



language legacies

NATIVE VOICES ENDOWMENT GRANTS AWARDED FOR 2012

The Endangered Language Fund's Native Voices Endowment: A Lewis & Clark Expedition Bicentennial Legacy is pleased to announce the awardees from our 2012 competition. NVE grants are awarded to enrolled members and teachers at tribal universities of the Tribes that took part in the Lewis & Clark Bicentennial. Funded projects range from documentation to revitalization of Native languages, as well as scholarships and Master-Apprentice programs.

For the 2012 grant cycle, six awards were made. This year's projects focus on furthering the use of Native languages among younger speakers. Through the use of media (print and online), conversation and drama, all six projects aim to increase the understanding and appreciation of these heritage languages. Fluency in the language should increase as well, and it is a much desired outcome. However, the accomplishments on the way to fluency are equally important, and they make this year's projects particularly promising.

The deadline for applications for the 2013 competition is October 15, 2013. Description and process for applications can be found on our website, at www.endangeredlanguagefund.org/NVE_request.php. Projects can be from one to three years in duration, with budgets up to \$10,000 per year. The 66 Tribes that are eligible are listed at www.endangeredlanguagefund.org/eligible_tribes. These are the Tribes that were contacted by the Lewis and Clark expedition and who took part in the Bicentennial activities via the Council of Tribal Advisors in 2007. As always, we are eager to receive this year's applications in the fall.

Dr. Lanny Real Bird (Little Big Horn College)

"Conversational Crow Language Teaching Project"

Currently, there are over 12,000 members of the Crow Tribe, and it is estimated half the population has some marginal or active fluency in the Crow language (ISO 639-3 code [cro]). A majority of the fluent Crow speakers are over the age of 35.

The "Conversational Crow Language Teaching Project" is a community and cultural initiative to create and inspire a native language renaissance among the Crow, or Apsaalooke, people and their neighbors of their region of Montana. This mission is complemented

by a focus of teaching primarily through conversational techniques to revitalize, reintroduce, reinforce and create an active resurgence of language teaching and learning, focusing primarily in the community, at home and in the schools.

With funding from ELF, the project's goals are:

- 1) Designing and producing Conversational Crow Language apps for phones, notepads and other devices,
- 2) Developing over 20 everyday or scenario conversational scripts, which will be made available on CD and DVD,

This year's projects focus on making heritage languages more accessible to younger speakers.

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3) Offering all designs and methods adaptable for the Hidatsa, Mandan, and Arikara communities by giving templates and training.

Gordon Yellowman, Joyce Twins, Kenzie Grubitz, and Everett Moore (Language Program of the Cheyenne and Arapaho Tribes)

“Cheyenne and Arapaho Story Project”

The goal of the Cheyenne and Arapaho Story Project is to strengthen the Tribes’ languages, Cheyenne (ISO 639-3 code [chy]) and Arapaho (ISO 639-3 code [arp]), by strengthening their stories. With only 14 percent of tribal members fluent, and the age of fluent speakers well over the age of 65, the need for such a project is apparent. There are many unrecorded stories being told by Cheyenne and Arapaho tribal members that would be valuable to pass along to future generations; this pilot project will allow some of these important oral stories to be recorded while there is still time.

During the coming year, the Cheyenne and Arapaho Story Project will record Cheyenne and Arapaho stories in audio and video formats and select two of them for publication in a bilingual format (one in Cheyenne and English and one in Arapaho and English) through traditional printing as well as through a digital e-book format.

The Cheyenne and Arapaho Language Program has a history of successfully completing grant projects. Almost ten years ago, the Language Program received a Language Legacies grant from ELF to partner with Marcia Haag of the University of Oklahoma to create a

Cheyenne language CD course. The course is now being used in distance learning education, high school, and college Cheyenne language classes, as well as by community members.

The Story Project has the potential to make an impact both within the community of Cheyenne and Arapaho tribal members and also within the community of linguists, who will have access to as-yet unrecorded stories and language. Linguists will be able to access the audio and visual recordings of stories, as well as the analyzed text that will be published in book and e-book form. Most importantly for the survival of the Cheyenne and Arapaho languages, however, the Story Project will reach language learners in a variety of formats, from printed books to e-books and from classroom instruction to television programming. Through these stories, the community will become more connected and engaged with the challenge of revitalizing the Cheyenne and Arapaho languages.

Many Cheyenne and Arapaho stories have yet to be recorded; the Story Project begins the process of that recording.

Jacob Manatowa-Bailey (Sauk Language Department)

“Sauk Language Youth Internship Program”

Sauk (ISO 639-3 code [sac]) is spoken by only a handful of Sac and Fox tribal members in central Oklahoma. The rate of language loss among the Sauk people in the past ten years has accelerated rapidly as many older speakers have passed away. The Sauk Language Department identified only three remaining conversationally fluent Sauk speakers, all over the age of 75.

Selected as one of the Best Promising Practices for Language Revitalization by the Administration for Native Americans at the Native Language Symposium in 2011, the Sauk Master Apprentice Program of the Sauk Language Department, under the vision and guidance of Jacob Manatowa-

Bailey, has proven to be a successful model in rapid second language acquisition.

With financial assistance from the Endangered Language Fund, the next stage of Sauk language revitalization is the implementation of the Sauk Language Youth Internship Program. The program began with the introduction of a Sauk language class in the fall of 2012 at Shawnee High School, in Shawnee, Oklahoma. Talented students will be invited to join the Internship. During the eight-week summer school break, they will be introduced to language revitalization methodology. They will be working with the elder Sauk speakers and Advanced Apprentices in a team-based Master-Apprentice program. Youth learners can become tribally certified language instructors, making them eligible to teach in the public school systems according to the current Oklahoma State Board of Education standards.

Randi and Cedric Sunray, KIOWA KIDS

“Khoiye Tdoen Gyah: Language Proficiency for Healthy Communities”

The Kiowa Tribe of Oklahoma has about 12,000 members, of whom roughly 100 are fluent speakers of the Kiowa language (ISO 639-3 code [kio]). Part of the Kiowa-Tanoan language family, it is now spoken primarily by elders. A major goal of Kiowa Kids is to reintroduce the language to younger generations.

The KIOWA KIDS language program was able to produce a full immersion preschool pilot during the spring of 2012. The seven participant children quickly acquired the language, while learning fundamental educational and social skills.

Assistance from the Endangered Language Fund will help the program move from home-made curriculum and materials, to publications worthy of inquiry and solicitation by a wide range of community and professional backgrounds. In the coming year, the program will publish a series of children’s books to be used as teaching tools

for all involved in the KIOWA KIDS immersion program. These will be developed in hard copy and digital formats. The book series will be published through a national bookseller. The availability of additional material, which can be taken into the home, is an additional component to the language revitalization strategy.

Integrating a dramatic rendition of a Nez Perce story along with the multimedia recording helps bring the language into the present.

Angel Sobotta (Nez Perce Language Program)

“Learning & teaching Niimiputimt through story, stage, video and website study”

The Nez Perce (Niimii) live in the Pacific Northwest and have roughly 3,500 members. Their language, which is currently critically endangered, is known as Niimiipuu (ISO 639-3 code [nez]). This project is part of Sobotta’s interdisciplinary master’s thesis research at the University of Idaho. The study aims to immerse Niimiipuu teachers/students of Niimiputimt (The People’s language) through the study of the creation story, Heart of the Monster, and its production as a play. To prepare for the play, the teachers/students of the language will have language sessions to review and study the Heart of the Monster script. Two fluent elder speakers will be present to help them with their pronunciation. A study lesson plan will be created to break down the morphology of some of the Niimiputimt forms. The lesson plan will help the teachers and students of the language to prepare for the recording of their lines for the script, which is written in the Niimiputimt. Narration and stage directions will also be given in the language. The play will have three performances in the language, in different Idaho communities (Lapwai, Lewiston and Moscow).

Support from the Endangered Language Fund will cover the play rehearsals, play performances, travel, stipends for Niimiipuu teacher/students of the language, videographer, costume designer, advertising, props, rental equipment and food.

LANGUAGE LEGACIES:

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David Ripley, The Sahnish (Arikara) Language Resources Development Project

“Printing of Arikara Language Textbooks”

The Sahnish, or Arikara, are one of the Three Affiliated Tribes, located in North Dakota. Their language is Arikara (ISO 639-3 code [ari]), and although most Arikara language speakers have passed on, the community is very encouraged by the tribe’s young adults who are becoming linguists and/or anthropologists.

The project seeks to help provide school time for language study by printing all Arikara language books and audio tapes that were gathered during the 1970 through 2000. With the guidance of fluent Arikara elders, the project’s linguist-developed language texts, curriculum, recorded stories and music throughout the 1970s and up to the turn of the century will be compiled. ELF funding will go towards printing textbooks for the White Shield community at high school and college levels. The second step is to make available all other developed resources collected about the Arikara history, culture, spirituality and leadership using today’s technology, resulting in a multimedia Arikara encyclopedia.

UN FORUM ON INDIGENOUS LANGUAGE RIGHTS

On May 20–31, 2013, the United Nations held its Twelfth Session of the Permanent Forum on Indigenous Issues, in New York City. The Permanent Forum is the UN’s second most widely attended conference, after the General Assembly. The Forum’s mandate is to discuss indigenous issues relating to social development, culture, environment, education, health and other rights. It is a platform for Indigenous Peoples to voice their concerns and recommendations at the global level to agencies, programs and funds of the UN, organizations, the countries that are members to the UN, and other Indigenous Peoples. This year was devoted to reviewing progress, and though there were some successful policies and programs to highlight, most Indigenous Peoples stressed that many of their rights have not yet been fully recognized or protected. One issue commonly touched upon was that the right to speak and revitalize indigenous languages is not being fully upheld. Some discussed how they feared that without more support, their languages may be lost. Others hope to maintain their language through indigenous education systems. However, many Indigenous schools and systems are not recognized. Other schools may be supported, but often do not support the indigenous language well enough.



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