

everything we have ever been

everything we are right now

everything we will become

Haa Dachxánx'i Sáani Kagéiyi Yis: Haa Yoo X'atáangi Kei Naltseen

For Our Little Grandchildren: Language Revitalization Among The Tlingit



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Lingít Aaní (Tlingit Land)

- ~ 54,000 square miles
- Southeast Alaska, Southwestern Yukon Territory, and Northwestern British Columbia
- If this area were a state, it would be the 28th largest in the United States
- 18 communities
- 15 connected through waterways of the Inside Passage of the Northwest Coast,
- 3 Inland communities that connect to the coast via ancient trails or the relatively new Alaska-Canadian Highway.

PHONOLOGY AND ORTHOGRAPHY

a	á	aa	áa	ch	ch'	d	dl	dz	e	é
ei	éi	g	gw	<u>g</u>	<u>gw</u>	h	i	í	ee	ée
j	k	kw	k'	k'w	<u>k</u>	<u>kw</u>	<u>k'</u>	<u>k'w</u>	l	l'
n	o	ó	s	s'	sh	t	t'	tl	tl'	ts
ts'	u	ú	oo	óo	w	x	xw	x'	x'w	<u>x</u>
<u>xw</u>	<u>x'</u>	<u>x'w</u>	y	ÿ	.	61 sounds				

61 sounds

26 not found in English

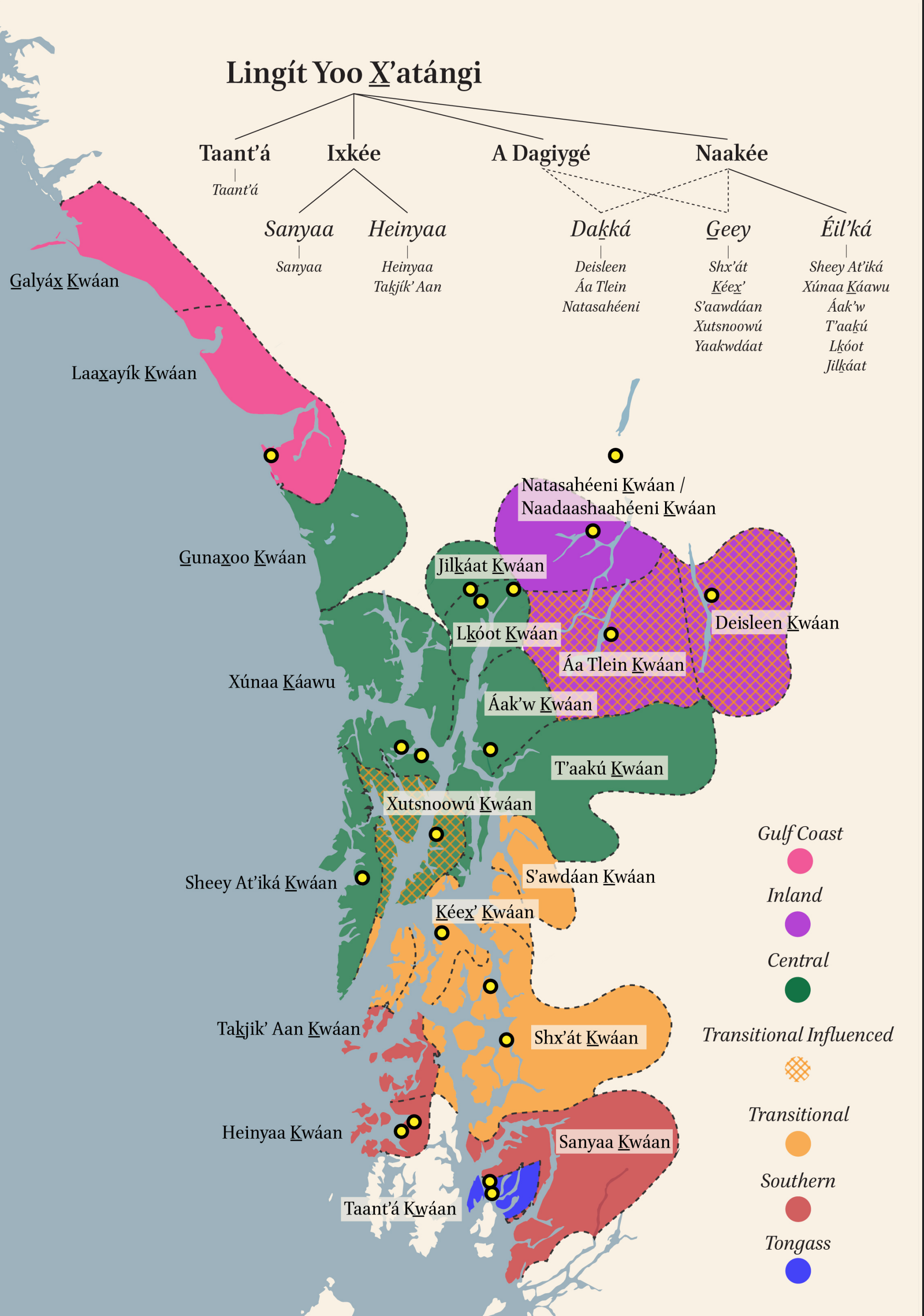
4 vowels with 4 variations

complex consonant strings

gúkl'k' (little swan)

wax'ax'éix'u (eyelashes)

a tóonax kadus'íks' át (straw)





CALIFORNIA TRIBAL GROUPS

— Tribal Areas at Contact

0 (km) 150
0 (mi) 100



STATE OF THE LANGUAGE

Anchorage	6
Angoon	7
Atlin	0
Carcross	5
Craig	0
Haines	2
Hoonah	11
Juneau	46
Kake	4
Ketchikan	3
Klawock	0

Estimated
Speakers:

137

Fluent Birth
Speakers:

75

Second
Language
Speakers:

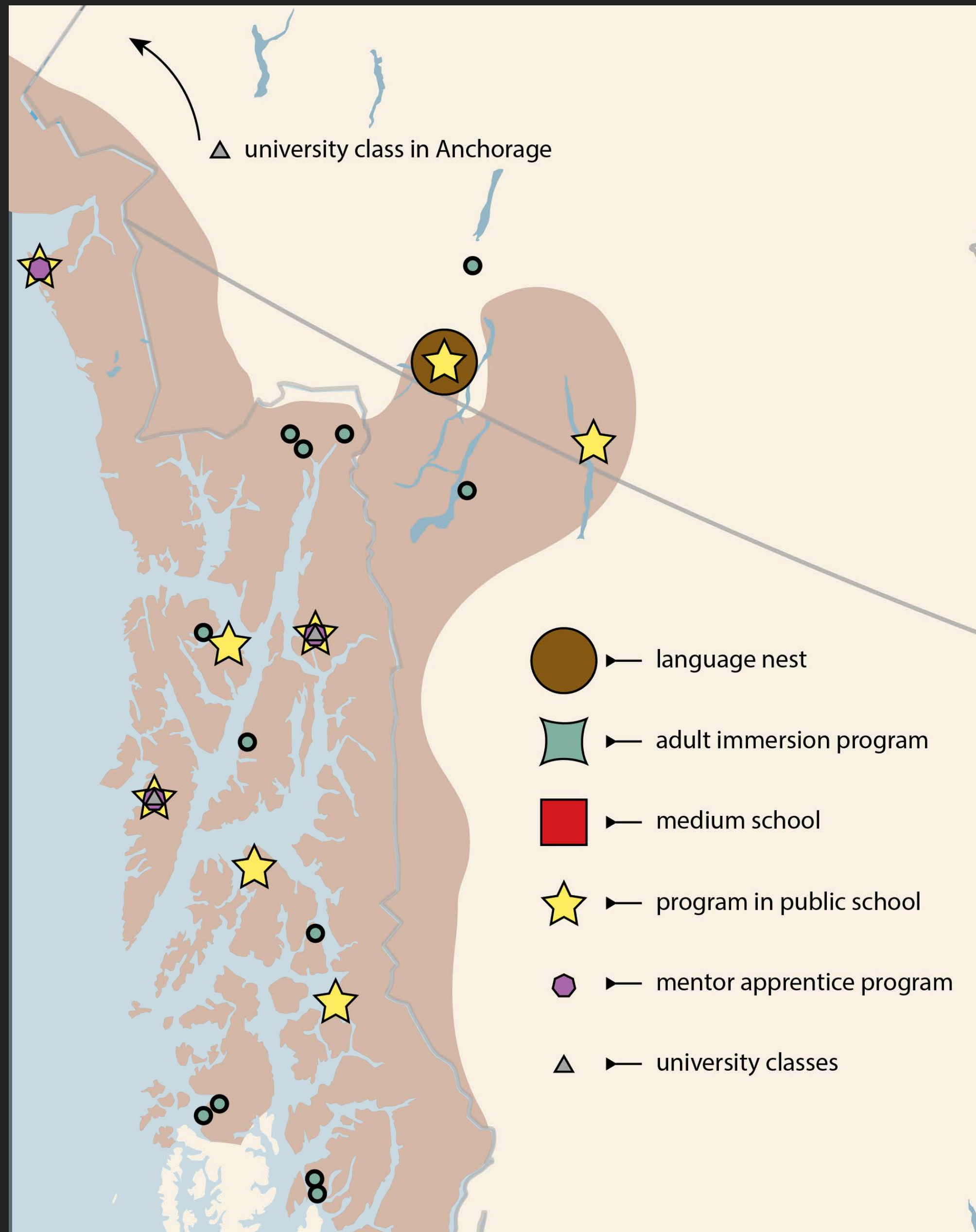
62

Fully fluent
speakers

10

Klukwan	3
Petersburg	1
Saxman	0
Seattle	3
Sitka	13
Skagway	0
Teslin	18
Whitehorse	8
Wrangell	1
Yakutat	6
Total	137

WAYS TO LEARN



University Classes are accessible from communities with high speed internet.

Intensive learning and immersion camps occur multiple times per year in either Juneau, Yakutat, Sitka, Carcross, Whitehorse, or Teslin.

Materials can be found at tingitlanguage.com and in apps and other websites





Hél daa sá
a yáx koogei
haa yoo x'atángi.

Nothing measures up
to our language.

Shaksháani Marge Dutson, Ishkeetaan



Haa dachxánx'i yán,
ax jint has uwashée
yáade.

Ax toowú latseenix
has sitee.

Our grandchildren,
they touched my hand,
brought me here.
They are my spiritual strength

Kaalkáawu Cyril George, Kak'weidí



Tléł kalidéix'i át áyá.
Ligéiyi át áyá yaa
gaxtootée.

It's nothing shameful.
it's a big thing we're going to carry.

Kaajaakwtí Walter Soboleff, L'eendeidí



K'idéin
yoo dudzinei Lingít
yoo x'atángi teen

You improve it by
using the Tlingit language.

Keixwnéi Nora Dauenhauer, Lukaax.ádi



Ch'a tlákw áhé tsú shux'wáa
du daa át yoo s yawustaagin.

Ch'a tlákw a daa yoo s
x'al.átgin:
has du dachxánx'i
has du ya.áak.

First, too, they always they always
took care of them.

They were always talking about it:
their grandchildren,
a place was made for them.

Kaakligéi Norman James, Dakl'aweidí



Aadé latseení yé.

Yéi áwé adaayakáa:

Yee du.aa yáx x'wán.

Kustí ladzee nooch.

Tlél kei gidaleet.

The way to strength.

This is how it is said about it:
Have strength and courage.

Life is always hard.

Do not quit.

Kingeistí David Katzeek, Shangukeidí



Yee gu.aa yáx̄ x'wán.

**Yee léelk'u hás x̄á yee x'éit has wusi.áx̄
yeedát.**

Yee gu.aa yáx̄ x'wán. Ḡunéi ax̄ tu.ádi tsu.

Yee gu.aa yáx̄ x'wán.

**Uháan áyá, haa léelk'u hás, has du ít̄x̄ yaa
ntu.át**

Yee gu.aa yáx̄ x'wán. Ldakát yeewháan.

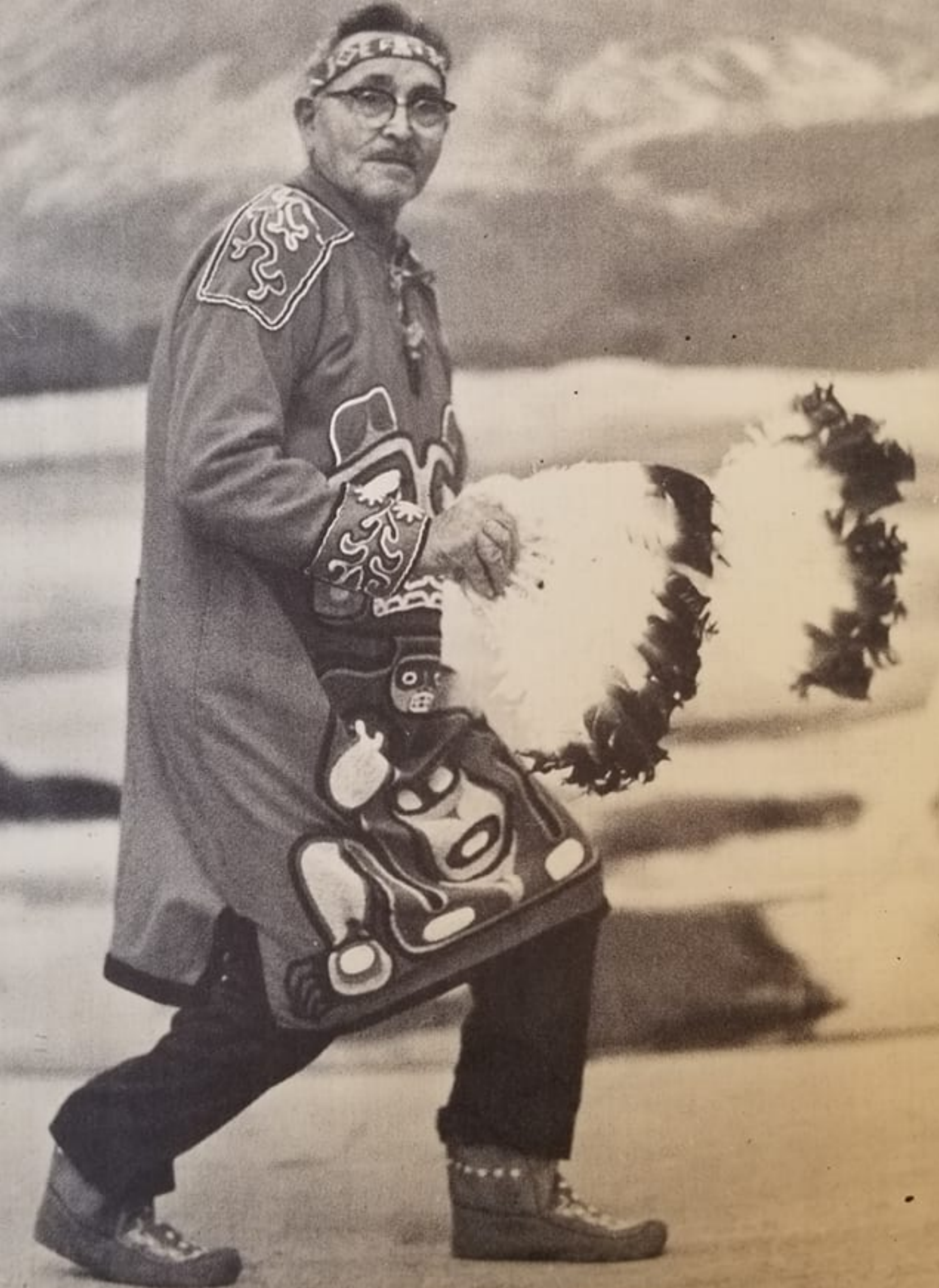
Have strength and courage, all of you. Your grandparents are really listening to you now.

Have strength and courage, all of you. We are beginning to walk along it, too.

Have strength and courage, all of you. It is us, our grandparents, we are the ones following them.

Have strength and courage, all of you. Every one of you.

Shgaté Jessie Johnnie, Chookansháa



Ch'u tlákwdáx
haa dachxán
haa kináa kei wtusinúk.

Aaa.

X'atulitseen.

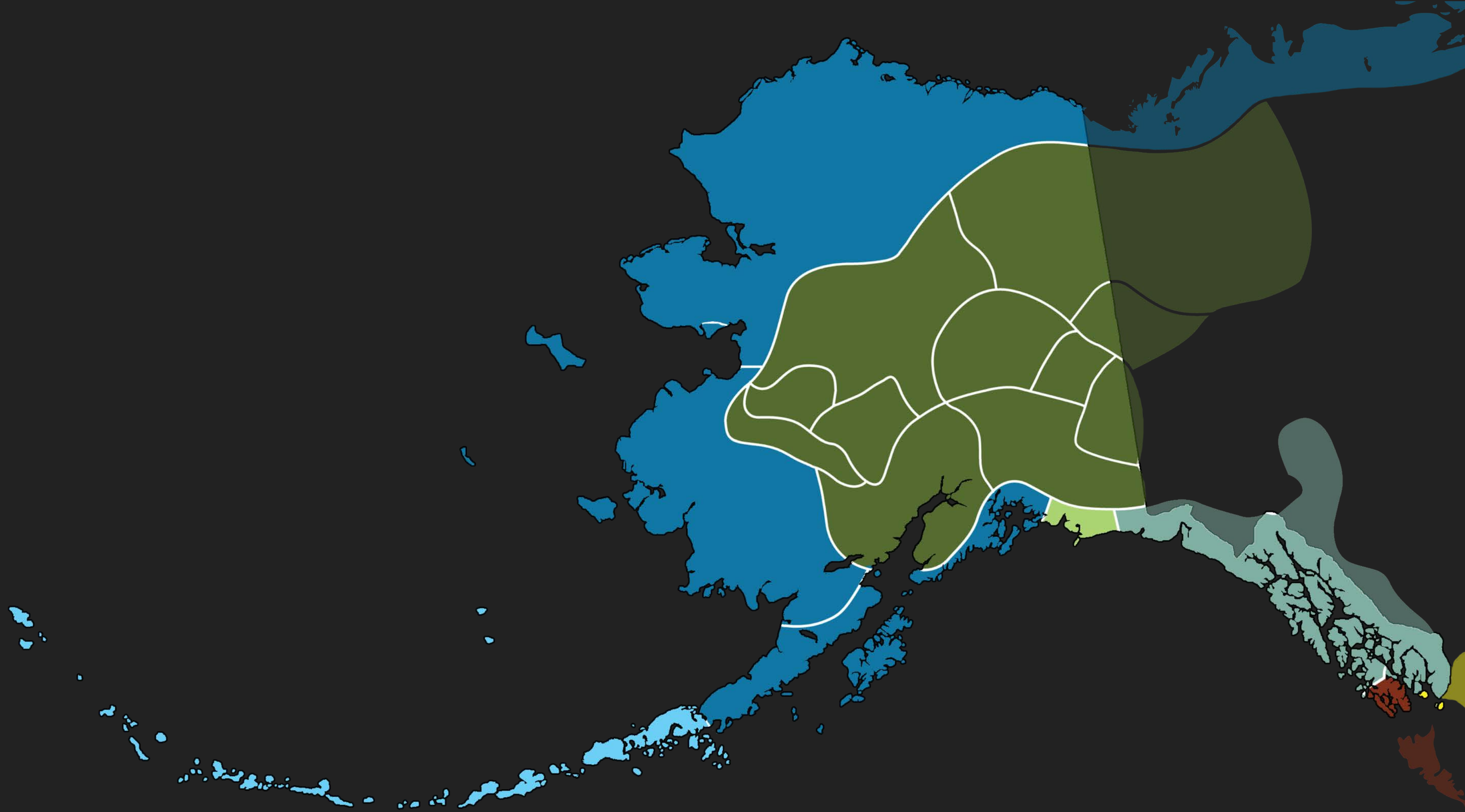
Tsu kushtuyáx daa sá yaa tushigéiyi
át du jeedéi yatx gátooteeyín
haa dachxánx siteeyi káa.

Even from long ago we have placed our
grandchildren high above ourselves. Yes.
We cherish them. Even those things we
treasure we used to offer up to them, to
those who are our grandchildren.

Kaal.átk' Charlie Joseph, Kaagwaantaan

THE DISCORD OF VIOLENT SEPARATIONS

ALASKA NATIVE CULTURAL GENOCIDE

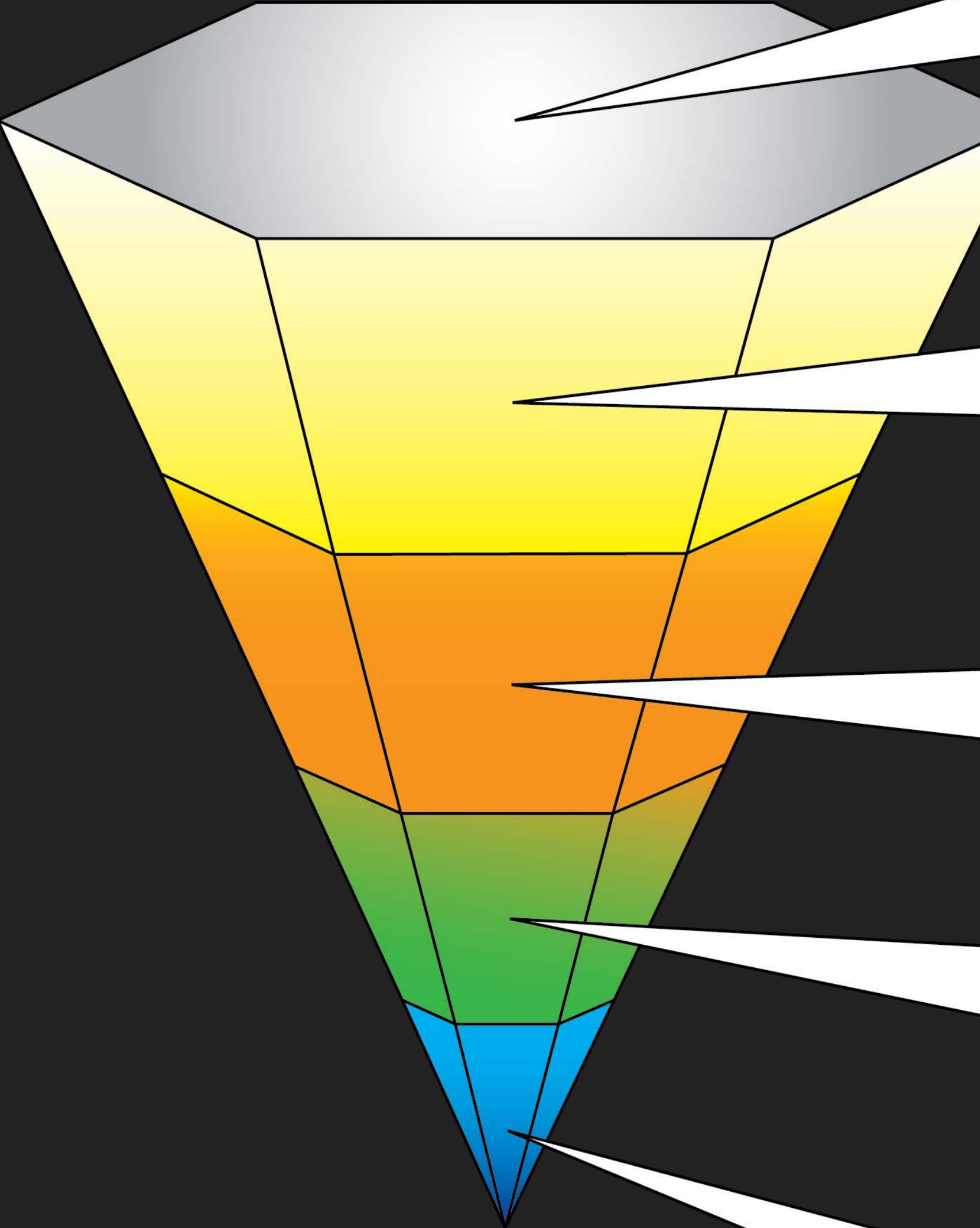


ACTFL SCALE

Level	Description
Distinguished	Can reflect on a wide range of global issues and highly abstract concepts, use persuasive hypothetical discourse, & tailor language to a variety of audiences.
Superior	Can support opinion, hypothesize, discuss topics concretely and abstractly, and handle a linguistically unfamiliar situation.
Advanced	Can narrate and describe in all major time frames and handle a situation with complication.
Intermediate	Can create with language, ask and answer simple questions on familiar topics, and handle a simple situation or transaction.
Novice	Can communicate with formulaic and rote utterances, lists, and phrases.

ESTIMATED HOURS IN LANGUAGE NEEDED

Advanced High:	8,000
Advanced Mid:	6,000
Advanced Low:	4,000
Intermediate High:	3,000
Intermediate Mid:	2,000
Intermediate Low:	1,000
Novice High:	750
Novice Mid:	500
Novice Low:	200



Distinguished

Can reflect on a wide range of global issues and highly abstract concepts, use persuasive hypothetical discourse, and tailor language to a variety of audiences

Superior

Can support opinion, hypothesize, discuss topics concretely and abstractly, and handle a linguistically unfamiliar situation.

Advanced

Can narrate and describe in all major time frames and handle a situation with complication.

Intermediate

Can create with language, ask and answer simple questions on familiar topics, and handle a simple situation or transaction.

Novice

Can communicate with formulaic and rote utterances, lists, and phrases.

ES

advanced

intermediate

novice

Level		Hr/Day	Days	Years	Hr/Day	Days	Years	Hr/Day	Days	Years
Sup	6,000	2	3,000	11.54	4	1,500	5.77	8	750	2.88
High	5,000	2	2,500	9.62	4	1,250	4.81	8	625	2.40
Mid	4,000	2	2,000	7.69	4	1,000	3.85	8	500	1.92
Low	3,000	2	1,500	5.77	4	750	2.88	8	375	1.44
High	2,000	2	1,000	3.85	4	500	1.92	8	250	0.96
Mid	1,000	2	500	1.92	4	250	0.96	8	125	0.48
Low	750	2	375	1.44	4	187.5	0.72	8	93.75	0.36
High	500	2	250	0.96	4	125	0.48	8	62.5	0.24
Mid	250	2	125	0.48	4	62.5	0.24	8	31.25	0.12
Low	125	2	62.5	0.24	4	31.25	0.12	8	15.625	0.06

I RLS to attain diglossia (assuming prior ideological clarification)

- 1 Reconstructing Tlingit and adult acquisition of Tlingit as a second language.
- 2 Cultural interaction in Tlingit primarily involving the community-based older generation.
- 3 The intergenerational and demographically concentrated home-family-neighborhood: the basis of mother-tongue transmission.
- 4 Schools for literacy acquisition, for the old and for the young, and not in lieu of compulsory

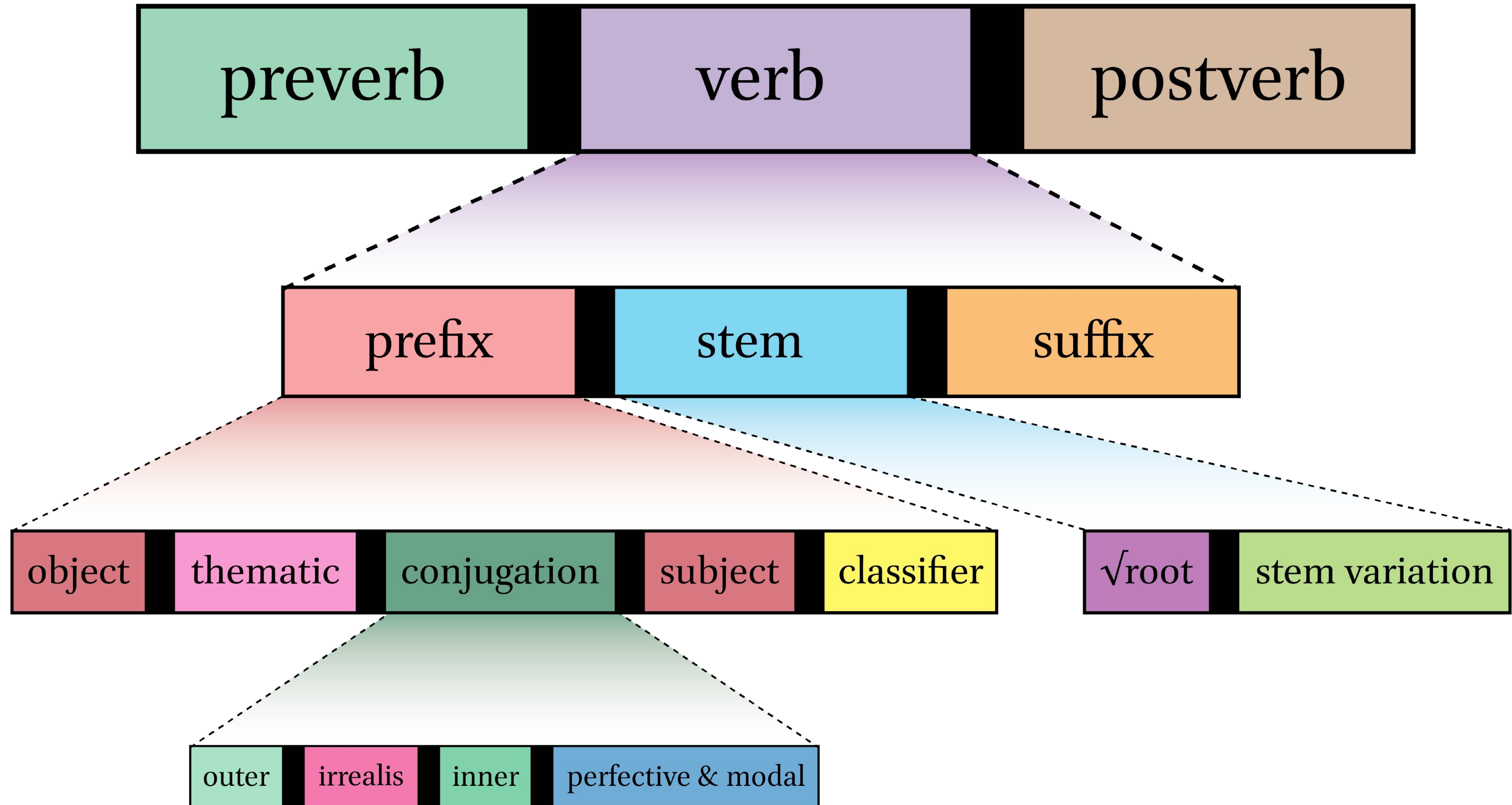
II RLS to transcend diglossia, subsequent to its attainment

- 5 Schools in lieu of compulsory education and substantially under Tlingit curricular and staffing
- 5b Public schools for Tlingit children, offering some instruction via Tlingit, but substantially under Anglo-American curricular and staffing control.
- 6 The local/regional (i.e. non-neighborhood) work sphere, both among Tlingit and among Anglo-Americans.
- 7 Local/regional mass media and governmental services.
- 8 Education, work sphere, mass media and governmental operations at higher and nationwide levels.

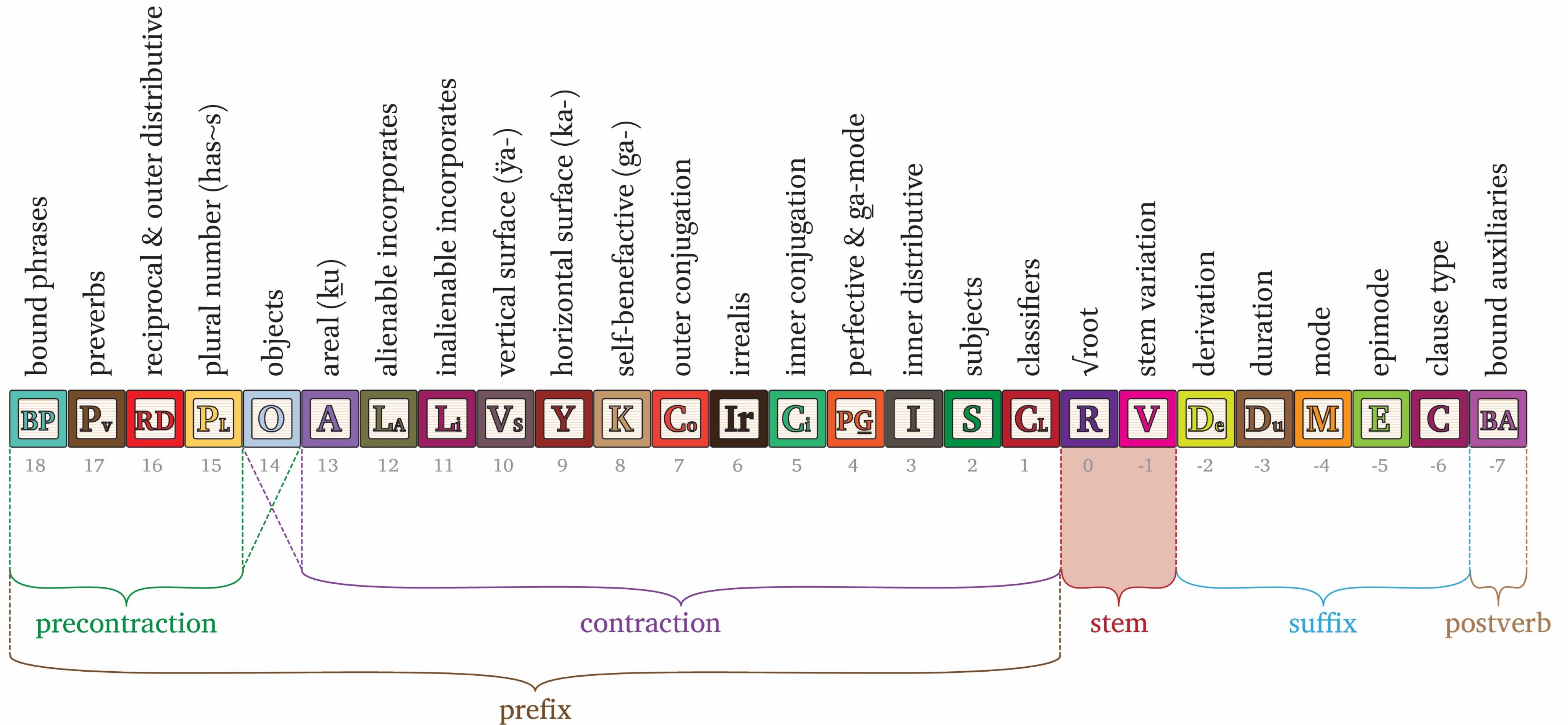
	INDEPENDENT		POSSESSIVE		OBJECT		SUBJECT		POSTPOSITIONAL	
1SG	xát	me	aḵ	my	xat	me	x̣a-	i	aḵ ee- ~ x̣aan	(to) me
1PL	uháan	us	haa	our	haa	us	tu-	we	haa ee- ~ haa(n)-	(to) us
2SG	wa.é	you	i-	your	i-	you	i-	you	i ee-	(to) you
2PL	yeewháan	you all	yee	y'all's	yee	you all	yi-	you all	yee ee-	(to) you all
3H	hú	she/he	du	her/his	∅- ~ a-	her/him	∅-	she/he	du ee- ~ u-	(to) him
3N	á	it	a	its	∅- ~ a-	it	∅-	it	a ee- ~ a- ~ aan	(to) it
3PRX	ash	this gal/guy	ash	this gal's/guy's	ash	this gal/ guy	—	—	ash ee-	(to) this gal/guy
3OBV	á	that other guy/girl	a	that other guy's/girl's	—	—	du-	that other guy/girl	a ee- ~ a-	(to) that other guy/girl
4H	káa	someone	ḳaa	someone's	ḳaa- ~ ḳu-	someone	du-	someone	ḳaa ~ ḳu ee- ~ ḳoon	(to) somebody
4N	át	something	at	something's	at	something	—	—	at ee-	(to) something
PART	aa	one, some	aa	one's, some's	aa	one, some	—	—	aa ee-	(to) one, (to) some
RFLX	chúsh	-self	chush ~ sh-	-self's	sh ~ ∅-	-self	—	—	chush	(to) -self
RECIP	wóosh	each other	woosh	each other's	woosh=	each other	woosh=	each other	woosh	together or (to) each other
(3) PL	hás	they	has du	their	has ~ s	them	has ~ s	they	has du ee-	(to) them

65 pronouns in 5 categories

Basic Tlingit Verbal Structure



Cable & Crippen Verb Template Structure

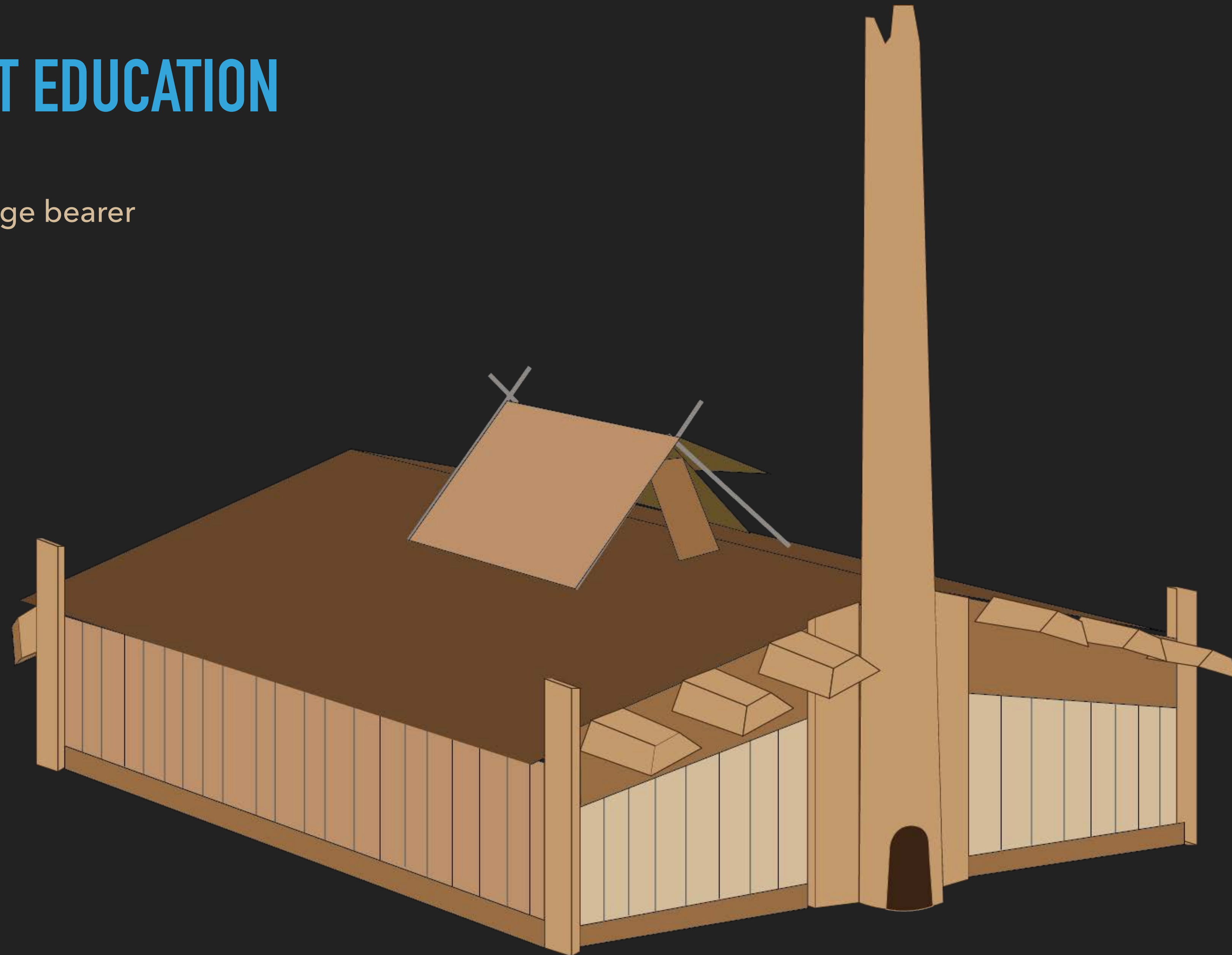
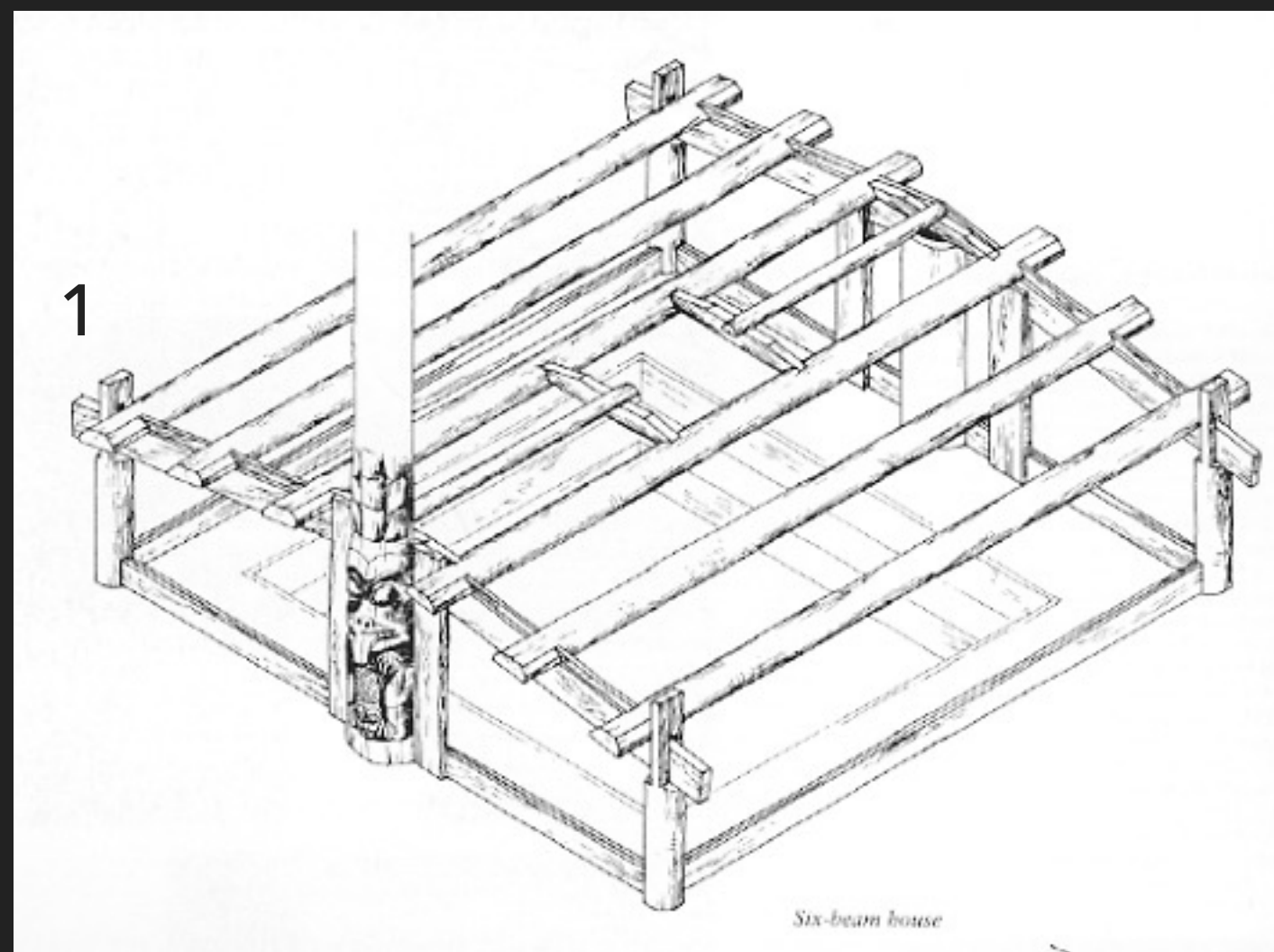


BE TRANSFORMATIVE. BE POSITIVE. DO IT NOW.

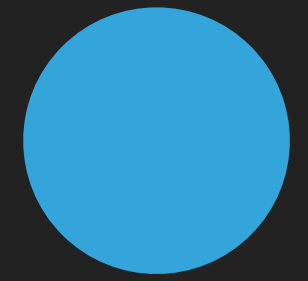
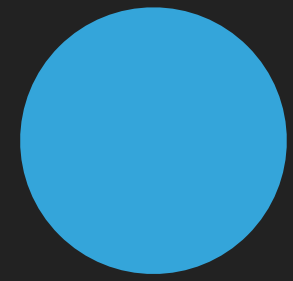
- ▶ If you wait for change, it will never come
- ▶ A system designed to destroy families, languages, and culture cannot be “fixed” but must be replaced by a system that is under indigenous control
- ▶ The genius of our people is limited by self-doubt and by allowing others to control our education and therefore our destiny
- ▶ We can become world leaders in language revitalization and self-governed education
- ▶ There is no sovereignty that compares to thinking in your own language

THE HOUSEPOSTS OF TLINGIT EDUCATION

A summary of ideas presented by knowledge bearer
Kingeistí David Katzeek - Shangukeidí



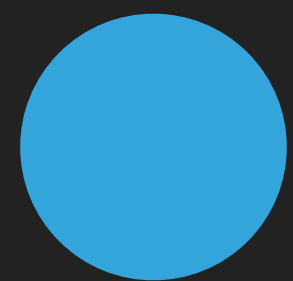
THE HOUSEPOSTS OF TLINGIT EDUCATION



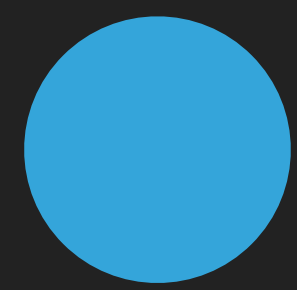
Lingít áwé wa.é



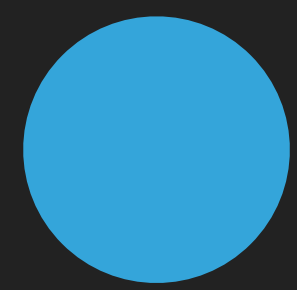
you are a Tlingit person



THE HOUSEPOSTS OF TLINGIT EDUCATION



yaa k̲eedzigéi
you are intelligent



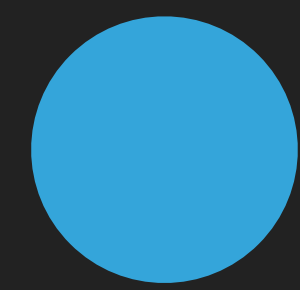
Lingít áwé wa.é



you are a Tlingit person



THE HOUSEPOSTS OF TLINGIT EDUCATION



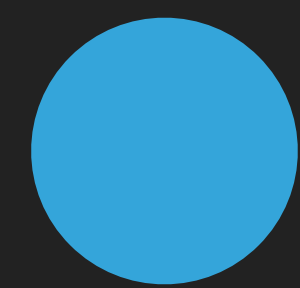
yaa keedzigéi
you are intelligent



Lingít áwé wa.é



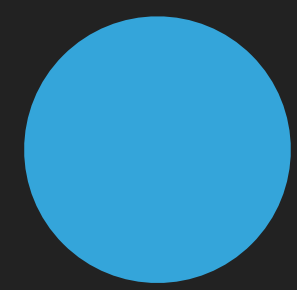
you are a Tlingit person



Idakát át ayakgeenéi
you will respect all things



THE HOUSEPOSTS OF TLINGIT EDUCATION



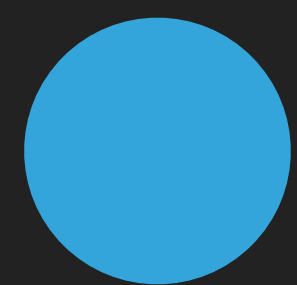
yaa keedzigéi
you are intelligent



Lingít áwé wa.é

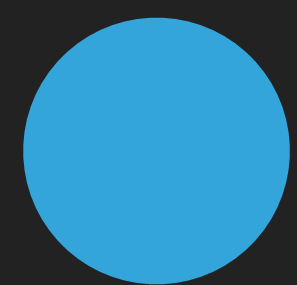


you are a Tlingit person

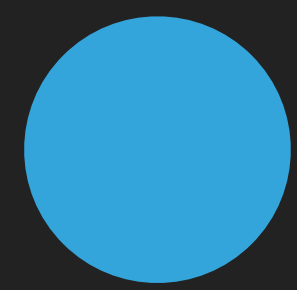


Idakát át ayakgeenéi
you will respect all things

kaa x'éit sakgee.áax
you will listen to people



THE HOUSEPOSTS OF TLINGIT EDUCATION



yaa keedzigéi

you are intelligent

woosh yéi jigaxtudané

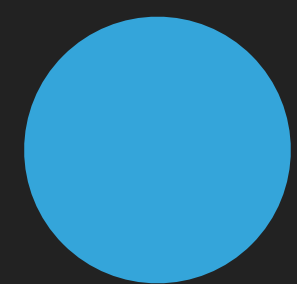
we are going to work together



Lingít áwé wa.é



you are a Tlingit person

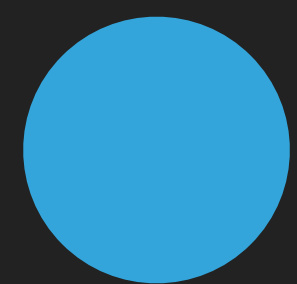


Idakát át ayakgeenéi

you will respect all things

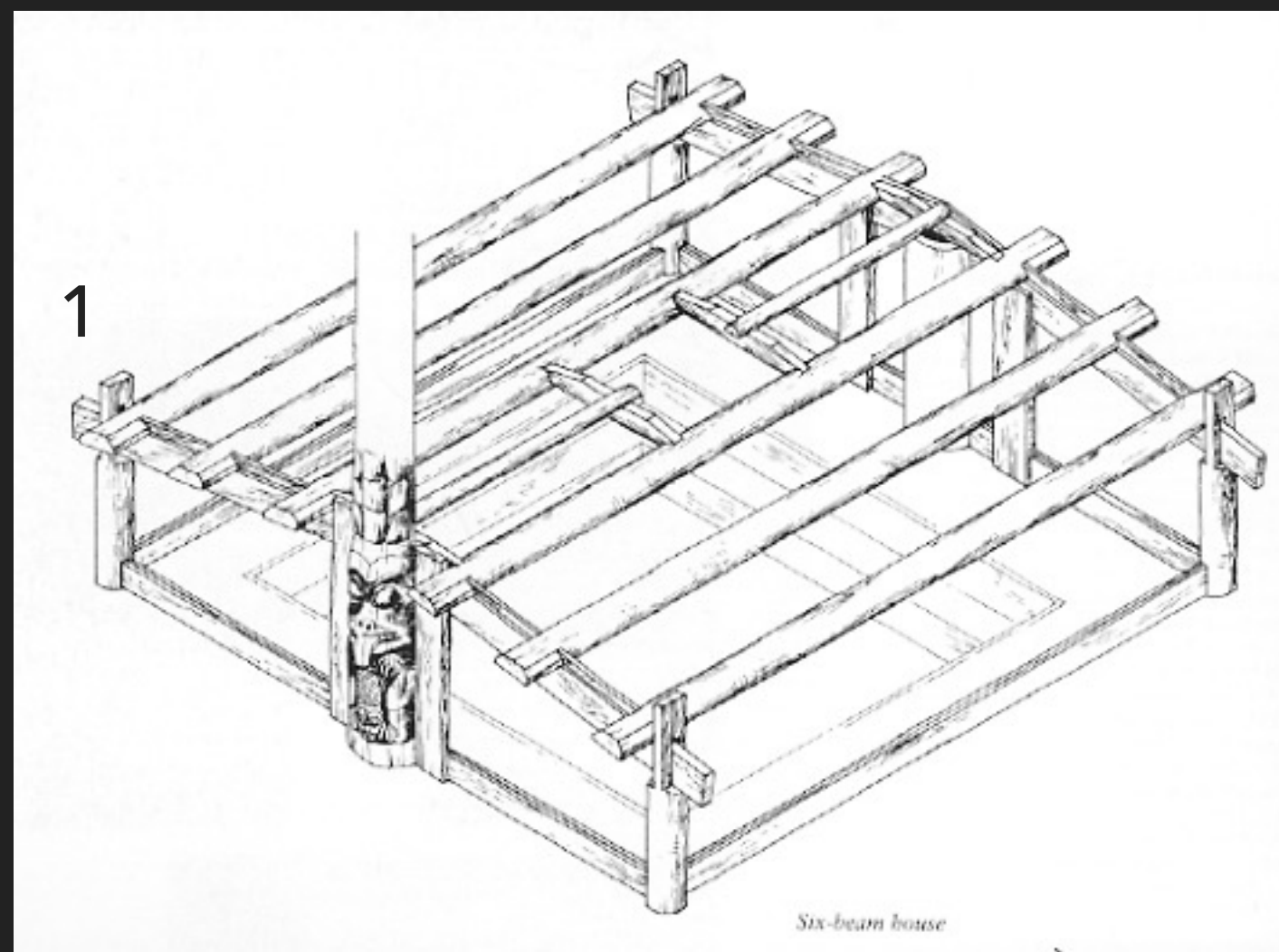
kaa x'éit sakgee.áax

you will listen to people

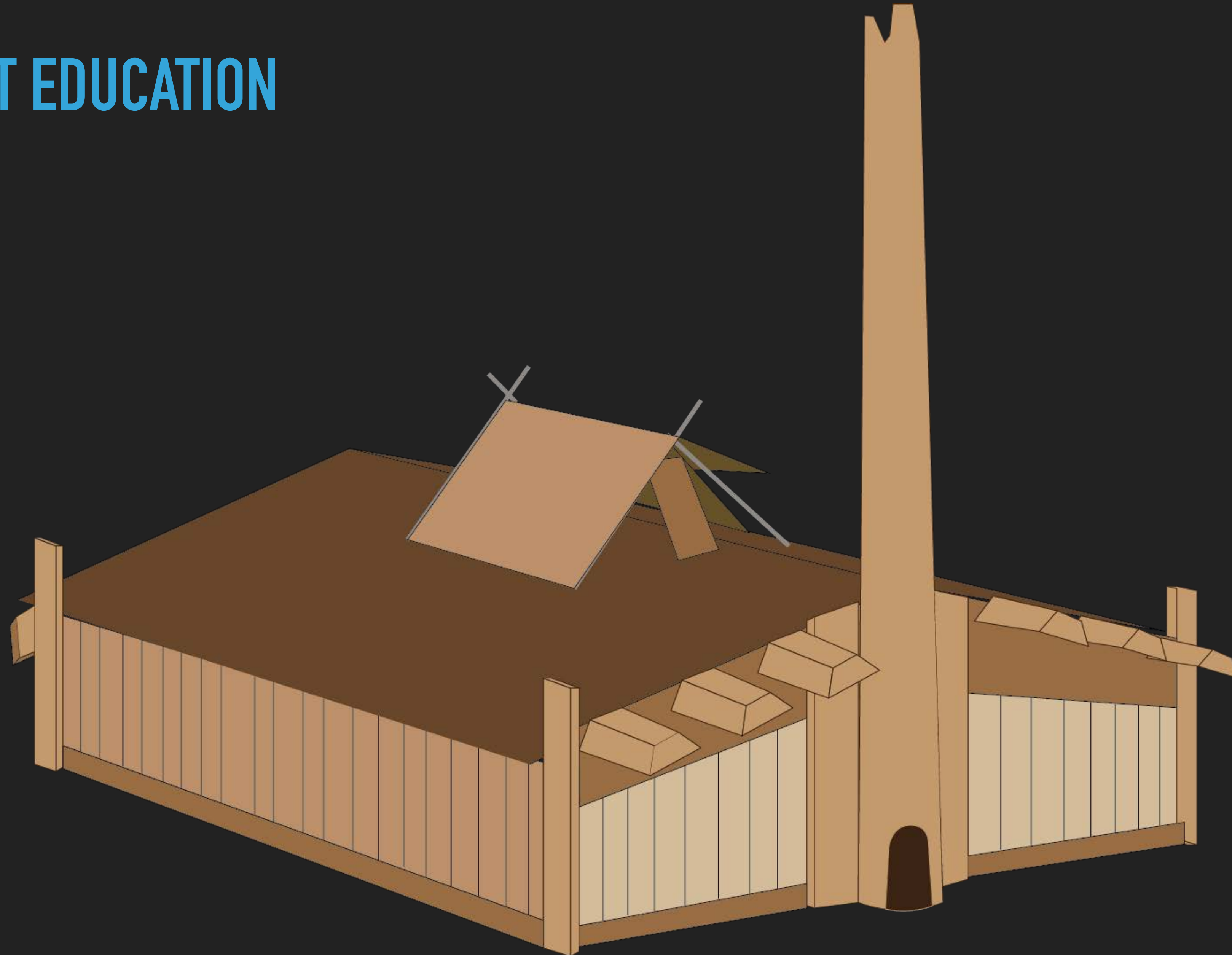


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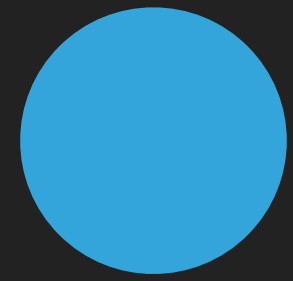
Ḳustí ladzée nooch. Tlél kei kgidaleet!
– Kingeistí



Life is always hard. You will not quit!
– David Katzeek, Shangukeidí



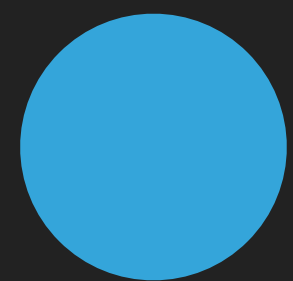
THE HOUSEPOSTS OF TLINGIT EDUCATION



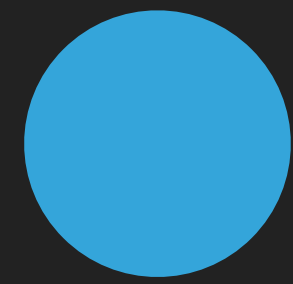
ḵaa eedé gaxtooshée



helping people: overcoming trauma
through decolonization & empowerment

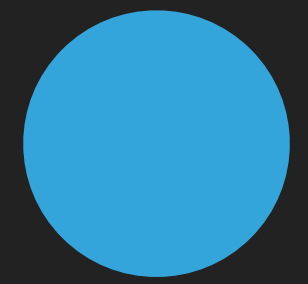


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at wuskú daakahídi gaḵtulayéiḵ

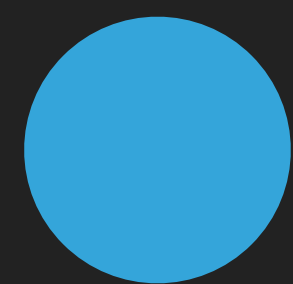
ensuring all institutions
echo Tlingit knowledge



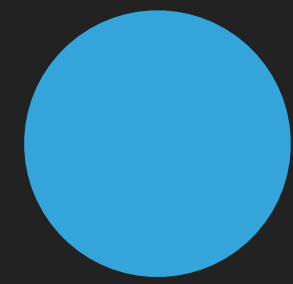
ḵaa eedé gaḵtooshée



helping people: overcoming trauma
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THE HOUSEPOSTS OF TLINGIT EDUCATION



at wuskú daakahídi gaxtulayéix

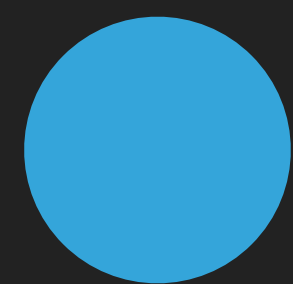
ensuring all institutions
echo Tlingit knowledge



kaa eedé gaxtooshée



helping people: overcoming trauma
through decolonization & empowerment

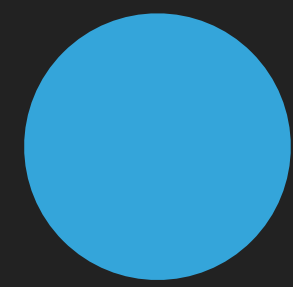


dáanaa haa jeedé gaxdutée

creating an economy for our languages
bringing in money and keeping it

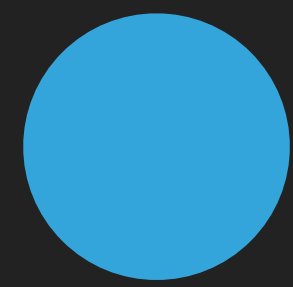


THE HOUSEPOSTS OF TLINGIT EDUCATION



at wuskú daakahídi gaxtulayéix

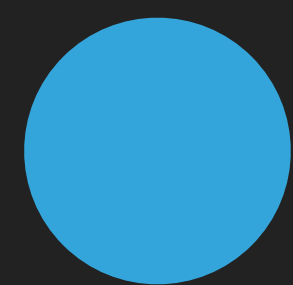
ensuring all institutions
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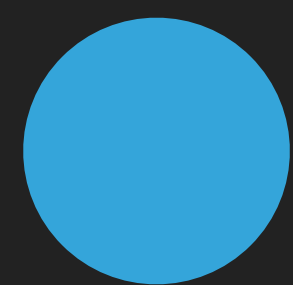


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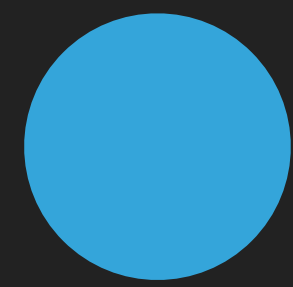
creating an economy for our languages
bringing in money and keeping it

Lingít Aaní áyá

Tlingit language on Tlingit land
creating spaces & domains for language use



THE HOUSEPOSTS OF TLINGIT EDUCATION

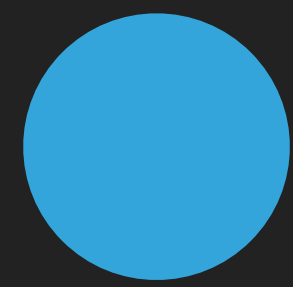


at wuskú daakahídi gaxtulayéix

ensuring all institutions
echo Tlingit knowledge

Lingít yoo x'atángi déili

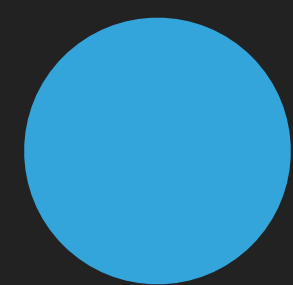
intergenerational communication
homes as language safety zones



kaa eedé gaxtooshée



helping people: overcoming trauma
through decolonization & empowerment

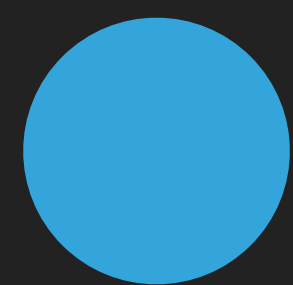


dáanaa haa jeedé gaxdutée

creating an economy for our languages
bringing in money and keeping it

Lingít Aaní áyá

Tlingit language on Tlingit land
creating spaces & domains for language use



THE 30 YEAR ROAD MAP

▶ Haa Yoo X'atáangi Kúdi

Tlingit Language Nest

- full immersion early care & preschool

▶ Át Kudatán Hídi

K-12 Tlingit Language Medium School

- Tribal school with all content taught through the Tlingit language

▶ Haa Yoo X'atáangi Tóox Shawduwaxích

Tlingit Language Adult Immersion Program

- a rapid and healthy pathway to fluency and language use

▶ At Wuskú Daakeidí

Indigenous Language Teacher Preparation

- undergraduate and graduate programs that create a generation of language teachers, advocates, and leaders

HAA YOO X'ATÁNGI KÚDI • TLINGIT LANGUAGE NEST

▶ **What**

- early care and preschool facility that creates a home environment for children to interact in a Tlingit-speaking environment while preparing them for a K-12 medium school

▶ **When**

- opening in the winter of 2018 in Yakutat and spring 2019 in Juneau

▶ **How**

- create a Tlingit-speaking home environment where the language is commonly used, and is not something that is “taught” but is used for all forms of communication

HAA YOO X'ATÁNGI KÚDI • TLINGIT LANGUAGE NEST

▶ **Assets**

- 1 lead teacher has been hired, a facility has been leased, start-up funding has been located, and the first five children for the program have been identified

▶ **Needs**

- 2 part time elder teachers, 1-2 full time teacher assistants, daily activity schedules, curriculum and activity plans, increased fluency for teachers, funding for program sustainability & growth

▶ **Next Steps**

- train teachers on language nest immersion methods, develop adult immersion activities for teachers & parents, locate and secure additional funding, become a licensed daycare center

ÁT KUDATÁN HÍDI • K–12 TLINGIT LANGUAGE MEDIUM SCHOOL

▶ **What**

- K-12 medium school that delivers all content through the Tlingit language, and teaches content through the Tlingit worldview, with a focus on science, technology, engineering, art, and math.

▶ **When**

- targeted opening date of fall 2021 with 10 children in kindergarten, with plans to expand one grade per year with the 12th grade implemented in 2029.

▶ **How**

- create a Tribal School through a self-governance compact with the Bureau of Indian Education, and also a funding agreement with the State of Alaska

ÁT KUDATÁN HÍDI • K–12 TLINGIT LANGUAGE MEDIUM SCHOOL

▶ **Assets**

- There are several teachers who could come into the school now, and there are enough curricula materials to start the program and begin building it as a medium school

▶ **Needs**

- more qualified teachers and assistants, daily activity schedules, curriculum and activity plans, increased fluency for teachers, operating plans for growth, short term and long term facilities

▶ **Next Steps**

- prepare teachers and students for the medium school by operating the language nest, secure funding for next year through negotiations with BIE & State of Alaska, locate a short term facility

HAA YOO X'ATÁNGI TÓOX SHAWDUWAXÍCH • TLINGIT LANGUAGE ADULT IMMERSION PROGRAM

▶ **What**

- an adult immersion program that incorporates existing classes, community activities, and new initiatives that creates fluency faster and a higher efficiency rate

▶ **When**

- starting immediately by coordinating existing activities and planning additional activities designed to increase fluency and create environments where Tlingit is the language of power and use

▶ **How**

- put second language learners in positions of leadership to develop and control activities that boost their own fluency, and identify community centers where language environments can be made

HAA YOO X'ATÁNGI TÓOX SHAWDUWAXÍCH • TLINGIT LANGUAGE ADULT IMMERSION PROGRAM

▶ **Assets**

- a four year language program at the university, and over a dozen advanced second language learners committed to developing and improving adult immersion programs

▶ **Needs**

- detailed observation of successful adult immersion programs (Mohawk), a language house where second language learners can move in for maintenance camps, improved teaching methodologies

▶ **Next Steps**

- locate times and facilities for adult immersion activities, develop methods for intensive learning camps and immersion camps, develop consistent assessment and placement methods

AT WUSKÚ DAAKEIDÍ • INDIGENOUS LANGUAGE TEACHER PREPARATION

▶ **What**

- an indigenous language teacher preparation program that prepares teachers and materials for the language nest, medium school, and adult immersion program

▶ **When**

- starting immediately by increasing the focus on indigenous language acquisition (isa) and immersion methodologies, and then developing graduate degrees for teachers at all levels

▶ **How**

- bolster existing language study and degree options by developing a Tribal College in partnership with Central Council Tlingit & Haida, University of Alaska Southeast, and other interested parties

AT WUSKÚ DAAKEIDÍ • INDIGENOUS LANGUAGE TEACHER PREPARATION

▶ **Assets**

- decades of teaching Tlingit in public schools and the university, model programs like Ka Haka 'Ula O Ke'elikōlani, a Tribe and university willing to explore the Tribal College model

▶ **Needs**

- Tribal College coordinator, more language faculty, funding to supplement declining state budgets, infrastructure that utilizes university credentials while maintaining indigenous control & authority

▶ **Next Steps**

- memorandum of agreement between Central Council and UAS, identify funding to hire a coordinator, develop infrastructure, recruit students

THE 30 YEAR ROAD MAP

▶ Haa Léelk'w Hás Jigeix' Yéi Haa Yatee

Responsible, Culturally Appropriate Management

- leadership that understands language revitalization
- programs that work together on shared goals
- effective communication and coordination
- joint resources for production & printing curriculum
- strategic visioning and planning sessions
- Lingít Tundatáani tin kugaxtoostee

- ◆ Central Council Tlingit & Haida
- ◆ Sealaska Heritage Institute
- ◆ Goldbelt Heritage Foundation
- ◆ Yakutat Tlingit Tribe
- ◆ Hoonah School District
- ◆ Sitka Tribe of Alaska
- ◆ Carcross-Tagish First Nation
- ◆ Teslin Tlingit Council
- ◆ University of Alaska Southeast
- ◆ Lingít Language Champions
- ◆ Tlingit Readers, LLC
- ◆ Juneau School District

CENTRAL COUNCIL LANGUAGE & TRIBAL SCHOOLS DEPARTMENT

▶ **Vision Statement:**

- To create Tlingit language speakers so the language of our grandparents lives on forever.

▶ **Mission Statement:**

- To create environments where Tlingit is the language of power and use, and is the medium for language acquisition, cultural immersion, and education from birth to higher education.

- ▶ gunalchéesh. has du eetíx' x'aadkeidíx haa sitee. gwál has akaawa.aakw yá tl'átk tóode has haa kaawahaa, we dleit káach. hél has awuskú ku.aa a x'aakeidix haa sitee.
- ▶ thank you. we are the seeds in their remains. maybe the white people tried to bury us in the dirt. but they didn't know that we are seeds.

adapted from poet Dinos Christianopoulos

