

Huna Totem Corporation – Perpetuating Our Culture Through Placenames – IMLS Category – Educational Programming

**Organizational Profile:**

The **mission** of the Huna Totem Corporation (HTC) is to *advance the economic aspirations and culture of the Xúna Kaawu (Hoonah Tlingit) through business excellence, sustainable economic growth, leadership, and education.* The culmination of nearly a year's worth of focused effort in 2012, HTC's Mission and Vision reflect the input provided through a 2011 shareholder survey. Three of HTC's Guiding Principles directly support the grant proposal: 1) Take pride in our past and value the wisdom of our elders, 2) Perpetuate our culture and land through prudent stewardship, and 3) Continually think ahead and act on behalf of future generations. The approving body is HTC's nine-member board of directors, each of whom serves a three-year term. Three directors are elected each year from the pool of shareholders. The mission statement and vision are available at: <http://www.hunatotem.com/corporation/mission>

**Service area:** Along southeast Alaska's scenic Inside Passage and nestled among towering evergreens that blanket its steep coastal mountains sits the village of Hoonah, the largest Tlingit Native community in the world. The Hoonah Tlingit are the original inhabitants of Glacier Bay, where they lived for thousands of years. During the peak of the Little Ice Age, glacial advance forced the people to relocate; they chose to permanently settle twenty miles to the south where they subsistence-harvest year-round. The new settlement was referred to as Xúna (Hoonah), "protected from the north wind". Hoonah is a close-knit, family-oriented village where people are friendly and caring. Locals relate to their surrounding eco-system with respect and understanding, harvesting resources from the sea and the land according to the bounty of the seasons. A common saying in Hoonah is: "When the tide is out, the table is set." Hoonah enjoys a rich, multi-layered cultural history that is preserved through the Tlingit language, songs, customs, stories, at.oow (clan owned regalia and other objects that hold great value and tell our clan stories), oral histories, art, and subsistence activities. In 1944, a fire destroyed the city, and nearly all priceless Tlingit cultural objects and recorded history were lost. This reality illustrates the importance of our archival records and why it is imperative to create meaningful place-based teaching tools. By drawing on our unique archive materials and creating new records to create these tools we improve educational programming that engages our community.

HTC is currently owned by more than 1,400 shareholders that predominantly reside in Hoonah and Juneau. Other shareholders are spread throughout the state and world. Hoonah is a remote and rural island community, dependent on air and water transportation, with no roads connecting it to other towns. Hoonah has a population of 931 and the population density is 130 per square mile. Over 60% of its residents are of Alaska Native heritage. The median age in Hoonah is 36. 35% of the students are economically disadvantaged, the highest rate in the region, and most (77%) are eligible for free and reduced-price lunch. The elementary is a Title I school.

**History: Huna Totem Corporation & Huna Heritage Foundation Relationship:** Huna Totem Corporation was formed under the terms of the Alaska Native Claims Settlement Act (ANCSA) enacted by Congress December 18, 1971. HTC was incorporated November 9, 1973. It is one of the more successful Native village corporations in Alaska with business interests in tourism, investment management, commercial real estate and leasing, natural resources, and an investment portfolio. In 1990 Huna Totem Corporation established Huna Heritage Foundation, a 501 (c)(3) non-profit entity created to perpetuate the Huna culture and promote education for present and future generations. In 2019, the HHF Board of Trustees approved the new mission, "Enrich Our Way of Life in perpetuity." HTC provides annual financial support for Huna Heritage Foundation, the organization that is directly involved in carrying out the work of this project.

A core program of Huna Heritage Foundation is the Library and Archives, whose mission is: "*Preserving material of historical and cultural value for the education and enjoyment of current and future generations.*" The Library & Archives contains a diverse variety of materials including historic and cultural photographs/images, audio and visual recordings, and articles and papers specific to the Hoonah Tlingit culture and language. Many of these items are available nowhere else. The Huna Heritage Digital Archives ([www.archives.hunaheritage.org](http://www.archives.hunaheritage.org)) is an online portal that was launched in January 2018 and serves the public with access to rich cultural and historical materials that relate to Hoonah specifically. Two full-time staff members, an Executive Director and Archivist, provide Huna Heritage Foundation services in Juneau and Hoonah. One part time Executive Assistant and one part time grant funded staff member provide services in Hoonah. The library is located in the Hoonah office and the archives are located in the Juneau office. Seven trustees serve 3-year terms in support of cultural programs and education goals for HTC shareholders. The corporation and the nonprofit work together on projects to benefit shareholders and the community of Hoonah.

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**IMLS Agency Level Goal** – Goal 2: Strengthen Community Engagement Objective 2.1: Promote inclusive engagement across diverse audiences.

**IMLS CATEGORY** – **Goal 2:** Improve educational programs related to specific topics and content areas of interest to library patrons and community-based users. **Objective 2.2:** Support the development and implementation of classes, events, teaching tools, resources, and other educational services.

**Project Purpose:** Xúna (Hoonah) means protected from the North Wind and is a remote Alaskan village accessible only by air or water. It is the largest Tlingit Native community in the world and is the principal village for the Xúna Kaawu (people with indigenous ties to Hoonah). Archaeological evidence has documented Tlingit occupation in the area for over 10,000 years but our elders tell us we have been here since time before memory. Haa Aani represents one of our core Tlingit cultural values and it means honoring and utilizing our land. Our connection to the land is inextricably interwoven with our identity and who we are as a people. The late T'akdeintaan clan elder and culture bearer, Frank O. Williams, Jr. advised, "Remember who you are and where you come from."

Every Tlingit belongs to a clan. In Hoonah our four main clans are the T'akdeintaan, the Chookaneidí, the Kaagwaantaan and the Wooshkeetaan. Other clans have married into our community and have become part of our collective identity. Our clan histories are unique to our Hoonah clans and our clan members want to know where their ancestors lived before Hoonah was established. Huna Heritage Foundation (HHF) plans to centralize this information, summarized in graphics and photos and stories told by our elders. For the first time in our history, everyone with a connection to Hoonah will know where their ancestors went after the Glacier Bay diaspora, they will know what happened to their clans, they will have stories to tell.

The *Perpetuating Our Culture Through Placenames* project is designed to document our clan settlement histories, to tell our stories through our connections to place. We plan to create both a large wall map and an online map that preserves and showcases crucial aspects of our community's history through documenting place names of clan settlements.

Interviews with clan leaders, clan elders and culture bearers will inform HHF staff regarding the relevant information necessary to populate the map so that it reflects the unique and powerful history and culture of the Hoonah people. The map will serve as an educational resource for students and Hoonah residents, fostering a deeper understanding of their heritage and connection to the land. Audio clips of the recorded interviews will become part of the online map.

We know from our traditional stories and modern geological science that in the mid-1700s, during the Little Ice Age, the Grand Pacific Glacier destroyed our original village in Glacier Bay- possibly in a matter of hours, certainly no more than a few days. Our people had to quickly pack and leave immediately taking only what they could fit in their canoes. We know each clan settled in a different location before the site where the current village of Hoonah was established. Beyond this limited knowledge there is no written or documented history of our clan's settlement locations publicly available in a user-friendly single source. Our map will bring together our culture and history in a fun, meaningful, and engaging way.

We will draw upon pre-existing audio recordings in our archive collection to bring forward the stories of those no longer with us. By doing this we will help fulfill our role as stewards of cultural and historic records and perpetuate our culture rather than merely preserving it. The map will include pre and post Little Ice Age place names that are not currently documented. It will also answer long-standing questions our people have, such as, where did clans first settle after we were forced to leave our traditional homeland of Glacier Bay due to rapid glacial advancement? How were sites chosen and to serve what purpose? What stories are there of these settlements that can help us better understand our history of place and being? Our deep connection to our traditional homeland is evident in a traditional grieving song owned by the Chookaneidí clan, composed when we were forced from Glacier Bay, mourning and commemorating the loss of our precious homeland. This song is still sung today at ceremonies during times of grieving and when we leave Glacier Bay.

Huna Heritage Foundation has led the way integrating our digital collections into our school's curriculum through a history of collaboration and partnering for the benefit of students, families, and community. Workshops, teacher training, and performance literacy through storytelling are some ways we have served our schools. We use our collections to inspire

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students to write and tell stories to audiences consisting of other classes, parents, and community members. This project will expand on these successes to include working with adults to create and tell stories based upon and inspired by the map.

Our target audiences will benefit as they gain access to newly created learning materials on local place-based history and culture. The map will provide a powerful visual means of knowledge transfer that promotes equity and inclusion. Shareholders, teachers, students, the public and anyone interested in the history and culture of Hoonah will have the opportunity to learn about our culture and significant places in our history.

### PROJECT JUSTIFICATION

**Need:** “One by one our clan leaders are going ahead of us and some of us are not far behind. What we leave our children, they learned it from us. Let’s leave them something worth remembering.” *Kaach.ádi* Clan Leader and Elder Bill Wilson

Our archives hold stories, wisdom and history meant to be enjoyed by current and future generations and shared in meaningful ways. Huna Totem Corporation (HTC) conducted shareholder surveys in 2012 and 2019 with over 1400 shareholders to identify priorities. In both surveys, respondents indicated the preservation of culture through library, archives, and historic collections activities as the second highest priority behind higher education scholarships.

Since those surveys were taken, Huna Heritage Foundation has incorporated multiple projects into our strategic plan to address this priority. Elder knowledge has been recorded in existing audio and video interviews with respected Tlingit elders. These priceless stories represent a collective memory for people with indigenous Hoonah lineage. We created an online digital archive containing photos, audio recordings, films, and other resources that thousands of people have accessed. Audio and video recordings have been reviewed by our Community Specialist who has identified and documented their content, topics, and speakers to help inform the creation of finding aids and to foster meaningful use. These critical steps have been completed over the past four years through the IMLS funded Enhancement Grant projects, *Collections Care for Access and Growth* (2020) and through *Bringing Our Archives Full Circle* (2022).

Our proposed map will serve as a nexus of history, culture, and clan migration sites from our traditional homeland leading to the birth of our village of Hoonah. We need a map created by, and for, our indigenous community- our history, our stories. Currently, there is only one Hoonah Tlingit placenames map. It was created in 2016 by our local tribe, the Hoonah Indian Association. The existing map has hundreds of Tlingit placenames of all different types of locations including events and gathering sites. Unlike the existing map, our map will tell the story of our clan settlement history. We will create meaningful teaching tools that do not currently exist. Approximately ten locations from the current map will be included in our map, with new placenames not yet on a map.

Most of the elders who contributed to the old placename map are now gone and their stories, descriptions of places on the map and their significance are gone with them. Like many cultures whose languages were traditionally unwritten, our history is scattered in many locations. These maps will serve to bring together this knowledge and history into teaching tools that will benefit generations to come. They will be used as classroom resources and tools for teaching our way of life. Creating an online map with rich narrative descriptions, including photos and audio or video clips, will deepen our understanding of our history, place, and culture. Answering why places were selected connects us to a true understanding of our history and strengthens our identity as Hoonah Tlingit. Our Community Specialist has accumulated a vast knowledge of our archival material under our current IMLS grant project and has researched many additional sources including books and scholarly articles.

We hope that by presenting on this process at conferences and other venues we will inspire other indigenous people to create wall and online maps that are culturally responsive and reflect the centuries of knowledge of their homelands.

**Problem:** Tlingit people possess strong ancestral ties to our traditional homelands, yet we lack educational resources including maps and visual representations of clan settlement locations of Hoonah clans. Our stories of place must be documented for current and future generations. Each year we receive many requests relating to our land and its history from educators,

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students, Tlingit and non-Native community members. It is difficult to visualize where these places are with no graphic connection, only scattered knowledge. We need to develop a trusted learning tool that is accessible; educational materials from original sources, including clan leaders, culture bearers and elders. We will also draw upon the research and writings of Tlingit scholars Nora and Richard Dauenhauer, Huna Heritage Foundation archival material, print materials, scholarly works, and area experts.

Our challenge is to create 1) a large physical wall map that preserves and showcases crucial aspects of our community's history and clan settlements 2) an online map located on our digital archives website with narrative descriptions of each placename to include photo, video or audio elements, 3) the transfer of knowledge in a visual format, without which it is nearly impossible for our students, clan members, and community to envision.

**Assessment:** We have successfully established the Huna Heritage Digital Archives and created and implemented a system of processing, description, arrangement, and naming conventions. The natural progression for our library and archive is to improve educational programs related to our community's culture and history and engage our community through the development and implementation of classes, events, teaching tools, resources, and other educational services. The process of creating a wall map and online map through the stories, guidance and wisdom of our clan leaders, elders, and culture bearers will strengthen the socio-cultural bonds within the Hoonah community. It will keep traditional placenames alive and ensure a holistic and familiar knowledge of our culture of place, enhance our identity, and deepen understanding of our history.

HHF staff members met with teachers, elders, and community members. All confirmed, there are no maps that address our stories of settlement locations, nor is there a collective source of our Hoonah clan settlement history. Teachers and administrative staff at Hoonah City Schools and the Tlingit Culture, Language and Literacy program in Juneau have expressed a strong desire and willingness to use the resources once they are created; they are a match with the Content and Performance Standards for Alaska students ([Content and Performance Standards for Alaska Students, Revised March 2016](#)) in Geography, History, Cultural Standards and Language Arts as well as the Alaska Standards for Culturally Responsive Schools ([Alaska Standards for Culturally Responsive Schools | Alaska Native Knowledge Network \(uaf.edu\)](#)).

HHF staff conducted an environmental scan and found only one scholarly map available on Hoonah culture and history. It is vital to develop a map with information about the cultural geography of Hoonah told and written by Hoonah people. Staff surveyed or met with representatives from the following target groups to solicit their input: shareholders, online digital archive users, teachers, students, elders, community members, and staff at Hoonah Indian Association, our local tribal government. The tribe currently holds copyright to the existing placenames map and agrees that there is a significant need for a map focused on settlement locations that will include descriptive narratives enhanced with audiovisual materials.

The Huna Heritage Foundation Board of Trustees has prioritized improving educational programs. Our recent collection development and care projects have positioned HHF to move to the next step: strengthening community engagement across diverse audiences through the development and implementation of teaching tools and resources. By creating our maps, we create these teaching tools and resources and improve our educational programs.

To truly steward the material in our archives we must share them with care and mindfulness of the responsibilities of honoring the voices, the images, the stories, and histories we are entrusted with. The development and implementation of a detailed online map and a large wall map brings our stewardship full circle.

**Target groups:** HHF strives to provide maximum access to archive collections while protecting the cultural integrity of the Hoonah people. Intended audiences for the *Perpetuating Our Culture Through Placenames* include: Xúna Kaawu (1500); Huna Totem shareholders/descendants (1400/thousands); elders and others who reside in or are from Hoonah (1,000+); primary, secondary, and post-secondary students (200+) and instructors (21+); colleagues (75); and those studying our cultural ways of being (researchers; and the public; number unknown).

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### Project Beneficiaries:

- K-12 students and staff at Hoonah City Schools (127 students, 12 staff)
- Students/staff in Juneau School District’s Tlingit Culture Language and Literacy program (74 students, 9 staff)
- Staff of Huna Heritage Foundation (4)
- Writers and researchers interested in Tlingit culture/history and/or Hoonah culture/history (unknown)
- Tlingit language learners (approximately 300)
- Elders, their families and community who are vested and/or interested in maintaining traditional place names, stories of place and their locations for future generations (approximately 1,500)
- Huna Totem Corporation shareholders and their families who repeatedly asked for these maps and stories (1,400)
- While most are no longer with us, we also wish to acknowledge the elders and culture bearers whose knowledge we will honor by bringing their voices to their intended audience (many)
- Clans (Approximately 12) and community members (900)
- Education systems, schools, classrooms, students (many)

### **PROJECT WORK PLAN**

This project addresses three critical project questions that came from our assessment: 1) How do we ensure that the knowledge shared by our elders is meaningfully transmitted to current and future generations? 2) How can we support and engage students and interested community members through the development and implementation of teaching tools? 3) How can we ensure we do not miss opportunities to add to and enhance our collection in support of creating learning materials?

The *Perpetuating Our Culture Through Placenames* project team will plan, organize, and coordinate interviews with elders and culture bearers representing all Hoonah clans. Interviewees will share their knowledge, stories, and experience of their clans’ tragic departure from the rapidly advancing glacier that occurred in approximately 1750, initial clan settlement sites, and why the location of present-day Hoonah was chosen.

The Community Specialist will serve as our project lead, using documents from our archival collection, printed material, books, and scholarly works. Project Lead will draw upon books such as *The Tlingit Indians* by George Thornton Emmons and Frederica De Laguna, the decades-long research and writing of Nora and Dr. Richard Dauenhauer, and other documents from our archives. Corvus Design is an architectural landscape firm that will be contracted to assist with map creation. Huna Heritage Foundation has a positive working history with this firm. Corvus is well known and respected by other Alaska communities for their map making skills. HHF will enlist critical project support from a local Tlingit language expert to ensure that all placenames and Tlingit words used in the narrative descriptions are spelled correctly.

Putting our map and descriptive narratives online ensures far reaching access and availability. Storytelling workshops in Hoonah and Juneau as well as regional and national conferences will serve as meaningful venues to share our map and project process with others.

**Assumptions:** Partners will carry out their roles. Staff time allotted to the project will be sufficient to coordinate, elicit, and evaluate information from elders and culture bearers to create the physical and online annotated map of Hoonah. Teachers, students, shareholders/descendants, and other target audience members will utilize the resources once they are created.

**Project risks and mitigation plan:** There is a risk of incorrectly naming a place on the map or potential to spell the Tlingit name incorrectly. We will mitigate this through consultation with clan leaders, elders, Tlingit language speakers, and contract with a Tlingit language expert to review Tlingit spelling for accuracy. There is a risk that researching and creating the materials will take longer than anticipated. Our staff are well acquainted with our archival resources and have the skills necessary to implement the project. We will monitor our schedule of completion to assure timely progress. There is a risk that project partners will not fulfill their planned role in achieving project success. We see this as a minimal risk due to our established history of successfully partnering and working with them. There is a potential risk of non-use of our newly

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developed learning materials. We will mitigate this through instruction, assistance, modeling use, live storytelling events, providing printed and online maps at no cost, and publicizing availability.

**Who will plan, implement, and manage project:** The staff at Huna Heritage Foundation will be responsible for the day-to-day activities related to the development and implementation of educational programs, services, learning materials, and conference presentations. We will interview elders and tradition bearers to gather additional information to include in storytelling lesson plans and support materials. We will create links on the online map to the elder interviews and other support materials; develop metadata, catalog new resources and upload them to our digital archive. HHF staff will organize and promote events for shareholders and community members, prepare reports and communicate with HTC staff and board.

The Key Staff List, Consultant letters, and Résumés show the breadth of experience and skills held by project staff and Corvus Design. Staff will use existing planning documents, archive policies and procedures, and our Collection and Digitization Policies to ensure strong project management. We will work with partner agency staff, clan leaders, consultants, Tlingit history and language experts to successfully implement this project. The Executive Director will serve as the Project Director. She will oversee the Archivist, Community Specialist, and Executive Assistant. (See Projectstaff, Résumés)

The HHF Board of Trustees has the ultimate authority over all operations to ensure numerous levels of care, protection and adherence to Tlingit cultural values, standards, practices, laws and protocols. The Board of Trustees wholeheartedly support the proposed project as the next archives priority for HHF. (See Doc1SupportLetters)

**Partner/collaborator roles:** The following four long-term partners are critical to our success: (See Doc1SupportLetters)

Corvus Design is Alaska’s largest independent landscape architecture firm and has extensive experience throughout the state. They will be responsible for the actual map creation through consultation with the project team. (See Doc2Contractor)

Washington State University’s Center for Digital Scholarship and Curation will provide guidance, technical support and peer networking. For the past 8 years, HHF staff have maintained a mentor relationship with WSU that began with the Tribal Stewardship Cohort Program where we gained knowledge, skills, and a solid understanding of culturally responsive and ethically minded practices of collections stewardship for cultural heritage materials.

Hoonah City Schools (HCS) has been a partner for local and Alaska History, culture and storytelling programs using archival materials and subject matter since 1990. We have presented Veteran’s stories, introduced students and teachers to the Digital Archives, coordinated place-based storytelling events attended by students, their families and other community members based upon and inspired by our digital archive collection, and assisted teachers with presenting storytelling events.

Tlingit Culture, Language, and Literacy Program (TCLL) The TCLL Program in the Juneau school district is a place-based, culturally responsive “school within a school” where the Tlingit language and culture are celebrated, respected and integral to daily instruction. We have worked with TCLL over the past 6 years to facilitate their requests for information on Xúna Kaawu and to coordinate storytelling events attended by students, their families and other community members based upon and inspired by our digital archive collection, and we have assisted teachers with presenting storytelling events.

**Resources needed:** Permanent staff (Executive Director, Executive Assistant and Archivist) funded by HHF; part-time grant-funded staff; map creation by Corvus Design; technical support from staff at Washington State University; time and feedback of school teachers, culture bearers, and elders; review of Tlingit placenames for spelling accuracy by a Tlingit Language expert; printed wall maps; recording equipment, software, and computers (already owned by HTC and HHF); materials in the archive collection; general supplies (provided by HTC and HHF); honorariums for clan leader map review and cultural bearer interviews; HHF’s collections policies; and staff travel.

**Work plan:** Tasks, responsible person(s) and timeline information are provided for each goal. The following abbreviations are used for individuals/groups/organizations carrying out tasks: Executive Director (ED), Archivist (AR), Executive Assistant (EA), Community Specialist (CS), Tlingit Language Expert (TLE), Corvus Design (CD), Washington State University (WSU).

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### Project Goals and Objectives

**Goal 1: Shareholders/descendants, teachers and students, community members, and the general public will have increased access to educational information on Hoonah Tlingit placenames and settlement history through locally created maps and curriculum support materials that share our elders' and Hoonah culture bearers' knowledge.**

Objective 1: Identify 20 placenames to be included on the map. – CS – Months 1-6

- Identify clan settlement locations existing on the Hoonah Indian Association placenames map for inclusion in this map project – CS – Months 1-6
- Research archival holdings and other existing resources to identify a minimum of 10 currently unmapped settlement locations CS – Months 1-6
- Finalize list of placenames to be included on the Hoonah Tlingit Placenames Map – Team – Months 6-12
- Work with Corvus Design to create the physical wall map – Team – Ongoing
- Print 500 copies of the wall map for sharing with community members, clan leaders, clan elders, partner organizations, and schools – Team – Months 8-10

Objective 2: Gather oral history and traditional knowledge about clan settlement locations.

- Review and use existing archival audio and video recordings to add to online instance of the placenames map– EA, CS – Months 1-12
- Review published books and scholarly articles previously identified that contain relevant Hoonah placename resources to be included with online map location descriptions materials – CS – Ongoing
- Meet with and interview elders and tradition bearers to create audio and/or video recordings –Team– Months 6-24
- Contract with an expert Tlingit Language speaker to ensure accuracy of Tlingit spelling– ED, CS – Months 6-24
- Follow the digital media plan for copying, long-term storage, and maintenance of support materials – Team – Ongoing
- Develop metadata and catalog all newly created resources – AR, EA – Ongoing

Objective 3: Create a large wall map and an online map that serve as educational resources for students, residents, and the public to foster a deeper understanding of Hoonah's culture, history, and connection to the land.

- Contract with Corvus Design to create the Hoonah Tlingit Placenames Map – ED – Month 1
- Meet with Corvus Design monthly to share gathered data for inclusion on the map – Team – Ongoing
- Consult with clan leaders, clan elders, HHF Board of Trustees for review of project – Team – Ongoing
- Work with a Tlingit artist to integrate aesthetics onto the map (our Community Specialist) – Team – Months 12-18
- Secure print company identified by Corvus Design to print maps – ED – Month 18
- Upload map and support materials onto the Huna Heritage Digital Archive – EA, AR – Months 12-18
- Upload metadata including descriptive narratives to Digital Archive – Team – Months 18-24
- Upload any audiovisual content relating to settlement location onto Digital Archive – Team – Months 18-24

**Goal 2: Shareholders/descendants, teachers and students, community members and the public will use the newly created Hoonah Tlingit Placenames Map and online resources to increase their knowledge of Hoonah Tlingit settlement and placename history.**

Objective 1: Initiate use of the newly created map

- Host storytelling workshops inspired by project at 2 target schools once per year – Archivist – Months 6 & 12
- Contact target audiences quarterly to introduce materials and assist them with map use – Project Team – Months 7-20
- Host 2 all school staff hands-on workshops to promote use of maps – Project Team – Months 6-24
- Share materials on social media – Team – Ongoing

**Goal 3: Teachers, colleagues and community members will benefit from improved educational programs relating to Hoonah Tlingit culture and history through use of the Hoonah Tlingit Placenames Map and digital resources.**

Objective 1: Facilitate learning opportunities for target audiences (use evaluation questionnaires at the end of each presentation)

- Host conference presentations two times per year (ATALM, Sharing our Knowledge) – ED – Months 2, 5, 13, and 17
- Host community presentations once per year in Hoonah and Juneau– Team – Months 9 & 18

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- Present at teacher in-services in Hoonah and Juneau – Team – Months 2 & 14

Activities for all goals: The Executor Director, Archivist, Community Specialist, Executive Assistant, Corvus Design, Washington State University will:

- Conduct regular and timely reviews by our Board of Trustees who are all elders or culture bearers
- Compile existing resources: books, interviews, published papers and content experts from our archival records
- Conduct conference presentations, workshops, and class presentations
- Review assignments, communicate with Project Team/partner agency; write final report – Team – Ongoing
- Communicate with target audiences and community-at-large about the project – Team – Ongoing
- Review Digital Products Plan to assure we are meeting desired standards – Team – Ongoing
- Develop and disseminate publicity materials – Team – Ongoing
- Review and implement Performance Measurement Plan; revise as needed – Team – Ongoing
- Create and distribute evaluation tools for various target groups – online, after in-person events. etc. – ED - Ongoing
- Review and analyze responses; draft evaluation report – ED – Ongoing
- Meet with HHF Board, HTC President and CEO to review and report progress – Quarterly

### Sharing findings:

**Target audiences:** Communications about our project success and findings will be shared with Xúna Kaawu, shareholders/descendants, teachers and students, partner organizations, and community members of Hoonah. Other audiences include scholars, colleagues, and the public-at-large who access our collection and learning materials.

**Sharing:** The Project Team will promote and disseminate information on the project through regular press releases to news outlets; newsletters from Hoonah City Schools (delivered to every resident of Hoonah); HHF, HTC and social media platforms, and will post project updates on Huna Totem Corporation's website and through emails to shareholders. Outreach information and a link to the digital archive Mukurtu CMS site will be on HHF's website. Staff will present at HTC's Shareholder Information meetings, the schools, and community meetings. The Project Director will submit proposals for presentations at ATALM and the Sharing Our Knowledge conferences on our process of improving educational programs that relate to our archive content as a model for other small communities. Physical maps will be shared at no cost to school partners, community members, clan leaders, clan elders, and partner organizations. The online map will be housed on the Huna Heritage Digital Archives (Mukurtu CMS online portal) for wide access, making the map and accompanying narratives and audiovisual support materials available to anyone with online access.

**PROJECT RESULTS: Our project will result in the creation of maps and resources that are place based, culturally relevant and contribute to knowledge transfer to our community and others interested in Hoonah history and culture.**

The Hoonah Tlingit Placenames Map will result in a permanent record of our migration and settlement history and forever connect us to this vital piece of our history. The physical wall map will serve as a permanent visual representation of our clan settlement history. The online map and accompanying resources will ensure long lasting and wide-reaching access to not just the map but the rich narratives that will continue to foster a deeper understanding of place and identity. Current and future generations will benefit from these resources that did not exist prior to this project. We are confident our strong position in the community, our dedicated Project Team, involvement of community members, target audiences, and the assured commitment of partners will lead to success. HTC and HHF work together to enhance educational engagement, cultural opportunities, and community development. We anticipate that our target audiences will experience deeper understanding of our Tlingit culture, history, and traditional ways of being through the improved educational programs and services.

**Measuring success:** Evaluating how the programs and services we offer make a difference in the lives of shareholders, students, community members, colleagues, and the public is integral not only to the project's success, but fulfilling our organizational and Library and Archives missions. Project staff will use IMLS performance measures for agency-related goal #2 Strengthen Community Engagement. We will review the performance measurement plan included in this application at the start of the project and follow it throughout. Effectiveness, quality, and timeliness will be evaluated using indicators, targets and evaluation tools as laid out in the Performance Measurement Plan. In addition, outcomes related to gaining



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knowledge/skills, change in attitude or behavior, and/or quality of life will also be measured. Surveys for online and program feedback will be developed and used to gather data on the targets established for: 1) shareholders/descendants; 2) Digital Archives visitors 3) students; 4) teachers; 5) colleagues; 6) community members and the public; 7) conference presentation attendees; and 8) staff and HTC/ HHF Boards. Evaluation data will be tabulated and analyzed to determine project results and our performance as a grantee. Findings will be reported to HTC and HHF Boards and IMLS. (See Perfmeasurement)

Success will depend not only on reaching the anticipated outcomes and outputs listed, but also on unexpected outcomes that may arise. While our project focuses on the IMLS Enhancement Grant Goal 2: Improve educational programs related to specific topics and content areas of interest to library patrons and community-based users and its Objective 2.2: regarding the development and implementation of educational tools and services, we also know that our project will result in positive outcomes and outputs as related to IMLS Grant Goal 3: Enhance the preservation and revitalization of Native American cultures and languages, including Objective 3.3: Support the sharing of content within and/or beyond Native communities.

**Audience engagement:** 1) Stakeholders in Hoonah and Juneau will provide feedback after utilizing the newly created educational materials; 2) Digital Archive online visitors will provide feedback about the learning materials via an online survey; 3) Teachers will be given surveys to evaluate the usefulness of the learning materials; 4) Student storytelling participants and audiences will provide feedback via on-site surveys about their experience utilizing the archives learning materials; 5) Conference session participants will complete a survey on the helpfulness of the presentation and will have the opportunity to share their suggestions and ideas on how to improve our educational programming.

**Tangible products:** 1 Hoonah Tlingit Placenames Map, 1 online map housed on the Huna Heritage Digital Archive (Mukurtu platform), 20 placenames of Hoonah Tlingit settlement locations with descriptive narrative and added audiovisual support materials, and 20 new elder audio and/or video interviews.

**Overall results:** Hoonah Tlingit placenames maps featuring Hoonah clan settlement locations will be created. Xúna Kaawu, shareholders/descendants, teachers, students, and others will have easy access to the new educational materials online and at the local HHF offices. Teachers will have the resources they need to incorporate cultural lessons into their classrooms. Students will gain knowledge about Tlingit culture and our ways of being as teachers use the educational resources in their classrooms. HHF staff will gain the skills and knowledge needed to implement the project and continue to deliver engaging educational services. HHF will be a stronger organization and more firmly established as an anchor in the community and as a resource for other libraries and museums who wish to implement a similar project.

### **SUSTAINABILITY**

Huna Totem Corporation is the parent company of Huna Heritage Foundation and the primary supporter and financial contributor. As part of its mission, Huna Totem Corporation has an obligation to its shareholders to sustain and expand the digital archive and other cultural and educational services. HTC is committed to the perpetuation of our culture through funding and in-kind support. The Hoonah Tlingit Placenames Map will represent a permanent record of our historical Hoonah clan settlement locations and will increase the knowledge of place, culture, and history of our people in perpetuity. The wall map will be available for printing after the 500 budgeted maps have been completely distributed. By widely sharing our newly developed educational programs and resources, including online sharing through our digital archives, we ensure sustainability of use long after the grant project is completed. The online map will ensure a wide reaching and long-lasting point of access for the map, accompanying narratives, and audiovisual support materials. The improved capacity of our project staff will ensure the sustainability of the development and implementation of educational services and provide a strong foundation for future work.

Systemic change and sustaining benefits from this project will include a significant alteration and transformation in the way Hoonah cultural heritage is represented and understood. It will involve shifts in methodologies and ideologies that impact how Hoonah clan settlement history and culture is taught and understood. The map will foster inclusive and shared understanding of our unique clan settlement history and create meaningful teaching tools that will benefit learners of all ages for generations to come.



## **Digital Products Plan**

### **Type:**

The Hoonah Tlingit Placenames Map and accompanying online map with narratives and audiovisual materials created during our project will utilize Dublin Core metadata. Metadata collected will be preserved by documenting metadata in an Excel spreadsheet that will be stored in three secure locations and content created will be shared, in accordance with the Huna Heritage Foundation Digitization Policy, on the Huna Heritage Digital Archives (our library and archives Mukurtu CMS online platform). The materials that will be created include:

The creation of an estimated twenty audio or video interviews of local elders or cultural knowledge bearers; edited archival audiovisual footage, and photographs that will be added to our online map. New footage and content from our archives to be used for this project will include multiple formats:

- Audio: Preservation: wav; 24-bit; 96KHz
  - Access: mp3; 192 kbps; 44.1 KHz
  - Access: JPEG, 300 dpi, 8 bit depth, Baseline ("Standard")
- Video: Motion JPEG 2000, 720x486 pixels at 30 frames per second
- Images: Master files of images will be created using uncompressed TIFF file format with 16 bit grayscale/48 bit color; resolution from 400-800 ppi; 4000-8000 pixels across for spatial dimensions
  - Access images will be created using JPEG file format with 8 bit grayscale/24 bit color; resolution 150-200 ppi; and 600 pixels across
  - Thumbnails - 8bit grayscale/24bit color; resolution 144ppi; and 150-200 pixels across for spatial dimensions
- Deliverables will be available in the format best suited for online streaming via YouTube with mp4 (H.264) as well as on DVD (mpeg2-DVD). Master preservation formats include TIFF/A, PDF/A, WAV, and JPEG 2000 or ffv1

Interviews of culture bearers for map support material will follow these best practices:

- Plan for the anticipated file size and make sure they have enough storage capacity
- 16-bit/44.1 KHz/Stereo/.wav = 635.04 mb per hour
- 24-bit/96 KHz/Stereo/.wav = 2 gb per hour • Use headphones to check levels at the beginning of the interview to assure high sound quality. • Use AC power AND have charged batteries in the unit in case of power outage or accidental unplugging.
- Turn off all cell phones during an interview to avoid interference noise and interruption.
- Backup recordings and follow CIV procedures for storing backup files.

### **Availability:**

The Hoonah Tlingit Placenames Map and accompanying narratives and support media (photographs and audiovisuals) will be made openly available to the public online through the Huna Heritage Foundation Digital Archives, ([archives.hunaheritage.org](http://archives.hunaheritage.org)) a Mukurtu Content Management System (CMS). Mukurtu CMS is grassroots, indigenous community driven and customizable site development system that allows for us to draw upon our own cultural protocols to direct the site and set our own access levels. All content created through this project will be available for public access.

## **Huna Totem Corporation – Native American/Native Hawaiian Library Services Enhancement Grant – FY24 - Perpetuating Our Culture Through Placenames**

### **Access:**

As a steward of historical and cultural record, Huna Heritage Foundation takes seriously our commitment to strengthening and promoting inclusive community engagement across diverse audiences. Open access and meaningful use of our Hoonah Tlingit Placenames Map and online map with narratives and support materials are essential for our patron's cultural knowledge development, place-based learning and educational enjoyment. Huna Heritage Foundation will maintain ownership of the Hoonah Tlingit Placenames Map and accompanying support materials shared online including interviews, narrative descriptions, photographs and audiovisual content. The map will be available on the Huna Heritage Digital Archives at [archives.hunaheritage.org](http://archives.hunaheritage.org) for the public to access and this ensures a wide-reaching audience.

Huna Heritage Foundation and Huna Totem Corporation will hold copyright. HHF uses the Creative Commons license Attribution-Non-Commercial No Derivatives 4.0 International or Attribution NonCommercial Sharealike 4.0 International. Traditional Knowledge (TK) Labels represent an additional mechanism that HHF utilizes on the Huna Heritage Digital Archive to educate users on the appropriate cultural, ethical, and legal uses of digitized materials. TK Labels support our local cultural protocols and help to address concerns with circulation of materials as well as Hoonah community specific restrictions for access and use.

### **Sustainability:**

Files will be saved on the hard drive of the staff creating the materials, in addition to the shared drive network located in Juneau, Alaska. Back up of the materials will be stored on an external hard drive. All materials will be shared on the Huna Heritage Foundation Digital Archives, with the films stored on a YouTube account held by Huna Heritage Foundation. As appropriate materials will also be shared on Facebook. All of the digital products we create with this project will be freely and readily available for use and reuse by libraries, archives, museums and the public.

As part of its mission, Huna Totem Corporation has an obligation to its shareholders to sustain and expand the archive. Huna Totem conducted shareholder surveys in 2012 and 2019 with over 1400 shareholders to identify priorities. In both surveys, respondents indicated the preservation of culture through library, archives, and historic collections activities as the second highest priority behind higher education scholarships. Because our patron base has resoundingly identified archives work as a priority, we are confident that funding and sustainability will remain strong. Since 1990 when Huna Heritage Foundation was formed, Huna Totem Corporation has committed to the perpetuation of our culture by making annual contributions and in-kind support to the Library & Archives.

Preventive conservation of the archives aims to preserve the permanent collection through actions taken to reduce damage and deterioration and prolong the life of the item or object. Preventive conservation entails:

- Ensuring appropriate environmental conditions for collection materials including relative humidity, temperature, pest control and pollutants.
- Creating safe and secure storage, packing, and transport requirements for collection materials.
- Defining proper handling and use procedures for collection materials.
- Ensuring risk management, disaster or emergency preparedness and response including digital preservation efforts and appropriate back up of digital materials.