



THE DEVELOPMENTAL LANGUAGE PROCESS

Language for Success

A quarterly report by Sealaska Heritage Institute on materials development for improved student achievement

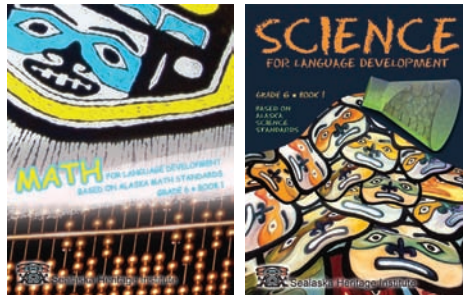
What's New...

Math for Language Development and Science for Language Development for Grade 6 are now available online and downloadable.

Based on Alaska math and science standards, the units use the Developmental Language Process to teach vocabulary necessary for students to succeed in math and science.

The materials for each content area are presented in two books—each containing five units with relevant vocabulary, heritage language perspectives, and teaching lessons.

Each lesson presents key vocabulary, a cultural perspective and student learning activities in basic listening, basic speaking, basic read-



To download the math and science curriculum, go to www.sealaskaheritage.org and choose "curriculum" in the "quick links" menu. They are posted under "middle school."

ing, and basic writing. Each unit also contains assessment tools.

These supplemental units contain many student learning activities for each component of the DLP. Coming soon: Grade 6 DLP Social Studies curriculum, *The Road to ANCSA*.

The Developmental Language Process in action

What do "flashlight find", "remote cars" and "illustration hold up" have in common?

These are all student learning activities designed to implement the Developmental Language Process.

Now in the second year of the grant, heritage language teachers throughout Southeast Alaska are using these activities as they deliver lessons for the Tlingit, Haida, and Tsimshian languages.

Assessment of language growth and proficiency is an important stage of the DLP. An assessment workshop was held in Juneau with thirty-eight language teach-



Tlingit Elder David Katzeek (*Kingeisti*).

ers from Ketchikan, Wrangell, Sitka, Kake, Hoonah, Yakutat and Juneau in attendance. Tlingit elder David Katzeek encouraged the group to continue their work.

About this project

In 2009, Sealaska Heritage Institute received a grant from the U.S. Department of Education called *Replacing Thing-a-ma-jig: Language For Success*.

This newsletter is designed to share the developments of this grant with parents, teachers, and anyone interested in the progress of the project.

The first objective is to develop materials that will improve students' academic success in science, math, and social studies. The second objective is to develop materials for the teaching of Tlingit, Haida, and Tsimshian languages and cultures.

The project will reach about four-hundred sixth-, seventh-, and eighth-grade students in four communities over three years.

The project is based on the book *Replacing Thing-a-ma-jig: The Developmental Language Process* (Process)—which lays out the method that will be used to develop the materials.

The Process has a proven track record of accelerating academic achievement and has proven effective for Native language instruction.

Latseen Leadership Camp

Forty 6th–9th grade students from throughout Southeast Alaska gathered at the Boy Scout Camp in Juneau for a ten-day Latseen Leadership Camp.

Students participated in seal butchering, fishing and fish filleting, spruce root gathering, drum making, Haida and Tlingit language classes, and many team-building activities.

“All the students were great,” said Camp Director Sarah Dybdahl. “They had so much energy—it was fun, and tiring, to be with them for ten days.”

Four camp mentors hired this year are alumni of the high school Latseen Leadership Camps from previous years.

Dybdahl said it is gratifying to see the growth and maturity of the mentors and to realize that Latseen played a large part in their development.

Students from Hoonah said that the best part was meeting students from other communities.

Latseen plays a large part in helping students develop networks, which will be crucial as they develop into the leaders our communities need.

Despite primitive outhouse and shower facilities, the most common student response to what should we do differently was “Make camp last longer.”

One student from Angoon said that the camp was the best thing that happened to them.

The three-year ANEP grant provides funding to hold camps for 6th–8th grade students for two more



Mason Hoppe, Nancy Barnes and Robert Tolson watch and listen as instructor Lyle James butchers a seal, an important subsistence food source, and talks about the necessity of respecting our food and the sea.



Lyle James butchers a seal as students look on. For most students, this was the first time they had seen a seal being butchered. Students had various reactions to seeing the blood and guts of the seal.



President Rosita Worl (*Yeidiklas'okw; Kaa hani*) talked with the students about the importance of culture and identity. She asked all students to introduce themselves; many used their Tlingit or Haida names. Dr. Worl also talked with students about Tlingit core cultural values: Haa Latseen, Haa Aaní, Haa Shagóon, and Wooch Yax.



Katrina Hotch teaches students in her outdoor classroom while field testing Unit 5—*More Body Parts*. Students spent about 75 minutes per day in Haida and Tlingit language classes.

years.

Ben Young, Haida language teacher, commented on his experience at the Latseen Leadership Camp.

Now in his third year with the camps, Young said that the outdoor environment was great for teaching language, much more so than a traditional classroom.

Young said that not only was the environment wonderful for teach-

ing vocabulary but also the students' feelings towards the language were better.

They could see the relevance with every lesson. Young said it was easy to use the environment as his classroom props.

Six student from Hydaburg attended Latseen this summer. Some said they were interested because Ben Young and his wife, Marita, would be at camp as teachers and chaperones.

{40 camp students learn DLP}



Isiah John, Duncan O'Brien, and Robert Brown intently dig for spruce roots. They worked hard to find long lengths of the roots and carefully measured to determine who had the longest root. Most of the students had never gathered spruce roots before. SHI deliberately employs traditional activities for students at the camp.



Ryan Hamilton helps Tairel Lang-Edenshaw make his drum using wooden frames, deer hide, and sinew. Students learned how to make drums and were encouraged to take their drums home. SHI hired Ryan in 2010 to work on the curriculum project as a curriculum specialist.



Hailey Ballou removes the backbone from a salmon as Jessica Casulucah and Miranda Worl (partially hidden) watch. Earlier, Katrina Hotch demonstrated the technique of fish filleting to students who had never worked on fish before.

Heritage Language Program progresses

Development of the Cycle B Beginners Heritage Language Program is in the final stages of completion.

Marsha Hotch and Ralph Wolfe recorded the Tlingit vocabulary content and Dr. Jordan Lachler from Ketchikan has provided the Haida vocabulary, sentences, and dialogs.

The Student Support Materials will be ready for formatting by the end of this month. Cycles A and B of the Heritage Language Program focus on building a vocabulary of nouns in thematic units.

Cycle C, now in development,



Linda Belarde (standing), Marsha Hotch, and Ralph Wolfe at a recording session for the Heritage Language Program.

uses those nouns with verbs giving students more functional phrases.

For example, the unit on food introduces the verb “to eat”.

Verb: to eat

Chíin uu Hl táagang.
I am eating salmon.

Chíin uu dág táagang.
You are eating salmon.

Chíin uu hal táagang.
Ryan S/he is eating salmon.

Xáat xá.
I am eating salmon.

Xáat exá.
You are eating salmon.

Xáat axá.
S/he is eating salmon.

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Sealaska Heritage Institute

A Native nonprofit founded in 1980 by Sealaska Corporation to perpetuate and enhance Tlingit, Haida, and Tsimshian cultures.

www.sealaskaheritage.org
www.alaskanativeartists.com

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From the president

As we begin our new academic year and grant cycle, I would like to introduce you to our new staff—you may already know them as relatives and friends.

Ryan Hamilton joins SHI with a Master of Arts in Teaching (MAT) and teaching experience, including Latseen Leadership Camp this summer.

Ryan, a member of the Haida Nation, hails from Craig.

Katrina Hotch from Klukwan, a 2006 graduate of UAS, joins the ANEP team as Tlingit Language Specialist.

Our team conducted an assessment of our first year's curriculum material.

We plan to address a specific concern about the graphics we used in the student support materials.

This year we have decided to photograph our families or to use photographs provided by our own tribal members as illustrations in our curriculum material. We want to ensure that not only does our curriculum incorporate aspects of our culture, but also reflects the images of our students and their families.

If you should have any recommendations as to how we might improve our project, please do not hesitate to call or write to us.



A handwritten signature in black ink that reads "Rosita Worl".

ROSITA WORL, Ph.D. (*Yeidiklasòkw; Kaa hani*)
PRESIDENT, SEALASKA HERITAGE INSTITUTE