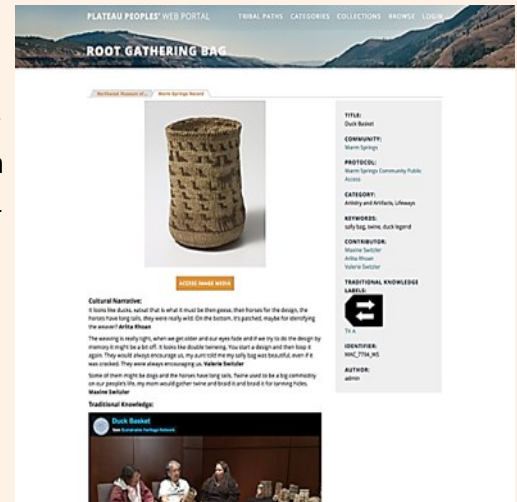
Functionally, categories and keywords work the same way: they both relate and connect digital heritage items that have something in common. When viewing a digital heritage item, the categories and keywords will appear on the right side of the page, along with other digital heritage metadata. Clicking on a category or keyword will redirect a user to a page that shows a list of all digital heritage items with that same category or keyword.

While categories and keywords function very similarly to each other, they are also intended to serve different purposes. Categories are applied site wide, across all communities, and help with high-level navigation and browsing. They are generally broad concepts, rather than specific identifiers (eg: Architecture, as opposed to Seattle Public Library). It is best to select a relatively small number of categories. The number of suggested categories varies, but it is typically recommended to include between 10 and 15. Only Mukurtu Administrators can create new categories.

Keywords, unlike categories, are meant to be more open and flexible. Keywords are also applied site-wide. They can be used more like tags, and a digital heritage item can include as many keywords as are useful (typically 3-5). New keywords can be added much more freely than with categories. Since any contributor creating or editing a digital heritage item can add a new keyword, site administrators may want to provide or maintain a list of recommended or approved keywords as part of an internal workflow.

WHAT IS A DIGITAL HERITAGE ITEM?

Digital Heritage Items are the main pieces of content that populate a Mukurtu site and combine metadata and media assets to share cultural heritage about an object, person, story, image, and more. A DH item must have a title, community, cultural protocol, and category associated with it, listed in the Mukurtu Essentials tab. Digital heritage items can be as simple as a few lines of text or metadata; they can be built around a single media asset, like an image, video, document, or audio clip; or they can be more complex, using multiple media assets and rich metadata to tell a story available in the following tabs: Mukurtu Core, Rights and Permissions, Additional Metadata, and Relations.



MEDIA ASSETS: SIZES, RESOLUTIONS, AND FILE FORMATS

These recommendations are a starting point that balances file size, resolution, and ease of access. You can use different settings for your projects as needed.

Image Settings (recommended)

- ⇒ File Format: jpeg
- ⇒ Bit Depth: Grayscale, 8 bit; Colour, 24 bit
- ⇒ Resolution: 150-200 ppi
- ⇒ Dimensions: 900 pixels across the long side
- ⇒ Mukurtu CMS supported file formats: jpeg, jpg, png, gif

Audio Settings (recommended)

- ⇒ File Format: mp3
- ⇒ Bit Rate: 192 kbps
- ⇒ Sample Rate: 44.1 kHz
- ⇒ Mukurtu CMS supported file formats: mp3, wav, ogg, mp3, m4a

Video

- ⇒ Video files can be very large, using a third party to host video content for access copies saves storage space on your server. Both YouTube (youtube.com) and Vimeo (vimeo.com) offer private and/or unlisted hosting of videos, allowing you to privately host content on either service, and then feed those videos into your Mukurtu site. Please note that each of these hosting services has their own list of supported file formats
- ⇒ Mukurtu CMS supported file formats: pdf, ppt, pptx, xls, xlsx, doc, docx, odt, txt, csv, odg, sxw, ods, rtf, zip, rar, gz, 7z, tar

- ⇒ Mukurtu CMS supported third party hosting: YouTube, Vimeo, DailyMotion
- ⇒ Mukurtu CMS supported file formats: mp4, webm, ogv
- ⇒ Files
- ⇒ File specifications vary by file format. Recommended file size is less than 5 MB.

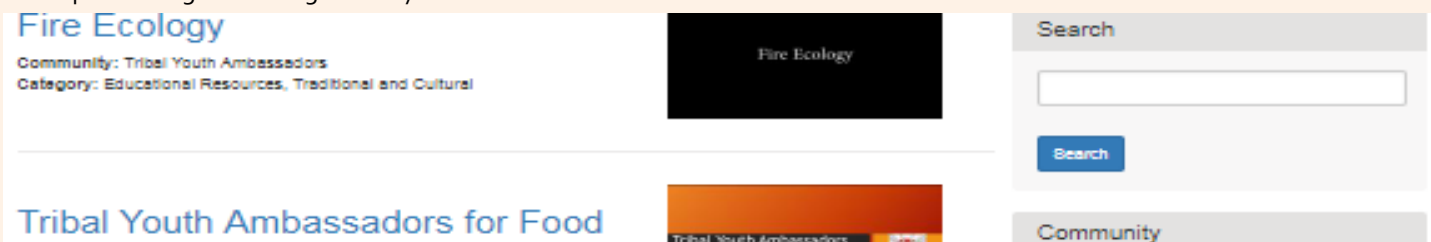
WHAT IS A DIGITAL HERITAGE ITEM?

From the navigation bar, click **+Digital Heritage**.

The image shows the 'Create Digital Heritage' form in the Mukurtu CMS. The form is divided into several sections: 'Mukurtu Essentials' (Title, Summary), 'Media Assets' (with a 'Drop a resource from Scold media library here' area and an 'Add another item' button), 'Communities and Protocols' (with a 'Communities and Protocols 1' section containing a 'Community' dropdown and a 'Protocol' dropdown, and an 'Add another community' button), and 'Item Sharing Settings' (with two radio button options). A 'Category' field is at the bottom. To the right, a search results sidebar is visible, showing a list of items with titles like 'Fire Ecology', 'Tribal Youth Ambassadors for Food Sovereignty', and 'TYA Food Sovereignty Project Survey', each with 'View', 'Edit', and 'Delete' links.

The Digital Heritage editor has two main components: the metadata fields, split into five tabs (Mukurtu Essentials, Mukurtu Core, Rights and Permissions, Additional Metadata, and Relations), and the media library, which can be expanded and shrunk by clicking the list icon.

Example of a Digital Heritage Library



Add content / Create Digital Heritage

Create Digital Heritage

List Icon

Mukurtu Essentials * Mukurtu Core Rights and Permissions Additional Metadata Relations Media Importer

Title *

Summary Summary

Media Assets

+ Drop a resource from Scald media library here.

+ Add another item Add another item

Communities and Protocols *

Communities and Protocols 1

Community

Select a community

Protocol *

Choose some options

+ Add another community Add another community

Item Sharing Settings *

☐ This item may be shared with members of ANY protocol listed.

☐ This item may only be shared with members belonging to ALL the protocols listed.

Category *

☐ Biographies

☐ Education

☐ Educational Resources

☐ History

☐ Language

☐ Missions

☐ Places

☐ Storytelling

☐ Traditional and Cultural

Creator

Contributor

Original Date

Machine Name

Machine Name

URL path settings

Automatic alias

Revision information

New revision

Comment settings

Open

Authoring information

By charity garcia

Publishing options

Published

Save Preview

search

Sort: Scald ID Descending

Fire Ecology View Edit Delete

Tribal Youth Ambassadors for Food Sovereignty View Edit Delete

TYA Food Sovereignty Project Survey View Edit Delete

Whole Measures for Community Food Systems.pdf View Edit Delete

We Can Native.pdf View Edit Delete

Traditional Native Foods and Health.pdf View Edit Delete

The role of Indigenous knowledge and innovation in creating food sovereignty.pdf View Edit Delete

The Effects of Altered Diet on the Health of the Karuk.pdf View Edit Delete

Spirituality as Decolonizing.pdf View Edit Delete

Reclaiming Native Food Systems and Promoting Cultural Practices.pdf View Edit Delete

1 of 27 next >

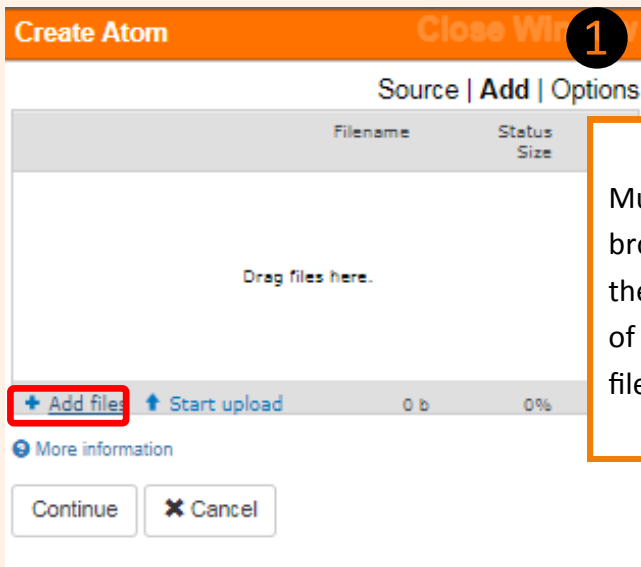
The first metadata tab, **Mukurtu Essentials** includes all fields required to create a minimally viable digital heritage item. These required fields are marked with an asterisk and are *Title*, *Communities and Cultural Protocols*, *Item Sharing Settings*, and *Category*. Title is a plain text field. Provide a descriptive title.

Summary is an optional field, and is a good example of the helper text that is provided for many fields. Hovering over the field will prompt a text box that contains additional information to pop up. In this case, it specifies that the field is limited to 140 characters.

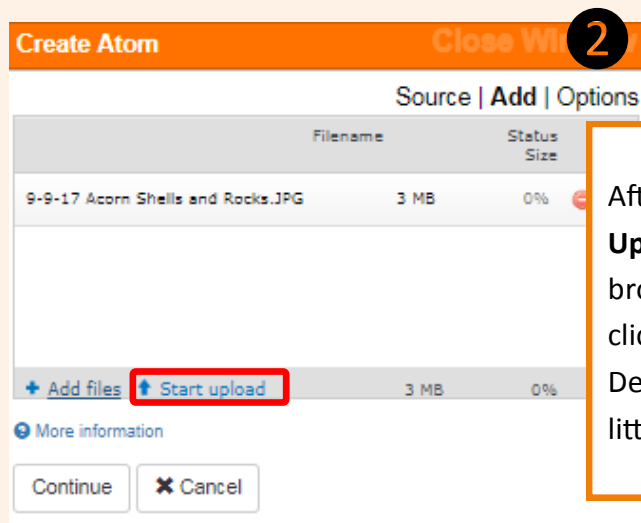
The media importer is accessible through the create/edit digital heritage item page and is present on the right hand side of the screen. Clicking the top-most tab on the panel (the 'list' icon) will open up the media library of previously uploaded media assets. Clicking the other icons (one each for audio, files, images, and video) will open up the media importer and begin the media asset upload process.

Select the **appropriate media type**. Only media assets of one type can be uploaded at a time (image, audio, video, document), but different file formats of the same media type can be uploaded at the same time, for example a JPEG and PNG can be uploaded at the same time, but not a JPEG and MP3.

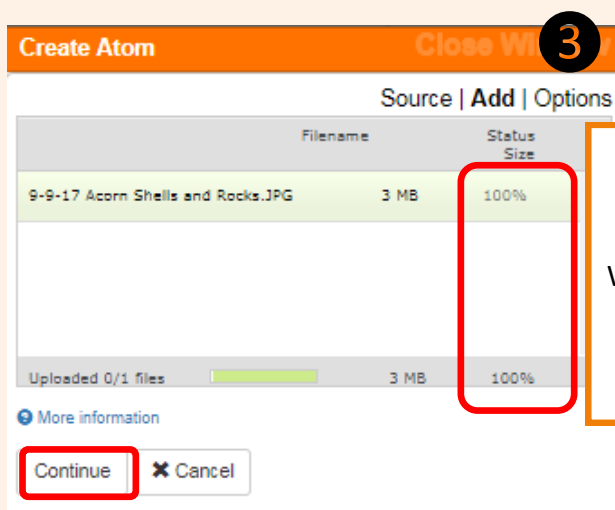
CREATING AN ATOM (ADDING AN IMAGE)



Multiple files can be uploaded at a time. Files can be added by browsing through the importer, or by drag-and-dropping from the computer. At the bottom of the importer window is a list of compatible file formats. Click on **+Add Files** to locate the files on the computer.



After all files to be uploaded have been selected, click **Start Upload**. Progress of each file upload will be shown in the browser - do not navigate away, close the window, or click Continue until ALL files have finished uploading. Depending on file size and number of files, this may take a little while.

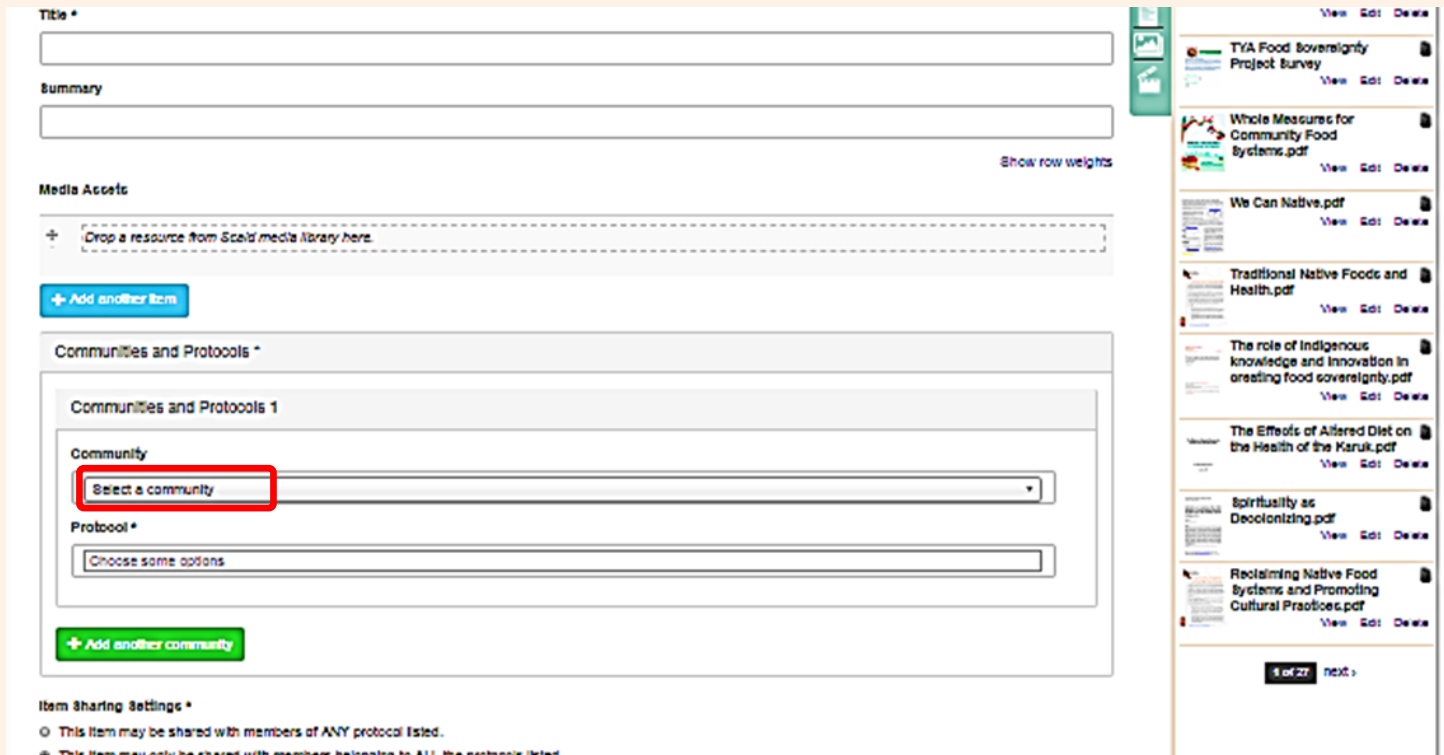


When all files have been uploaded, click **Continue**



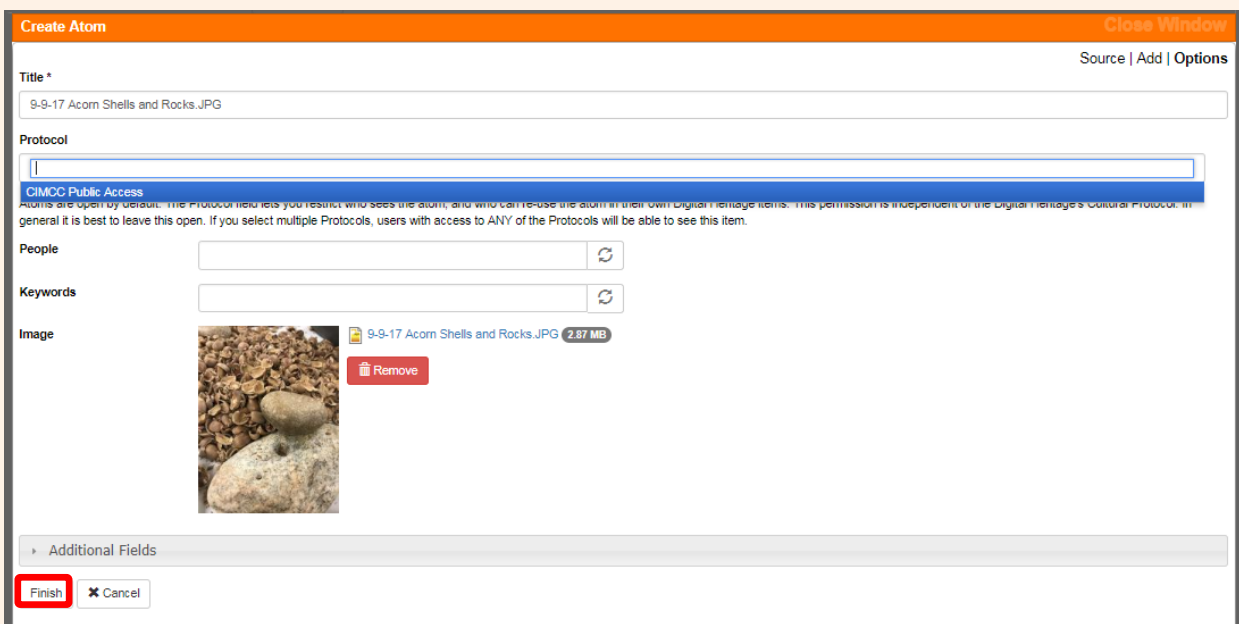
Now media-level metadata can be added. Only **Title** is a required field, but it is best practice to include as much metadata as possible about the media assets. Metadata is entered individually for each item. Media-level metadata for each file now can be entered manually now, or batch imported later if many media assets will need metadata.

Click **Select a community** to be presented with a drop-down list of communities which the user has permission to add items to. Select one community from the list.



The screenshot displays the 'Create Atom' form. The 'Communities and Protocols' section is expanded, showing a 'Community' dropdown menu with 'Select a community' selected. Below it is a 'Protocol' dropdown menu with 'Choose some options' selected. To the right, a list of communities is visible, including 'TYA Food Sovereignty Project Survey', 'Whole Measures for Community Food Systems.pdf', 'We Can Native.pdf', 'Traditional Native Foods and Health.pdf', 'The role of Indigenous knowledge and innovation in creating food sovereignty.pdf', 'The Effects of Altered Diet on the Health of the Karuk.pdf', 'Spirituality as Decolonizing.pdf', and 'Reclaiming Native Food Systems and Promoting Cultural Practices.pdf'. The 'Finish' button is highlighted with a red box at the bottom left of the form.

Review your media asset metadata as needed. Click **Finish**.



The screenshot shows the 'Create Atom' form with the 'Additional Fields' section expanded. The 'Finish' button is highlighted with a red box. The form includes fields for 'Title', 'Protocol', 'People', 'Keywords', and 'Image'. The 'Image' field shows a thumbnail of '9-9-17 Acorn Shells and Rocks.JPG' with a 'Remove' button. The 'Finish' button is located at the bottom left of the form.

Media assets and metadata will be saved and a confirmation page will be displayed. The media assets can now be used in digital heritage items.

Create Collection

Basic * Digital Heritage Items

Collection Name *

Summary

Description

Format

B I

Switch to plain text editor

More information about text formats

Filtered HTML

Image

Drop a resource from Scald media library here.

Credit

Menu settings

Not in menu

☐ Provide a menu link

Machine Name

search

Sort: Basic Descending

Atom 9-9-17 Acorn Shells and Rocks.JPG, of type Image has been created.

9-9-17 Acorn Shells and Rocks.JPG

View Edit Delete

Fire Ecology

View Edit

Tribal Youth Ambassadors for Food Sovereignty

View Edit

TYA Food Sovereignty Project Survey

View Edit

Whole Measures for Community Food Systems.pdf

View Edit

We Can Native.pdf

View Edit

Traditional Native Foods and Health.pdf

View Edit

The role of indigenous knowledge and innovation in creating food sovereignty.pdf

View Edit

Create a collection of digital heritage.

Create Collection

Basic * Digital Heritage Items

Collection Name *

Acorn Bites

Summary

Protein Snack

Description

Normal


B I

Switch to plain text editor

More information about text formats

Filtered HTML

Image



search

Sort: Basic Descending

Atom 9-9-17 Acorn Shells and Rocks.JPG, of type Image has been created.

9-9-17 Acorn Shells and Rocks.JPG

View Edit Delete

Fire Ecology

View Edit

Tribal Youth Ambassadors for Food Sovereignty

View Edit

TYA Food Sovereignty Project Survey

View Edit

Whole Measures for Community Food Systems.pdf

View Edit

We Can Native.pdf

View Edit

Traditional Native Foods and Health.pdf

View Edit

The role of indigenous knowledge and innovation in creating food sovereignty.pdf

View Edit

Ex) Preview of a Digital Heritage Item

Preview

The trimmed version of your post shows what your post looks like when promoted to the main page or when exported for syndication. You can insert the delimiter “
” (without the quotes) to fine-tune where your post gets split.

Preview trimmed version

Acorn Bites

Submitted by christy.garcia on Tue, 12/15/2016 - 12:53

[Read more](#) [Add new comment](#)

Preview full version

Acorn Bites



[Access image](#)
IMAGE METADATA
SUMMARY:
Protein Snack

Click **Choose** some options in the Protocols field to be presented with a list of cultural protocols from the previously selected community which the user has permission to add items to. More than one cultural protocol from the selected community can be chosen.

Note: Multiple communities can be selected by clicking **Add another community**, but this can only be done AFTER at least one category has been selected.

1 of 27

Set the Item Sharing Settings. If using one only cultural protocol, leave the default ALL setting. If using more than one cultural protocol, selecting ALL will allow users who are enrolled in all of the listed protocols to see the item; selecting ANY will allow users who are enrolled in one (or more) of the listed protocols to see the item.

Select at least one Category from the list. More can be selected if appropriate.

Item Sharing Settings *

☐ This item may be shared with members of ANY protocol listed.

☒ This item may only be shared with members belonging to ALL the protocols listed.

Category *

- ☐ Biographies
- ☐ Education
- ☐ Educational Resources
- ☐ History
- ☐ Language
- ☐ Missions

Creator is not a required field, but is required, and is the first indexed field. The circular arrows on the right side of the field indicate that it is indexed. When entering text in an indexed field, the field will display a list of all previously entered terms that match the entered text, and the user can select the appropriate term from the list, or keep typing to enter a new term. This helps maintain consistency between contributors.

Category *

- ☐ Biographies
- ☒ Education
- ☐ Educational Resources
- ☐ History
- ☐ Language
- ☐ Missions
- ☐ Places
- ☐ Storytelling
- ☐ Traditional and Cultural

Creator Choose one or more general cultural categories

Contributor

Original Date

If desired, click Save to save the progress so far and view the item. There is no technical need to save after filling the first metadata tab, but it is a good place to pause.

Machine Name

URL path settings
Automatic alias

Revision information
New revision

Comment settings
Open

Authoring information
By chris@paula

Publishing options
Published

Machine Name

When all metadata is entered, click Finish. Media assets and metadata will be saved and a confirmation page will be displayed. The media assets can now be used in digital heritage items, or to customize the site.

Create Collection

The screenshot shows the 'Create Collection' form with the following sections:

- Basic * Digital Heritage Items** (tabbed interface)
- Collection Name *** (text input field)
- Summary** (text input field)
- Description** (rich text editor with a toolbar and a 'Switch to plain text editor' link)
- Image** (text input field with a placeholder: 'Drop a resource from Scaled media library here.')
- Credit** (text input field)
- Menu settings** (Not in menu) and **Machine Name** (text input field)
- ☐ Provide a menu link

The search sidebar on the right shows a list of items. The top item, 'Atom 9-9-17 Acorn Shells and Rocks.JPG', is highlighted in a red box. The sidebar also shows a search bar and a 'Save: BOM ID Descending' indicator.

To add a recently uploaded media asset to a digital heritage item, open the media library by clicking the list icon, then drag and drop the thumbnail into the Media Assets box. To add more media assets, click Add another item, and repeat the above steps as needed.

WHAT GOES IN THE TRADITIONAL KNOWLEDGE AND CULTURAL NARRATIVE FIELDS?

The Traditional Knowledge and Cultural Narrative fields are descriptive digital heritage item fields unique to Mukurtu and allow community members to share additional information about cultural material that may not be appropriately represented in other fields. While they serve similar purposes and are flexible enough to fit community needs, Cultural Narratives highlight contextual historical, social, and/or political information. Traditional Knowledge is internal, unique, or otherwise esoteric knowledge that is not usually known outside of community members.

As an example, if a digital heritage item consists of a photo of a unique woven basket (and associated metadata), the Description field may be a general physical description of the basket, the Cultural Narrative field may explain the materials used in the basket and meaning of the woven patterns, and the Traditional Knowledge field may provide more information about traditional basket making and use within the community.

In addition to being a text field, contributors can embed media (images, video, or audio clips) directly into the Cultural Narrative and Traditional Knowledge fields.

Once the item has been saved, from the view screen, click Edit to enter the editor again. OR click on Manage Content in the Dashboard, then click edit on the image.

Home » Administration » Content

[+ Add atom](#)

Title


Publishers Enter a comma separated list of user names.

Authors

Types Audio File Image Video

Providers Upload Audio file Audio hosted on SoundCloud Video hosted on Dailymotion Upload Video file Video hosted on Vimeo Video hosted on YouTube File upload Image upload

Tags [Apply](#)

SCALD ID	TYPE	PROVIDER	BASE ID	TITLE	PUBLISHER	REPRESENTATION
372	image	scald_image	605	9-9-17 Acorn Shells and Rocks.JPG	christy.garcia	 9-9-17 Acorn Shells and Rocks.JPG View Edit Delete

Continue to fill out the rest of the metadata fields across the other four metadata tabs as completely as possible, or as specified by your internal workflows and policies.

Edit Atom

Title *

9-9-17 Acorn Shells and Rocks.JPG


Protocol

Atoms are open by default. The Protocol field lets you restrict who sees the atom, and who can re-use the atom in their o general it is best to leave this open. If you select multiple Protocols, users with access to ANY of the Protocols will be abl

People [Refresh](#)

Keywords [Refresh](#)

Image

 [9-9-17 Acorn Shells and Rocks.JPG](#) **2.37 MB**

[Remove](#)

[Additional Fields](#)

[Finish](#) [Cancel](#)

TRADITIONAL KNOWLEDGE LABELS FAQ

What are Traditional Knowledge (TK) Labels?

TK Labels are a set of digital tags offered through the Local Contexts initiative. The labels are meant to be used by Indigenous communities to provide additional information about digital cultural heritage materials that are in the public domain or owned by third parties (museums, archives, libraries, scholars, etc). This may be missing information about culturally and community specific protocols about access, circulation, and use of Indigenous digital heritage. The TK Labels are cultural and social guides for action that help non-Indigenous people better understand and respect different cultural perspectives and concerns about the correct and appropriate ways of listening, viewing, and using traditional knowledge. Mukurtu CMS includes support for customization of all thirteen (13) TK Labels, and up to four Labels can be displayed on each digital heritage item.

What does using the TK Labels do?

Labeling helps correct historical mistakes, adds missing information in the form of cultural protocols for access and use, and provides local knowledge about digital cultural heritage materials. Labeling helps inform different publics about the correct ways to use, attribute,

access and circulate digital heritage materials. The TK Labels also make it clear that Indigenous communities are stewards of these materials, regardless of Western legal structures.

Are the TK Labels legally binding?

No. The TK Labels are not legally binding (like copyright or Creative Commons licenses). TK Labels are educational tags, they do not change already existing copyright and they do not change the legal ownership of a collection or digital item. The TK Labels re-position legal ownership alongside already existing cultural protocols for access and use. As a result, the TK Labels create new norms that recognize the existence and the legitimacy of cultural protocols in regards to the management, access, and control of valuable cultural resources, especially those in the public domain.

Who can use the TK Labels?

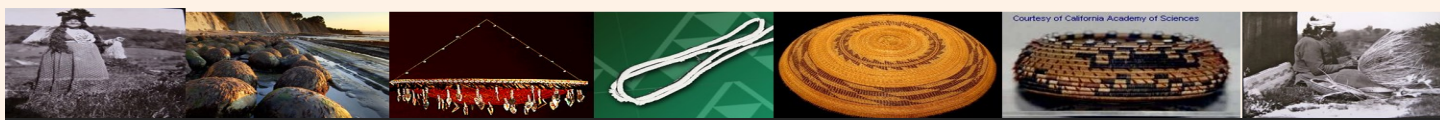
The TK Labels have been designed to be used by Indigenous communities who want to make non-Indigenous people aware of the local and traditional guidelines and cultural protocols for the sharing of their digital cultural heritage. The TK Labels also can be used by collecting and cultural institutions, but only in collaboration with an Indigenous community, to bring Indigenous perspectives into collections management, curation, and display.

Do we need to own material that we want to label?

No. The TK Labels can be added to any public domain or third party owned digital cultural heritage material including images, moving images, sound files, and digital manuscripts.

Can we customize the TK Labels according to our community needs?

Yes. You can customize the TK Label text (see below for How to customize).



How are TK Labels displayed in Mukurtu CMS?

Each Digital Heritage Item can display up to four TK Labels. The labels display in the metadata sidebar on the right side of the Digital Heritage Item. When a user hovers over a TK Label, the title and description display in a pop-up window.

How are TK Labels customized in Mukurtu CMS?

The TK Labels can either be customized at a site-wide or community-specific level. This customization is done through the Mukurtu CMS user interface, no additional technical skills are required.

TK Labels can be customized to display a localized version of the TK Label title and description in any language. Within Mukurtu CMS, audio or other media can also be included as part of your label display. The visual representation of the label icon itself cannot be modified.

Where can we learn more about TK Labels?

Learn more about the TK Labels at <http://localcontexts.org>



Toggling Between Site-wide and Community-level Labels

TK Labels can either be configured with a single set of labels for one Mukurtu site, or they can be configured to that each community within a Mukurtu site can customize their own labels.

To switch to community-level customization, through the dashboard, select Toggle TK Label Text Customization Level: Switch digital heritage traditional knowledge label text customization from site-wide to community-level.

The screenshot shows the Mukurtu CMS Dashboard. At the top, there is a navigation bar with links: About, Collections, Digital Heritage, Dictionary, and Categories. Below this is a 'Show Wizard' button. The main heading is 'Dashboard'. Underneath, there is a link 'Add a block'. The dashboard is divided into three main sections: 'Content and Collections', 'Recent content', and 'Communities and Protocols'. The 'Communities and Protocols' section is highlighted with a red box, and it contains the following options: 'Manage Communities and Protocols', 'Add/edit Communities', 'Create Community', 'Add Communities', 'Create Cultural Protocol', 'Add Protocols', 'Toggle TK Label Text Customization Level' (highlighted in a red box), 'Switch digital heritage traditional knowledge label text customization from site-wide to community-level.', 'Customize Site-Wide TK Label Text', and 'Customize site-wide digital heritage traditional knowledge label text.'

To switch back to site-wide customization, select **Toggle TK Label Text Customization Level**:

Switch digital heritage traditional knowledge label text customization from community-level to site-wide.

When toggling between site-wide and community-level label text, all your entered custom text will be saved, and will be available when toggling back.

The screenshot shows a dashboard with three main sections: 'Content and Collections', 'Recent content', and 'Communities and Protocols'. In the 'Communities and Protocols' sidebar, the option 'Toggle TK Label Text Customization Level' is highlighted with a red box. Below it are options for 'Customize Site-Wide TK Label Text' and 'Customize site-wide digital heritage traditional knowledge label text'.

CUSTOMIZING SITE-WIDE LABELS

With site-wide customization toggled, to customize labels, select **Customize Site-Wide TK Label Text**: Customize site-wide digital heritage traditional knowledge label text.

This screenshot is similar to the previous one, but the option 'Customize Site-Wide TK Label Text' in the 'Communities and Protocols' sidebar is highlighted with a red box and labeled with a circled '1'. The 'Toggle TK Label Text Customization Level' option is also visible above it.

2 Customize Site-Wide Traditional Knowledge Label Text

Tick a TK label's checkbox to customize its text. Hover over the label to see its default (non-customized) text.

☒ TK Attribution Label (TK A)

Custom text for TK Attribution Label (TK A)

Format **B** **I** **U** **Text Color** **Background Color** **Link** **Unlink** **Indent** **Outdent** **Undo** **Redo**

Attribution and Recognition

"There are many published works about Native American history, people, and cultures. The majority of these works have been created by non-Indians, who often misinterpret, stereotype,

The following screen will appear. You can customize any or all of the labels by ticking the box next to the name of the label to be customized. The label will expand, and text can be entered in the box. Repeat this for all labels to be customized, and then click Submit. To revert back to the default label text, untick the checkbox(es), and the default text will be displayed. Your custom text is preserved, and you can simply tick the box again to display the custom text.

Switch to plain text editor

☐ TK Commercial Label (TK C)

☒ TK Non-Commercial Label (TK NC)

Custom text for TK Non-Commercial Label (TK NC)

Format - **B** *I* | [List Bulleted] [List Numbered] [List Nested] | [Link] [Unlink] [Image] [Table] | [Undo] [Redo]

Non-commercial

This Label indicates that this material should not be used in any commercial ways, including ways that derive profit from sale or production for non California tribal community members. The Indian Arts and Crafts Act of 1990 mandates that "it is illegal to offer or display for sale, or sell any art or craft product in a manner that falsely suggests it is Indian produced, an

Switch to plain text editor

☐ TK Men Restricted Label (TK MR)

☐ TK Men General Label (TK MG)

☐ TK Women Restricted Label (TK WR)

☐ TK Women General Label (TK WG)

☐ TK Secret/Sacred Label (TK SS)

☐ TK Community Use Only Label (TK CO)

☒ TK Community Voice (TK CV)

Custom text for TK Community Voice (TK CV)

Format - **B** *I* | [List Bulleted] [List Numbered] [List Nested] | [Link] [Unlink] [Image] [Table] | [Undo] [Redo]

Community Voice: Cultural Revitalization and Lifelong Learning

"This Label is being used to encourage the sharing of stories and voices about this material. The Label indicates that existing knowledge or descriptions have been created in partnership with multiple tribal community members and represent a work in progress. Our goal is to foster the contribution of native perspectives, reclaim histories, and promote cultural

Switch to plain text editor

☒ TK Culturally Sensitive (TK CS)

Custom text for TK Culturally Sensitive (TK CS)

Format - **B** *I* | [List Bulleted] [List Numbered] [List Nested] | [Link] [Unlink] [Image] [Table] | [Undo] [Redo]

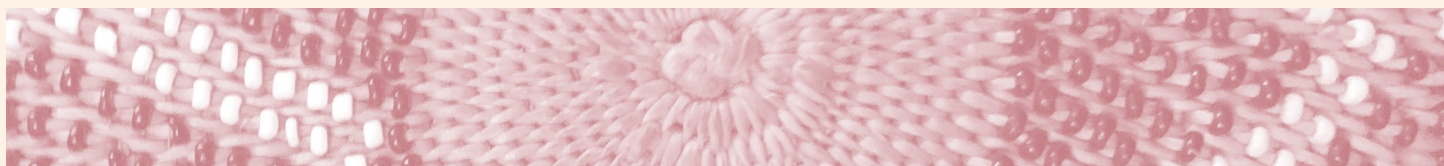
Cultural Resiliency

This Label is being used to indicate that this material has content that is impactful to individuals and California tribal communities with historical trauma. The label asks for care to be taken when this material is accessed, used, and circulated, especially when materials are presented to Native students and other tribal audiences. Culturally relevant protective

Switch to plain text editor

☐ TK Verified Label (TK V)

Submit



WHAT IS A COLLECTION?

The default Browse view in Mukurtu CMS shows all digital heritage items on the site that a user has access to (based on the Cultural Protocols that they are a member of), in order of most recently created or edited. Users can search or browse from this view to find content.

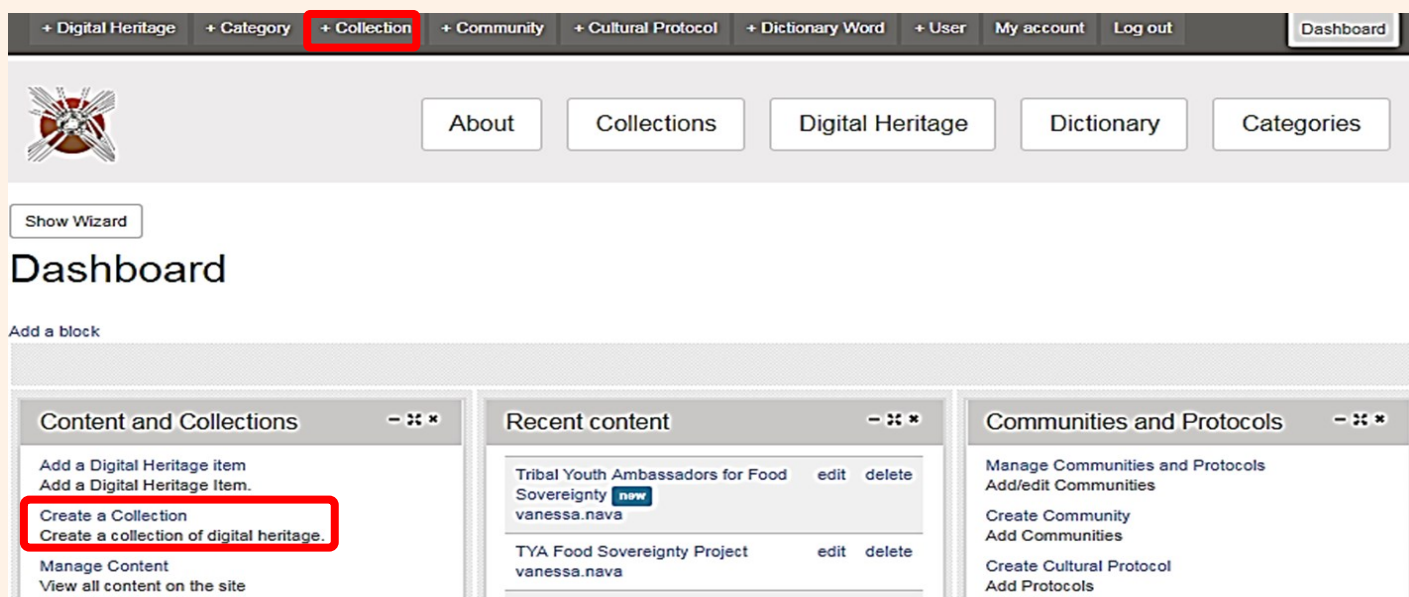
To provide users with a more curated or guided experience, create Collections. Collections are groups of items selected by a user with the Curator role. Collections can have title, description, and a featured image, and the order in which items are displayed within a collection can be controlled by the Curator. Digital heritage items from across the site, and from many Cultural Protocols, can be included in one Collection, and users will only see those items they have access to (based on the Cultural Protocols that they are a member of).

Note: While access to individual digital heritage items within a Collection is managed by Cultural protocols, Collections themselves, their titles, descriptions, and featured images will all be publicly visible.

The default Browse view in Mukurtu CMS shows all digital heritage items on the site that a user has access to (based on the Cultural Protocols that they are a member of), in order of most recently created or edited. Users can search or browse from this view to find content.

HOW TO CREATE COLLECTIONS?

To create a Collection, follow the **+Collection** button from the navigation menu.



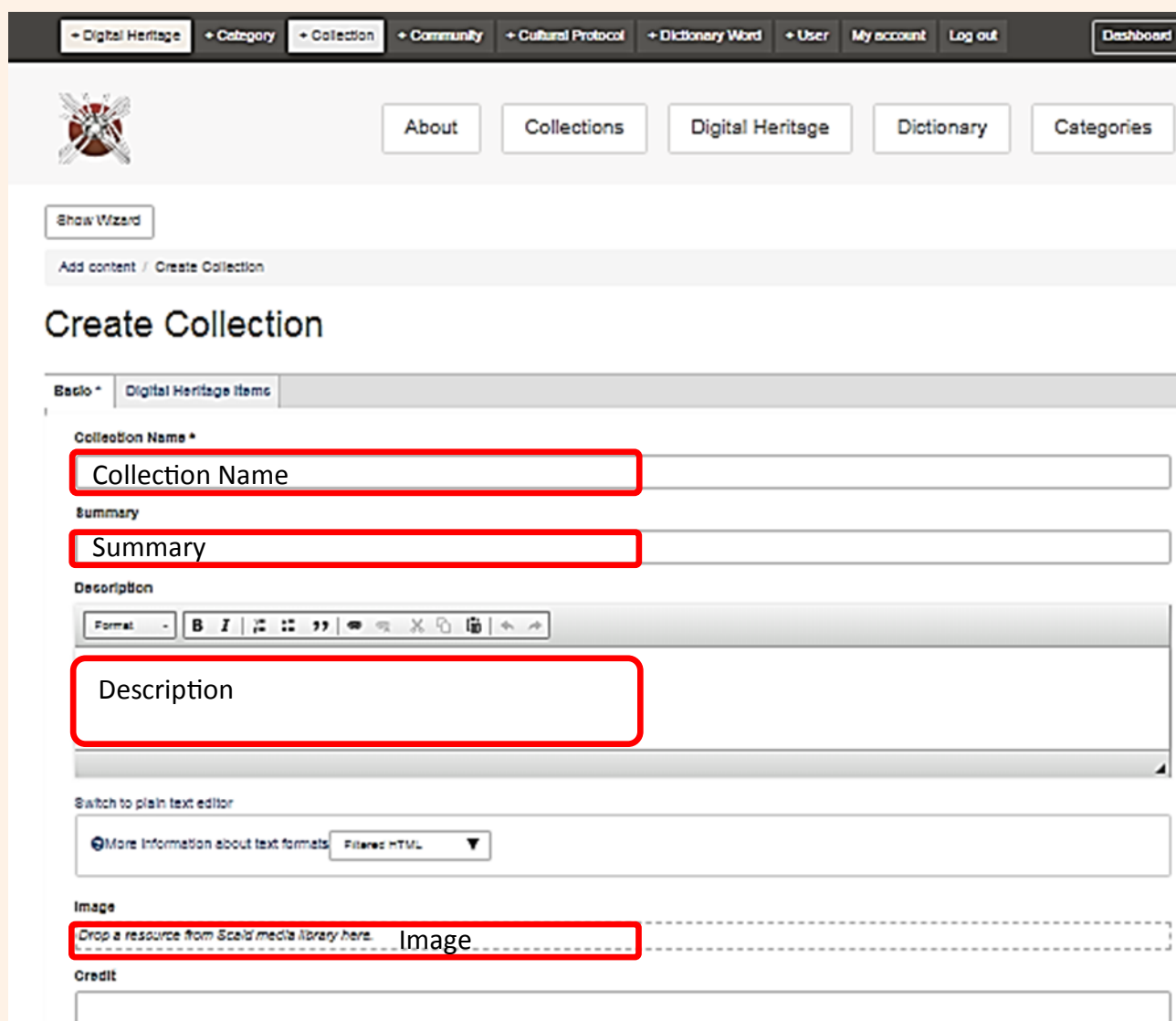
Basic Tab

- ⇒ Give the collection a descriptive name.
- ⇒ Summary
- ⇒ Include a longer description or narrative about the collection.
- ⇒ You can add an image that will display on the Collections landing page.



Collections must have a name, give the collection a descriptive name.

- ⇒ A 140 character summary will display on the Collections landing page (yoursiteurl.com/collections), give the collection a brief, descriptive summary.
- ⇒ The rich-text description field supports a longer description of the collection, and can include images, audio, and video.
- ⇒ The image will display on the Collections landing page, as well as above the description on the collection page.



The screenshot shows the 'Create Collection' form in a web application. The top navigation bar includes links for Digital Heritage, Category, Collection, Community, Cultural Protocol, Dictionary Word, User, My account, Log out, and Dashboard. Below the navigation bar is a secondary menu with links for About, Collections, Digital Heritage, Dictionary, and Categories. The main content area is titled 'Create Collection' and includes a 'Show Wizard' button and a link to 'Add content / Create Collection'. The form itself has a tabbed interface with 'Basic' and 'Digital Heritage items' tabs. The 'Basic' tab is active and contains the following fields:

- Collection Name ***: A text input field with the placeholder text 'Collection Name'.
- Summary**: A text input field with the placeholder text 'Summary'.
- Description**: A rich-text editor with a toolbar containing options for bold, italic, link, unlink, list, and image. The placeholder text is 'Description'.
- Image**: A field with a dashed border and the placeholder text 'Drop a resource from Sceld media library here. Image'.
- Credit**: A text input field.

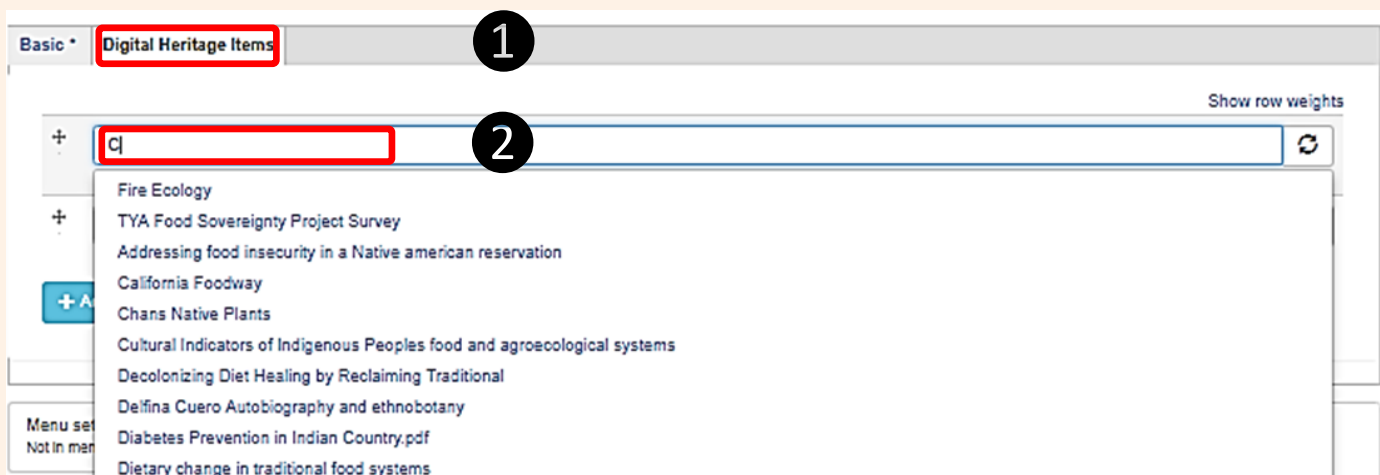


DIGITAL HERITAGE ITEMS TAB

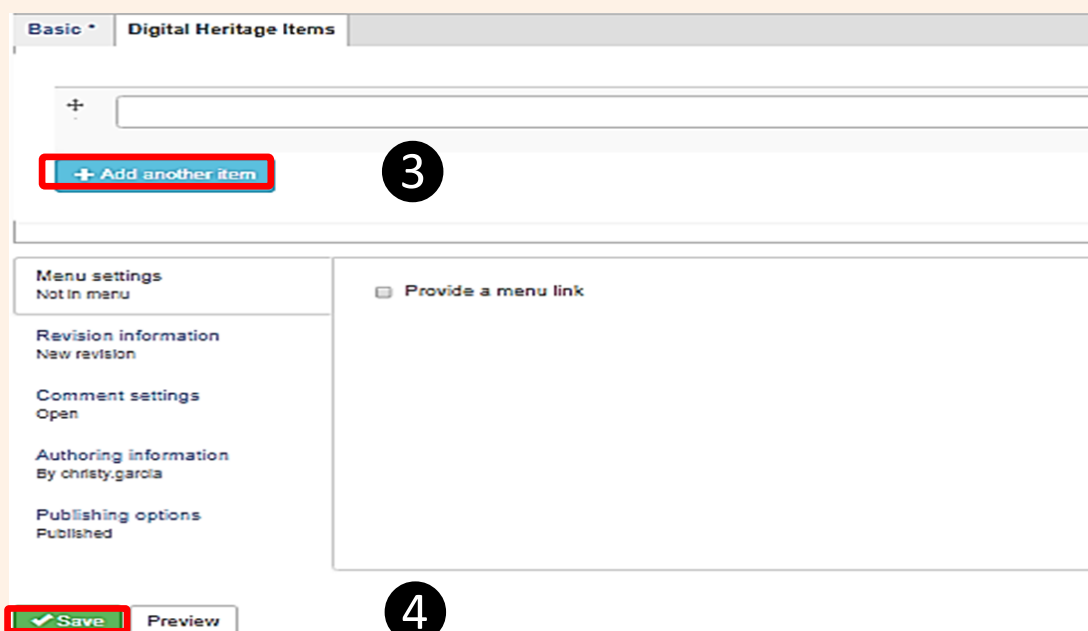
This is one of two ways to add a digital heritage item into a collection. See below for instructions on adding an item into a collection from the Digital Heritage Item page.

Use the **Digital Heritage Items** field to select which digital heritage items to add to the collection. Start typing the name of an item to add to the collection, the drop-down menu will automatically populate with a list of items that match the entered text, select the appropriate item.

- 1) The drop-down menu will automatically populate with a list of items that match the entered text, select the appropriate item.
- 2) To rearrange the display order of digital heritage items in a collection, click on the cross symbol to the left of the item name, and drag to re-order.
- 3) Click **Add another item** to add more items. Repeat as needed. Click **Save** when done.
- 4) Items can also be added to collections from the Edit Digital Heritage Item page. On the Relations, begin typing the name of the collection, and select the appropriate collection from the drop-down list.



The screenshot shows the 'Basic' tab with the 'Digital Heritage Items' field highlighted by a red box and a circled '1'. Below the field is a search input with a red box and a circled '2' containing the letter 'C'. A dropdown menu is open, listing items such as 'Fire Ecology', 'TYA Food Sovereignty Project Survey', and 'Addressing food insecurity in a Native american reservation'. A 'Show row weights' link is visible in the top right corner of the dropdown.



The screenshot shows the 'Basic' tab with the 'Digital Heritage Items' field. Below the field is a red box and a circled '3' containing the '+ Add another item' button. At the bottom of the form is a red box and a circled '4' containing the 'Save' button. The 'Save' button is green with a checkmark. Other buttons include 'Preview' and 'Menu settings'.

WHAT IS A COMMUNITY RECORD?

Community Records allow for a greater range of information to be shared about a digital heritage item. Community records can be used for a number of different purposes, for example, preserving an institutional (library, archive, museum) record while enabling community members to add their own knowledge to the item; allowing members of multiple communities to share their own information without having to edit or erase other community members' contributions; or sharing select metadata fields with different communities to help promote appropriate access to knowledge.

When a community record is created from a digital heritage item, they are displayed together, and they share the same media asset, but the rest of the metadata is completely independent. Community records can have different sets of cultural protocols from the parent record, which can be an effective tool to ensuring select metadata fields are shared with the right people.

HOW TO CREATE COMMUNITY RECORDS?

To add a community record, navigate to the digital heritage item and click **Add Community Record**.


Browse Digital Heritage / Traditional and Cultural / Image / Browse Digital Heritage

Browse Digital Heritage

List Grid Map


TYA Interview Vincent Medina

Community: The California Indian Museum and Cultural Center, Tribal Youth Ambassadors
Category: Traditional and Cultural
Summary: Tribal Youth Ambassadors interview with Vincent Medina (Ohlone)



Search

Search Reset




About Collections Digital Heritage Dictionary Categories

TYA Interview Vincent Medina

View Revisions **Add Community Record** Duplicate Item Export Item

SUMMARY:

Tribal Youth Ambassadors interview with Vincent Medina (Ohlone)



COMMUNITY:
The California Indian Museum and Cultural Center, Tribal Youth Ambassadors

PROTOCOL:
CIMCC Public Access, Tribal Youth Ambassadors Public Access

CATEGORY:
Traditional and Cultural

COLLECTION:
TYA Media

ORIGINAL DATE:
8-11-2017

All the same fields that are required when creating a digital heritage item are required here: **Title, Community, Cultural Protocol, Sharing Setting, and Category**. These can all be different from the original record.

Note that there is no media asset field in community records. All other fields are the same as a digital heritage item - refer to that handout for more instructions.

When the community record is complete, click **Save**.

Create Community Record in TYA Interview Vincent Medina

Mukurtu Essentials *
Mukurtu Core
Rights and Permissions
Additional Metadata
Relations

Title *

Summary

Communities and Protocols *

Communities and Protocols 1

Community

Select a community

Protocol *

Choose some options

+ Add another community

Item Sharing Settings *

☐ This item may be shared with members of ANY protocol listed.

☒ This item may only be shared with members belonging to ALL the protocols listed.

Category *

☐ Biographies

☐ Education

☐ Educational Resources

☐ History

☐ Language

☐ Missions

☐ Places

☐ Storytelling

☐ Traditional and Cultural

Creator

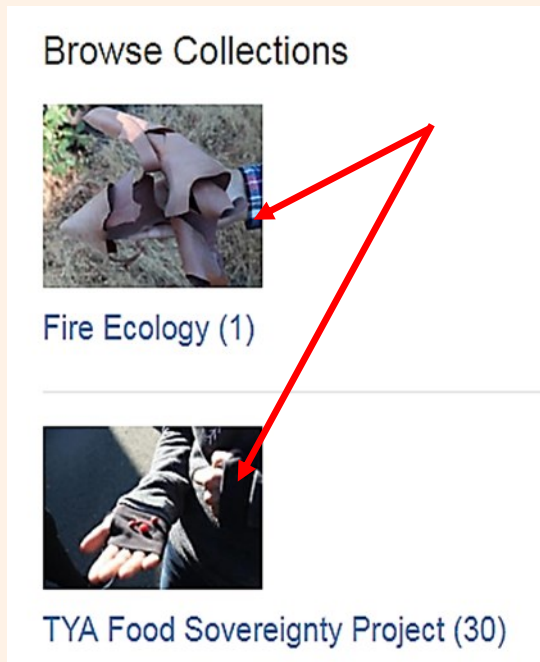
Publishing options
Published

✓ Save

Preview

To edit a community record, do not use the large edit button below the title: that only edits the parent record. Navigate to the community record to be edited, and click the small (edit) link next to the community record title.

1 Click on **Collections**, then click on a project



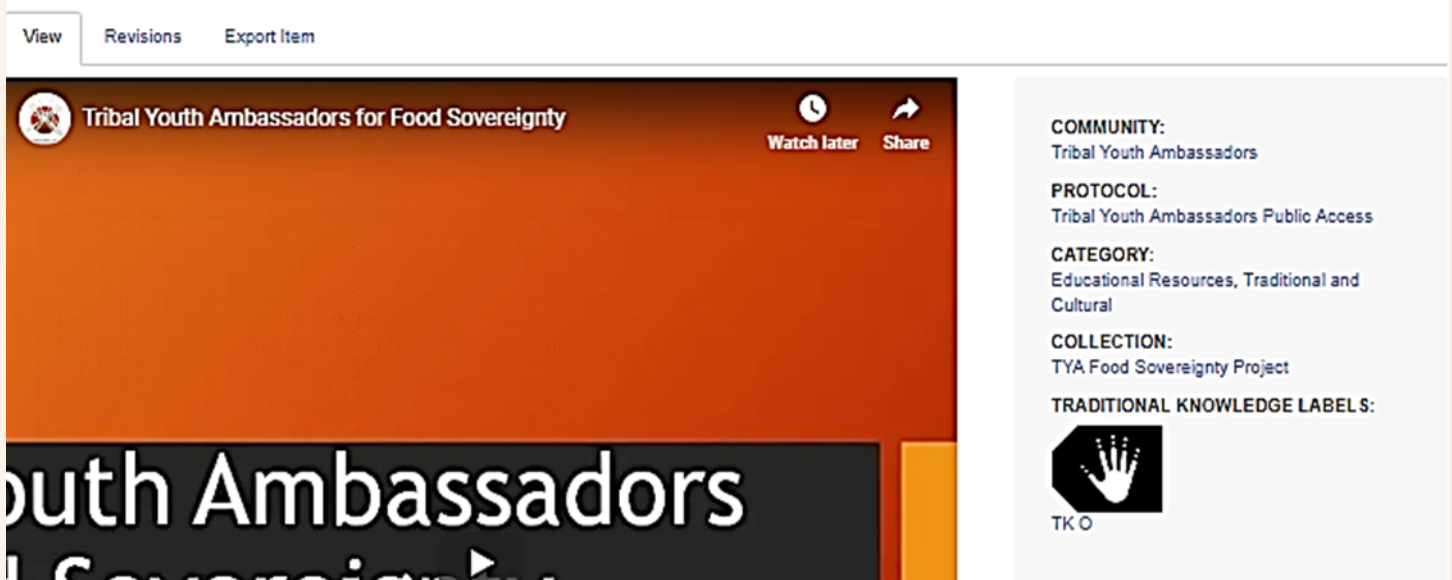
2 Click **Edit**



Related Items, and using them to enrich your content

Mukurtu CMS allows contributors to identify related digital heritage items, making it easy to navigate between them. Using related items helps to direct users between connected materials, and help them navigate

Tribal Youth Ambassadors for Food Sovereignty



There are no restrictions on which items can be related but, as always, cultural protocols apply, and if a user does not have permission to view a related item, they will not see a link to that item.

Related items are displayed in two places. At the bottom of a digital heritage item, a list of all related items with their thumbnail, and the title, community, category, and summary fields is displayed. This main display cannot be toggled on and off.

Related items are also displayed in the top right corner of a digital heritage item, with the thumbnail and title displayed - only one related item is displayed at a time here, but there are buttons so users can page through the previews. This smaller display can be toggled on and off through the dashboard, and is toggled on by default for new sites. Only Mukurtu Administrators can make this change.

Set up Site

Change site name, slogan and email address.
Shortcut to page where you can change some settings for this site. The site name, a slogan for your site, and the email address for the site administrator.

Change Logo
Shortcut to theme settings where you can change your logo.

View & Edit About page
Mukurtu comes with a default about page that you can edit.

Enable and disable extra menu items
Mukurtu comes with additional pages that you can enable.

Layout and Design
Edit Custom Site Header
Edit HTML markup of Custom Site Header
Edit Custom Site Footer
Edit HTML markup of Custom Site Footer
Disable Related Items teasers
Disable Related Items teasers at top of right of Digital Heritage items.

The California Indian Museum and Cultural Center updated [edit](#) [delete](#)
Anonymous (not verified)

Fire Ecology [edit](#) [delete](#)

Fire Ecology [delete](#)

Tribal Youth Ambassadors for Food Sovereignty [delete](#)

TYA Food Sovereignty Project [edit](#) [delete](#)

[More](#)

Site Users

Edit my account
Manage your time zone, profile picture and contact settings.

Add user
Add a user to your Mukurtu site.

Manage users
Manage existing users and allow new users to access your site.

ADDING AND MANAGING RELATED ITEMS

To add a related item to a digital heritage item, open the digital heritage item to edit it, then navigate to the rightmost **Relations** metadata tab. In the section for **Related Items**, begin typing the name of the digital heritage item you would like to list as a related item, and a dropdown menu will appear, displaying all items that match the entered text (only those items that the user has access to through cultural protocols will be displayed).

- ⇒ Click on the item from the list and it will auto-complete in the text box. This will also create a related item link back from the second item to the first.
- ⇒ To add more items, click **Add another item**, and repeat the above steps.
- ⇒ To rearrange the display order of the items, click on the **cross symbol** to the left of the item name, and drag to reorder.
- ⇒ To remove an item, highlight its title and delete the text. Note that this only removes the relation from this item. Removing the relation back to this item can only be done by editing the other item.

1 content / Create Book Page in the impacts of climate change on tribal traditional food

Create Book Page in the impacts of climate change on tribal traditional food

Mukurtu Essentials * Mukurtu Core Rights and Permissions Additional Metadata **Relations**

Title *

Summary

Media Assets

+ Drop a resource from Scald media library here.

+ Add another item

Category *

- ☐ Biographies
- ☐ Education
- ☐ Educational Resources
- ☐ History
- ☐ Language
- ☐ Migrations

2

Mukurtu Essentials * Mukurtu Core Rights and Permissions Additional Metadata **Relations**

Related Dictionary Words

Choose some options

Revision Information

New revision

Comment settings

Open

Authoring information

By chrisj.panda

Publishing options

Published

☒ Create new revision

Revision log message

3

Save Preview

HOW TO ADD BOOK PAGES?

Book Pages, or Multi-Page Documents (MPDs), are additions to digital heritage items that allow multiple pages to be added to an item. The pages can be navigated and browsed through within the same digital heritage item page, and do not show up as unique digital heritage items when browsing or searching the site. Each book page can have a unique media asset and unique metadata - they are not inherited from the first page.

To add a book page, ensure that the first page has been created as a digital heritage item. From the digital heritage item page click **Add a Book Page**.

Book pages still need **Title** and **Category** fields to be selected, but they inherit Community and Cultural Protocol from the first page. You will need to have a unique media asset for each book page. All other metadata fields can be filled in the same as a regular digital heritage item.

the impacts of climate change on tribal traditional food

[View](#)
[Edit](#)
[Revisions](#)
[Add a Book Page](#)
[Add Community Record](#)
[Duplicate Item](#)
[Export Item](#)

Climate Change (2018) (2018) 176
DOI: 10.1007/978-1-4939-9100-1

The impacts of climate change on tribal traditional foods

Kurtis Latta • John Wright • Anna Hoffman •
Frank Latta • Andrea Nichols • Sharon Rasmussen •
Carson Allen • Garrett Suggs • Paul Williams

Received: 11 November 2017 / Accepted: 14 March 2018 / Published online: 16 March 2018
© Springer Science+Business Media Dordrecht 2018

Abstract American Indian and Alaska Native tribes are uniquely affected by climate change. Indigenous peoples have depended on a wide variety of native flora, plant and animal species for food, medicine, ceremonies, community and economic health for countless generations. Climate change stands to impact the species and ecosystems that constitute

COMMUNITY:
The California Indian Museum and Cultural Center

PROTOCOL:
CIMCC Public Access

CATEGORY:
Educational Resources, Traditional and Cultural

COLLECTION:
Acorn Resources

AUTHOR:
vanessa.nava

Create Book Page in the impacts of climate change on tribal traditional food

Mukurtu Essentials
Mukurtu Core
Rights and Permissions
Additional Metadata
Relations

Title *

Summary

Media Assets

Drop a resource from Scold media library here.

Add another item

Category *

- Biographies
- Education
- Educational Resources
- History

To reorder book pages, from the first page in the book, click the Edit button.

Edit Digital Heritage the impacts of climate change on tribal traditional food

View **Edit** Revisions Add a Book Page Add Community Record Duplicate Item Export Item

Mukurtu Essentials * Mukurtu Core Rights and Permissions Additional Metadata Relations

Title *

the impacts of climate change on tribal traditional food

Summary

Show row weights

Media Assets

-  The impacts of climate change on tribal traditional foods_0.pdf
 Remove
-  Drop a resource from Scald media library here.

+ Add another item

Communities and Protocols *

Communities and Protocols 1

Community

The California Indian Museum and Cultural Center

Protocol *

CIMCO Public Access x

+ Add another community

Item Sharing Settings *

- ☐ This item may be shared with members of ANY protocol listed.
- ☒ This item may only be shared with members belonging to ALL the protocols listed.

Category *

- ☐ Biographies
- ☐ Education
- ☒ Educational Resources
- ☐ History
- ☐ Language
- ☐ Missions
- ☐ Places
- ☐ Storytelling
- ☒ Traditional and Cultural

URL redirects

No redirects

Add URL redirect to this node

Revision Information

New revision

Comment settings

Open

Authoring Information

By vanessa.nava on 2015-01-15
15/01/01 -0800

Publishing options

Published

From	Status	Type	Language	Count	Last accessed	Operations
------	--------	------	----------	-------	---------------	------------

No URL redirects available.

✓ Save

Preview

View changes

🗑 Delete

In the **Book Pages** section, use the **cross symbol** beside each page to drag them into the desired order. Click **Save** when done.

Create Community Record in Bad Acorns

Mukurtu Essentials * Mukurtu Core Rights and Permissions Additional Metadata **Relations**

Related Digital Heritage Items

- None -

Related Dictionary Words

Choose some options

Book Pages

+

Use the arrows to change the order of Book Pages. Do not attempt to add or remove Book Pages from here.

+ Add another item

Revision information

New revision

Comment settings

Open

Authoring information

By christy.garcia

Publishing options

Published

☒ Create new revision

Revision log message

✓ Save

Preview

WHAT IS MUKURTU MOBILE?

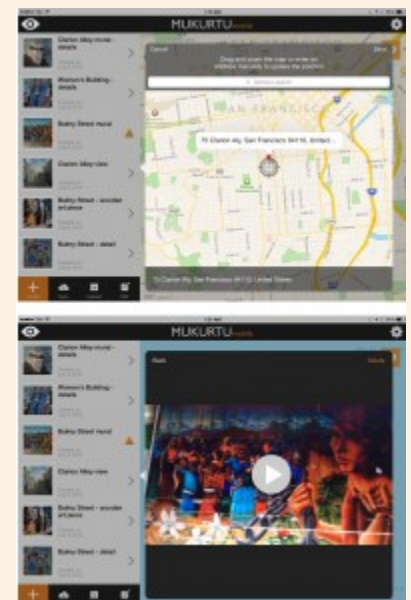
Mukurtu Mobile is a mobile authoring tool for Mukurtu CMS, a digital heritage management system designed with the needs of indigenous communities in mind. Mukurtu users come from all types of local communities who want to define how they share their cultural materials.

With Mukurtu Mobile you can create content on-the-go and upload media to your own Mukurtu CMS-powered community site, while maintaining control over your content.

You can attach multiple media to your content and use Mukurtu Core metadata fields to build a story about your media, an event, person or memory.

Adapted from Mukurtu CMS, managed by the Center for Digital Scholarship and Curation at Washington State University.

For more information visit: <http://mukurtu.org/mobile/>, <http://support.mukurtu.org>,



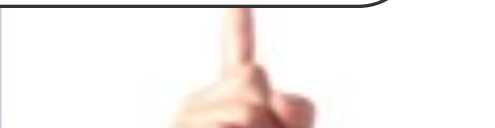
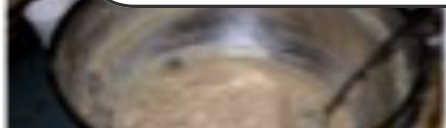


Animals

Body Parts

Colors

MIROMAA LANGUAGE MOBILE APPLICATIONS



MIROMAA LANGUAGE MOBILE APPLICATIONS

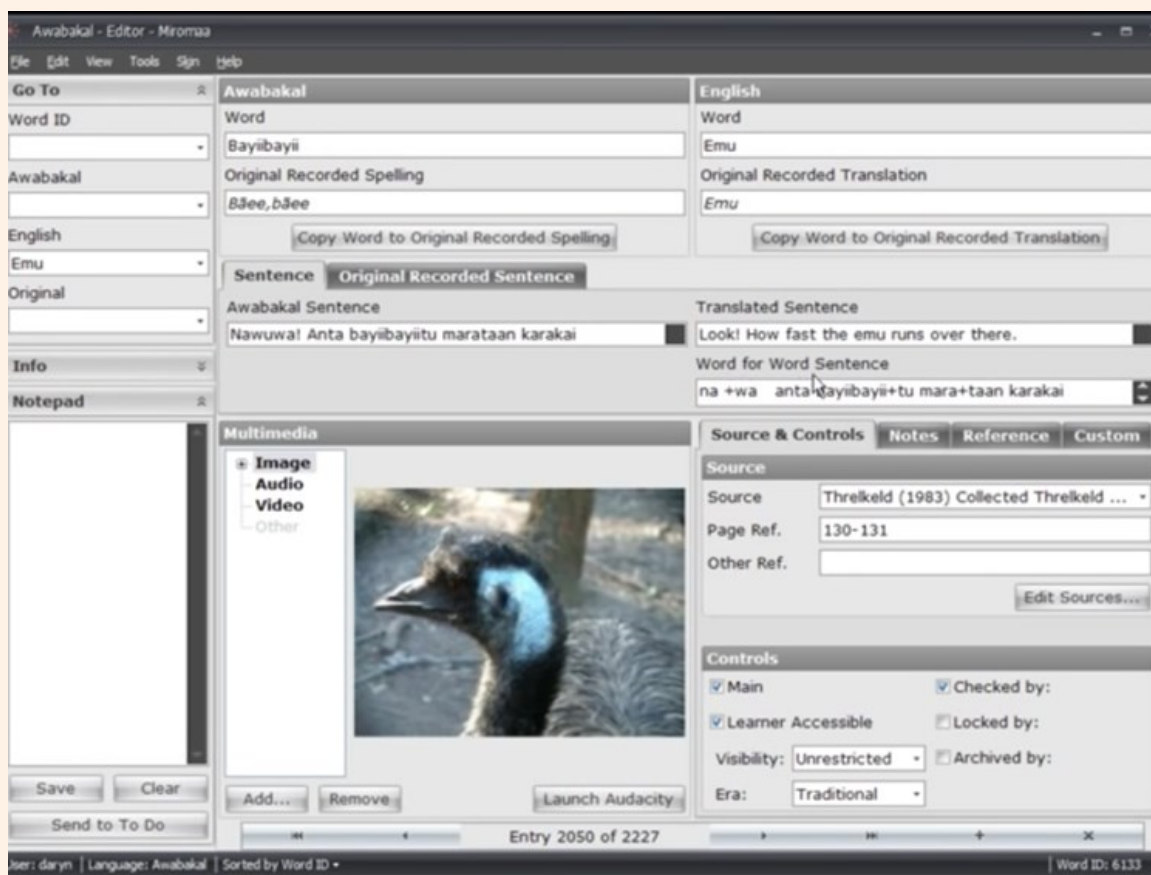
Introduction



Miromaa Aboriginal Language and Technology Centre is a not-for-profit organization supporting language documentation and conservation programs nationally and internationally. Miromaa Aboriginal Language and Technology Centre are the developers of the internationally recognized and highly acclaimed Miromaa language technology program which is used for the documentation, conservation and dissemination of our traditional languages.

The program can run on either a stand-alone desktop or on a network and you are not just limited to using Miromaa only as the program has the ability to import and export its data in various forms including SIL Shoebox/Toolbox text file format, Lexique Pro text file format, Microsoft Word, tables and more. For more information: <http://www.miromaa.org.au/miromaa/toolkit.html>

Miromaa has full multi-media capabilities for the attaching of multiple sound, video and still images to each piece of language evidence recorded, it can store all of your digitized documents including PDF's, Word and Excel document formats. Miromaa can import and export from some of the major analytical linguistic software programs such as Lexique Pro, Audacity and Toolbox, which are used internationally, so that your work can benefit future users and you can take benefit of previous work which may have been done on your own language.



IMPACT OF MIROMAA ON POMO LANGUAGE REVITALIZATION

CIMCC formed an ongoing partnership with the Aboriginal Language and Technology Centre (based in Newcastle, Australia) in order to utilize a software-centered database for the production of a language learning mobile application that would be intended to introduce and highlight efforts to foster community interest in learning Pomo Languages with special focus towards younger consumers of digital technology.

Miromaa - meaning "Saved" in the Awabakal language - equipped us with technical resources to materialize data within our existing Pomo Language Repository into an engaging contemporary form of media dedicated to awakening language revitalization efforts for speakers across tribal, political, cultural, academic, linguistic, and geographic boundaries.

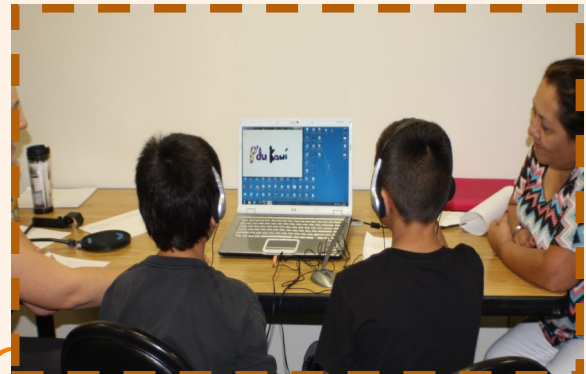
This was primarily achieved by featuring collaborative data rendered from the Pomo Language Repository shared through mobile software apps that has the capacity to reach the phones, computers and tablets of a new cohort of potential speakers. Working with Miromaa software, CIMCC'S Miromaa project is ultimately intended to spark collaborative language learning efforts in Pomo and Coast Miwok country and to generate a sense of community connection to a tribal language. [Miromaa App Preview](#) YouTube video:

Miromaa has made an impact on Pomo and Coast Miwok Language Revitalization:

- ⇒ 150 years without a speaker, now have 4,000 words over course of ten years
- ⇒ Revitalized Language from book
- ⇒ Houses information in one place
- ⇒ Multiple users and protections protocols
- ⇒ Dictionary in a day
- ⇒ Security and Consistency
- ⇒ Low Cost

CIMCC currently has six mobile language applications :

- ⇒ Eastern Pomo (Bahtssal)
- ⇒ Central Pomo
- ⇒ Northern Pomo
- ⇒ Southern Pomo
- ⇒ Kanwin Words
- ⇒ Kanwin Phrases



Project promotes Pomo language to almost 70% or more of Pomo tribal members and descendants.



bahtssal Language - I...
Education



Central Pomo Langua...
Education



kanwin tamal Languag...
Education



Northern Pomo Langu...
Education



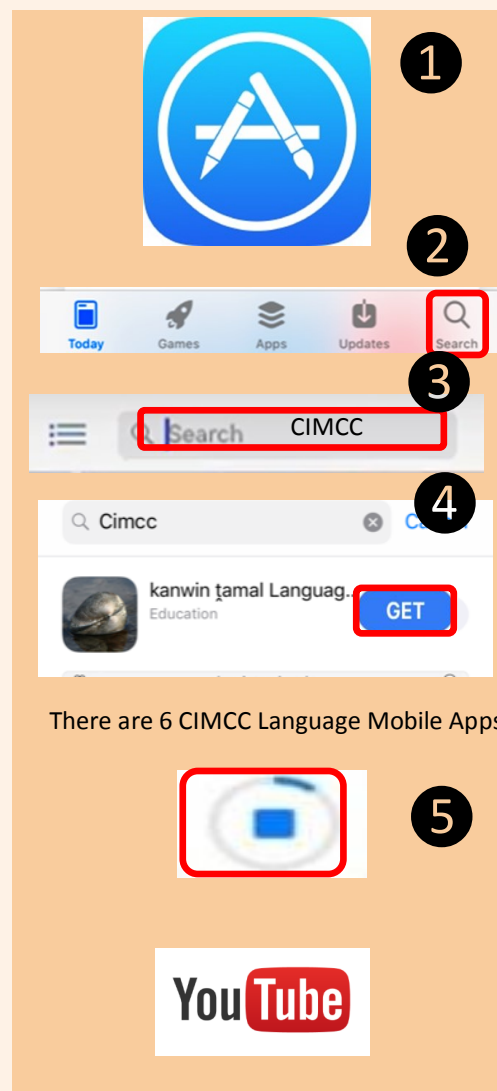
Southern Pomo Langu...
Education

DOWNLOADING A MIROMAA LANGUAGE MOBILE APPLICATION

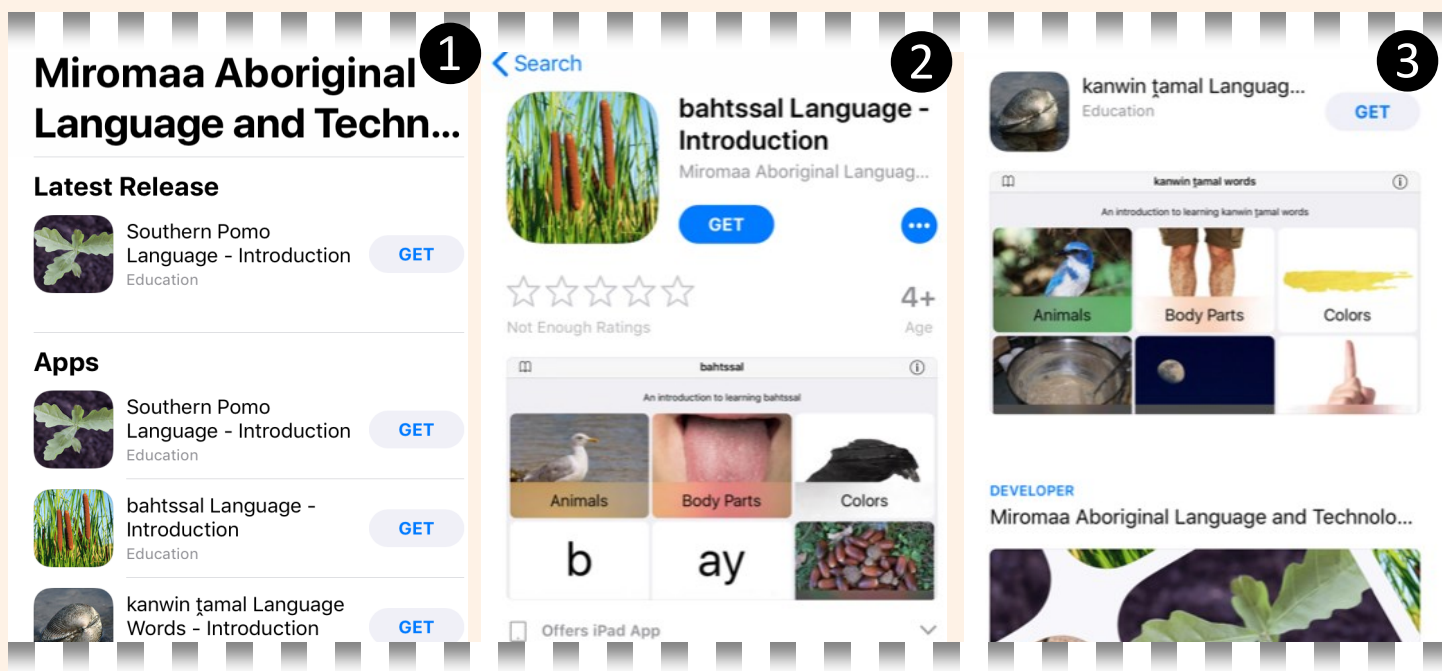
This works with an iPhone, iPad, Apple Tablet.

- 1) Look for the app store app on iPhones, iPads and iTouch devices.
- 2) Unlock your iPhone using your passcode, Touch ID, or Face ID.
- 3) Launch/Open the Apple Store Application (app store) on your phone or tablet.
- 4) Once it opens up, you will be given these options. Tap the magnifying glass on the bottom right of your screen.
- 5) Type in your search query (CIMCC) and tap the search button.
- 6) Once you've searched for the app you want, it's time to download and install it.
- 7) Tap the app or game you wish to download for free.
- 8) To download, tap GET to the right of the app
- 9) Confirm the installation by entering your passcode or using Touch ID. If you have an iPhone X, double-click the side button to activate Face ID and confirm the installation.
- 10) Now, the app will begin installing on your iPhone. You'll see a small status circle to the right of the app in the App Store.
- 11) Once the app has finished installing, it will show up on the Home screen of your iPhone.
- 12) You may have to scroll (by swiping right to left on your iPhone's display) to your second or third Home screen to find the app.

Click [HERE](#) to view a video on how to download CIMCC Mobile Apps.















There are 6 CIMCC Language Mobile Apps



DOWNLOADING A MOBILE APP FROM THE CIMCC WEBSITE

- 1) Go to www.CIMCC.org
- 2) Click on **EDUCATION CENTER** and Click on **CIMCC LANGUAGE APPS**
- 3) The 6 apps will load on the next page. You may choose the language dialect you desire and click **DOWNLOAD**.

	<div> <div>1</div> <div> <div>bahissal Language - Introduction</div> <div> <div> <div>Arwabukari Cultural ...</div> <div>Education</div> </div> <div> <div>Free</div> <div>Download</div> </div> </div> </div> </div>	DOWNLOAD Eastern Pomo 
	<div> <div>2</div> <div> <div>Northern Pomo Language - Introduction</div> <div> <div> <div>Arwabukari Cultural ...</div> <div>Education</div> </div> <div> <div>Free</div> <div>Download</div> </div> </div> </div> </div>	DOWNLOAD Northern Pomo 
	<div> <div>3</div> <div> <div>Central Pomo Language - Introduction</div> <div> <div> <div>Arwabukari Cultural ...</div> <div>Education</div> </div> <div> <div>Free</div> <div>Download</div> </div> </div> </div> </div>	DOWNLOAD Central Pomo 
	<div> <div>4</div> <div> <div>Southern Pomo Language - Introduction</div> <div> <div> <div>Arwabukari Cultural ...</div> <div>Education</div> </div> <div> <div>Free</div> <div>Download</div> </div> </div> </div> </div>	DOWNLOAD Southern Pomo 
	<div> <div>5</div> <div> <div>kanwin jamal Language Words - Introduction</div> <div> <div> <div>Arwabukari Cultural ...</div> <div>Education</div> </div> <div> <div>Free</div> <div>Download</div> </div> </div> </div> </div>	DOWNLOAD Kanwin Words 
	<div> <div>6</div> <div> <div>kanwin jamal Language Phrases - Introduction</div> <div> <div> <div>Arwabukari Cultural ...</div> <div>Education</div> </div> <div> <div>Free</div> <div>Download</div> </div> </div> </div> </div>	DOWNLOAD Kanwin Phrases 

HOW TO CREATE AN APPLE ID TO DOWNLOAD MOBILE APPS

You can create your Apple ID when you [set up a new device](#) or sign in to [iTunes](#) or [iCloud](#) for the first time. You can also go to the [Apple ID site](#) and select Create Your Apple ID. Here's what you need:

- A valid email address to use as your Apple ID user name.
 - [A strong password](#)
 - Your date of birth
 - [Three security questions and answers](#) to verify your identity.
- You can also use this information to reset your password.



If you use [two-factor authentication](#), you're all set. You're now the only person who can access your account, even if someone knows your password. If you don't use two-factor authentication, you also need to provide a [rescue email address](#). After you enter your information, you'll be asked to verify a trusted phone number if you're eligible to use two-factor authentication. Otherwise, you'll be asked to verify your Apple ID by email. You must verify your Apple ID before you can begin using it.

You only need one Apple ID to access all Apple services. Before you create a new Apple ID, consider whether it might be better to continue using one you already have. Remember that you might not be able to move data or purchases from an old Apple ID to a new one.

If you aren't sure if you already have an Apple ID, [we can help you find it](#). Even if the email address that you use to sign in to Apple ID [has changed](#), you can keep the same Apple ID.

2 Settings

Apple ID, iCloud, iTunes & App Store

3 Apple ID

Name Email

iTunes & App Store

4 Apple ID iTunes & App Stores

Apple ID: email@gmail.com

5 Don't have an Apple ID forgot it?

Create Apple ID

6 Enter Email Address

Email

7 Password

Password

Verify

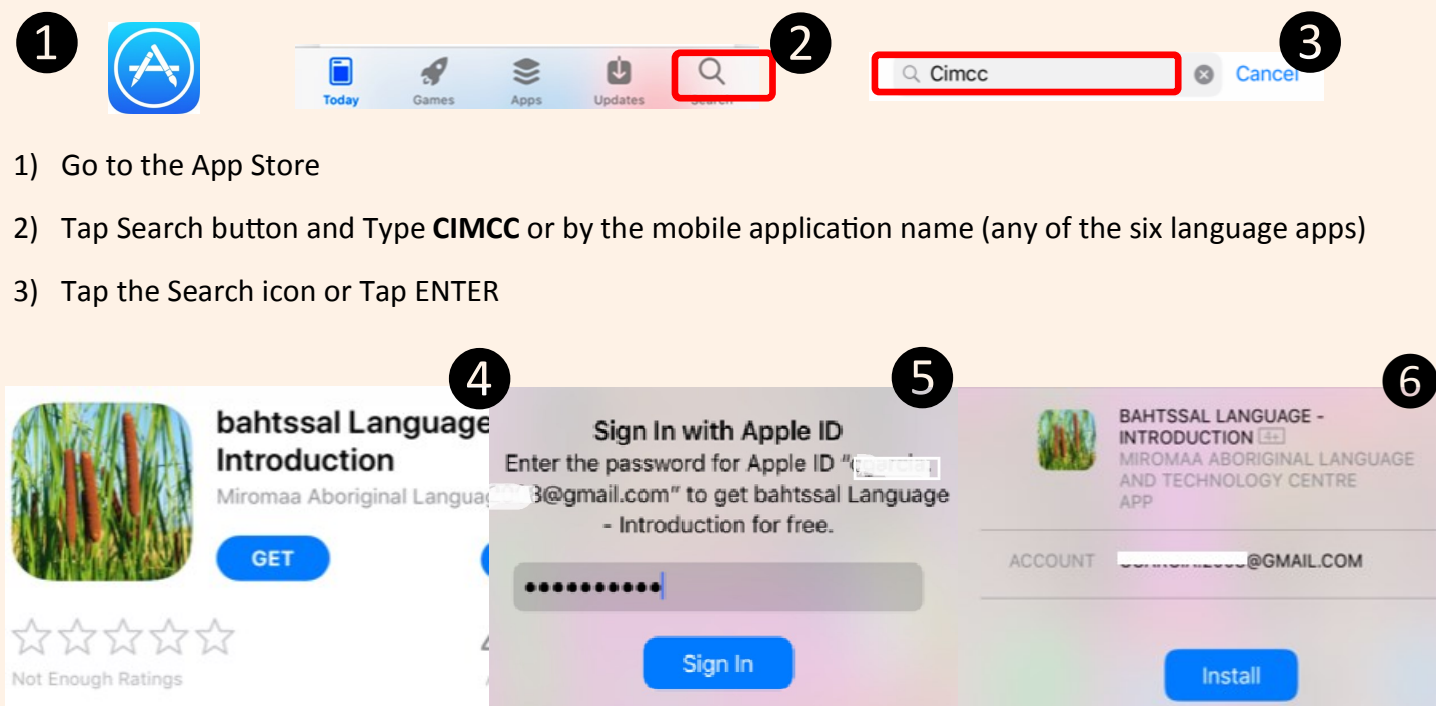
8 Security Questions

Question 2 of 3

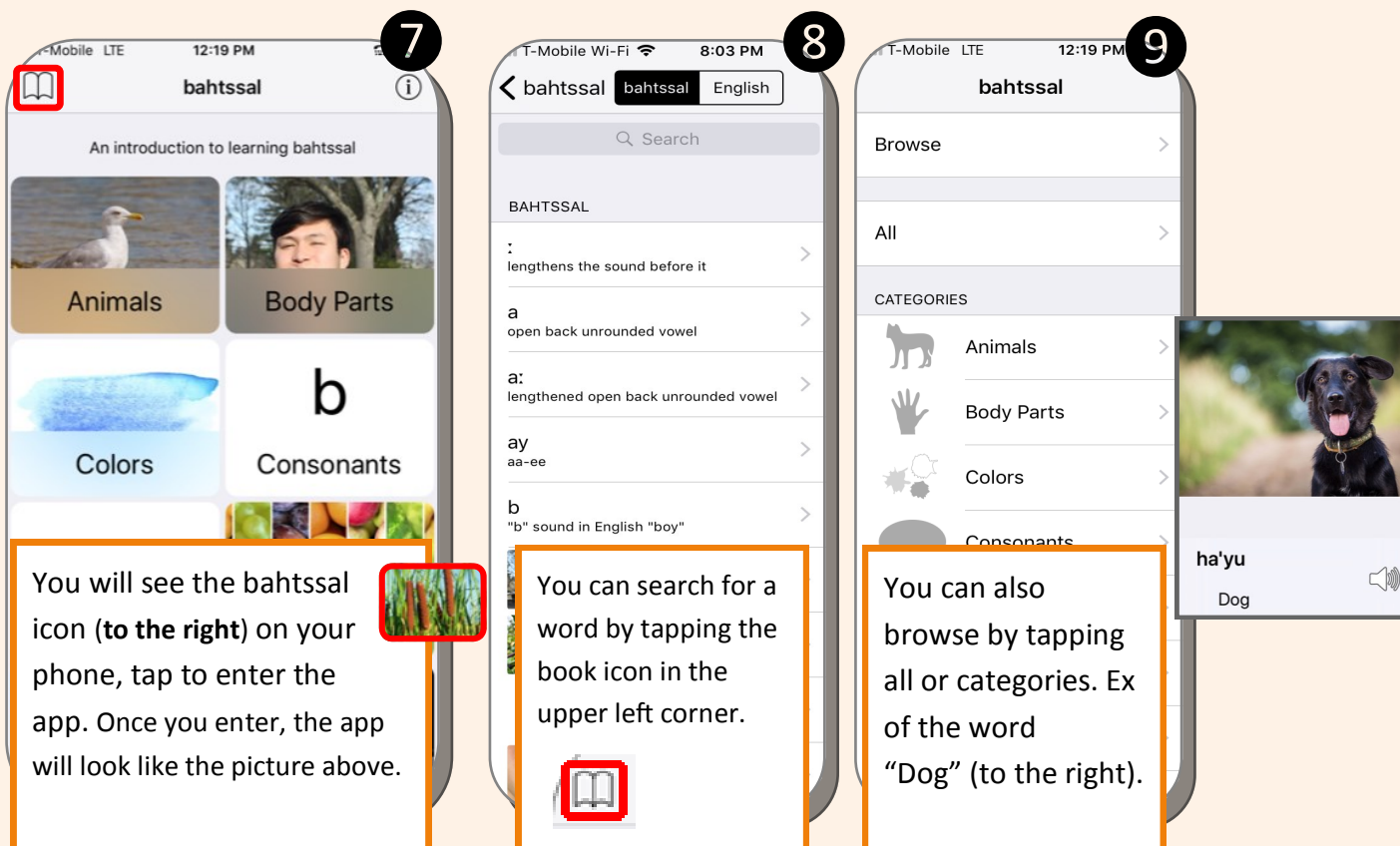
Question: What was the first thing you learned to cook?

Answer: Enter an answer

SIGNING IN TO A MOBILE APP AFTER CREATING AN APPLE ID



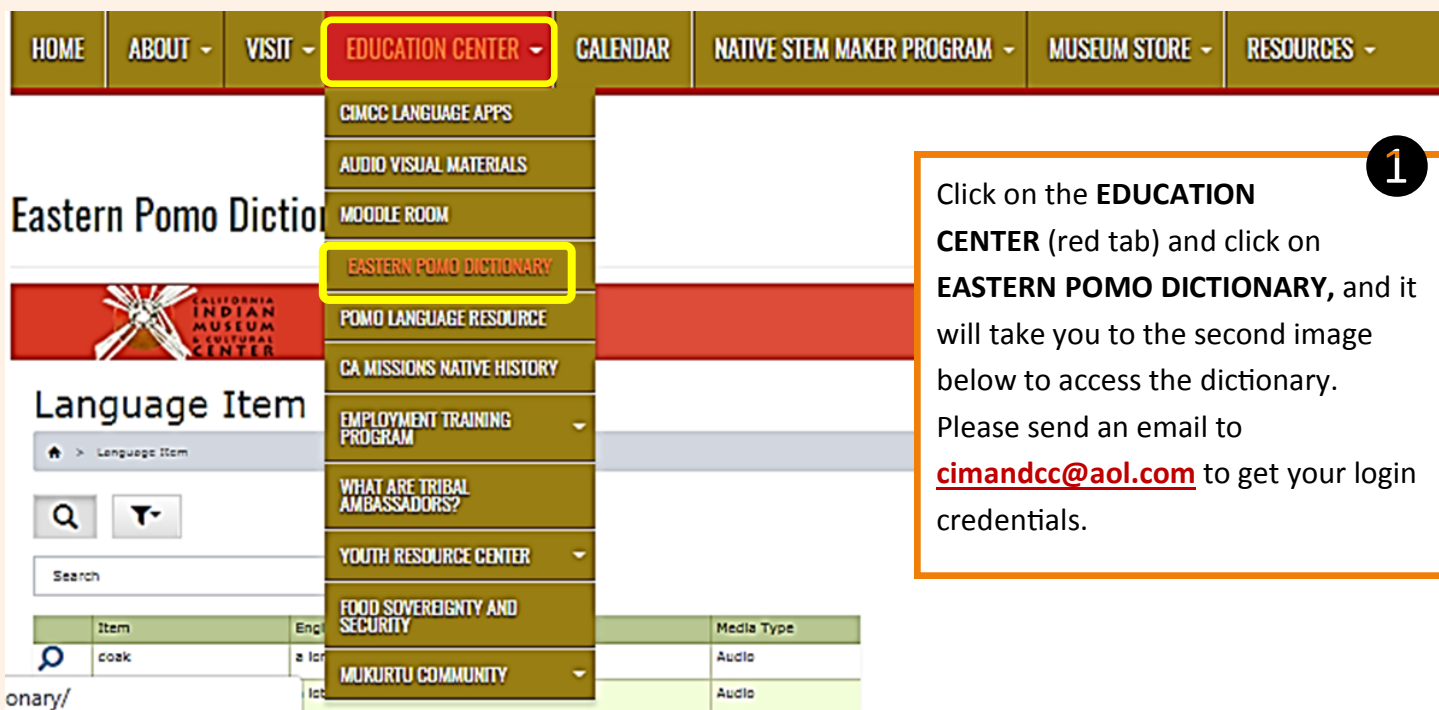
- 1) Go to the App Store
- 2) Tap Search button and Type **CIMCC** or by the mobile application name (any of the six language apps)
- 3) Tap the Search icon or Tap ENTER
- 4) For example, to download Bahtssal Eastern Pomo, you will tap the **GET** (blue button)
- 5) Then, it will ask you to sign in with **Apple ID**.
- 6) After you enter your **Apple ID** and **Password**, it will allow you to download the language application. Then, tap the **Install** (blue) button.



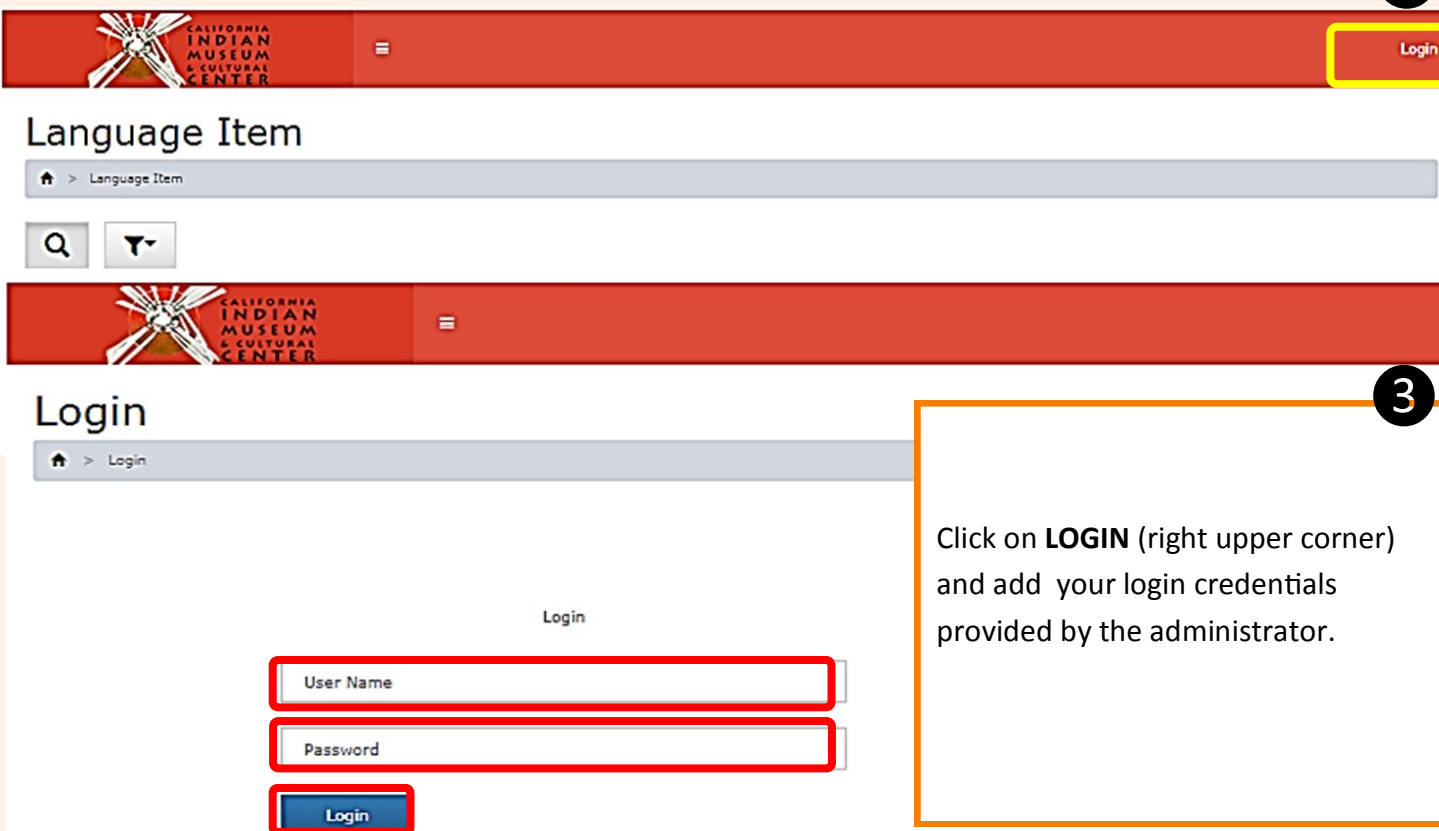


EASTERN POMO DICTIONARY

ACCESSING THE EASTERN POMO DICTIONARY



Click on the **EDUCATION CENTER** (red tab) and click on **EASTERN POMO DICTIONARY**, and it will take you to the second image below to access the dictionary. Please send an email to cimandcc@aol.com to get your login credentials.



Click on **LOGIN** (right upper corner) and add your login credentials provided by the administrator.

Eastern Pomo Dictionary



Language Item

Home > Language Item



Search Search

1

	Item	English	Media Type
	doak	a long time ago	Audio
	xkomsa	a lot	Audio
	komsa	a lot (group)	Audio

Once you are on this page, click on the **SEARCH ICON** to listen to the audio file.



You can use a search filter using the search field

Search Search

2

	Item	English
	doak	a long time ago
	xkomsa	a lot



Language Item View

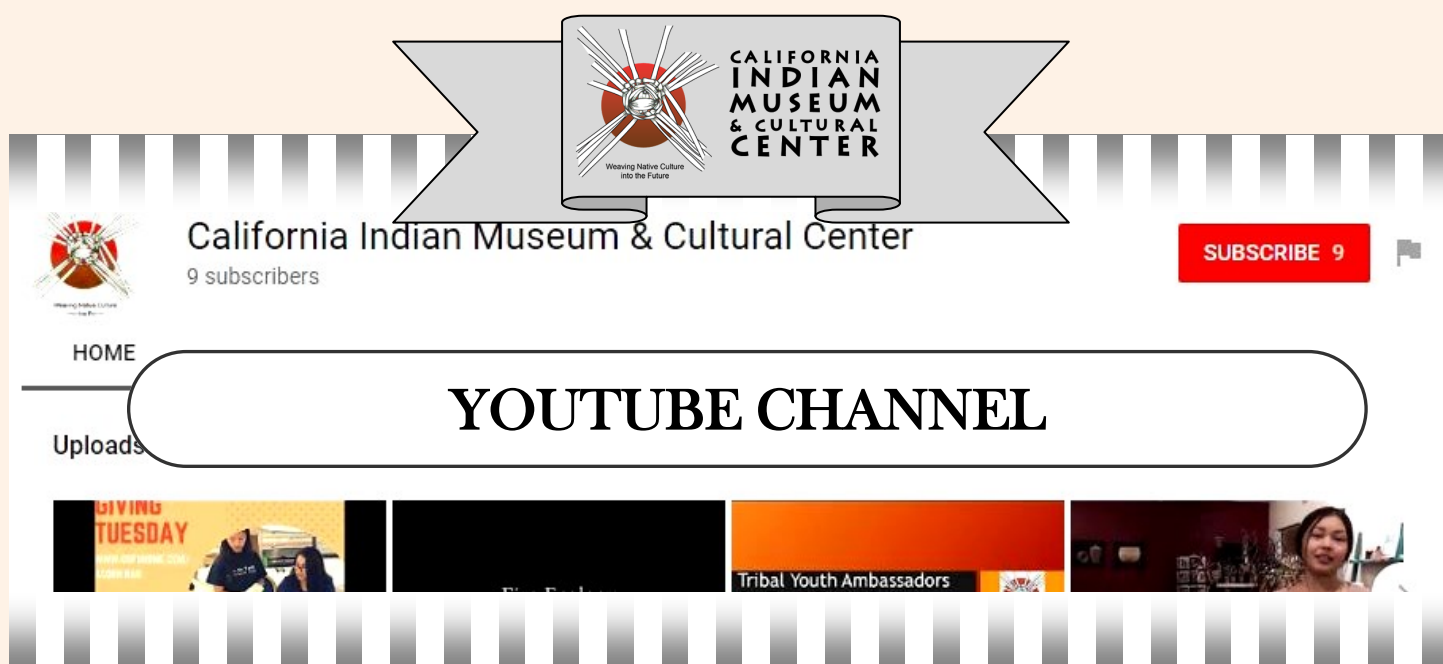
Home > Language Item > View

3

Item	doak
Part of speech	Phrase
English	a long time ago
Definition	
Pronunciation	
Root	
Gender	
Tense	
Group	
Conjugation	
Notes & Examples	
Media	
Media Type	Audio

Click on the **PLAY BUTTON** to listen to the audio file. Click on the home button, to go back to the dictionary.



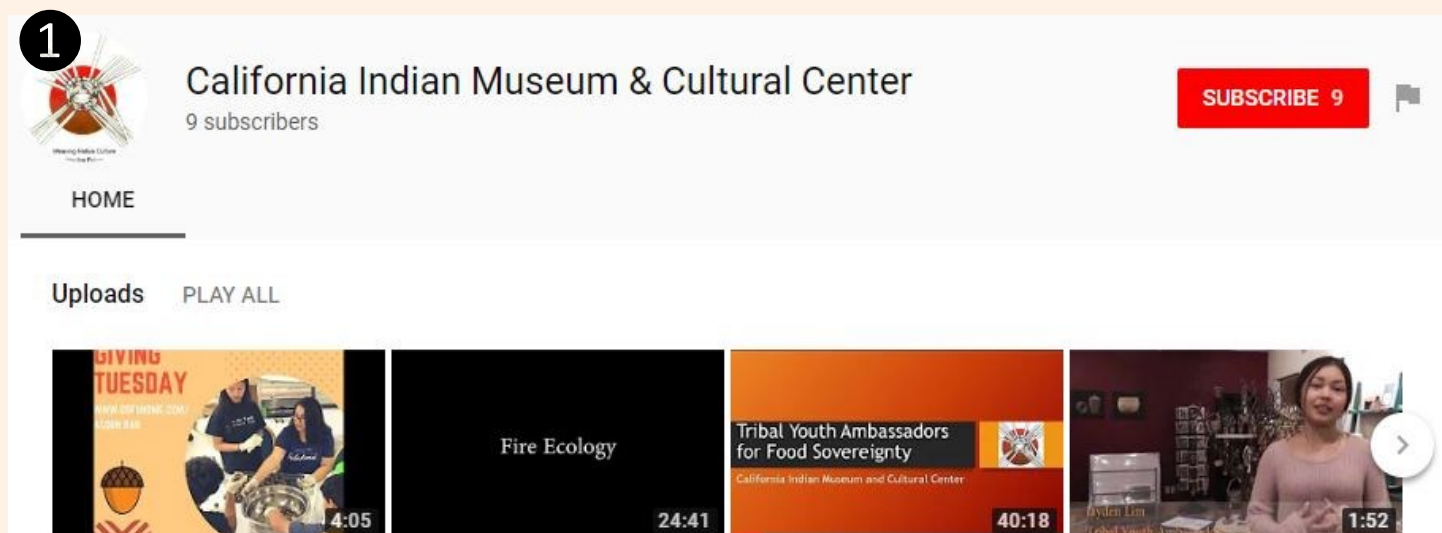


CIMCC'S YOUTUBE CHANNEL

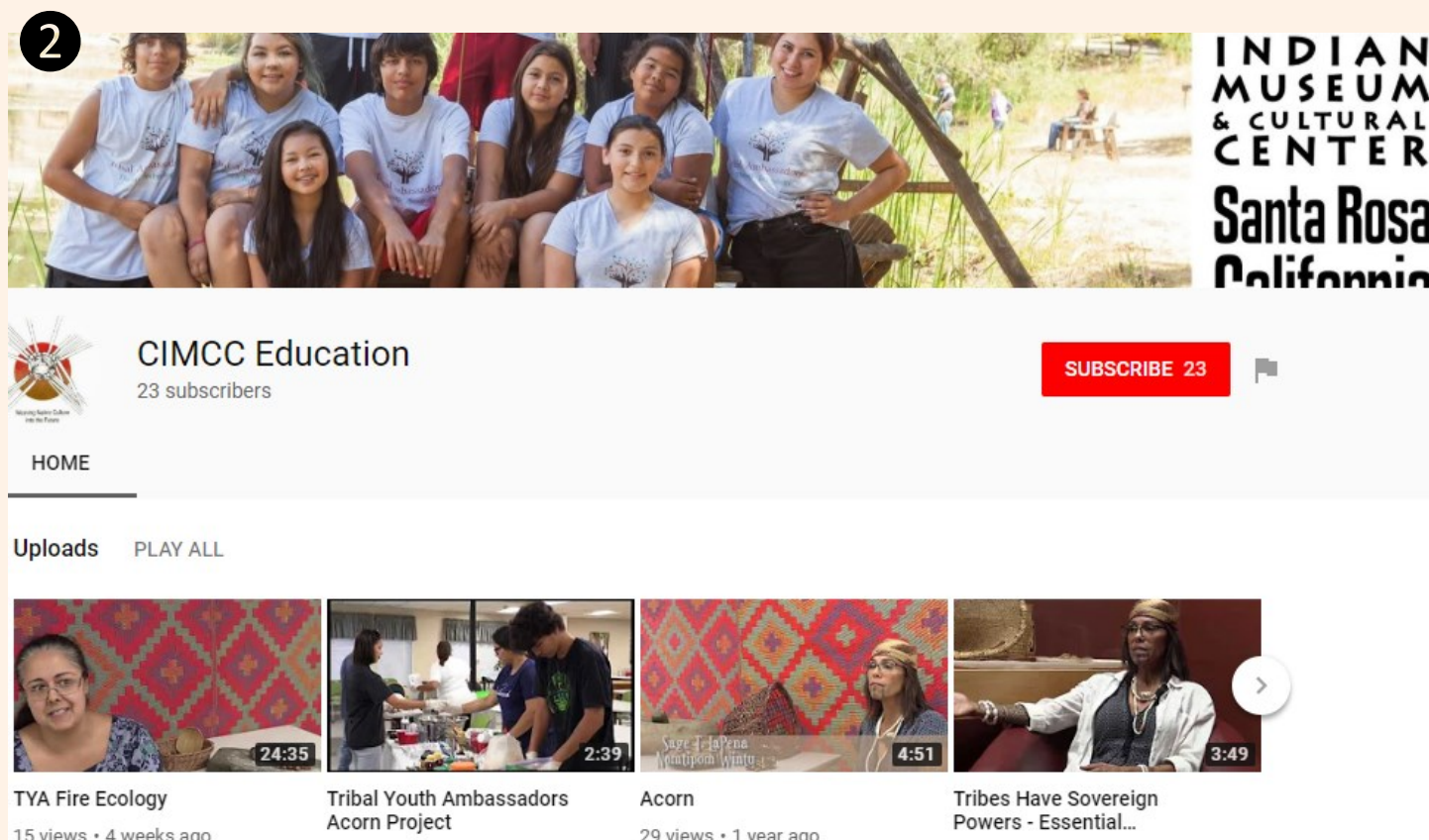


CIMCC has two YouTube channels to upload and stream videos.

- 1) To access this channel, click the following link: [California Indian Museum & Cultural Center](#)



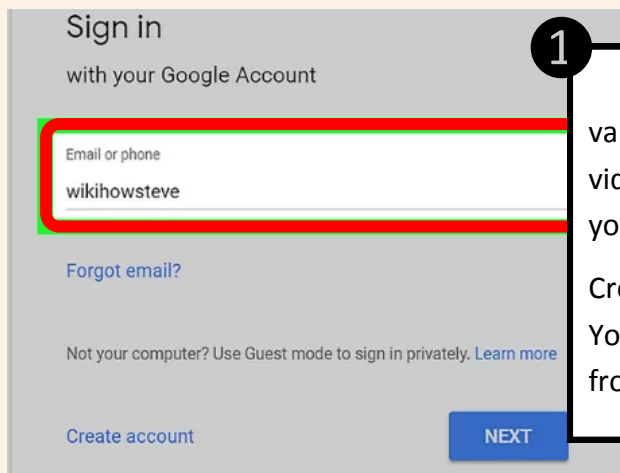
- 1) To access this channel, click the following link: [CIMCC Education](#)



HOW TO USE YOUTUBE



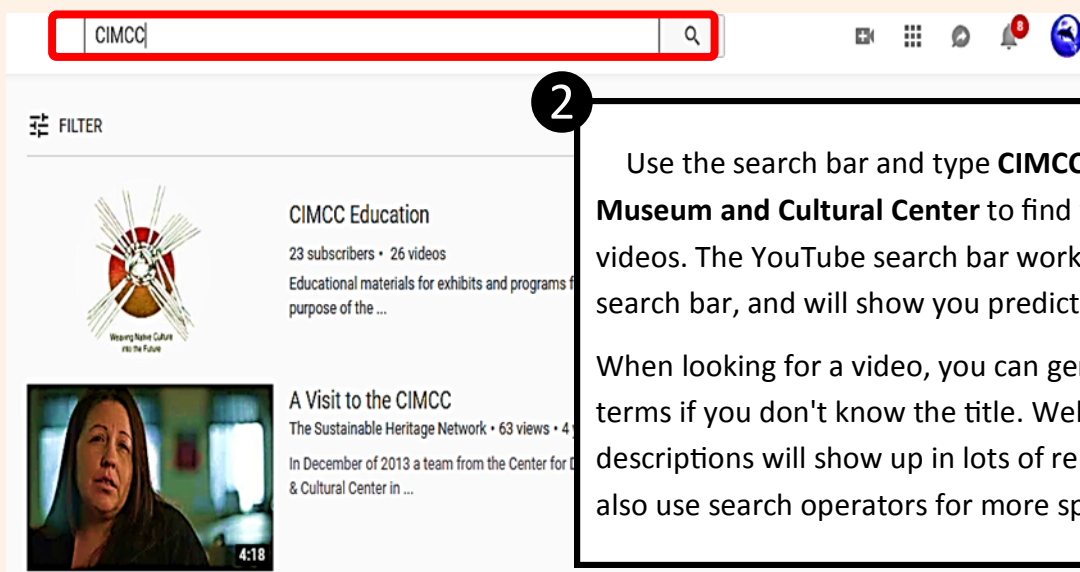
- 1) Type YouTube in Google or click this URL: <https://www.youtube.com/>
- 2) Then, follow the following steps:



1

Log in using your Google account. Logging in provides a variety of benefits, including being able to comment, save videos to watch later, subscribing to channels, and uploading your own videos.

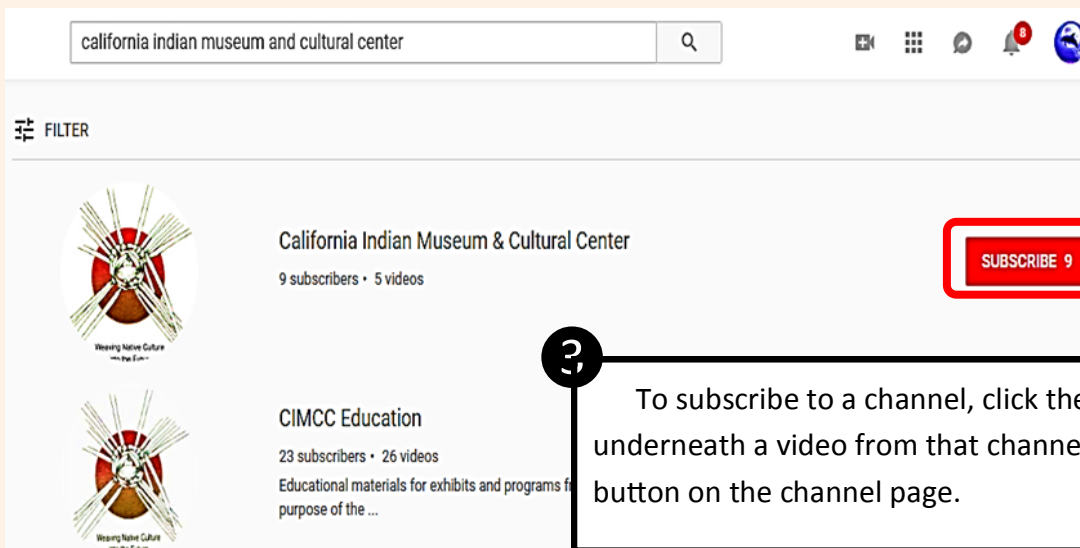
Create Google account for free if you want access to all of YouTube's features. YouTube accounts are no longer separate from a general Google account.



2

Use the search bar and type **CIMCC** or **California Indian Museum and Cultural Center** to find the channels or related videos. The YouTube search bar works much like the Google search bar, and will show you predicted results as you search.

When looking for a video, you can generally just enter related terms if you don't know the title. Well-tagged videos with good descriptions will show up in lots of related searches. You can also use search operators for more specific searches.



3

To subscribe to a channel, click the red "**Subscribe**" button underneath a video from that channel, or click the "Subscribe" button on the channel page.

MAKING COMMENTS & SAVING VIDEOS ON YOUTUBE



TYA Fire Ecology

15 views

0 Comments SORT BY

0 Likes 0 Dislikes SHARE SAVE ...

4

If you are logged in, you can leave comments on videos that have commenting enabled. Let the uploader know that their video was helpful, funny, or particularly well-made.

To leave a comment, click the **"Add a public comment"** field beneath the video and enter your comment.

You can also reply to other comments by clicking the **"Reply"** link beneath the comment. Not all videos have comments enabled.

Add a public comment...

TYA Fire Ecology

15 views

0 Comments SORT BY

0 Likes 0 Dislikes SHARE SAVE ...

5

Add a video to your "Watch Later" list. Found a good video but don't have time to watch it right now?

Beneath the video name, click the **"Add to"** button and select your "Watch Later" list or other playlist.

6

Share the video. Post your videos to your favorite social network, or embed the video in your blog. Sharing your video is the first step to it becoming viral. YouTube has built-in sharing functions for most of the major social networks.

Save to...

☐ Watch later

SUBSCRIBE 23

Share a link

Embed Facebook Twitter Google

https://youtu.be/fAmRZk_oqyl



Bahtssal Eastern Pomo

EASTERN POMO INTRODUCTORY ONLINE COURSE

ACCESSING EASTERN POMO ONLINE COURSE

STEP 1: Register at the CIMCC online classroom: <http://www.nijcservices.org/cimccroom/>.

NOTE: The link may also be found on the CIMCC website, www.cimcc.org, under the Education Center tab.

EDUCATION CENTER ▾

1

The screenshot shows the CIMCC website navigation bar with tabs: HOME, ABOUT ▾, VISIT ▾, EDUCATION CENTER ▾, CALENDAR, NATIVE STEM MAKER PROGRAM ▾, MUSEUM STORE ▾, and RESOURCES ▾. The 'EDUCATION CENTER' dropdown menu is open, listing options: CIMCC LANGUAGE APPS, AUDIO VISUAL MATERIALS, MOODLE ROOM (highlighted with a red box), EASTERN POMO DICTIONARY, POMO LANGUAGE RESOURCE, CA MISSIONS NATIVE HISTORY, EMPLOYMENT TRAINING PROGRAM, and WHAT ARE TRIBAL AMBASSADORS?. Below the navigation bar, the 'Education Center' section features the 'Bahtssal Eastern Pomo 10 Unit Course' with a list of instructions for taking the course. To the right, there are social media icons and contact information for the California Indian Museum & Cultural Center.

a) You may click on the **Education Center** (red) tab and click on **Moodle Room**, and it will take you to the online course website:

<https://www.nijcservices.org/cimccroom/>

b) OR scroll down to the end of the webpage and click on Moodle Room.

2

The screenshot shows the footer of the CIMCC website. On the left, there is a 'RESOURCES' section with links to CIMCC Membership, Donation Center, Resources, Art Gallery, Youth Resource Center, Shop Now, and Northern Pomo Language Tools. In the center, there is a list of links: Eastern Pomo Dictionary, Moodle Room (highlighted with a red box), Pomo Language Resource, Food Sovereignty and Security, Audio Visual Materials, and CA Missions Native History. On the right, there is a section about the California Indian Museum & Cultural Center, including its founding year (1996), address (5250 Aero Dr, Santa Rosa, CA 95403), phone number (707) 579-3004, and hours of operation (Monday - Friday 9AM - 5PM, Open Weekends, During Special Event). There is also a 'Map & Directions' link.

STEP 2: Once you register, check your email to **CONFIRM** registration.

STEP 3: Sign in, choose the first course, "**Bahtssal Eastern Pomo 10 Unit Course**," and enroll.

LOGGING INTO MOODLE- ONLINE CLASSROOM



Step 1:

To learn more on how to access CIMCC Moodle, please watch this video: <https://youtu.be/TaQvnIhjJHY>

California Indian Museum and Cultural Center

Username 1

Password

☐ Remember username

Log in 2

Forgotten your username or password?

Cookies must be enabled in your browser ?

Some courses may allow guest access

Log in as a guest

California Indian Museum and Cultural Center

Available courses

Bahtssal Eastern Pomo 10 Unit Course 3

- 1) Enter your **Username** and **Password**
- 2) Then, click **Log In**.

- 3) Click on **Bahtssal Eastern Pomo 10 unit Course**.

Bahtssal Eastern Pomo 10 Unit Course

Home / Courses / Miscellaneous / CF101

GETTING STARTED

Bahtssal Eastern Pomo Introductory Course 4

STEP 1: COURSE INSTRUCTIONS

GETTING STARTED

UNIT 1: THE SOUNDS OF BAHTSSAL

UNIT 2: BASIC BAHTSSAL GRAMMAR

UNIT 3: HOW TO SPEAK TO PEOPLE, ELEMENTS OF A CONVERSATION

UNIT 4: NUMBERS, FAMILY, and KINSHIP

SEARCH FORUM

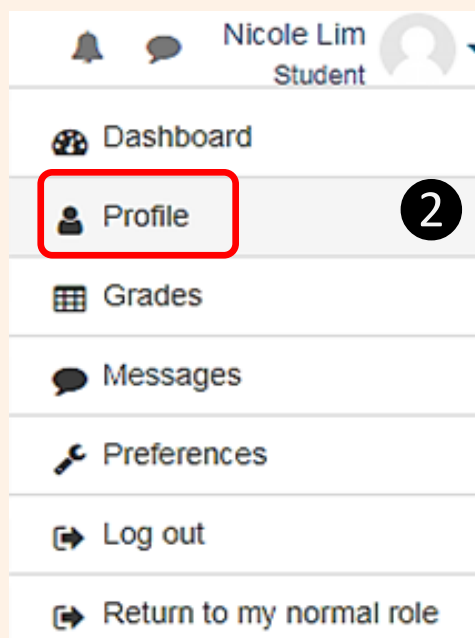
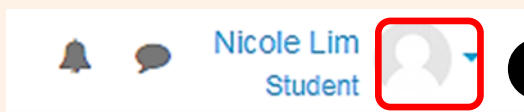
LATEST ANNOUNCEMENTS

UPCOMING EVENTS

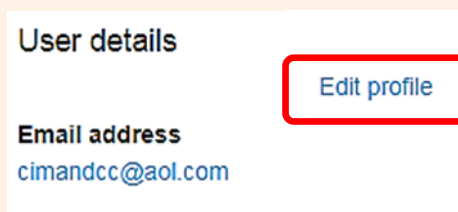
- 4) This self-guided online course is organized into 10 units. Start with **Step 1 : Course Instructions**. Good luck!

EDITING YOUR STUDENT PROFILE

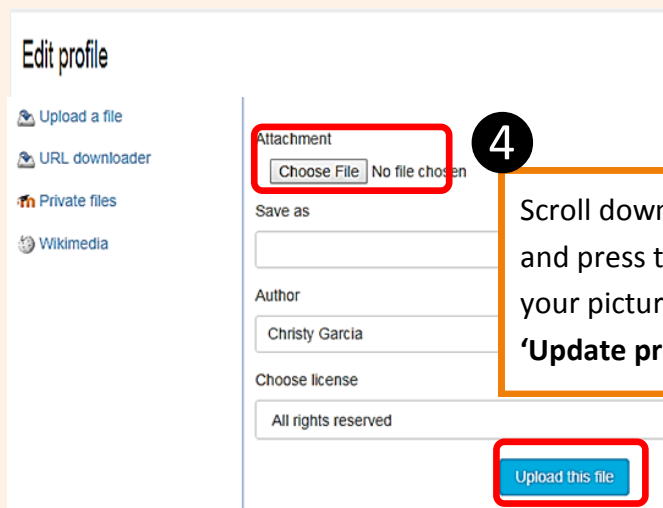
Moodle provides you with a personal profile that applies to all the Moodle subjects you are enrolled in. You can edit your profile information at any time. You can choose to hide or display your email address, include a photo or an avatar, or add a link to your website.



On the right upper corner, next to your name and profile picture, click on the **down arrow** (to display dropdown menu) then click '**Profile.**'



Scroll down to User details and select '**Edit profile**'.



Scroll down to **User picture**. A file picker window will appear. Select and press the button to locate and upload an image. After you upload your picture, scroll down to the bottom of the screen and press '**Update profile**' to finish updating your profile.

STUDENT ROLE & PERMISSIONS

A user with the Student role in Moodle can participate in course activities and view resources but not alter them or see the class gradebook. They can see their own grades if the teacher has allowed this.

When a student first joins Moodle they see all available courses. Once they have enrolled or been enrolled into at least one course they then only see their own courses in the My Courses section of the navigation block or via their dashboard.

A student's view and navigation in Moodle will be different from the course teacher's or from students assigned to a different group.

Administrators and Teachers determine how a student enrolls, and what they can do or see in a Moodle site. These permissions can vary with each course or with any of Moodle's many kinds of activities. For example, in some contexts, students may correct or grade other students' work, be encouraged to explore everything in a course and interact with other participants. In a different context, the student maybe guided upon a much defined path, with minimal interaction with others.

COURSE OVERVIEW & GUIDELINES

This course overview, guidelines, and course outline are actual samples of what a student will encounter when taking the online course.

BAHTSSAL EASTERN POMO 10 UNIT

COURSE DESCRIPTION

This is a self-guided online course to learn Bahtssal Eastern Pomo language. The course is organized into 10 units. We hope that this course can provide you with an accessible resource to learn your community tribal language and begin speaking Bahtssal with family and friends.

BAHTSSAL INCLUDES:

UNIT 1: THE SOUNDS OF BAHTSSAL

UNIT 2: BASIC BAHTSSAL GRAMMAR

UNIT 3: HOW TO SPEAK TO PEOPLE, ELEMENTS OF A CONVERSATION

UNIT 4: NUMBERS, FAMILY, and KINSHIP

UNIT 5: COLORS, LOCATIONS, AND OTHER USEFUL WORDS

UNIT 6: LEARNING TOGETHER

UNIT 7: LEARNING BODY PARTS

UNIT 8: PERSONAL FEELINGS

UNIT 9: COOKING, SETTING THE TABLE, AND GOING SHOPPING

UNIT 10: GOING FOR A WALK

COURSE FORMAT

The course is about 10 hours in duration and is broken up into 10 units of 1 hour each.

COURSE EFFECTIVENESS

In addition to unit lessons and learning activities throughout each unit, there will be a post-course survey at the end of the course in order to determine if the course was useful and met your expectations.

INSTRUCTORS

Various have contributed to this curriculum and will help respond to student questions. Contact information will be made available prior to the start of the course.

MINIMUM COMPUTER REQUIREMENTS

You will need to have an up-to-date browser, operating system and some additional software on your computer to take this class.

Firefox 4, Internet Explorer 8, Safari 5, or Google Chrome 11

Windows 7 or Windows 8/8.1

Microsoft Office 2010

Adobe Acrobat Reader

Adobe Flash Player

ORGANIZATION AND PACING

The course is organized into 10 sections, each with subsidiary lessons or 'learning unit modules' followed by some 'learning or self-assessment assignment activities' such as quick quizzes or reflective writing to spot-check your learning and understanding on the topic.

To do course work, simply go to Moodle, start with the first module and work through the modules within the section by engaging with assigned materials (readings, videos, etc.) in the order presented. At the end of each module, you will complete some 'learning and self-assessment activities' such as quick quizzes or reflective writing to spot-check your learning. Afterward, simply move on to the next section or part of the course.

Please note that this is a self-paced online course, you may work at your own pace within a given section, making this course ideal for anyone with a complicated schedule.

DOCUMENTATION

This is an online course. You can work at your own pace from week to week. You can work where you want, when you want. However, because this is an online course, we have to rely heavily on course documents and resources such as this one because

TECHNOLOGY

This is a computer-based online course. You are responsible for your own connectivity. Information technology or IT challenges can come up. Be prepared for them.

COMPUTER REQUIREMENTS

- If you do not have access to a computer with internet at home, please visit your local public library or you may visit a local coffee shop.

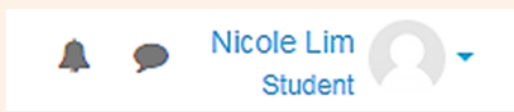
- Most public libraries also have computers with internet access that you can use for free.
- Most Starbucks, Coffee Bean and often Panera Bread have internet access that you can use for free.
- You will need to have an up-to-date browser, operating system and some additional software on your computer to take this class.

ANNOUNCEMENTS

Announcements will be posted in News forum. They will appear on your Latest News dashboard when you log in and/or will be sent to you directly through your preferred method of notification Moodle. Please make certain to check them regularly, as they will contain any important information about upcoming projects or class concerns.

EMAIL

In this course, we will use the Message feature on the help corner (located in the upper right blocks) to send email for private messages. You can either check your messages in the Moodle system or set your notifications to your preferred method of contact.



QUESTION FORUM

In online courses it is normal to have many questions about things that relate to the course, such as clarification about assignments, course materials, or assessments. Please post these in the QUESTION FORUM which you can access by clicking Question Forum button in the course navigation links. This is an open forum, and you are encouraged to give answers and help each other.

DISCUSSION FORUM

Discussion Forums are a way for you to engage with each other about the course content. Each lesson module will have a question that links to a forum. You can also access each forum by clicking on the DISCUSSION Forum button in the course navigation links.

VIRTUAL OFFICE HOURS

Monday through Friday 9:00 AM to 5:00 PM

During the week (M-F) the course instructor will check conversations and monitor the discussion board several times a day. If you have a concern, please send a message to the course instructor (), you can expect a response within two days.

NETIQUETTE

When posting on the discussion boards and chat rooms it is important to understand how to interact with one another online, netiquette. You can read more about the rules of netiquette at:

<http://www.brighthub.com/education/online-learning/articles/26946.aspx>

COURSE PARTICIPATION POLICY

Participation is essential to your success in this class. In distance education courses you are required to participate just as if you were in a face-to-face course.

TECH SUPPORT

If you need technical assistance at any time during the orientation or to report a problem you may contact Tom Litchfield at notefortom@gmail.com, you can expect a response within two days.

ADDITIONAL STUDENT RESOURCES

Students with Disabilities

<http://www.onlinecollegesdatabase.org/online-college-learning-for-students-with-disabilities/>

EVALUATIONS

At the end of the course, there will be a Post-Test Survey: <https://www.surveymonkey.com/r/3K5JCFL>

CERTIFICATE OF COMPLETION

At the end of the course and after completing the Post-Test Survey, the student will be able to download a certificate of completion.

GENERAL ROADMAP FOR OUR JOURNEY

The overarching aim of the course is to help students learn the Bahtssal Eastern Pomo language.

To begin this online learning journey, you will first review the syllabus and get to know how to navigate the Moodle website.

Wishing you good luck on this course and hope this content serves you well when speaking the language with family and friends in your tribal community.

COURSE OUTLINE

UNIT 1: THE SOUNDS OF BAHTSSAL

LESSON 1: THE VOWEL SOUNDS

LESSON 2: CONSONANTS

UNIT 2: BASIC BAHTSSAL GRAMMAR

LESSON 1: USING WORDS AS A SENTENCE VS FORMING A SENTENCE WITH WORDS

LESSON 2: FORMING SENTENCES

UNIT 3: HOW TO SPEAK TO PEOPLE, ELEMENTS OF A CONVERSATION

LESSON 1: PRONOUNS

LESSON 2: BASIC QUESTIONS

LESSON 3: INTRODUCTIONS

LESSON 4: SIMPLE CONVERSATIONS

LESSON 5: GOING PLACES

UNIT 4: NUMBERS, FAMILY, and KINSHIP

LESSON 1: NUMBERS AND COUNTING

LESSON 2: FAMILY AND PEOPLE

LESSON 3: PRONOUNS FOR KINSHIP RELATIONS

LESSON 4: EXPANDING YOUR EXPERIENCE OF THE LANGUAGE

UNIT 5: COLORS, LOCATIONS, AND OTHER USEFUL WORDS

LESSON 1: COLORS

LESSON 2: WHERE IS IT? USING ADVERBS OF PLACE TO LOCATE OBJECTS

LESSON 3: ADJECTIVES: SOME BASIC WORDS FOR DESCRIBING MATERIALS

UNIT 6: LEARNING TOGETHER

LESSON 1: ACTIVITIES AT HOME AND AT SCHOOL

LESSON 2: DAYS OF THE WEEK

LESSON 3: TALKING ABOUT LEARNING BAHTSSAL

UNIT 7: LEARNING BODY PARTS
 LESSON 1: MAJOR BODY PARTS
 LESSON 2: THE HANDS AND THE HEAD













UNIT 8: PERSONAL FEELINGS
 LESSON 1: DISCUSSING THE BODY/HEALTH
 LESSON 2: EMOTIONS
 LESSON 3: FRIENDSHIP

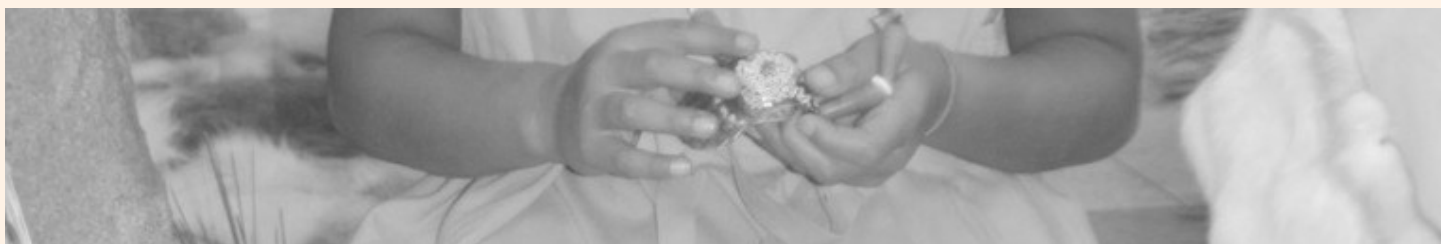
UNIT 10: GOING FOR A WALK
 LESSON 1: GOING FOR A WALK
 LESSON 2: WEATHER AND TEMPERATURE
 LESSON 3: ANIMALS AND PLANTS
 LESSON 4: DISCUSSING ANIMALS

COURSE COMPLETION

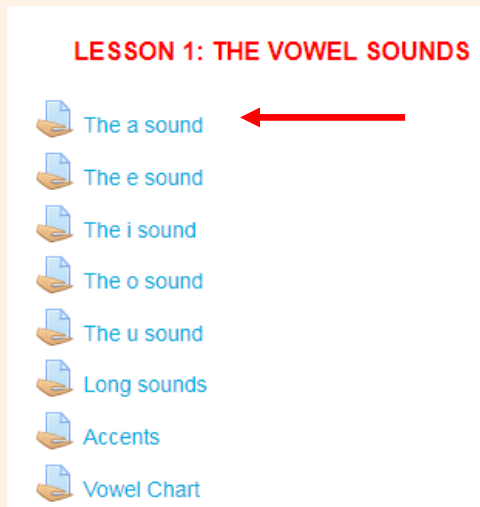
ENGAGING WITH MOODLE RESOURCES/ ACTIVITIES

All activities and resources in Moodle have a small icon next to their title (link). The icon helps you to see what type of activity or resource it is. There are 14 different types of activities and 7 different types of resources in the standard Moodle. Below are a few examples of icons and what they mean.

	Resources --- can be prepared files uploaded to the course, pages edited directly in Moodle, or links to external web pages.		Books --- contains multiple pages in a book-like format, with chapters and subchapters
	Forum --- It is here that most discussion takes place. Used for announcements, questions or unit activities.		Assignments --- specify a task and are where students submit assignments to their Teacher.
	Folder --- help organize files. One folder may contain other folders.		File --- uploaded pdf or Microsoft Word document, a spreadsheet, a sound file, a video file or a picture file. The icon alerts you to the type of file.
	Chat --- to have a real-time synchronous discussion in a Moodle course.		Page --- The student sees a single, scrollable screen that a teacher creates with the robust HTML editor
	Glossary --- Enables participants to create and maintain a list of definitions, like a dictionary		Journal --- The journal activity enables teachers to obtain students feedback about a specific topic
	Quiz --- quizzes consisting of a large variety of Question types, including multiple choice, true-false, short answer and drag and drop images and text.		Certificate --- Once a course is completed, a certificate of completion is issued.



To open a resource/ activity, click on the relevant link.



After viewing/ engaging with the activity/ resource you are able to return to the Subject main page by using the breadcrumbs to go back (see picture below).

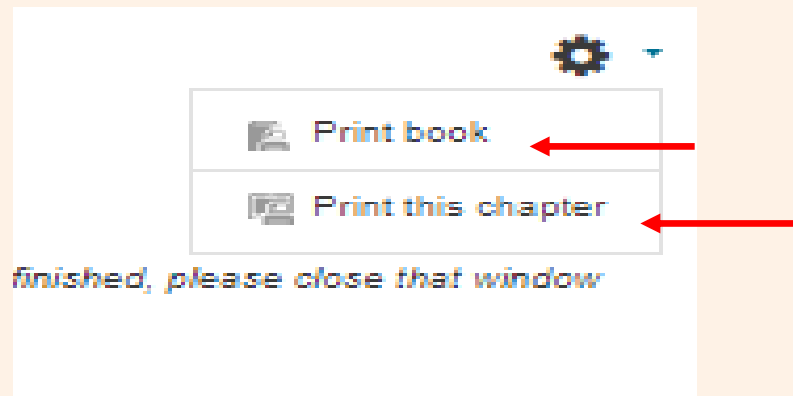
Bahtssal Eastern Pomo 10 Unit Course

[Home](#) / [Courses](#) / [Miscellaneous](#) / [CF101](#)

MOODLE BOOKS

This course doesn't use books for lessons but, in case you take a course that does, inside a book there is a table of contents on the top right corner. You can use the table of contents or page arrows to move between pages of content (the final page has a close book arrow).

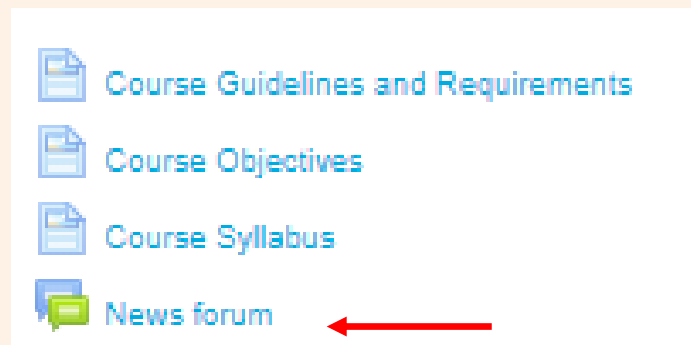
If you wish to print a book, first you need to open a printable version of the book (by opening the book and selecting '**Print book**' or '**Print this chapter**' from the **Flower** icon on the right top corner, next to the table of contents--- This will open a new window displaying a printer---friendly version.



FORUMS/ CHATS/DISCUSSIONS

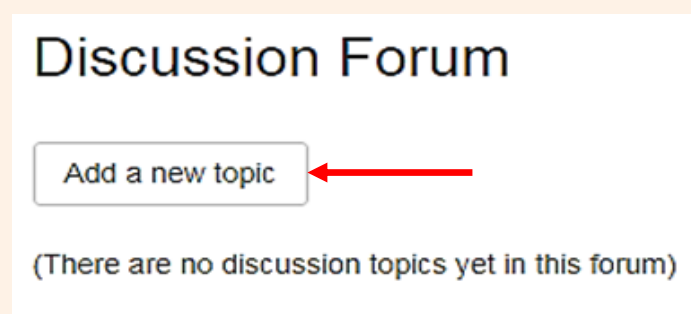
Forums in Moodle allow teaching staff and students to exchange comments and questions in a public discussion space, within the Moodle site. This allows everyone in the site to share information and benefit from each other's opinions and input. Simply, it's a place where messages can be posted for public display. Chats allows participants to have a real-time synchronous discussion.

To open the forum, click on the forum link.



COMPOSING

Read the instructions provided in the forum description (top on page). Click 'Add a new discussion topic' button.



This brings up an editor where you can type in your subject title (this will be the text displayed as a link in forum) and message. You can also upload a document in the 'attachment' area.

Discussion Forum

▼ Your new discussion topic

Subject

Message

Attachment

1 Add a Subject Title

2 Add content in the second box

3 Optional: upload/attach files



No selection

Enter tags... [Manage standard tags](#)

[Post to forum](#) [Cancel](#)

4 Then, click Post!

When you are ready to post your message, click on the 'Post to forum' button.

READING & REPLYING

When you click on a forum topic link, a list of messages will be shown. To read the message, click on the subject line.

Discussion Forum

Please feel free to ask questions and/or discuss any of the materials with other participants.

Separate groups:

[Add a new topic](#)

Discussion	Started by	Group	Replies
ICWA	Christy Garcia		0
Active Efforts	Christy Garcia		0

1

2

To reply to the message, click the reply button for the message you are replying to. In the lower section of the page below the messages will be an editor where you enter your reply.

3

You can also attach a file.

4

When you are ready to post your reply, click on the '**Post to forum**' button.

NOTE: As soon as you post your message it will be visible to others in the subject. View your post by clicking on it. You can make changes or delete it within 30 minutes after making the post. Once the 30 minutes is up, only the teaching staff or a Moodle administrator can remove the message.

5

This will bring up the message and any replies to it.

EDITING A POST

The editor that is built in to Moodle has several features that are like those available in word processing software. At the top of the editor are buttons and tools that you can use to enhance your text.

Some useful buttons are:



Bullets, numbered lists & indents. Use these if you want to do a bulleted or numbered list, or if you want text indented.



Links. Links can be pasted directly into the editor and will work but rather than pasting the link in full, you can put the link behind text such UOW instead of <http://uow.edu.au>. To do this, select your text in the editor that you wish to make into a link, click the 'insert/edit link' button (the left button in this image) and enter or paste your URL into the Link URL field.



Insert picture or media. The first button is used to insert a picture. Place the cursor where you want the picture to be located, click the first button, select 'Find or upload an image' and use the upload a file to add the image. The Moodle media button is similar but is used to add sound or video files from your computer or videos from YouTube. YouTube links can also be pasted directly into the text in the body of the editor and will automatically display as a video when you post the message.

DISPLAYING MESSAGES

At the top of a discussion posting, you will see a drop-down menu. It will probably be set to 'Display replies in nested form' and is a common way of viewing forums.

The two most common settings are:

- Display replies in **threaded** form

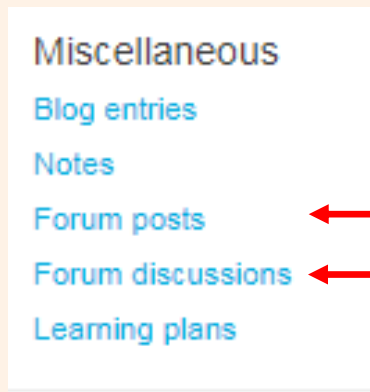
Only the post starting the discussion will be displayed in its full form; replies will be reduced to the headlines (including information about the author and date) and organized chronologically; replies will be shifted towards the right so that only replies to the same post are in the same line.

- Display replies in **nested** form

All posts are displayed in their full forms; replies will be reduced to the headlines (including information about the author and date) and organized chronologically; replies will be shifted towards the right so that only replies to the same post are in the same line.

KEEPING TRACK OF VIEWED POSTS

Read tracking keeps track of the threads and posts that you have been to. To update this, go to your 'Profile' and in the 'Miscellaneous' box, click 'Forum Posts' or 'Forum Discussions' then you can 'Edit,'



Discussion Forum

Add a new topic



Lesson 1

by Nicole Lim - Wednesday, 7 November 2018, 8:18 PM

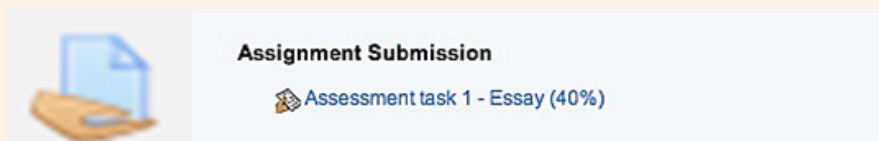
Bahtssal Eastern Pomo Lesson 1

Permalink | Edit | Delete
View the discussion (0 replies so far)

ASSIGNMENT SUBMISSION

Assessment tasks for most subjects must be submitted electronically within your subject's Moodle site. Assessment tasks are usually listed in an 'Assignment Submission' section of your subject's Moodle site and also in the Calendar (assignment due date).

To open the assignment, click on the assignment link.



SUBMIT AN ASSIGNMENT

Safety when solo climbing
In at least 500 words, outline the safety considerations when planning a solo climb.

Submission status

Submission status	No attempt
Grading status	Not graded
Last modified	Tuesday, 3 May 2016, 8:37 AM
Submission comments	Comments (0)

1 **Add submission**
Make changes to your submission

Safety when solo climbing
In at least 500 words, outline the safety considerations when planning a solo climb.

2 **File submissions**

Maximum size for new files: 10MB, maximum number of files: 10

3 You can drag and drop files here to add them.

Save changes **Cancel**

Read the instructions provided in the assignment description (top on page).

Click 'Add submission' button.

To upload files-

- * You can drop and drag a document into the submission area OR

File picker

Upload a file
Recent files
Private files

Attachment
Choose File No file chosen

Save as

Author
Nicole Lim

Choose license
All rights reserved

Upload this file

- * Click 'Add' to use a file browser. Some assignments may have been setup with a text box for answers (in addition to the file uploader).

File submissions

Maximum size for new files: 10MB, maximum number of files: 10

Create folder Download all

Files

Task1.docx

4 **Save changes** **Cancel**

When you are ready to submit your assignment, click on the 'Save changes' button.

Submission status

Submission status	Submitted for grading
Grading status	Not graded
Due date	Friday, 29 June 2012, 3:00 PM
Time remaining	6 days 23 hours
Last modified	Friday, 22 June 2012, 3:04 PM
File submissions	assignment one.docx Export to portfolio

5 **Edit my submission**

Once you have 'Saved changes' a submission status page will open.

Note: You can add comments to your teacher/ marker on this page. You can also edit your submission (such as changing the uploaded document to a newer version).

RECEIVING ASSESSMENT TASK MARKS/ FEEDBACK

Accessing Assignment Marks and Feedback

Assignment Submission

Assignment 1 Submission
Assignment 2 Submission

1

When marking is completed, it may be possible that your marked assignment is available by clicking on the assignment title (e.g., Assignment 1) again.

Activities

Assignments
Forums
Resources

2

Alternatively, if your subject site has an Activities block, you can click 'Assignments' which will open an assignment overview page.

Settings

Site administration
Grades

3

Some lecturers use the Gradebook to make assignment marks available to students. If available in your subject, click on 'Grades' in the Administration block on the left side of the Moodle screen.



Brenda Vasquez

Message

Add to your contacts

User report

Visible groups

All participants

4

This will take you to the Grades module. The table on this screen will list all the assessable items (assignments, quizzes, etc.) included in the subject, the maximum score for each assignment, and the mark or grade you have achieved for each assignment. Feedback comments may also be included. This is called the User Report – Reports on user within the subject site.

Grade Item	Calculated weight	Grade	Range	
Psychology in Cinema				
Analysis				
From Concept to Reality: Trauma and Film	97.09 %	65.00	0-100	65.00 %
A reasonable effort Brenda bu back up your statements with examples from the films studie				
Course discussion	2.91 %	Excellent point	Fair point-Excellent point	100.00 %
Analysis total	48.36 %	68.00	0-103	66.02 %

Note: Some tasks may be marked out of 100, but be worth only 40% of the subject's mark.

TYPES OF FEEDBACK

Depending on how your teacher setup the Assignment Submission drop box, your feedback may be in a number of forms. If your teacher decided to provide 'simple and direct' feedback, your feedback may include some text comments and/or a feedback file to download.

Your teacher may have marked your assignment using an online 'rubric'. If this is the case, you will receive feedback according to the rubric – with or without additional comments.

Your teacher may have setup an online 'marking guide'. If this is the case, you will receive feedback according to the marking guide – with or without additional comments or files to download.

Commentary


For this assignment, you have a choice from the following:

1. Reflect on the actions of residents, a community group, or others involved in action over an issue.
2. Reflect on the strategies and actions of a public interest group.
3. Review a biography or autobiography of a prominent peacemaker/activist.
4. Review a film that critically engages with, comments on, or showcases peace, war or non-violence.

Write a 700-word commentary which links course material and readings to the themes and subject of the case study.

Consult your TA regarding your choice of case study, biography/autobiography or film.

Submission status

Submission status	Submitted for grading
Grading status	Graded
Due date	Friday, 29 March 2013, 11:55 PM
Time remaining	Assignment was submitted 45 days 12 hours early
Last modified	Tuesday, 12 February 2013, 11:16 AM
File submissions	 iPadWebinars.doc
Submission comments	► Comments (1)

Feedback

Grade Commentary for PS1A03 Commentary

Introduction Effective and clear indication of focus and scope	Clear and engaging
Case Study Conveyance of clear understanding of case study?	More explicitly linking your case studies to key themes and concepts would strengthen your analysis.
Level of engagement Depth of engagement and reflection, linking key themes from course material	A very good level of engagement More directly introducing the focus of your commentary will assist the reader and increase overall effectiveness.
Conclusion Representative of material presented, strong and concise	Clear and concise. A couple sentences clearly and directly summarising your key points would tie your commentary together.
Spelling and grammar	very good
Bibliography	Well done
Approval sought for case study	

86.00 / 100.00

Graded on Tuesday, 12 February 2013, 11:18 AM

Graded by  Colin Salter

Feedback comments Some very good work. See the marking guide for a breakdown.

Feedback files  keep calm.jpg

MOODLE MOBILE APPLICATIONS

With Moodle Mobile, you can do the following:

- Browse the content of your courses, even when offline
- Receive instant notifications of messages and other events
- Quickly find and contact other people in your courses
- Upload images, audio, videos and other files from your mobile device
- Track your progress, mark tasks as complete and browse your learning plans
- Attempt quizzes, post in forums and edit wiki pages
- View your course grades

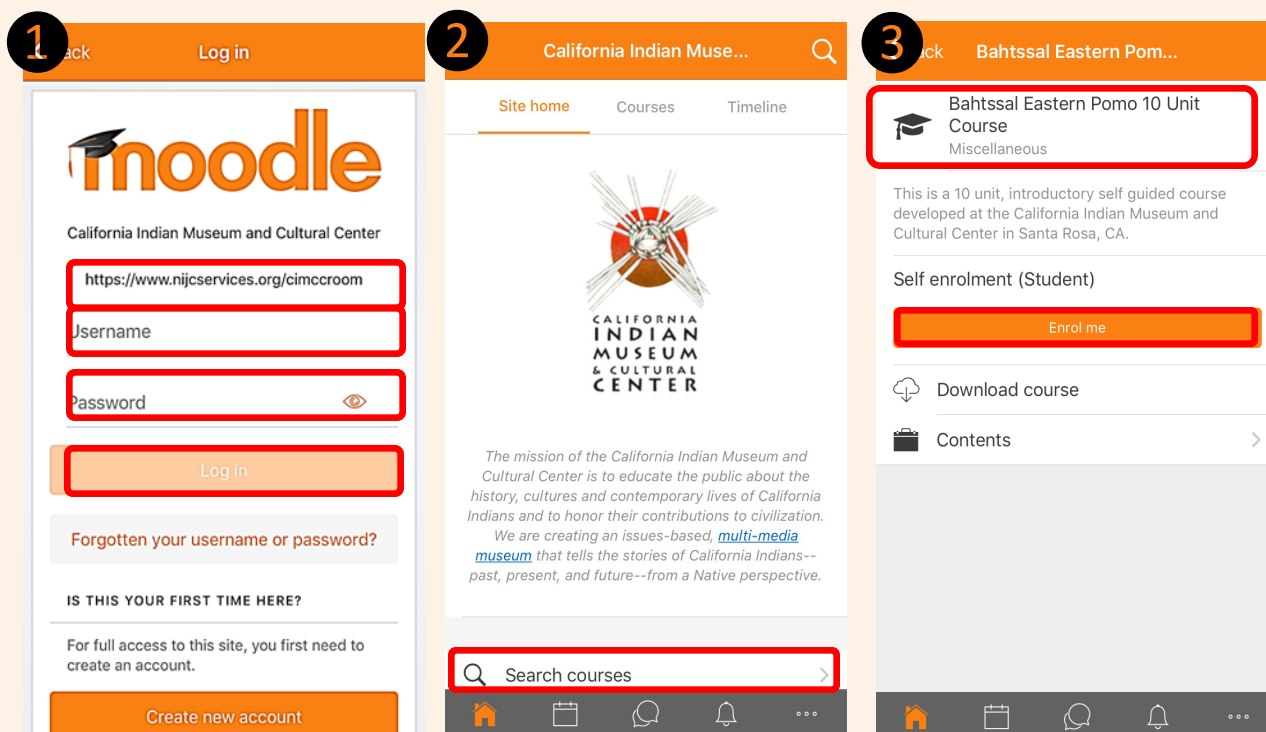


DOWNLOADING THE APPLICATION

To use the Moodle Mobile app, you need to install it from the App Store or Google Play depending on which type of phone or tablet you use: <https://download.moodle.org/mobile/>

LOGGING INTO THE CIMCC SITE

- 1) Type the site address (<https://www.nijcservices.org/cimccroom/>), and then click **Connect!**
- 2) Type your login info, and then click **Log in!**
- 3) Once you log in you will see the second picture below. You will click on search courses and type **"Pomo"** and click **"Search."**
- 4) The Bahtssal Eastern Pomo 10 Unit course will show and click **"Enroll me."** You have an option to download the course and use it at any time without Wi-Fi.





OTHER LANGUAGE LEARNING TOOLS

LANGUAGE LEARNING TOOLS

POMO LANGUAGE RESOURCE

Repository Database

Repository Database

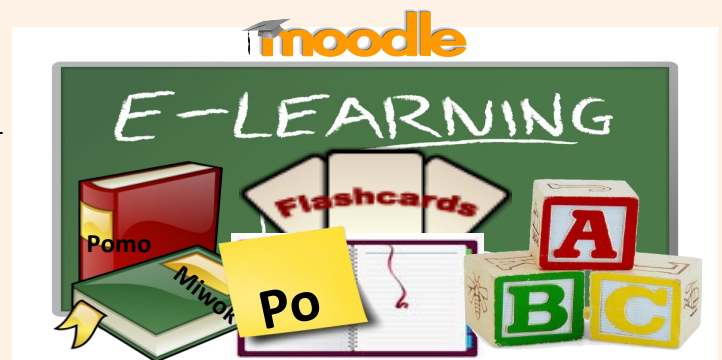
Search

Title	Subject
A Brief Word List of Eastern Pomo	Eastern Pomo
Coyote Salt	Coyote Salt
Introduction	Pomo Villages and Dialect
Poma Genesis	Poma Genesis

This database has 184 entries including vocabulary and translations in regional, Southern, Southeastern, and Central Pomo.

IDEAS FOR LEARNING A LANGUAGE AT HOME OR IN CLASS

- Use the Bahtssal Eastern Pomo mobile application on your phone while taking the course online. As you go through each lesson, you can use the app to hear the sounds for each letter and words.
- Use the language every day. Create a daily schedule and implement your learning with your daily routine. It may be useful to get a planner to create a schedule for your studying.
- Create flashcards for the vocabulary.
- Create post-its and place them around your home.
- Practice, practice, without hesitation with friends and family.
- Speak the language and translate what you are saying to others.
- Teach the language as you are learning it.
- Repetition and making it part of your daily routine helps to learn the language.
- Translate nursery rhymes into Pomo or Miwok.
- Sing Pomo or Miwok traditional songs (if you know any or ask one of your elders to teach you a song, learn the meaning, and try to translate it).



NORTHERN POMO LANGUAGE TOOLS

STEP 1: Go to <http://northernpomolanguagetools.com/>.

The picture to the right is what you will see when you first go to this site. Once on the site, click on any of the bullet points and it will direct you to a new page.

On this website you will find a variety of different tools into the Northern Pomo language.

Northern Pomo, one of seven distinct Pomo languages, was spoken in Northern California for thousands of years. This website is part of a project to archive and make available materials on the Northern Pomo language to support revitalization efforts.



northern pomo language tools

- how to use the website
- about the language
- sounds and letters
- talking dictionary
- phrasicon
- stories and texts
- qr codes at the grace hudson museum
- lessons with flashcards
- everyday expressions
- family tree
- links to mobile apps
- contact us

Word and Pictures An easy way in to these materials is through the **mobile apps**. Using your phone or a tablet you can scroll through pictures. Tap on the picture to hear the word spoken by an elder who was a fluent speaker, and to see how the word is written. To download the Android or iOS version of the app, click the "Links to Mobile Apps" on the Main Menu page of the website.

Sounds and Letters In the "Sounds and Letters" section you can get more practice in hearing the sounds and saying them. There are three parts to the Sounds and Letters section. The first is a chart that allows you to click on a letter and hear the corresponding sound.



The site includes but not limited to:

Learning with Flashcards: Links to short interactive lessons and links to flashcards you can use to practice what you've learned.

Everyday Expressions: Short videos (just a minute or two) that give you a chance to learn how the expression works.

Talking Dictionary: Sound files of fluent speakers saying individual words.

Phrasicon: Phrases and sentences, taken from recordings of three Northern Pomo elders who were fluent speakers.



RESOURCES

Pomo and Miwok Happening Now!



CIMCC RESOURCES AVAILABLE

CIMCC has produced community wide language assessments and status reports, language technological tools, dictionaries, curricula, and resources to continue preserving and revitalizing the Pomo and Miwok Languages. The following language learning technological tools have been promoted to 70% or more of Pomo tribal members and descendants who were non-learners (subscribing more than 200 new learners). CIMCC resources including the list below can be found at: <https://cimcc.org/>

Mobile Language Applications

- [Eastern Pomo \(Bahtssal\)](#)
- [Central Pomo](#)
- [Northern Pomo](#)
- [Southern Pomo](#)
- [Kanwin Words](#)
- [Kanwin Phrases](#)

Websites

- [Eastern Pomo Introductory Online Course Moodle](#)
- [Mukurtu Community](#)
- [Tribal Ambassadors](#)

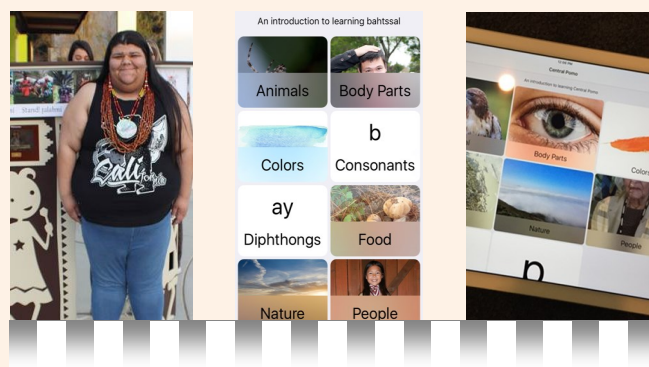
Videos

- [Moodle Enrollment](#)
- [App Promo/Tutorial](#)
- [Native Words Video](#)

Kiosk

- [Indigenous Play for Active Lives](#)

OTHER RESOURCES AVAILABLE



Mobile Language Applications

- [Southern Pomo Smartphone App by Dry Creek Rancheria](#)
- [Learn Miwok Language App](#)
- [Miwok Translator](#)

Websites

- [Northern Pomo Language Tools](#)
- [Northern Pomo](#)
- [Central Miwok Dialect Memrise Course](#)
- [Pomo Kashaya Dialect Language Resources](#)

Dictionaries

- [Northern Sierra Miwok Dictionary](#)
- [Southern Sierra Miwok Dictionary](#)
- [Plains Miwok Dictionary](#)

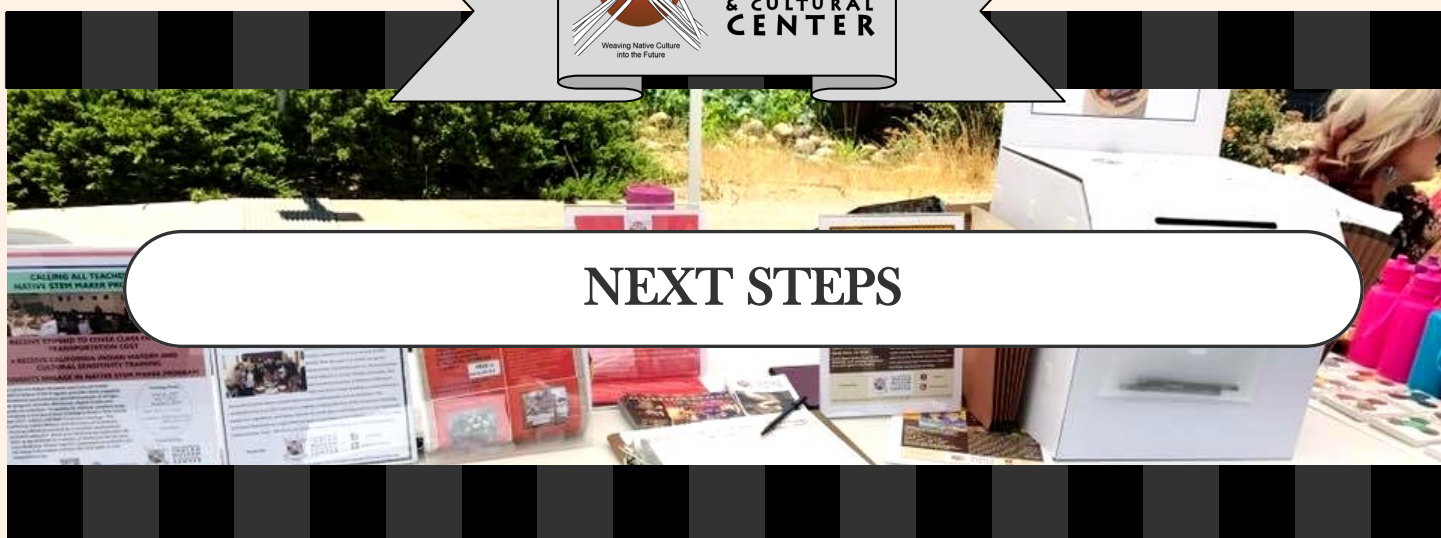
Videos

- [Miwok App](#)
- [Learn Miwok](#)



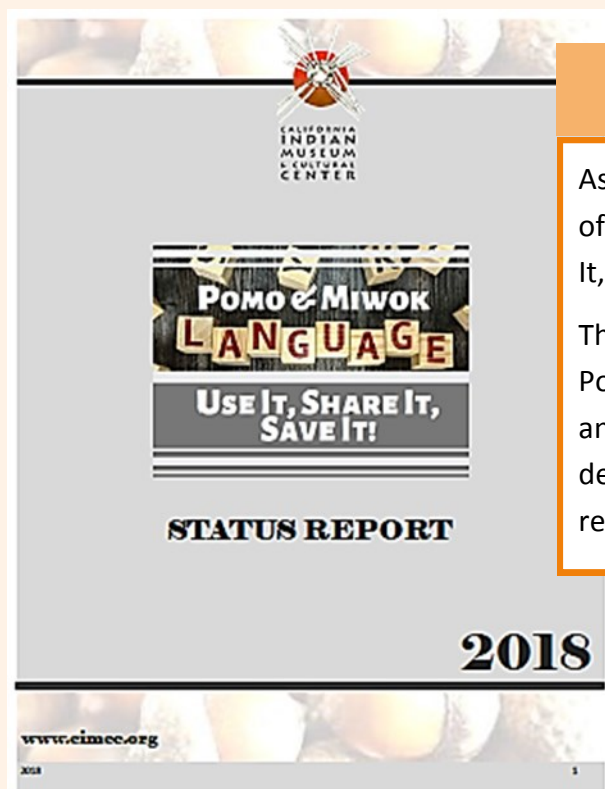


NEXT STEPS



NEXT STEPS

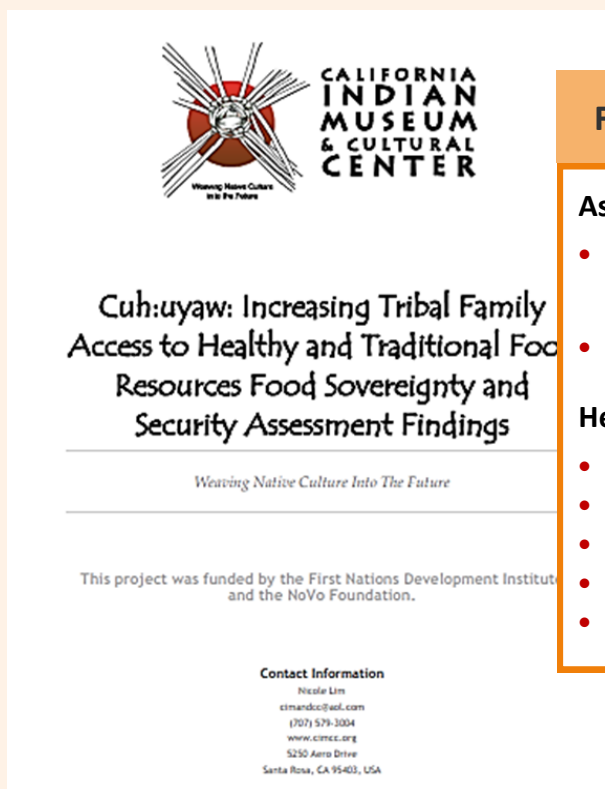
Pomo Language Preservation & Revitalization



LANGUAGE STATUS REPORT 2018

As a result, this annual report was generated by the results of the Pomo and Miwok Language Assessment: Use It, Share It, Save It! conducted during 2017-2018.

The purpose of this assessment is to continue providing Pomo and Miwok communities' opportunities to preserve and revitalize the Pomo and Miwok language through the development of new learning approaches, activities, and resources. For more information, visit www.cimcc.org.



FOOD SOVEREIGNTY AND SECURITY ASSESSMENT

Assessment Findings

- [Food Sovereignty Security Community Assessment Findings presentation slides](#)
- [Report](#)

Healthy Foods Resource Guides

- [Healthy Foods Resources Map](#)
- [Sonoma County](#)
- [Mendocino County](#)
- [Lake County](#)
- [Traditional Food Resources](#)

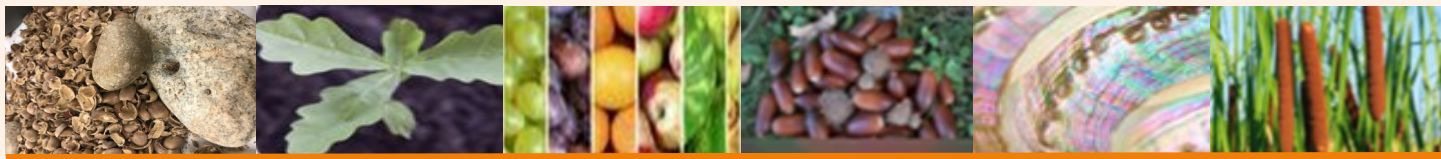
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