

American Indian Language Development Institute



**30th Anniversary
Symposium Celebration**

June 29-July 2, 2009

**Celebrating 30 years of commitment to
Indigenous language education.**





A Statement from the Founders

Live in our Languages

“Languages are spoken by individuals and at the same time only breathe in communities. Knowing a language is a personal attribute that is, however, of little use unless shared with others” (Museum International 239 (Vol.60, No.30: 60). The link between individual members and the community and, importantly, between the young and the old has been those who are committed to keeping the language meaningful, active, and strong. These are the *teachers* who are also parents and grandparents.

Ever since the very beginning, now thirty years ago when Leanne Hinton and Lucille Watahomigie obtained support to start the American Indian Language Development Institute, this has always been the place for those aspiring teachers to come, gain, and refine the ways to link the individual learners with the community of speakers and to link the young with the old. This has always been the place for the teachers from different language communities to come and share their experiences, to learn from each other, and to strengthen the network of support groups. This has always been the place for linguists and academic professionals to come and learn ways to work with teachers and language communities. The ultimate goal of the institute has always been to help produce a new generation of speakers.

At the time of European contact, there were an estimated 300 indigenous languages in North America that belonged to 58 language families, according to John Wesley Powell's work of 1891. North America was rich in diverse languages. According to the UNESCO's *Atlas of World's Languages in Danger* (February 2009), prior to 1950 there were 192 languages in the United States, and 53 became extinct since then, leaving 139 languages with one or more speakers. Eleven (11) languages are classified as “unsafe” in that most children speak the language, but the use of the language may be restricted to certain domains such as in the home. Twenty-five (25) languages are in the “definitely endangered” category in which children no longer learn the language as their mother tongue. Thirty-two (32) are in the “severely endangered” group spoken by grandparents and older generations. Parent generations may understand the language, but they do not speak it to their children or among themselves. Seventy-one (71) languages are classified as “critically endangered”; the youngest speakers are the elderly. Often these speakers do not or cannot use the language on a daily basis because they are often without daily interactions among themselves.

In the United States, all indigenous languages are endangered. The first major classification of Native American languages was John Wesley Powell. In his 1891 work, he identified 58 language families. The most linguistically diverse state is California where fully a quarter of the 58 language families of North America are represented. Californian languages have suffered most extensively, and yet they continue to represent very diverse language families. Close to half of the Native Californian Indian languages have disappeared since the 1950s leaving 30 with one or more speakers. In Alaska, there were 21 languages with one or more speakers, and among them, Eyak lost its last speaker on the 21st of January, 2008.

The situation is similar elsewhere in the United States and throughout the world. The work of and at the American Indian Language Development Institute continues to be crucial for the maintenance, revitalization, and fortification of our languages. Our languages are dear to our hearts. Our languages bring our people together. Our languages create our worlds. Without language, there is no world.

LH, LW, OZ, and AY
June 29, 2009



Dr. Leanne Hinton



Lucille Watahomigie



Dr. Ofelia Zepeda



Dr. Akira Yamamoto



Acknowledgements

The **American Indian Language Development Institute** would like to acknowledge and thank the following entities for their support of our 30th Anniversary Symposium Celebration:

Ak –Chin Indian Community

Documenting Endangered Languages Program (NSF)

Lilly Endowment and the American Indian College Fund

National Science Foundation

Tohono O’odham Community College

University of Arizona

Office of the President

College of Education

Commission on the Status of Women

Department of Language, Reading and Culture

Department of Linguistics

American Indian Studies Program

Graduate College

Thank you for your support!



NSF Fellows and AILDI

Reviewing the Documentation of our Languages: An Indigenous Perspective

This project is being funded by a grant from the National Science Foundation's Documenting Endangered Languages Program (DEL). This project is supporting 10 participants from some of the most endangered languages in the U.S. to participate in an AILDI course on film making for the purposes of documenting their languages. The course is being taught by Mr. Phil Cash Cash (Nez Perce). The 10 participants will be presenting updates on the film projects from their course and their future plans for further documentation projects in their communities. This grant is also supporting several current and past principal investigators with DEL projects to present their work at the AILDI symposium.



NSF Fellows

Estefanita L. Calabaza
Amanda J. Davenport
Jesse Johnson
Allison Krebs
Kim Elena Matheson
Carmen J. Tirado Paredes
Susan Paskvan
Joe Sanchez
Valerie F. Switzler
Audra Vincent

DEL Fellows

Karyl Eaglefeathers
Clifford Eaglefeathers
Linda Langley
Bertney Langley
Richard E. Littlebear
Alyce Spottedbear



A Note on Microteaching

“Microteaching” is an AILDI hallmark. It is literally a “lesson in miniature” demonstrated by participants during Student Microteaching Sessions. During these sessions, individuals or teams demonstrate their lessons in a **25-minute demonstration**. Students integrate concepts and ideas from both morning and afternoon classes into their lessons or projects and are strongly encouraged to utilize their heritage language during their demonstration.

Information about the microteaching session will be expressed (for example, by posting objectives) to the demonstration audience, so that they are better prepared to participate and respond appropriately to the activity. Audience members are encouraged to participate in the microteaching sessions, when appropriate, and engage in the activity as much as possible!

Our microteaching instructors will receive feedback on their microteaching demonstration from AILDI instructors and peers via an evaluation form.

We hope that participants and audience members view this microteaching activity as an opportunity to share and learn about language/culture knowledge, as an opportunity to refine teaching expertise with and to engage in an enjoyable experience!

Microteaching is scheduled for Monday June 29, 2009 through Wednesday, July 1. Two sessions are scheduled for each block session, with lessons ranging from beginning levels of language, to advanced levels of language use in the instruction.

Native languages listed in italics will be the languages used in the microteaching sessions.





Monday, June 29, 2009

- 8:00—9:00am Registration
- 9:00—10:15am Opening: Prayer, Welcome, Overview
Lucille Watahomigie
Dr. Leanne Hinton
Modern Languages
- 10:15—10:30am Break
- 10:30—12:00pm Keynote Address “The Breath of Life—Silent No More” Language Workshop
Dr. Leanne Hinton
Modern Languages 350
- 12:00—1:00pm Lunch
- 1:00—2:15pm Beyond Word Lists—Dr. Stacey Oberly and Students of LING 500
Modern Languages

Documenting a Last Speaker—Alyce Spottedbear (Mandan)
Kiva Auditorium (Education Building)
- 1:00—1:35pm Microteaching A: “Playing Ball” - Judith Daniel & Noel Vivero—*Tohono O’odham*
1:40—2:15pm Microteaching B: “Lakota Greetings” - Jesse Johnson & Anita Vavages—*Lakota*
Education 353
- 2:20—3:35pm Collaborative Community-based Research Design for Highly Sensitive Indigenous Language Documentation —Clifford Eaglefeathers (Cheyenne), Dr. Karyl Eaglefeathers
Modern Languages 350

“Looking Forward, Looking Back”: Digital storytelling and cultural preservation
Kiva Auditorium (Education Building)
- 3:00—3:35pm Microteaching: “GINS” - Craig Colligen & Gabriel Martinez—*Onk Akimel O’odham*
Education 353
- 3:45—5:00pm Filmmaking and Language Documentation— Phil Cash Cash and Students of LRC 560
Modern Languages 350

Northern Cheyenne Endangered Language Project—Dr. Richard Littlebear (Cheyenne)
Kiva Auditorium (Education Building)
- 3:45—4:20pm Microteaching A: “Daily Life” - Paul Buseck & Sent Manickam—*Tohono O’odham*
4:25—5:00pm Microteaching B: “Toxtaapuko saNI sini” - Brad Kroupa—*Arikara*
Education 353
- 6:00—8:30pm Dinner Reception



Tuesday, June 30, 2009

- 8:00—9:00am Revitalizing Languages Through Language Documentation: The Challenges and the Implications
Dr. Susan Penfield
Modern Languages
- 9:00—9:15am Break
- 9:15—12:00pm Grant Writing—Dr. Susan Penfield
Modern Languages
- 9:15—10:30pm Rethinking Technology as a Language Documentation Tool—DEL and NSF Fellows
Kiva Auditorium (Education Building)
- 9:15—9:50 am Microteaching A: “Daily Routines in Tohono O’odham ” - Wynona Larson, Rowena Makroro & Monica Preciado—*Tohono O’odham*
- 9:55—10:30 am Microteaching B: “How do we feel today?” - Mike Carpentier—*Anishinaabemowin*
Education 353
- 10:30—10:45am Break
- 10:45—12:00 "Kowassaaton Ilhaalos: The Koasati Language Project." - Bertney and Linda Langley
Kiva Auditorium (Education Building)
- 10: 45—11:20am Microteaching A: “Still Figuring it Out” - Clarina Brockie, Estefanita Calabaza & Amanda Davenport—*Gros Ventre*
- 11:25—12:00pm Microteaching B: “Nadaanh Leedo?” - Allison Krebs & Susan Paskvan—*Denaakk’e*
Education 353
- 12:00—1:00pm Lunch on your own
- 1:00—2:00pm Overview of AILDI— Lucille Watahomogie
Modern Languages
- 2:00—2:15pm Break
- 2:20—3:35pm Making Language Visible, Vital and Valuable—Inee Y. Slaughter
Kiva Auditorium (Education Building)
- 2:20—2:55pm Microteaching A: “Kiksht Song and Dance” - Valerie Switzler, Sandra Warlie & Dana Wilcox—*Kiksht*
- 3:00—3:35pm Microteaching B: “Tool Identification” - John Bair, Armando Rubio & George Miguel—*Tohono O’odham*
Education 353
- 2:15—5:00pm Native youth and language maintenance, shift and revitalization—Dr. Leisy Wyman, Dr. Sheilah Nicholas, Dr. Teresa McCarty, the students of LRC 412/512 and Ha:san youth
Modern Languages
- 3:45—5:00pm Technology and Language Documentation Workshop—Mary Fahrenbruck
Kiva Auditorium (Education Building)
- 6:00—8:00pm *The Linguists*—Film Screening with Panel
Kiva Auditorium (Education Building)



Wednesday, July 1, 2009

- 8:00—9:00am “Master-Apprentice of Another Kind: Story of a Mentor and Apprentice”
Dr. Jennie DeGroat and Hedy Kelewood—Modern Languages
- 9:00—9:15am Break
- 9:15—10:30pm Master’s Program in Native American Languages and Linguistics—Mary Willie
Modern Languages
AZ Board of Education—Jacob Moore
Kiva Auditorium (Education Building)
- 9:15—9:50 am Microteaching A: “The way we do things” - Violet Catches, Kirsten Lake & Jose L. Moreno—*Lakxota*
9:55—10:30 am Microteaching B: “How are you today?” - Marilyn Balluta, Vivian Henry & Ivan Ozbolt—*Dine Bizaad*
Education 353
- 10:30—10:45am Break
- 10:45—12:00pm Activism and Responsibility: Defining Activism and Its Importance in Language Revitalization Work
Dr. Mary Carol Combs, Dr. Susan Penfield, Dr. Leann Hinton, Dr. Akira Yamamoto, and others, and Students of
LRC 510—Modern Languages
- 10:45—11:20am Microteaching A: “Ha:san-Kuk-ce:hedagi-hikwig” - Edison Cassadore, Elaine Cubbins & Teresa Newberry—
Tohono O’odham
11:25—12:00pm Microteaching B: “Apache Emotions” - Lolita Endfield & Kathy Wallen—*White Mountain Apache*
Education 353
- 10:45—1:30pm *Special Session: Poster Presentations*
Kiva (Education Building)
- 12:00—1:00pm Lunch on you own
- 1:00—2:15pm Tohono O’odham Community College Language Presentation—Regina Siquieros, George Miguel, Paul Buseck,
Sent Manickam, and Ramon Tomas Sepulveda
Modern Languages
- 1:40—2:15pm Microteaching A: “Kup aats’aqhi Khe gut tt’ mikhw” - Kim Matheson & Audra Vincent—*Snchitsu’umshtsh*
Education 353
- 1:40—3:35pm Hopi Language Institute—Dr. Sheilah Nicholas and the Hopi Language Teachers
Kiva Auditorium (Education Building)
- 2:20—3:35pm Tribal College Assessment and Curriculum Development—Dr. Dan McLaughlin and Dr. Maggie George
Modern Languages
- 2:20—2:55pm Microteaching A: “Greetings in Hiaki” - Joe Sanchez—*Hiaki*
3:00—3:35pm Microteaching B: “Tonal Machiotl” - Carmen Tirado-Paredes & Cynthia Jacobs—*Nahuatl*
Education 353
- 3:45—5:00pm Stories That Matter—Angie Hoffman
Modern Languages
- 3:45—5:00pm American Indian Languages and American Indian Studies—Freyda Craw, Maxine Sam, Jesse Johnson,
Martha Dailey
Kiva Auditorium (Education Building)
- 3:45—4:20pm Microteaching A: “Haigo” - Geri Bahe-Hernandez, Cheryl Bennett & Lindsay Riggs—*Dine*
4:25—5:00pm Microteaching B: “Jewed” - Sophi Hronopolous, Tomas Sepulveda & Regina Siquieros—*Tohono O’odham*
Education 353
- 7:00—8:30pm Poetry By Native Writers—Dr. Ofelia Zepeda (Tohono O’odham) & Irvin Morris (Dine)
Kiva Auditorium (Education Building)



Thursday, July 2, 2009

- 8:00—9:00am A View of Tohono O’odham Oratory
Maxine Sam and Ronald Geronimo
Modern Languages
- 9:00—9:15am Break
- 9:15—12:00pm O’odham Poetry Workshop
Dr. Ofelia Zepeda
Kiva Auditorium (Education Building)
- 9:15—10:30am CASS Panel—Pt 1.
CASS Teachers
Modern Languages
- The Knowledge Keepers
Geri Bahe-Hernandez, George Miguel, Regina Siquieros, Sandra Warlie
Education 353
- 10:30—10:45am Break
- 10:45—12:00pm CASS Panel—Pt. 2
CASS Teachers
Modern Languages
- Indigenous Language Revitalization: Living Language
Tracy Williams
Education 353
- 12:00—1:00pm Lunch on your own
- 1:00—2:30pm Indigenous Language Rights: Issues for the Future
AILDI Faculty and Participants
Modern Languages
- 2:30—3:30pm Symposium Closing
Modern Languages



Monday, June 29, 2009

Session Descriptions

"The Breath of Life-Silent No More" Language Workshop—Dr. Leanne Hinton (10:30—12:00pm)

Dr. Hinton will present on the long running success of the Breath of Life - Silent No More California Indian Language Restoration Workshop.

Beyond Word Lists—Dr. Stacey Oberly, Ph.D. and Students of LING 500 (1:00—2:15pm)

In this workshop, the presenters will share ideas, methods and experiences on how to effectively teach Indigenous languages in and out of the classroom.

DEL Fellows Session—Alyce Spottedbear (Mandan) (1:00—2:15pm)

Ms. Spottedbear will present her current project funded by a DEL grant from NSF to receive training in recording techniques in order to record stories and linguistic insights from one of the sole remaining fluent speakers of the Mandan language, Mr. Edwin Benson.

Collaborative Community-based Research Design for Highly Sensitive Indigenous Language Documentation — Clifford Eaglefeathers (Cheyenne) and Dr. Karyl Eaglefeathers (2:20—3:35pm)

Dr. and Mr. Eaglefeathers, co-investigators on this NSF DEL project for Annotated Field Documentation of the Northern Cheyenne Sacred Language, will discuss the ways that the speaker community, by acknowledging the decline of their ceremonial language, came to the decision to document their language. The researchers will address the challenges involved in this research: the very high standard of Human Subjects Review, the concerns for achieving high quality video and sound recordings for a language that is only used in the context of rituals and that rely on metalinguistic information, and tensions involved in making sacred language the subject of academic study.

"Looking Forward, Looking Back": Digital storytelling and cultural preservation (2:20—3:35pm)

Three organizations came together to help students, representing different districts within the Tohono O'odham Nation on the San Xavier Indian reservation, document and create digital stories about themselves and their community and gave O'odham youth an opportunity to pursue artistic, emotional, and professional development. This project gives participants a holistic education/artistic experience that address these challenges.

Filmmaking and Language Documentation—Phil Cash Cash and Students of LRC 560 (3:45—5:00pm)

The presentation will be based on the filmmaking class and training with Phil Cash Cash during AILDI.

Northern Cheyenne Endangered Language Project—Dr. Richard Littlebear (Cheyenne) (3:45—5:00pm)

Dr. Littlebear's project, "Northern Cheyenne Endangered Language Project" was one of the first language research efforts by an indigenous community under this funding source; he will share his experience with this early project and describe the impact of resources like DEL funds for tribal communities.



Tuesday, June 30, 2009

Session Descriptions

Revitalizing Languages through Language Documentation: The Challenges and the Implications—Dr. Susan Penfield
(8:00—9:00am)

This talk will place language documentation along a continuum of activities that contribute to language revitalization. The speaker will address current issues in the field of documentation.

Grant Writing Workshop – Dr. Susan Penfield (9:15—12:00pm)

This workshop focuses on grant writing basics, how to find and understand an 'RFP' (Request for Proposal) and where to find support for indigenous languages .

Rethinking Technology as a language revitalization tool— DEL Fellows, NSF Fellows, Phil Cash Cash (moderator)
(9:15—10:30am)

The presenters look at the role digital video can play in confronting the challenges many indigenous communities face when preserving and revitalizing their languages. This panel will share and discuss their films, experiences, and ideas on using of digital video as a language revitalization tool.

"Kowassaaton Ilhaalos: The Koasati Language Project" - Bertney and Dr. Linda Langley (10:45—12:00pm)

The Coushatta Tribe of Louisiana has identified a rapid decline in the population of fluent Koasati speakers. Determined to reverse this trend, the Tribe embarked on an ambitious project in 2006 to systematically document naturally occurring Koasati speaker interactions, communication events, and elicited personal narratives in digital video format. Resolved to both revitalize Koasati and retain "ownership" of the project, the Tribe worked with linguists to train tribal members in current "best practices" of language documentation and revitalization. This presentation discusses some of the lessons learned during project implementation.

Overview of AILDI—Lucille Watahomigie (1:00—2:00pm)

Ms. Watahomigie is the founder of AILDI. She will present on the philosophy and mission of AILDI as it has been implemented for the past 30 years. Her vision of including community members as major stakeholders in the linguistic and cultural education of indigenous children will always be an overriding theme.

Native youth and language maintenance, shift and revitalization – Dr. Leisy Wyman, Dr. Sheliah Nicholas, Dr. Teresa McCarty, Students of LRC 412/512 and Ha:san youth (2:20—5:00)

This session will address the role of Indigenous language in the personal, familial, community, and school lives of Native American youth through small group discussions with young people themselves and presentations of current research with young people in the Southwestern U.S. and Alaska. Together youth, educators, scholars and other audience members will generate ideas for involving today's youth in ongoing language retention efforts.

Making Language Visible, Vital and Valuable—Inée Y. Slaughter, Executive Director, ILI (2:20—3:35pm)

Indigenous Language Institute (ILI) will show how intergenerational teams use technology to create digital stories and other in Native language materials. We will have discussions on how language can be everywhere everyday.

Authoring Our Lives: Preserving and Sharing Our Language and Culture through Locally-Published Books
Mary Fahrenbruck (3:45—5:00pm)

During this session the presenter will introduce the framework, the Book Cycle, to participants. Participants will be invited to explore the RealeWriter software, including how to create a book using text and photo images.



Wednesday, July 1, 2009

Session Descriptions

"Master-Apprentice" of another kind: Story of a Mentor and Apprentice—Dr. Jennie DeGroat & Hedy Kelewood
(8:00—9:00)

The presentation will explore the role of mentoring and being an apprentice to build collaboration and partnership to lessen the complexity of implementing language immersion classes within the school environment.

Master's program in Native American Languages and Linguistics—Dr. Mary Willie (9:15—10:30)

Dr. Willie will present on NAMA, the MA degree in Native American Linguistics NAMA (established 1999), offered in the College of Linguistics, which is a program increasing the usage of indigenous languages.

Jacob Moore (Tohono O'odham) (9:15—10:30)

Mr. Moore is currently the President of the Arizona State Department's Board of Education. He will share insights on the status of Arizona education as it impacts Native students and some insight on the role of language and culture curriculum in Arizona schools.

Activism and Responsibility: Defining Activism and its Importance in Language Revitalization Work—Dr. Susan Penfield, Dr. Ofelia Zepeda, Florian Johnson, Dr. Mary Carol Combs (facilitator), Dr. Leanne Hinton (invited) and Students of LRC 510 (10:45—12:00pm)

This session will attempt to answer these questions by featuring the experiences, histories, and stories of well known language and education activists. Panelists will discuss whether language activism (as intentional, vigorous or energetic action) should be the departure point for all serious efforts to revitalize endangered languages.

SPECIAL CONCURRENT SESSION: AILDI Poster Session (10:45—1:30)

Poster session will run in Kiva Auditorium, with submissions by:

Amanda Davenport—Aspects of Meshwaki Language Preservation Efforts

Marilyn Balluta—Dena'ina Representation in the Municipality of Anchorage, Alaska

Jodi Burshia—Indigenous Youth Negotiate Identity through Heritage Language Acquisition and Use -

An Exercise in Stewardship, Sovereignty, and Sustainability

Estefanita L. Calabaza—Information on Eastern Keresan

Jacob Franco—Towards the maintenance of Sonoran O'otam: Some Views on its Current Sociolinguistic Situation

Keisha Josephs—Indigenous Caribbean Communities

Ally Krebs: A Living Poster of AILDI: 30 Years of Speaking from the Heart and The Indigenous Ethics of Language Documentation

Brad Kroupa—Focusing on Arikara Language Revitalization Efforts

Wynona P. Larson—Tohono O'odham language and *Toka*

Rowena Makroro—Ute Language Revitalization Efforts

Susan Paskvan—Gathering Placenames with Video

Ana Monica Preciado Sanchez and Jose Luis Moreno Vega—Yaqui Language

Lindsay Riggs—Proposition 203 and School Systems on the Navajo Reservation

LRC 495/595—Morphology: Ingenuity of Languages

TOCC Cohort: Assessment and Curriculum development in tribal college

Tohono O'odham Community College Language Presentation—Regina Siquieros, George Miguel, Paul Buseck, Sent Manickam, and Ramon Tomas Sepulveda (1:00—2:15pm)

This panel will discuss efforts at Tohono O'odham Community College to actively infuse more Tohono O'odham language and himdag campus wide. Panelists will discuss the integration of students' lessons and curricula within the Himdag that is already underway.

Tribal College Assessment & Curriculum Development—TOCC Faculty, Maggie George, & Daniel McLaughlin
(2:20—3:35pm)

How can tribal college educators design academic programs that promote their institutional missions while addressing the myriad expectations of internal and external stakeholders? This presentation reports on work at AILDI this summer to address this question.



Wednesday, July 1, 2009

Session Descriptions

Hopilavaytutuqayqamuy Aniw'iwwisa: The Hopilavayi Summer Institute for (Language) Teacher Training—Qötsahonmana (Dr. Sheilah E. Nicholas) and Panelists (1:40—3:35pm)

This presentation provides an overview of the development of the Summer Institute toward the goal of increasing the number of language teachers trained in the Oral Immersion Approach *and* “growing our own” in terms of capacity building.

Tsaamiwisqam:

Qöyawisnöm (Marilyn Parra)

Siwivensi (Bernita Duwahoyeoma)

Somi'mana (Ada Curtis)

Tsu'wisiwma (Arvis Myron)

Sikyavensi (Valerie Thomas)

Nuvahongsi (Susie Poleahla)

Kyeekelt:

Puhuhonmana (Melanie Dawahongnewa)

Kuwanwisnöm (Sarah Mooya)

Kiiwaynöm (Melvina Ovah)

Soonömqa (Darlene Ahownewa)

Siwiyonsi (Annie Harding)

Rethema Honyouti

Tuwa'inmana (Fermina Nutumya)

Stories That Matter—Angie Hoffman (3:45—5:00pm)

Workshop Analysis and discussion of Native American Children's Literature through all the genres, its relationship to language, reading, and culture. This workshop invites participants to experience through Native American children's literature in reading, exploring, discussing, engaging and evaluating books based on the culturally authentic facts found within each book that is written for children.

American Indian Languages and American Indian Studies—Freyda Crow, Maxine Sam, Jesse Johnson, Martha Dailey (3:45—5:00pm)

Current students in AIS at the U of A will address topics regarding what the impacts are of knowing and studying Native American Languages in the discipline of American Indian Studies.

Poetry by Native Writers (7:00—8:30pm)

Mr. Irwin Morris (Navajo) is author of the book, *From the Glittering World*, published by the University of Oklahoma Press. *From the Glittering World: A Navajo Story (1997)* is a blend of Navajo mythology, history, fictionalized memoir, and Navajo stories. The title is taken from the Navajo creation story about the last of five existing worlds, our own, which is called the glittering world. Mr. Morris is currently faculty at Dine College on the Navajo Reservation. He teaches Native American literature and writing classes.

Dr. Ofelia Zepeda (Tohono O'odham) is author of three books of poetry, *Where Clouds are Formed*, *Ocean Power* and *Jewed I-hoi/Earth Movements*. She is the series editor of *Sun Tracks*, a book series publishing works by Native American authors. Ofelia writes in both O'odham and English. She is faculty in the Department of Linguistics and director of AILDI.



Thursday, July 2, 2009

Session Descriptions

A View of Tohono O'odham Oratory—Maxine Sam and Ron Geronimo (8:00—9:00am)

Participants will discuss purpose, delivery styles, and how vocalization expands into other deliveries in relation to gender, clan, and ceremonial uses. Participants will provide examples and how they became involved in their own roles at the community levels as orators.

O'odham Poetry Session—Dr. Ofelia Zepeda (9:15—12:00pm)

This session is designed for speakers of the Tohono O'odham and Akimel O'odham languages. Approaches for writing in these two languages will be described and participants will begin writing poetry in their language. (Participants do not have to be able to write in the language—transcribers will be provided)

CASS Teachers Panel Pt 1(9:15—10:30am)

CASS Teachers Panel Pt 2(10:45—12:00pm)

The CASS Program will offer a presentation on the current state of various Indigenous languages in Honduras, Guatemala, and Mexico. In Mexico the CASS Program represents important languages in the states of Chiapas, Guerrero, Jalisco and Chihuahua.

The Knowledge Keepers—Geri Bahe-Hernandez, George Miguel, Regina Siquieros, Sandra Warlie (9:15—10:30am)

AILDI Participants will present on their experiences in regards to transmitting traditional language and cultural knowledge. Participants will discuss their personal experiences, rewards, and challenges of language and knowledge preservation and maintenance.

Indigenous Language Revitalization: Living Language—Yetsast[^]slaha:wí/Tracy Williams (10:45—12:00pm)

This talk will be an overview of Indigenous scholarship on the topic of acquiring an ancestral language as a second language. Examples will be given from a variety of works, such as personal experiences, research conducted by Indigenous scholars and collaborative efforts in the area of Indigenous language revitalization.

Indigenous Language Rights: Issues for the Future—AILDI Faculty and AILDI Participants (1:00—2:30pm)

Closing (2:30—3:30pm)



Daily Schedule

<p>6:29-2009 (Monday) Registration (8:00a-9:00a) ML</p>	<p>6:30-2009 (Tuesday) Keynote: Susan Penfield (8:00a-9:00a) ML</p>	<p>7/1-2009 (Wednesday) "Manner-apprentice" of another kind: Jennie DeCroor & Heby Kaleywood (8:00a-9:00a) ML</p>	<p>7/2-2009 (Thursday) Oratory: Maxine Sam & Ron Geronimo (8:00a-9:00a) ML</p>
<p>Opening: Opening prayer, welcome, overview: Lucille Washbongne, Leona Hinton (9:00a-10:15a) ML</p>	<p>Break (9:00a-9:15a) Technology Panel (DEL or NSF) (9:15a-10:30a) Kiva Microteaching (9:55a-10:30a) 353</p>	<p>Break (9:00a-9:15a) Jacob Moore: AZ Board of Education (9:15a-10:30a) ML Microteaching (9:55a-10:30a) 353</p>	<p>Break (9:00a-9:15a) Ofelia Zapeda: O'odham Poetry Workshop (9:15a-12:00p) Kiva CASS Workshop Panel Pr. 1 (9:15a-10:30a) ML Break (10:30-10:45a) CASS Workshop/Panel Pr. 2 (10:45a-12:00p) ML Indigenous Language Revitalization - Tracy Williams (1:00p-2:15p) Kiva</p>
<p>Break (10:15a-10:30a) Keynote: Leana Hinton (10:30a-p-12:00p) ML</p>	<p>Break (10:30-10:45a) Linda and Bernay Langley (10:45a-12:00p) Kiva Microteaching (11:25a-12:00p) 353</p>	<p>Break (10:30-10:45a) Poster Session (10:45a-1:30p) Kiva Microteaching (10:45a-11:20a) 353 Transition Microteaching (11:25a-12:00p) 353</p>	<p>Break (10:30-10:45a) CASS Workshop/Panel Pr. 2 (10:45a-12:00p) ML Microteaching (11:25a-12:00p) 353</p>
<p>LUNCH on your own (12:00-1:00p)</p>	<p>LUNCH on your own (12:00-1:00p)</p>	<p>LUNCH on your own (12:00-1:00p)</p>	<p>LUNCH on your own (12:00-1:00p)</p>
<p>Stacey Oberly & Class (1:00p-2:15p) ML KIVA Microteaching (1:40p-2:15p) 353 Transition</p>	<p>Lucille Washbongne-Overview (1:00p-2:00p) ML BREAK (2:00p-2:15p) ILI (2:20p-3:35p) Kiva Language & Youth: Leisy Wyuna, Sheilah Nicholas, Teresa McCarty, Class & Has:sem youth to facilitate discussion in breakout sessions (2:15p-5:00p) ML</p>	<p>Poster Session (10:45a-1:30p) Kiva Hopi Language Institute (1:40-3:35p) Kiva Tribal College Assessment & Curriculum Development (2:20p-3:35p) ML Sones Test Mater- Angie Hoffman (3:45p-5:00p) ML</p>	<p>Poster Session (10:45a-1:30p) 353 Transition Microteaching (1:40p-2:15p) 353 Transition Microteaching (2:20p-2:55p) 353 Transition Microteaching (3:00p-3:35p) 353 Microteaching (3:45p-4:20p) 353 Transition Microteaching (4:25p-5:00p) 353</p>
<p>Digital Storytelling Youth Panel (2:20p-3:35p) ML Kiva Microteaching (3:00p-3:35p) 353</p>	<p>Dr. Richard Littlebear (DEL Fellow) (3:45p-5:00p) Kiva Break (5:00p-6:00p)</p>	<p>American Indian Studies Panel (3:45p-5:00p) Kiva Dinner (on your own) Break (5:00p-7:00p)</p>	<p>Language Rights - Akira Yamamoto & Ofelia Zapeda (1:00-2:30p) ML Closing (2:30-3:30p) ML</p>
<p>Workshop Panel Phil Cash, Cash & Class (3:45p-5:00p) ML Break (5:00p-6:00p)</p>	<p>Film Festival with Panel - The Linguist (6:00p-8:00p) Kiva</p>	<p>Poetry by Native Writers (7:00p-8:30p) Kiva</p>	<p></p>