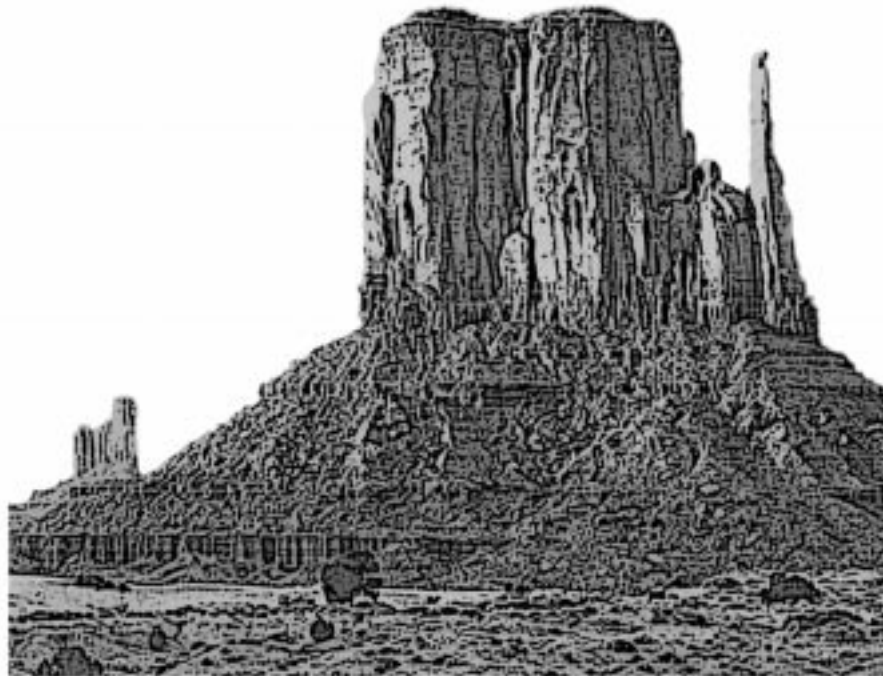


# Eighth Annual Stabilizing Indigenous Languages Symposium

Merging Tradition & Technology  
to Revitalize Indigenous Languages



Northern Arizona University, University Union  
Flagstaff, Arizona, June 14, 15 & 16, 2001

# Don't Wait

Little time remains.  
We must slow ourselves  
Quickly.  
Stop to realize  
Our languages are our future.  
Period.

If our language disappears  
We will have become  
Something else.  
With ancient knowledge lost  
We will not be ourselves  
We will be something else.

If you agree then learn.  
Then learn more.  
Then help.  
Don't wait.

If you disagree  
Or can't understand  
Then you are wandering  
Lost.  
Already have become  
Lost.  
Lost to money, or maybe  
Something else.

Don't wait, no time.  
No time  
For excuses, reasons —  
Even good ones.  
No time.  
Everyone not lost is needed  
Because we are but few.  
  
Don't wait anymore.  
Take nothing for granted.  
Be thankful for our teachers.  
But for them it would be gone.  
Wake yourself!

In a half-generation  
It could be gone.  
Lest we awaken ourselves  
Today.  
Don't wait.

Helpers! We thank you.  
Teachers! We thank you.  
Helpers! Know this:  
There is no time to argue,  
Quibble, or criticize.  
No more time.  
No more.

Ourselves — awaken!  
Ancestors — awaken!  
Helpers — awaken!

Don't wait  
Anymore.  
We must act.  
Ensure ourselves,  
Our children,  
Our generations  
To remain  
Ourselves.

Awaken first  
Our ears.  
Awaken then  
Our tongues.  
Awaken then  
Our children.  
Awaken then  
The grandchildren.  
Awaken then  
Their grandchildren.  
Awaken then, our powers.  
Awaken then, our dreams.  
Awaken thus  
Ourselves.

Ginoozhe (a/k/a Andrew Gokee)  
Makwa Doodem (Bear Clan)  
Aninshinaabe (Ojibwe)  
Miskwaabikong Ishkonigan, Washkonsing  
(Red Cliff Chippewa Reservation, Wisconsin)



# Stabilizing Indigenous Languages

Greetings:

It gives us great pleasure to welcome you to Northern Arizona University for the Eighth Annual Stabilizing Indigenous Language Conference. Through our respective languages we find unity, knowledge, strength and kindness. From many parts of the world we gather here to discuss, present and bring hope to one another in this journey to *preserve, maintain and revitalize our languages*. This is our task because we have chosen it.

Our occupations that bring about this task are varied. From the classroom instructor to the grandparents who communicate to the children, any endeavor that requires the use of the language is imperative to the survival of the Indigenous Nations. Here at this conference is where we will put our effort on the table for others to see and for others to take.

Merging the technology of the present with the teachings of the ancestors will create a defined future for generations to come. Different methods, anything that it takes to stop the silencing of the mother tongue, that is what we must grasp. Take a little of this, a little of that and use what works for your community, your situation and your people. In the efforts of the participants we will work towards a day where our children become the teachers of our language to their children and their children... And so it will continue.

We wish to thank Northern Arizona University and its Center for Excellence in Education, Center for Sustainable Environments, Institute for Native Americans and Cline Library as well as the Navajo Nation Rural Systematic Initiative, Little Singer Community School and the Salt River O'odham-Piipaash Language Program for their support of this conference.

We would also like to thank the conference planning committee, including Elsie Carr, Tuba City Unified School District; Regina Hale, Joseph Martin, Gary Nabham, Evangeline Parsons-Yazzie and Veronica Yepa, Northern Arizona University; Sharon Nelson-Barber, WestEd; Sheilah Nicholas, University of Arizona; Peter Thomas, Chinle Unified School District; Lucille Watahomigie, Peach Springs Unified School District; and Paulina Watchman, Navajo Nation Rural Systemic Initiative. A special thanks goes to Dr. Louise Lockard and the Learn in Beauty Teacher Training Grant for the support they have given to this conference, without which it could not have taken place.

We welcome this year's participants to Northern Arizona University and the City of Flagstaff. We honor all guests to the state of Arizona and to those who have made the long journey; we welcome you to our country. Join us here at the base of the San Francisco Peaks, sacred mountains of the Navajo and Hopi Nations, as we greet old friends and create new ones. We look forward to spending this time together with you.

Gary W. Owens, Jr.

Jon Reyhner

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**Thursday, June 14, 2001**

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**Little Singer School Visit: 8:30 AM - 4:30 PM**

(Meet at Information Desk, 1<sup>st</sup> Floor, University Union—Ticket Required & Lunch Provided)

**Book Exhibits & Registration: 5:00 PM - 8:00 PM, Walnut Room, University Union**

**Reception: 6:00 PM - 8:00 PM, Havasupai Room A,B,C, University Union**

**Opening Ceremony, Salt River O’Odham-Piipaash Indian Community**

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**Friday, June 15, 2001**

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**Registration, Coffee, & Book Exhibits**

**8:00 AM - 5:00 PM Walnut Room, University Union**

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**Concurrent Sessions I: Friday, 8:45 AM - 9:30 AM**

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**1. Reclaiming Our Native Language**

**The Seneca Community-based Language Immersion Program**

Cline Library Assembly Hall

Lori Quigley, Phyllis Bardeaux, Yolanda Smith & Jennifer Maybee, Seneca Nation

Members of the Seneca Education Department will demonstrate a variety of curriculum materials created through their language immersion program with the use of modern technology. Materials include elder interviews and language lessons produced on videos and cassettes for use at home and in the classroom that utilize the tribe’s two Distance Learning Labs offering a virtual immersion experience.

**2. Choctaw Internet Courses in Oklahoma**

Havasupai Room A,B,C

Lillie Roberts, Wayne Coston & Hannah Bryan, Choctaw Nation of Oklahoma

Marica Haag, University of Oklahoma

In February 2000 the Choctaw Nation of Oklahoma began live broadcasts of the Choctaw language over the Internet using streaming audio and video. Over one thousand students have enrolled in the courses, which are in their fourth semester. The team describes the history of the program, day-to-day operations, curriculum, measures for evaluating its success, and its effects on the language community.

**3. Where is the Navajo Verb in the Sea of Navajo Nouns?**

**Teaching Navajo in the High School**

Sycamore Room, University Union: Double Session (8:45-10:30 AM)

Wayne Holm, Irene Silentman, Laura Wallace, Navajo Nation Language Project

The traditional approach to teaching Navajo language in any form is always teaching word lists and nouns. In reality, Navajo is a verb-based language and learning only nouns will communicate very little, if any. Thus this session demonstrates some techniques and strategies for teaching Navajo verbs, and we demonstrate ways to teach the language rather than teach about it.

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**Concurrent Sessions I: Friday, 8:45 AM - 9:30 AM (Continued)**

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**4. Documenting Keresan Pueblo Indian Sign Language**

Oak Creek Room, University Union

Walter Paul Kelley & Tony L. McGregor, University of Texas, Austin

Keresan Pueblo Indian Sign Language (KPISL) found on one New Mexico Pueblo is different from other Indigenous sign languages. It is becoming endangered and recording has been conducted in order to save it. A brief history of American Indian Sign Language and some KPISL signs along with Cheyenne and American Sign Language will be presented.

**5. Challenges Facing Indigenous Language Programs**

Kaibab Room, University Union North

Salt River O'Odham-Piipaash Language Program Staff: Kelly Washington, Facilitator

Presenters share and discuss common obstacles that individuals and programs can face within their communities (i.e., dialect differences, writing systems, use of outside professionals). The need to develop effective methods to address these obstacles is the key topic. We need to gain insight on what we can be up against in order to rectify the issues that can stop us from pursuing language learning.

**6. Anishinaabemowin-Teg**

Cline Library Room 200, Double Session (8:45 AM to 10:30 AM)

Shirley Williams, Trent University; Martina Osawamick, Cambrian College

Isadore Toulouose-Bebamikawe, York Region School Board, Sutton West, Ontario

This session focuses on how to make language teaching fun and how to go about creating and publishing compact disks and audio tapes. All the presenters are originally from the Wikwemikong First Nation in Canada where the native language is Ojibwe.

**7. Coming to Light: Edward S. Curtis and the North American Indians**

Cline Library Screening Room A, Double Session (8:45 AM to 10:30 AM)

This 2000 film describes American photographer Edward S. Curtis whose documentation of Native Americans is appreciated today especially by their descendants for the preservation of their culture.

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**Concurrent Sessions II: Friday, 9:45 AM -10:30 AM**

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**8. Caring for the Language, Caring for the Land:****An Integrated Approach to Language Maintenance and Ecological Restoration**

Cline Library Assembly Hall

Luisa Maffi, Terralingua

Describes how *Terralingua*, an international group supporting language diversity around the world, works by means of research, information, and advocacy to explore links between languages and environments. In collaboration with researchers at Northern Arizona University, *Terralingua* is embarking on an effort to bring together university- and community-based experts on language maintenance and on ecological restoration to learn from one another and to seek common bases for joint work to protect and care for diversity in nature and culture.

**9. The Interactive Cree Grammar Project:  
A Participatory Action Research Effort with the Cree People of Eastern James Bay  
(Quebec, Canada) to Document and Strengthen Their Language using the Internet**

Havasupai Room A,B,C, University Union  
Marie-Odile Junker, Carleton University, Ottawa, Quebec  
& Louise Blacksmith, Cree School Board, Quebec, Canada

PowerPoint demonstration of our web site at <http://www.eastcree.org>. The Interactive Cree Language Project is a collaborative effort between linguists and educators of the Cree School Board.

**10. Beginning Level Instruction for Languages Without Fluent Speakers**

Oak Creek Room, University Union  
Kelina Lobo, University of California, Berkeley

A demonstration of beginning level, oral based language learning activities and games for languages such as Luiseno and Juaneno without fluent speakers and languages with limited access to fluent speakers. Using recordings and linguistic documentation, instruction can be scripted in advance, creating a learning environment where students can build oral, listening and narrative skills. Sample activities, lessons, and a bibliography will be available.

**11. Panel: Issues Facing Indigenous Communities and Indigenous Language Teachers**

Kaibab Room, University Union North  
Facilitator: Gary Owens Jr., O'Odham-Piipaash Language Program—Panel: Lucille and Philbert Watahomigie, Hualapai Nation; Peter Thomas, Chinle USD; Anita Pohlayea, Hopi Language Project; Gary Frederick & Kelly Washington, O'Odham-Piipaash Language Program.

Participants are encouraged to share with the panel the challenges facing their language programs and any solutions they have found to those challenges. (Continues Presentation # 5)

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**First General Session: Friday 10:45 AM - 11:45 AM**

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**Keynote Speaker: Oscar Kawagley, University of Alaska**

***A Yupiaq Worldview: A Pathway to Ecology and Spirit***

**Welcome by Dan Kain, Associate Dean, NAU Center for Excellence in Education**

**Introduction by Joe Martin, Northern Arizona University**

Cline Library Assembly Hall

Angayuqaq Oscar Kawagley is a Yupiaq indigenous educator and faculty member of the University of Alaska's School of Education. Born in 1934 in Bethel, Alaska, he was educated in Bureau of Indian Affairs and Territorial schools. He has been an elementary and high school teacher, been state supervisor for the Boarding Home Program in Alaska, directed the Indian Education Project for the Anchorage School District, and directed the Department of Native Education for the Lower Kuskokwim School District. He is author of *A Yupiaq Worldview: A Pathway to Ecology and Spirit*.

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**Lunch (On Your Own): 11:45 AM - 1:30 PM**

(Lunch is Available for Purchase on the 1<sup>st</sup> Floor of the University Union)

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**Tuba City Student Performance**  
Havasupai ABC, University Union  
(Bring Your Lunch)

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**Concurrent Sessions III: Friday 1:30 PM - 2:15 PM**

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**12. Abaachi Mizaa Ilkee' Sijjai: Dictionary of Jicarilla Apache**

Cline Library Assembly Hall

Melissa Axelrod, Jule Gomez de Garcia, University of Colorado; Jordan Lachler,  
University of New Mexico; Maureen Olson & Wilhelmina Phone, Jicarilla Apache Nation

This paper reports on the progress of a project to produce a dictionary of the Jicarilla Apache language. This collaborative project, involving native speaking language/culture specialists from the Jicarilla Apache Nation and linguists from three universities, aims to make language documentation efforts a major part of a language revitalization program.

**13. Awakening the Languages Part II: A Responsible Approach to Evaluation**

Havasupai Room A,B,C, University Union: Double Session (1:30 PM - 3:15 PM)

Akira Yamamoto, Ofelia Zepeda, Tessie Naranjo, Mary Linn,  
Lizette Peter, Inee Slaughter & Sheilah Nicholas, Indigenous Language Institute

A report of the current indigenous language maintenance and revitalization programs in the United States and describes what would constitute responsible steps toward program evaluation.

**14. If I Lose My Language, I Lose My Identity**

Sycamore Room, University Union

Elizabeth Isaac & Gladys Yellowhair, Kayenta Unified School District

Teachers from the Kayenta Primary School Navajo Language Immersion Project discuss ideas and techniques incorporating technology for beginning learners of an Indigenous Language. Participants will develop a portfolio of ideas from samples of lessons and hands-on activities.

**15. Weaving Our Roots**

Oak Creek Room, University Union

Leon Koruh, Lamar (Bear) Honyaktewa & Leora Koruh, Musangnuvi Artisan Project,  
Debra Moon, Hopi Pu'tavi Program & Brian Bielenberg, University of California at Berkeley

Cultural preservation is inextricably tied with language, with youth, and with economic development. In this workshop adult members of the Musangnuvi Artisan Program and Musangnuvi youth will demonstrate how immersion techniques are being used to teach language through the traditional “technologies” of pottery, beadwork, weaving, armband sewing, piki making, painting, and drawing

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**Concurrent Sessions III: Friday, 1:30 PM - 2:15 PM (Continued)**

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**16. Native Language Revitalization Demonstration**

Kaibab Room, University Union North

Lucille J. Watahomigie, Philbert Watahomigie, Josie Powsey, Rosella Siyuja, Gloria Susanyatame & Angie Watahomigie, Peach Springs Unified School District #8

Demonstration using Walapai and Havasupai examples of how indigenous traditions and modern technology complement efforts to revitalize indigenous languages and cultures. Students will demonstrate language lessons on the computer, TPR, and other effective ways of teaching/learning a native language. Handouts will include the dual language/immersion program philosophy, curriculum developments samples, and community involvement.

**17. The Use of Computer-based Audio Editing Systems to Create Indigenous Language Education Materials and to Preserve Language Archives**

Cline Library Room 200 (2<sup>nd</sup> Floor)

David Kerzner, William Patterson University, New Jersey

This presentation will explore the equipment and techniques used by the Seneca and Tuscarora Nations Education Department of the Seneca Nation to create materials for language instruction to grammar school students. The audience will be given a basic understanding of the equipment necessary to record and edit audio along with a demonstration of this process.

**18. Voices from the Trading Post**

Cline Library Special Collections (2<sup>nd</sup> Floor)

Bradford Cole & Kristin Mann, Northern Arizona University

Oral history is an important collection development tool for documenting local and community history. The Cline Library Special Collections and Archives worked with the United Indian Traders Association (UITA) to develop a World Wide Web exhibit and an educational CD-ROM with a companion teachers manual that includes 45 interviews with individuals involved in trading and full text transcripts of the oral histories.

**19. *E Ola Ka 'Olelo Hawai'i***

Cline Library Screening Room A

1997 film describing the most successful effort for indigenous language revitalization in the U.S. It tells the story of over a century of decline for the Hawaiian language and the revival of its use in the past two decades. Through interviews, archival footage, and visits to Hawaiian language immersion classrooms, this video makes a powerful statement about the value of the Hawaiian language and culture for Native Hawaiians. The videotape describes how they learned about Maori "language nest" immersion preschools, implemented them in Hawaii, and then expanded Hawaiian language immersion instruction into the public schools of Hawaii by getting state English-only laws changed. Winner of two Canadian film festival awards. In Hawaiian with English subtitles.

**20. Promoting Navajo Language Through Literature**

Cline Library Assembly Hall

Clara Bedonie & Rosie Jones, Tuba City Public Schools, Arizona

Focuses on using Navajo literature in teaching and encouraging oral use of the Navajo language at the elementary level. The presenters share how they encourage college level students to create Navajo literature that is then used to teach Navajo language in the classroom. Various ways Navajo literature can be used to promote language use, literacy and language experience through various strategies and methods. Some of these include the use of puppetry, flannel board story telling, role playing, theme learning, interactive reading and extension activities.

**21. Racing Against Time: A Report on the Leupp Navajo Revitalization Project**

Sycamore Room, University Union

Michael Fillerup & Amy Begay, Flagstaff Public Schools, Arizona

Introduces an exciting language preservation program designed to help students become proficient in Navajo while enhancing their English skills and preparing them to meet academic standards. Introduces the Navajo-specific curriculum with sample units of study, presents examples of how modern technology can be used to unite the Old Ways with the New Ways and engages participants in a candid discussion of some of the challenges in developing and sustaining a language preservation program.

**22. Ancient Science, Technology and Tribal Mythology**

Oak Creek Room, University Union

Robert St. Clair, University of Louisville, Kentucky

My quest for understanding of the Medicine Wheel has led me to further investigate the field of science known as Archeoastronomy. Presents an intriguing description of the knowledge of the skies described by ancestral traditions. With the writing of Velikovsky, many astronomers began to seriously study the myths of indigenous groups all around the world. Their findings gave new interpretations to rock paintings, pictographs, earth mound cultures, and temple building empires. The stories of creation that emerged from these groups are not to be devalued in any way as they describe accurately the astronomy of the past. Another finding is the year 10,500 B.C. which continues to emerge as a significant time in the past of these tribes. Speculations about these findings are discussed.

**23. Teaching Native American Literature at Rock Point Community School**

Grand Canyon Room, University Union

Priscilla Chee, Louise Tohtsonie, Jim Tohtsonie & Janice Begay,  
Rock Point Community School, Arizona

Two diverse Navajo lessons on a text read by 5<sup>th</sup> and 7<sup>th</sup> grade students will be shared by teachers. The whole-class lesson focuses on reading and writing skills. Some creative, personal poems written by students and draw charts of their book understandings will also be shared.

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**Concurrent Sessions IV: Friday, 2:30 - 3:15 PM (Continued)**

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**24. “But We Need Teachers”—**

**The Canadian Indigenous Languages and Literacy Development Institute  
Addresses the Issues of Teacher Preparation for Stabilizing Indigenous Languages**

Kaibab Room, University Union

Heather A. Blair & Donna Paskemin, University of Alberta, Priscilla Settee, University of Saskatchewan, & Brenda Ahenakew, Federation of Saskatchewan Indian Nations

Discusses the role of teacher preparation as a component of language planning for stabilizing Indigenous languages, outline the philosophical and epistemological framework of the Canadian Indigenous Languages and Literacy Development Institute (CILLDI) and provides examples of program, curriculum and methodology developments.

**25. Voices from the Canyon**

Cline Library Room 200 (2<sup>nd</sup> Floor)

Irene Bizahaloni, Marilyn Tso, Chinle Unified School District, Arizona

Dual language teachers from Chinle Primary School demonstrate a thematic unit and discuss how they have integrated the Arizona Mathematics Performance Standards with a curriculum based on the personal and cultural knowledge of their Navajo students.

**26. *Transitions: Destruction of a Mother Tongue***

Cline Library Screening Room A

This 1991 film by Blackfeet producers explores the relationship between languages, thoughts, and culture and examines the impact of language loss in Native American communities. The film chronicles the loss of the Blackfeet language from 1890 to 1990. The film also illustrates the commonality of language loss amongst Indian tribes and other ethnic groups in America.

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**Concurrent Sessions V: Friday, 3:30 PM - 4:15 PM**

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**27. Ts’enide Si (We are Waking Up)**

**A Dene Community Celebrates Its Language and Cultures**

Cline Library Assembly Hall

Valerie Wood, Alex Janvier, Joyce Metchewais, Chief, John Janvier Cold Lake First Nation  
Sally Rice, University of Alberta

In this presentation we discuss the rationale behind a community-wide Dene Language Festival held to celebrate and promote Dene language and culture. Actual activities will be described, along with community aftereffects in terms of individual language use and band policy practice.

**28. Saving a Language with Computers, Tape Recorders and Community Radio**

Havasupai Room A,B,C, University Union  
Ruth Bennett & Silis Jackson, Hoopa Valley Tribe, California

We will simulate a weekly radio show, the most recent Hupa Language Program innovation, show how technology has entered the Hupa language curriculum, and demonstrate some curricula generated with technology consistent with a Language Proficiency Method of instruction. These include lesson plans prepared on word-processing programs, databases, and tape-recorded conversations. The Hupa Language Program has used innovative instructional techniques since beginning a community language class in 1962 and is using these tools in ways that have applicability to other indigenous language programs in northern California and beyond.

**29. Indigenous Language Institutes**

**Meeting the Needs of Tribal Language Preservation Through Higher Education**

Sycamore Room, University Union  
Sheilah Nicholas, University of Arizona

Contemporary tribal communities are facing their greatest challenge; reversing language shift, particularly among their youth. Early efforts addressing this challenge have emanated from individual community members working at grassroots levels. This presentation describes how such commitment can find support in indigenous language institutes and specifically describes one such program that has provided such support for 22 years, the American Indian Language Development Institute now housed at the University of Arizona.

**30. Language and Elders: Our Children's Birthright**

Oak Creek Room, University Union  
Evangeline Parsons Yazzie, Northern Arizona University

This presentation is on how Elders perceive their language and how children are missing out on their heritage and their birthright because they do not speak the language of their Elders.

**31. Active Parental Involvement in the Curriculum and What Parents Learn: A Videotaped Case Study of Mother Tongue & Culture Maintenance, Revitalization & Expansion**

Grand Canyon Room, University Union  
Roberto Carrasco, Willard Gilbert & Maybelle Little, Northern Arizona University

Presents a videotaped case study of a bilingual Navajo-English 5<sup>th</sup> grade classroom science lesson that provides a theoretical base for encouraging and implementing "active" parental involvement for the purpose of maintaining, revitalizing and expanding mother tongue sociolinguistic repertoires. "Parental active engagement" in the school curriculum will also be defined and discussed.

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**Concurrent Sessions V: Friday, 3:30 PM - 4:15 PM (Continued)**

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**32. Diné Teacher Education**

Kaibab Room, University Union North  
Gloria Emerson, Santa Fe, New Mexico, Anita Pfeiffer, University of New Mexico  
Daniel McLaughlin, Diné College, Navajo Nation

The purpose of this panel presentation is to share ideas and experiences regarding a historical perspective of selected approaches to teacher education as it is developed on the Navajo Nation from the mid-1960s to the present. Case review of successful models will be explored with consideration of important factors that allowed these models to work for the students discussed. As part of this discussion one of the panel members will provide a philosophical overview, with examples, definition and a discussion of aesthetic knowledge.

**33. Oral History Projects Share the Wealth of Navajo Language**

Cline Library Room 200 (2<sup>nd</sup> Floor)  
Sara Begay and TAG Students, Leupp Schools, Inc., Arizona

Describes how Navajo teachers and their students interviewed community members, photographed landforms and recorded an oral history to share with classmates online.

**34. *Project Traditions and Technology***

Cline Library Screening Room A

This videotape describes the Hualapai K-8 bilingual program at Peach Springs, Arizona. Narrated by N. Scott Momaday, it describes how students academic skills are promoted by using both Hualapai traditions and modern computer technology.

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**Entertainment: Friday, 5:00 PM - 6:00 PM, Ashurst — Suzuki Youth Violin Group****Banquet: Friday, 6:00 PM - 7:00 PM, Ashurst (Ticket Required)**

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***Banquet Speaker:*****Luci Tapahonso, University of Arizona*****The One Who Remembers:******Poems and Songs for Returning Home*****Introduction by Evangeline Parsons Yazzie, Northern Arizona University****7:00 PM - 8:00 PM: Ashurst**

Luci Tapahonso is Diné (Navajo) originally from Shiprock, New Mexico, and is a professor of American Indian Studies and English at the University of Arizona in Tucson. She is the author of three children's books and five books of poetry including *Blue Horses Rush In*, which was awarded the Mountain and Plains Booksellers Association's 1998 Award for Poetry. Professor Tapahonso's latest children's book, *Songs of the Shiprock Fair*, celebrates the annual Navajo fair in northwest New Mexico.

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**Saturday, June 16, 2001**

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**Registration, Coffee, & Book Exhibits  
8:00 AM - 4:15 PM Walnut Room, University Union**

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**Concurrent Sessions VI: Saturday, 8:45 AM - 9:30 AM**

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**35. A First Nation School Project: Integrating Cree Language and Culture with Provincial Curriculum, Utilizing Museum, Archival and Community Resources**

Cline Library Assembly Hall: Double Session (8:45 - 10:30 AM)

Iris Loewen, Josephine Small, Pam Aleekuk & Shirley Oker,  
Ermineskin School, Hobbema, Alberta, Canada

This Project is a group of teachers effort to meet the challenge of integrating Cree language and culture into school curriculum. We demonstrate the methodology employed for the maintenance and revival of Cree language with the Cree curriculum.

**36. Development of Cultural Materials for the Elementary School**

Havasupai Room A,B,C: Double Session (8:45 - 10:30 AM)

Sharon Selestewa, Irma Smith, Frances Numkena & Georgia Dick,  
Salt River Elementary School, Arizona

The Salt River Elementary School (K-6<sup>th</sup> grade) culture/language program has designed and produced a variety of teaching materials to enhance our lessons to reflect our O'Odham (Pima) heritage. This hands-on workshop involves working and assembling teaching/visual aids that can be adapted for any Native American community.

**37. Planning a Summer Language Immersion Camp**

Sycamore Room, University Union

Richard Littlebear, Dull Knife Memorial College, Montana

Based on four years of experience with Northern Cheyenne language camps, Dr. Littlebear describes the logistics involved in planning a summer language immersion camp.

**38. Not Another Survey!**

**A Dene Language Use and Attitude Survey and Its Surprising Effects**

Oak Creek Room, University Union

Sally Rice & Heather Blair, University of Alberta & Valerie Wood & Shirley Cardinal,  
Cold Lake First Nation, Canada

A First Nations reserve and a university teamed up on an action research project to protect and revitalize the Dene Suline (Chipewyan) language and culture. Some quantitative results of a recently conducted language use and attitude survey are described along with some surprising qualitative benefits of carrying out the survey itself.

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**Concurrent Sessions VI: Saturday, 8:45 AM - 9:30 AM (Continued)**

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**39. Anishinaabemowin in the New Millennium**

Grand Canyon Room, University Union  
Howard Webkamigad, Algoma University College, Sault Ste. Marie, Ontario, Canada

Overviews problems associated with teaching Anishinaabe language, including writing systems, dialects, words, and their meanings, with discussion about legends and their appropriateness in the classroom. How much can we impart to other cultures? What should be left to the community and family?

**40. Integrated "Rodeo" Unit**

Eastburn Education Building # 27, Room 211  
Flora Quahi, Ganado Primary School, Arizona

Describes a culturally relevant unit on a popular sport that provides students with many hands-on activities and meaningful experiences and teaches content area subject matter.

**41. An Odyssey of ESL, Multicultural and Education Web Sites**

CEE Mac Lab, Eastburn Education Building, Double Session (8:45 - 10:30 AM)  
Ward Cockrum, Sherry Markel, Bill Buckreis, Mary Jane Blasi & Elaine Riley,  
Northern Arizona University.

The Internet has become a resource for all educators. In this session four experienced educators share their favorite web sites. These web sites are divided into four categories: 1) Student use sites 2) Teacher resource sites and 3) Gateway sites; sites that are linked to many others.

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**Concurrent Sessions VII: Saturday, 9:45 AM -10:30 AM**

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**42. Navajo Nutrition: The Health Status of the People of the Earth**

Sycamore Room, University Union  
Evelyn McCabe, Little Singer Community School, Arizona

The reasons for poor health among native people is discussed along with how to integrate Full Option Science System (FOSS) into real classroom settings to observe and investigate properties of foods. Some native food recipes will be included.

**43. Designing & Producing Classroom Materials for Literacy Development in Two Languages**

Oak Creek Room, University Union  
Norbert Francis, Northern Arizona University

This demonstration is for both the bilingual teacher who speaks the indigenous language of the community and the monolingual teacher interested in promoting the use of the indigenous language in the classroom. It focuses on the designing of language learning activities in the indigenous language that are directly tied to the development of literacy-related, cognitively demanding academic proficiencies. Sample lessons focus on reading comprehension and writing activities that do not require the presence of a fluent speaker of the language.

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**Concurrent Sessions VII: Saturday, 9:45 AM -10:30 AM (Continued)**

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**44. The Navajo Version of “The Goat and the Rug”**

Grand Canyon Room, University Union  
Etta Shirley & Gloria Chee, Little Singer Community School, Arizona

Using the story “The Goat and the Rug,” this demonstration presents activities that relate to the sheep, rug weaving, and the selling of rugs. The audience will have a chance to use measurements, estimation, and geometry and to interact with others in rug weaving activities. Presented in Navajo and English.

**45. The i-Dictionary Project:**

**A Web-Based Indigenous Language dictionary Template**

Eastburn Education Building # 27, Room 211  
Peter Brand, First People’s Culture Foundation, Canada

i-Dictionary is a web-based, interactive, multimedia dictionary template. Users access the template with a password and input their indigenous language to match their choice of dominant language lists built into the template. Completed dictionaries accessible to all are displayed on the web. The project uses the latest Unicode font system, making it capable of displaying many indigenous language fonts.

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**46. Candy for Learning: Having Fun with Math Concepts**

CEE Mac Lab, Eastburn Education Building (10:45-12:00)  
Laura Sujo de Montes, Northern Arizona University

Mathematics is one of the least popular school subjects, but it does not have to be that way. This presentation demonstrates a strategy that carefully integrates technology into the curriculum to teach mathematical concepts while students eat candy and have fun in a non-threatening environment. As part of the demonstration, participants have hands-on experience with spreadsheet software and resources on the World Wide Web that tie to the mathematics standards for the elementary grades.

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**Second General Session: Saturday, 10:45 AM -11:45 PM**

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***Keynote Speaker: Gary Owens,  
O’Odham Piipaash Language Project***

***Meld k e:sto ge a’aliga***

***Curriculum Development and Language Learning:  
Breathing Outside the Box***

**Introduction by Jon Reyhner, Northern Arizona University**  
Cline Library Assembly Hall

Gary Owens is an education specialist with the O’Odham-Piipaash Language Program of the Salt River Pima-Maricopa Indian Community in Arizona. He is an articulate advocate of community-based efforts to restore indigenous languages.

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**Saturday, 11:45 AM - 1:30 PM**

**Lunch on Your Own**

**Open Conference Planning Meeting from 12:00 PM to 1:30 PM**

**Havasupai Room A,B,C, University Union (Bring Your Lunch)**

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**Third General Session: Saturday, 1:30 PM - 2:15 PM**

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***Keynote Speaker: Laura Tohe***  
**Arizona State University**  
***Beneath the Plunging Stars and the Opal Moon***  
***Writings from the Heart***  
**Introduction by Genieve Jackson**  
Cline Library Assembly Hall

Laura Tohe is Diné (Navajo) born and raised on the Navajo Reservation and currently teaching at Arizona State University. Her book of poetry and stories *No Parole Today* was published in 1999 and received the Poetry of the Year award by the Wordcraft Circle of Native American Writers and Storytellers.

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**Concurrent Sessions VIII: Saturday, 2:30 PM - 3:15 PM**

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**47. How Technology Can Promote the Teaching and Use of Indigenous Languages**

Cline Library Assembly Hall

Courtney Cazden, Harvard University

This presentation describes the many different ways that modern technology can be employed both to teach and promote the use of indigenous languages. Dr. Cazden is author and editor of many books, including *Classroom Discourse: The Language of Teaching and Learning*, *English Plus: Issues in Bilingual Education*, *Functions of Language in the Classroom*, *Language in Early Childhood Education*, and *Whole Language Plus: Essays on Literacy in the United States and New Zealand*.

**48. The Community and the School**

Havasupai Room A,B,C, University Union

Maggie Benally & Leonard Chee, Window Rock Unified School District, Arizona

By making schools more accessible to parents and community where their participation in decision making is significant, schools can assume a more integrated quality with the world around them. Through their interaction with adults, students can enlarge their interests and take an active part in the political and cultural system.

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**Concurrent Sessions VIII: Saturday, 2:30 PM - 3:15 PM (Continued)**

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**49. Navajo Music**

Sycamore Room, University Union  
Joan D. Thompson, Ganado Primary School, Arizona

Focuses on using Navajo children's and other songs to teach. Using song sheets, participants will learn and sing Navajo songs.

**50. Is Spanish an Indigenous Language of the Southwest?**

Oak Creek Room, University Union  
Elizabeth Brandt, Arizona State University  
Florencia Riegelhaupt & Roberto Carrasco, Northern Arizona University

Argues that Spanish should be perceived as an indigenous language of the Southwest. We present this perspective in an effort to demonstrate the similarities between linguistic, pedagogical, historical and cultural characteristics of indigenous peoples and Spanish-speakers of the Southwest in an effort to regain, preserve and maintain this heritage language of the Southwest.

**51. Efforts to Promote Mayan Languages in Central America**

Grand Canyon Room, University Union  
Rudy Osiel Cano, Candelaria Silvestre Hurtado, Oscar Abelino Silvestre Pérez Lucía Domingo Cardona, Lucía Domingo Cardona, Ismael David Camposeco, Manuel Agripino Díaz Montejo, Asociación Cultural B'eyb'al, Guatemala

This presentation describes efforts at language planning, language officialization, and language strengthening in the home and school for Mayan languages. It also discusses how languages are destabilized by political and administrative boundaries. Presented in Spanish with an English translation.

**52. The Diné Education Philosophy as the Foundation of Learning**

Cline Library Room 200  
Elsie Carr, Susie Store & Harry Manygoats, Tuba City Unified School District, Arizona

The mission of the Tuba City School District is to develop children holistically through the Diné (Navajo) Education Philosophy using language and culture to build the personal foundations of learning (Nitsahakees, Nahat'a, Iina, Sihasin) and the empowering values of the Diné in order to establish a stable foundation so that children can function and contribute in any society.

**53. *More than words....***

Cline Library Screening Room A: Double Session (2:30 PM - 4:15 PM)

This 1995 film focuses on 77-year-old Marie Smith, the last Eyak Indian to speak the language of her people.

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**Concurrent Sessions VIII: Saturday, 2:30 PM - 3:15 PM (Continued)**

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**54. Create Your Own Multimedia Language Resources**

CEE Macintosh Lab, Eastburn Education Building: Double Session (2:30 PM - 4:15 PM)  
Peter Brand & John Elliott, Saanich Indian School Board, Brentwood Bay, British Columbia

Students and staff at LAU, WELNEW Tribal School on Vancouver Island, Canada, collaborate daily on the creation of multimedia instructional resources for the teaching of the SENCOTEN language of the Saanich People. This workshop will fully engage participants in the process. Participants will create from scratch a multimedia presentation in their language of choice incorporating text, sound, a word list with translations, video, pictures and hyperlinks.

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**Concurrent Sessions IX: Saturday, 3:30 PM - 4:15 PM**

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**55. Indigenous Language Immersion Teaching Methods and Immersion Schools**

Cline Library Assembly Hall  
Jon Reyhner, Northern Arizona University

This presentation describes immersion teaching methods that do not use translation that are currently being used in preschools, K-12 bilingual programs, and immersion schools in New Zealand, Hawai'i, and the mainland United States.

**56. Languages New to Literacy and Technology:  
Are We Jumping on the Bandwagon Without Close Examination**

Havasupai Room A,B,C, University Union  
Bernadette Adley-Santa Maria, Nohwike' Begowah Museum, Fort Apache, Arizona

The rapidly increasing language shift to English among indigenous communities represents a strong imperative for immediate and effective intervention. Intervention includes sharing pedagogical knowledge and experience on what is effective in language teaching for the last 20-30 years. In addition to giving examples of how and why teaching the importance and complexity of verbs is essential in a focus on White Mountain Apache, this presentation also takes a critical look at technology and the issues it presents in language teaching.

**57. Rethinking Endangered Languages**

Sycamore Room, University Union  
Anne Goodfellow, University of British Columbia

Many native languages, as they are spoken today particularly by young speakers, are similar to "pidgins" because of the influence of English. Although these are not considered by most to be "real" languages, other contact languages such as Michif, Chinook Wawa and Copper Island Aleut are. If we accept that language change is normal, perhaps our efforts at revitalizing Native languages in their new forms will become more successful.

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**Concurrent Sessions IX: Saturday, 3:30 PM - 4:15 PM (Continued)**

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**58. Articulation and Assessment in Navajo Schools**

Oak Creek Room, University Union  
Ann Batchelder, Northern Arizona University

Teachers and administrators across reservation communities are being asked to provide documentation of student progress and achievement for a growing number of purposes to a growing number of different agencies. This presentation examines some of the impacts of assessment on reservation schools and provides some suggestions for streamlining the gathering and reporting assessment data.

**59. Language Toy**

Grand Canyon Room, University Union  
Don Thornton, Thornton Media

Introduces the *Little Linguist-Cherokee Version*, the only toy of its kind in the world. *Little Linguist* introduces a 2<sup>nd</sup> language to kids during those critical years when children most easily learn languages, from 1-6. This award-winning toy combines colorful figures and 'smart-chip' technology to create an interactive, multi-sensory learning experience that adjusts itself to the level of the child. Have a cartridge created in your language.

**60. African Languages: What Teaching Strategies? What Teaching Materials**

Cline Library, Room 200  
Nagnon Diarrassouba & Karidiata Sanogo, Northern Arizona University

African languages, Native American languages, and other non-commonly taught languages often referred to as "indigenous languages," cohabit with languages of domination. This fact makes the promotion of these languages problematic through formal schooling. However, some African and Native American languages are being used in schools. The teaching of those languages in schools is confronted by several teaching realities in terms of adequate teaching strategies and teaching materials. This presentation provides authentic strategies for teaching African languages and draws implications for teaching other non-commonly taught languages based on the content analysis of four textbooks used to teach the Navajo language.

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**Closing Ceremony: Saturday, 4:30 PM - 5:00 PM**

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**Closing Remarks**

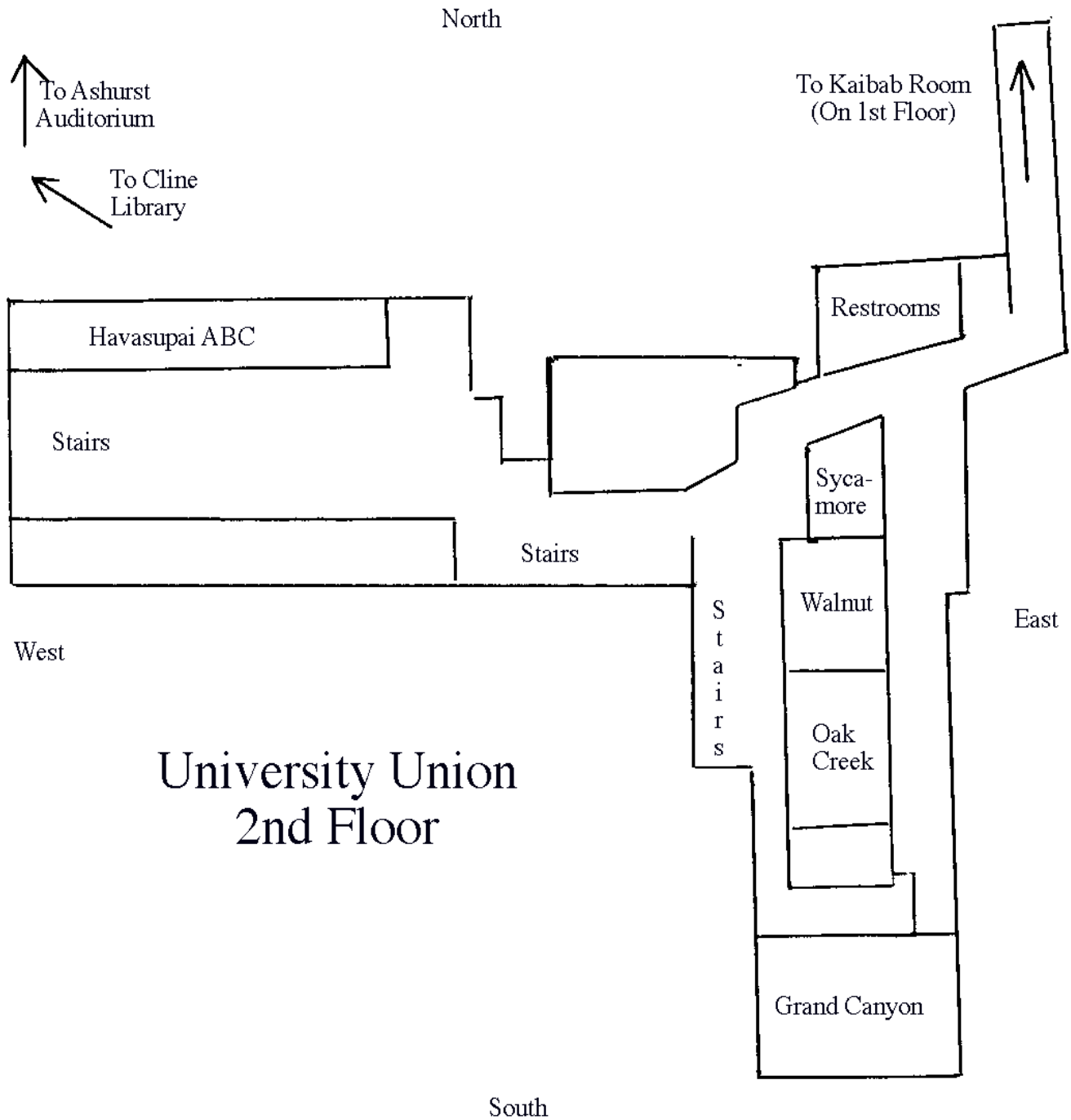
***Honoring the Elders***

**Robert N. St. Clair and Evangeline Parsons Yazzie**

Cline Library Assembly Hall

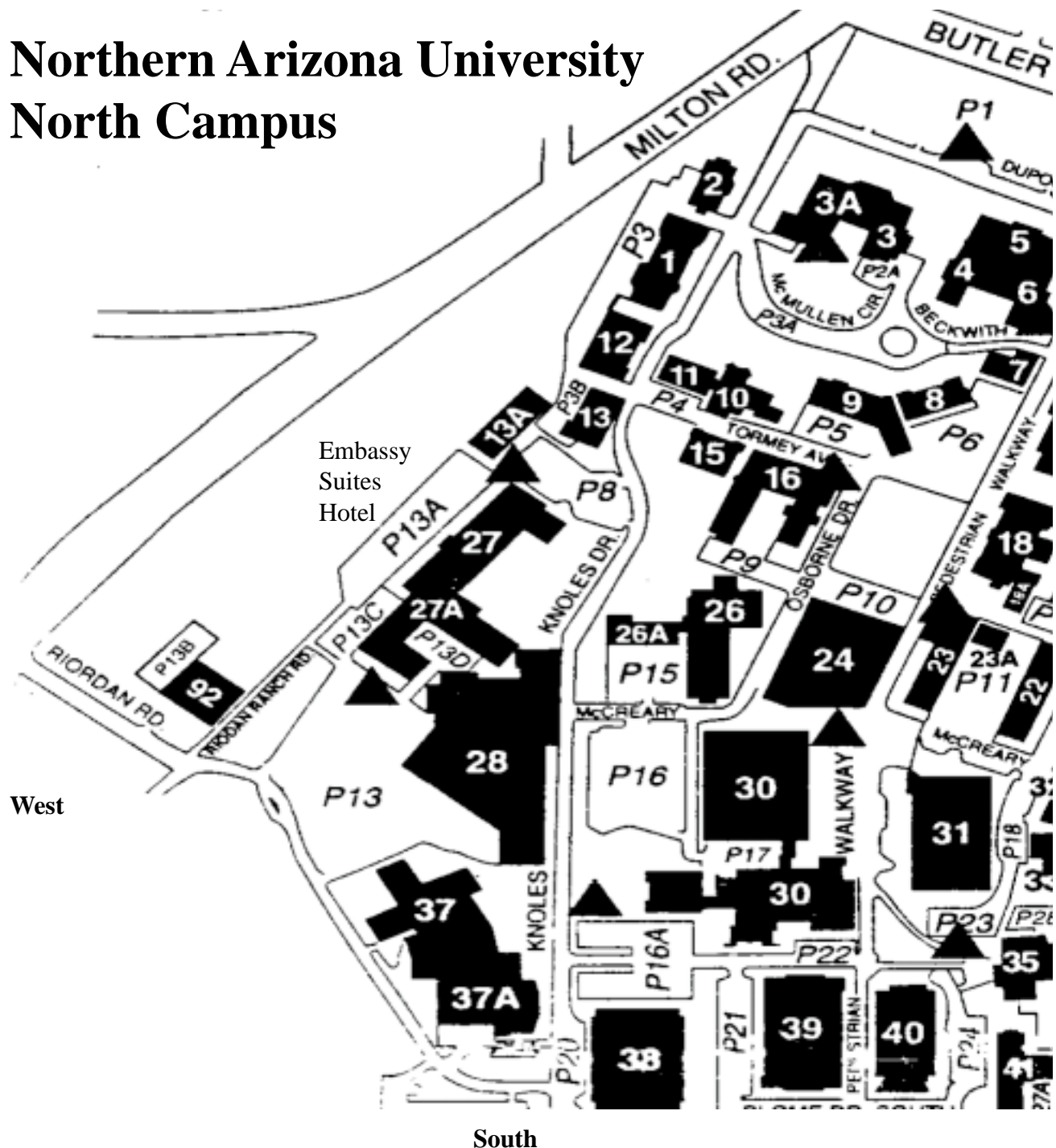
**Closing Prayer**

**Marjorie Thomas, Summer Institute Director, Learn in Beauty Project**



**University Union** (Building 30)—Conference Headquarters is in the Walnut Room on the 2<sup>nd</sup> floor. All University Union conference rooms are on the 2<sup>nd</sup> floor except for Kaibab, which is on the 1<sup>st</sup> floor in the north end of the building (Either take 2<sup>nd</sup> floor walkway to the north and go downstairs and go to your right or exit building and reenter the North Wing (Field House) from the east side and go to your left). An eating facility is located on the first floor of the University Union.

# Northern Arizona University North Campus



- Cline Library** (Building 28)—The Cline Library Assembly Hall is through the first set of main doors (at Knoles Drive and McCreary) and then to the right. Cline Screening Room A is through the main doors and straight ahead to the back of the building. Cline Room 200 and Special Collections are on the 2<sup>nd</sup> floor on the east side of the building. Stairs and an elevator are located straight through the lobby on the right opposite the restrooms.
- Eastburn Education Building** (Building 27)—The Mac Lab is located just to the north of P13D. Room 211 is on the south end of the 2<sup>nd</sup> floor.
- Ashurst Auditorium** (Building 11)—Go north from the University Union along Knoles Drive. Enter from north side and go to 2<sup>nd</sup> floor. This will be the banquet location Friday evening.
- Parking**—Get a permit at Registration Desk in the Walnut Room on 2<sup>nd</sup> floor University Union and park in lots P13 or 16.

*Conference at a Glance*

Thursday, June 14

Little Singer School Visit: 8:30 AM - 4:30 PM

Book Exhibit & Registration: Walnut Room, 5:00PM - 8:00 PM

Reception: Havasupai Room A,B,C, University Union, 6:00 PM - 8:00 PM

Friday, June 15

Book Exhibit & Registration: Walnut Room, 8:00 AM - 5:00 PM

Time	Cline Library Assembly Hall	Havasupai	Sycamore	Oak Creek	Grand Canyon	Kaibab	Cline Library Room 200	Cline Screening Room A
8:45-9:30 AM	1. Reclaiming Native Lang. - Quigley, et al.	2. Choctaw Internet - Roberts, et al.	3. The Navajo Verb - Holm, et al.	4. Keresan Sign Language - Kelley, et al.		5. Indigenous Program Chall. - Owens, et al.	6. Anishinaabemowin-Teg - Williams, et al.	7. <i>Coming to Light</i> (Film)
9:45-10:30 AM	8. Caring for Language & Land - Maffi	9. Cree Grammar - Junker, et al.	The Navajo Verb (Continued)	10. Beginning Language - Lobo		11. Lang. Teachers Panel - Owens, et al.	Anishinaabemowin-Teg (Continued).	<i>Coming to Light</i> (Continued)
10:45 - 11:45	<b>KEYNOTE</b> , O. Kawugley							
1:30-2:15 PM	12. Jicarilla Apache - Axelrod	13. Awakening Lang. - Yamamoto, et al.	14. Losing Language - Isaac	15. Weaving Our Roots - Moon, et al.		16. Language Revitalization - Wahomigie, et al.	17. Computer 18* Audio Editing - Kerzner	19. Hawaiian Immersion (Film)
2:30-3:15 PM	20. Navajo Language - Bedonie, Jones	Awakening Language - (Continued)	21. Navajo Immersion - Fillerup, et al.	22. Ancient Science - St. Clair	23. N. Amer. Literature - Chee, et al.	24. But we need teachers - Blair et al.	25. Canyon Voices - Bizahaloni & Tso	26. <i>Transitions</i> (Blackfeet Film)
3:30-4:15 PM	27. We are Waking Up - Wood, et al.	28. Saving a Language - Bennett, et al.	29. Indig. Lang. Insights - Nicholas	30. Language & Elders - Parsons Yazzie	31. Active Parent Involv. - Carrasco, et al.	32. Diné Teacher Ed. -Emerson et al.	33. Navajo Oral History - Begay	34. <i>Tradition &amp; Technology</i> (Film)

\*18. Voices from the Trading Post, Cline Library Special Collections (2nd Floor Cline Library) 1:30-2:15 PM

**Entertainment: 5:00-6:00PM — Suzuki Youth Violin Group**

**Banquet: 6:00-7:00 PM (Requires Ticket) — Ashurst**

**Keynote: 7:00-8:00 PM (Open to all Registrants) — Ashurst**

**Lucl Tapahonso: *The One Who Remembers: Poems and Songs for Returning Home***

*Conference at a Glance*  
Saturday, June 16

**Registration & Book Exhibits: Walnut Room, 8:00 - 4:15 PM**

Time	Cline Library Assembly Hall	Havasupai	Sycamore	Oak Creek	Grand Canyon	Cline Library Room 200	Education Building 211	CEE Mac Lab
8:45-9:30 AM	35. First Nation Project - Loewen et al.	36. Cultural Materials - Selestewa et al.	37. Summer Immersion Camp - Littlebear	38. Dene Language - Rice et al.	39. Anishinaabemowin - Wehkamigad		40. Rodeo Unit - Quahi	41. ESL Web Sites - Cockrum et al.
9:45-10:30 AM	First Nation Project (Continued)	Cultural Materials (Continued)	42. Navajo Nutrition - McCabe	43. Classroom Materials - Francis	44. Goat in Rug - Shirley & Chee		45. i-dictionary Project - Brand	ESL Web Sites - Cockrum, et al. (Continued)
10:45-11:45	<b>KEYNOTE</b> Gary Owens							46. Candy for Learning - Sujo de Montes
1:15-2:15	<b>KEYNOTE</b> Laura Tohe						<b>Cline Screening Room A</b>	
2:30-3:15 PM	47. Language & Technology - Cadden	48. Comm. & School - Benally et al.	49. Navajo Music - Thompson	50. Spanish as an Indigenous Lang. - Brandt, et al.	51. Mayan languages - Cano	52. Diné Philosophy - Carr et al.	53. <i>More Than Words</i> (Film)	54. Multimedia Resources - Brand, et al.
3:30-4:15 PM	55. Immersion Teaching & Schools - Reyhner	56. New to Literacy - Adley-Santia Maria	57. Rethinking Endangered Langs. - Goodfellow	58. Articulation & Assessment - Batchelder	59. Language Toy - Thornton	60. African Languages - Diarrassouha	<i>More Than Words</i> (Continued)	Multimedia Lang. Resources (Continued)

**Closing Ceremonies: Cline Library Assembly Hall, 4:30 PM - 5:00 PM**

*Honoring the Elders*

**Robert St. Clair & Evangeline Parsons Yazzie**

**Closing Prayer: Marjorie Thomas**

## Arizona Attractions in and around Flagstaff

**Riordan Mansion State Historic Park** abuts the west edge of the Northern Arizona University campus. Built in 1904 as the home of prominent pioneer Flagstaff businessmen. Open 8:30 AM to 5:00 PM at 409 Riordan Road. 520 779 4395. Entrance fee required.

**Arizona Historical Society's Pioneer Museum**, 2340 N. Fort Valley Road (On highway 180 to the Grand Canyon), 520 774 6272. Open 9 AM to 5 PM Monday through Saturday.

**Museum of Northern Arizona**, 3101 N. Fort Valley Rd. (Highway 180). Displays of the geologic and American Indian history of Northern Arizona. Admission \$5.00, discount for Native Americans.

**Grand Canyon National Park**. Take Highway 180 NW out of Flagstaff 73 miles to this natural wonder of the world. \$20.00 per car admission fee.

**Walnut Canyon National Monument**. Six miles east of Flagstaff just off Interstate 40 has Anasazi Indian ruins. Entrance fee required.

**Sunset Crater and Wupatki National Monuments**. Take Highway 89 North out of Flagstaff for about 10 miles and take loop road to right. Sunset Crater is a cinder cone and Wupatki contains Pueblo Indian ruins. Entrance fee required.

**Lowell Observatory**, One mile west of downtown Flagstaff. Open 9 AM to 5 PM plus tours at 8:30 PM. Observatory from which the planet Pluto was discovered, includes an interactive exhibit hall. Adults \$4.00, 1400 W. Mars Hill Road, 520 774 2096

**Meteor Crater**. Located 35 miles east of Flagstaff just off Interstate 40. Advertised as the "best-preserved meteorite impact site on Planet Earth" it is 570 feet deep and nearly a mile across. Open 6 AM to 6 PM. Fee charged.

**The Arboretum at Flagstaff**. Botanical Gardens at 40001 South Woody Mountain Road 4 miles SW of Flagstaff, 520 774 1442. Fee charged

**Arizona Snow Bowl Scenic Skyride** (chair lift) goes to near the top of the San Francisco Peaks to an elevation of 11,500 feet for a panoramic view of Northern Arizona. Open 10:00 AM to 4:00 PM. 520 779 1951. Drive 8 miles NW from Flagstaff on highway 180 and go left on Snow Bowl Road. \$9.00 for adults.

**20<sup>th</sup> Annual Pine Country Rodeo**, June 14-17 at Fort Tuthill Fairgrounds about 3 miles south of Flagstaff on Interstate 17. Evening performances at 7:00 PM on the 15<sup>th</sup> & 16<sup>th</sup>. \$10.00 admission for adults. Call 1-800-842-7293 or 520-774-9541.

## Next Year's Conference

Information on next year's conference will be posted on the Teaching Indigenous Languages website at <http://jan.ucc.nau.edu/~jar/TIL.html> as soon as it is finalized. Anyone interested in submitting a paper for publication in this year's conference proceedings should contact Jon Reyhner at [Jon.Reyhner@nau.edu](mailto:Jon.Reyhner@nau.edu) or phone 520 523 0580. Papers need to be submitted by September 1, 2001 and should conform to the APA style manual. The proceedings from previous conferences—*Stabilizing Indigenous Languages*, *Teaching Indigenous Languages*, *Revitalizing Indigenous Languages*, and *Learn in Beauty: Indigenous Education for a New Century*—are available for purchase. Purchasing information is available on the Teaching Indigenous Languages web site.

**Visit the Teaching Indigenous Languages Web Site at**  
**<http://jan.ucc.nau.edu/~jar/TIL.html>**