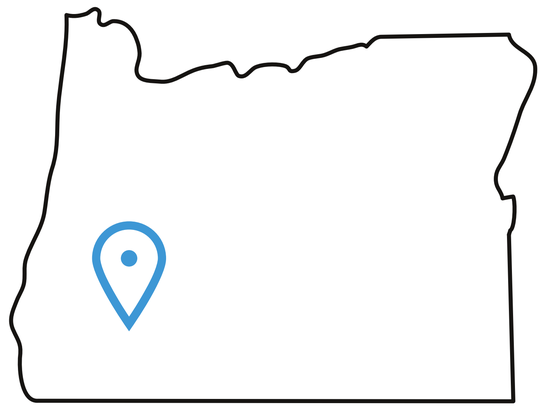
CAREER JOURNEYS

Lesson 37

Elizabeth Bryant

Lead Takelma Teacher Learner



Roseburg, OR

About Elizabeth

Elizabeth Bryant is the lead Takelma language teacher and a member of the Cow Creek Band of Umpqua Tribe of Indians. Her work involves the revitalization and teaching of the Takelma language, which had no living speakers until recent efforts to revive it. She also oversees the Cow Creek Youth Council, where she actively engages young people in cultural and language preservation.

Elizabeth's role as a language teacher is deeply personal and rooted in her desire to honor her ancestors and ensure the survival of their cultural heritage. She finds immense satisfaction in watching her students progress from beginners to confident speakers of Takelma. This work is not just a job for Elizabeth; it's a mission to restore and strengthen the cultural fabric of her community. By revitalizing the Takelma language, she is helping to preserve the worldview, values, and traditions of her people.

Elizabeth's story is a powerful reminder of the importance of cultural preservation and the role that language plays in maintaining a community's identity. Her work ensures that future generations will not only have the opportunity to learn their ancestral language but also to connect with their heritage in a meaningful way.

Objectives

Students will:

- Learn about the importance of language revitalization, particularly the Takelma language.
- Understand the cultural significance of the Takelma language and its impact on community identity.
- Explore the challenges and rewards of working in language preservation.
- Reflect on the role of cultural heritage in shaping one's career path.

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Resources

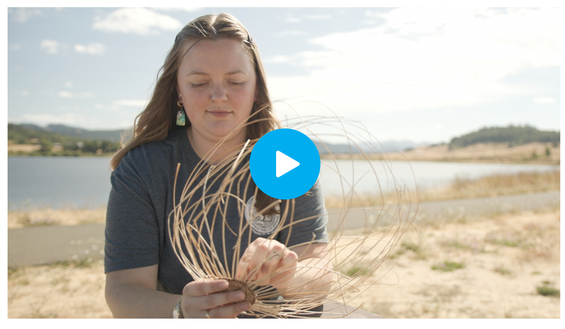
1. Career Journeys Video: Elizabeth Bryant – Lead Takelma Teacher Learner (time)

2. Career Journeys Video: Q&A with Elizabeth Bryant (time)

3. Career Journeys Instructional Materials

Teacher Prep

Preview the 2 videos listed in the resources section at left.



Instructor's Note

The videos can be screened for groups of students or assigned individually for self-guided study.

Instructors should be prepared to facilitate a conversation around the significance of language revitalization, particularly in the context of Indigenous communities. This may include discussing the historical context of language loss due to colonization and the ongoing efforts to preserve and revitalize endangered languages. Instructors should be aware of the sensitive nature of these topics and encourage a strengths-based discussion that highlights resilience, cultural pride, and the importance of preserving linguistic heritage.

Instructors are encouraged to have some familiarity with the Takelma language's history, its significance to the Cow Creek Band of Umpqua Tribe of Indians, and the broader movement of Indigenous language revitalization. Additionally, be prepared to address any questions or misconceptions students may have about the importance of cultural and linguistic preservation.

Lesson Plan

WARM-UP

Share the following:

Elizabeth Bryant is a lead Takelma language teacher for the Cow Creek Band of Umpqua Tribe of Indians. As a key figure in the revitalization of the Takelma language, she works tirelessly to reconnect her community with their ancestral language and culture.

To focus student engagement, provide the following grounding questions prior to viewing the Profile Video:

- What comes to mind when you think of language revitalization?
- Why might someone choose to work in language preservation?
- How can language connect people to their cultural heritage?

Provide students with the Profile Video (linked above) for synchronous or asynchronous viewing.

After viewing the Profile Video, ask students to engage in a brief dialogue, quick write, or table talk on the grounding questions provided.

INSTRUCTION

Provide students with the following discussion questions prior to viewing the Q&A Video:

- What are some of Elizabeth Bryant's job responsibilities?
- How does teaching the Takelma language help preserve cultural heritage?
- What challenges did Elizabeth face in her career journey?
- How does language revitalization impact the community?

Provide students with the Q&A Video for synchronous or asynchronous viewing.

After viewing the Q&A Video, ask students to engage in a dialogue based upon the discussion questions as a class, group or partner.

Ask students to complete a Quick/Extended Write and/or Individual/Group Research project.

Quick/Extended Write

- Students can evaluate, analyze, or apply their understanding by completing a quick write-up based upon a topic from the above discussion items.
- Ask students to write a journalistic 250-350 word profile story that would introduce Elizabeth and describe her career path to readers.
    - Here's a **useful link** you can use to help students craft their profiles.

Individual/Group Research

- Students can choose this career path or related fields and complete research to determine necessary education, work experience, day-in-the-life tasks, job availability, and salary range.
- Students can explore more about the Takelma language and its history, as well as other efforts in language revitalization.

EXTENDED LEARNING ACTIVITES

Provide students with Extended Learning Activities for deeper engagement through the following ways:

- Small group discussion
- Socratic Seminar
- Word Walls
- Gallery Walk
- Career path and/or career vision poster
- Resumes: what are they, how to build them
- How to fill out a job application
- Mock Interviews

REFLECTION OF LEARNING

Students should be able to reflect upon, and:

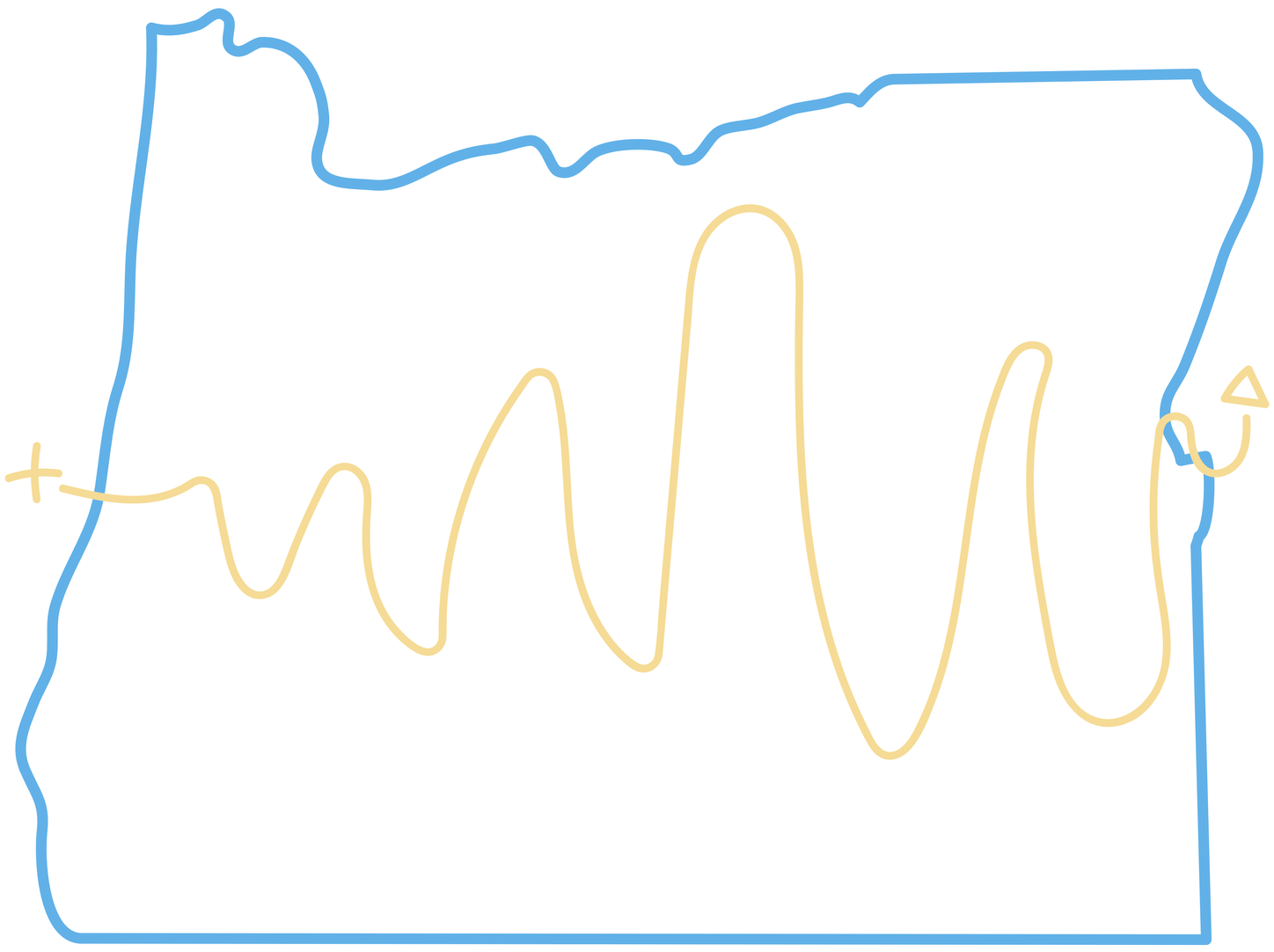
- Identify the skills needed to work as a language teacher, particularly in the context of cultural preservation.

- Identify and describe careers that are related to or share similarities with language preservation.

- Categorize this career into the CTE Career Clusters and determine the academic courses, experiences, and opportunities available to them at their school and region.

- Envision themselves in this career area and consider if they would desire to pursue opportunities to further explore and prepare for this occupation.

Thank you for following us on this journey!



Share with us!

Join **Oregon Open Learning** and become a member of the **Oregon Career Awareness and Exploration Group**!

Share your unique lesson plans and units developed around the Career Journeys Video Series with educators, counselors, mentors and families around the state.

A collaboration between the Journalistic Learning Initiative, the Oregon Department of Education and the University of Oregon School of Journalism and Communication

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