



Native American/Native Hawaiian Museum Services Program

Sample Application MN-00-19-0020-19

Sealaska Corporation

Amount awarded by IMLS:	\$99,896
Amount of cost share:	\$35,794

Attached are the following components excerpted from the original application.

- Abstract
- Narrative
- Schedule of Completion

Please note that the instructions for preparing applications for the FY2020 Native American/Native Hawaiian Museum Services grant program differ from those that guided the preparation of FY2019 applications. Be sure to use the instructions in the [FY2020 Notice of Funding Opportunity](#) for the grant program and project category to which you are applying.

Abstract

Sealaska Corporation is a regional Alaska Native corporation based in Juneau, Alaska, and established under the auspices of the Alaska Native Claims Settlement Act of 1971 to serve the Tlingit, Haida, and Tsimshian people of Southeast Alaska. Today, it serves over 22,000 tribal constituents in and outside of Alaska. Sealaska Corporation is applying to IMLS for a Native American/Native Hawaiian Museum Services grant to bring the Our Grandparents' Names on the Land Exhibit to its full potential as a lifelong learning opportunity. This project will be carried out by Sealaska Heritage Institute, a non-profit cultural and educational organization established by Sealaska Corporation in 1980.

Sealaska Heritage Institute's (SHI) mission is to perpetuate and enhance the Tlingit, Haida, and Tsimshian cultures throughout Southeast Alaska. SHI's goal is to promote balance through cultural diversity and cross-cultural understanding. SHI is based in Juneau, Alaska's state capital, and home to 32,000 residents, of which approximately 20% are of Alaska Native Heritage. SHI opened its Walter Soboleff Building (WSB) to the public in 2015. The 30,000 square foot facility is located in the center of downtown, adjacent to Juneau's historic district and in close proximity to shops and restaurants frequented by residents, regional visitors, and over a million tourists each summer. An entire floor of the WSB is dedicated to SHI's collection and exhibits; approximately 10,200 individuals visited SHI's exhibits in 2017.

SHI opened its *Haa Léelk'w Hás Aaní Saax'ú*: Our Grandparents' Names on the Land exhibit to the public in 2018. SHI designed and built this permanent exhibit to share the unique and multi-faceted attributes of the region's indigenous place names with school children, the general public, and visitors to Juneau. The Names on the Land exhibit features a large tabletop multimedia interactive that operates by touch. A total of 3,500 Native place name locations are displayed on a satellite image map of Southeast Alaska, 2,500 of which have playable audio of the names spoken in Tlingit, Haida, and Tsimshian.

Since opening the Names on the Land exhibit, SHI has observed that what most engages the interactive table users are its multimedia presentations – of which there are only two. The Names on the Land Project will allow SHI to use this observation as an opportunity to draw interactive table users further into the relationships that the region's indigenous people have with specific geographies, histories, and ecologies to better demonstrate why those associations are so significant. To accomplish this, SHI will utilize a previously unimplemented feature of the Names on the Land Interactive Table: the table's capability to share digitized content from SHI's own extensive collection. SHI's collection holds 5,000 audio and audiovisual recordings documenting Tlingit, Haida, and Tsimshian language, culture, and history – most of which are wholly unique.

The Names on the Land Project will allow SHI to fill the Names on the Land Interactive Table with digitized content from its collection, making it a premier lifelong learning attraction at the WSB. SHI will digitize and link resources from its collection to 50 indigenous place names throughout Southeast Alaska. This information might be a historical photograph, a video of a story associated with a location, a textual document or other similar items from SHI's collection. SHI also will digitize and link resources from its collection to 10 Tlingit Cultural Landscapes in Southeast Alaska. SHI will share the rich complexity of these areas by linking at least five resources from its collection to geographic place names within each of the 10 landscapes.

SHI is committed to providing Juneau's school children with access to the Names on the Land Exhibit. In 2012, and in anticipation of the opening of the WSB, SHI signed a Memorandum of Agreement (MOA) with the Juneau School District (JSD). As established by the MOA: (1) Every student will visit the WSB in their grade school, middle school, and high school years; and (2) the JSD will collaborate with SHI to deliver grade appropriate educational programming at the WSB that is responsive to Alaska's educational standards and cultural awareness. The University of Alaska, Southeast is also partnering in the project; two students from its "Archives and Museums Theory and Practice" will earn college credit for assisting with the project.

In its first full year of operation (2016), 624 students visited the WSB's Exhibit Hall. As of October of the current year (2018), a total of 648 students have visited the WSB and its Names on the Land exhibit. As a result of this 2-year project, SHI's exhibit personnel and UAS interns will use the Tlingit Cultural Landscapes Lifelong Learning Guide to introduce students to the expanded indigenous ecological knowledge that the table has to share. After exploring Southeast Alaska through the eyes of the Tlingit, Haida, and Tsimshian people, students will be asked to complete a Lifelong Learning Student Survey. SHI anticipates that at least 150 surveys will be completed – and project success will be gauged by this feedback from Juneau's youth. Results from the Names on the Land Project will be presented at the Association of Tribal Libraries, Archives, and Museums.

1. Project Justification

Sealaska Corporation is a regional Alaska Native corporation based in Juneau, Alaska, and established under the auspices of the Alaska Native Claims Settlement Act of 1971 to serve the Tlingit, Haida, and Tsimshian people of Southeast Alaska. Today, it serves over 22,000 tribal constituents in and outside of Alaska. Sealaska Corporation is applying to IMLS for a Native American/Native Hawaiian Museum Services grant to bring the Our Grandparents’ Names on the Land Exhibit to its full potential as a lifelong learning opportunity. This project will be carried out by Sealaska Heritage Institute, a non-profit cultural and educational organization established by Sealaska Corporation in 1980.

Sealaska Heritage Institute’s (SHI) mission is to perpetuate and enhance the Tlingit, Haida, and Tsimshian cultures throughout Southeast Alaska. SHI’s goal is to promote balance through cultural diversity and cross-cultural understanding. SHI is based in Juneau, Alaska’s state capital, and home to nearly 32,000 residents, of which approximately 20% are of Alaska Native Heritage. SHI creates place-based curricula and activities for schools; offers development opportunities for teachers and summer culture-based academic academies for youth; supports scholarly research of the region’s culture and history; publishes books; and maintains programs to support Northwest Coast arts and indigenous language restoration.

SHI’s Board of Trustees opened the Walter Soboleff Building (WSB) to the public in May of 2015. Previously, SHI had operated out of 4,500 square feet of offices, necessitating a very cramped storage arrangement for most of its collection, and making public access to these materials difficult. SHI’s collection includes: 3,100 linear feet of manuscripts and papers; 2,500 historical and contemporary books; 60,000 photographs; and 400 art/ethnographic objects entrusted to SHI’s care by tribal constituents or repatriated from museums. *Specifically, SHI’s collection holds 5,000 audio and audiovisual recordings documenting Tlingit, Haida, and Tsimshian language, culture, and history – most of which are wholly unique.*

The WSB is a strong community anchor that enhances civic engagement, cultural opportunities, and economic vitality. The 30,000 square foot facility is located in the center of downtown, adjacent to Juneau’s historic district, a block from both the State Capital and the waterfront, and in close proximity to the shops and restaurants frequented by residents, regional visitors, and over a million tourists who arrive on cruise ships each summer. An entire floor of the WSB is dedicated to SHI’s collection and exhibits – including the permanent *Haa Léelk’w Hás Aani Saax’ú: Our Grandparents’ Names on the Land* exhibit.

Southeast Alaska is collectively referred to as: *Haa Aani* (Our Land) by the Tlingit people (Haida: *Íitl’ Tlagáa*; Tsimshian: *Na Laxyuubm*). Having occupied these lands and waters 10,000 years, tribal clans laid claim to large areas – the Tlingit refer to these as *Kwáans*. Past events also imbued specific locations with special significance, which are memorialized in clan owned oral narratives, songs, designs, and art pieces. Place names likewise identify “common use” areas associated with traditional resources: minerals to make paint, grasses for baskets, trees for making gaff hooks, and so forth. And these names are living things: most Tlingit and Haida clans established their names based on the geographic areas they inhabited, making it nearly impossible to introduce oneself without making reference to the region’s geography.

In 2012, SHI and University of Washington Press published Dr. Thomas Thornton’s *Haa Léelk’w Hás Aani Saax’ú: Our Grandparents’ Names on the Land*. Nearly 20 years in the making, the book draws on historic documentation compiled in collaboration with hundreds of people, including fluent Tlingit and Haida speakers. *Haa Léelk’w Hás Aani Saax’ú* records and maps over 3,000 Tlingit and Haida geographic place names and their meanings. Dr. Thornton won numerous awards for the book, such as the Alaska Historical Society’s Contributions to Alaska History Award and the Alaska Library Association’s Alaskana Award; the book was also named as one of the “Best Alaska Books for 2012” by the Anchorage Daily News.

Names on the Land Project. SHI opened its *Haa Léelk’w Hás Aani Saax’ú: Our Grandparents’ Names on the Land* exhibit to the public in 2018. SHI designed and built this permanent exhibit to share the unique and multi-faceted attributes of the region’s indigenous place names with Juneau’s K-12 students (and with youth throughout Southeast), the general public, and with the individuals and families from all around the world who flood Juneau’s downtown each summer – and whom are drawn into the WSB by its bold exterior artwork and bronze statues created by Tlingit, Haida, and Tsimshian artists using Northwest Coast “formline” designs.

Sealaska Corporation – Our Grandparents’ Names on the Land Exhibit Project (Names on the Land Project)

SHI’s Names on the Land Exhibit features a large tabletop multimedia interactive that operates by touch. A total of 3,500 Native place name locations are displayed on a satellite image map of Southeast Alaska, 2,500 of which have playable audio of the names spoken in Tlingit, Haida, and Tsimshian. The Names on the Land Project will allow SHI to fill the Names on the Land Interactive Table with digitized content from its own extensive collection, making it a premier lifelong learning attraction at the Walter Soboleff Building.

Challenge/Opportunity. SHI has observed that what most engages the interactive table users are its multimedia presentations – of which there are only two. “Halibut, attack the hook!” is an interactive display featuring a unique and ancient fishing technology (halibut hook) used by the indigenous peoples of Southeast Alaska since time immemorial. “Salmon People” is an interactive display about the Tlingit people’s knowledge of and connection to Southeast Alaska’s five species of Pacific salmon. Both presentations are regional.

The Names on the Land Project will allow SHI to use this observation as an opportunity to draw the interactive table users further into the relationships that the region’s indigenous people have with *specific* geographies, histories, and ecologies and to demonstrate *why* those associations are so significant. To accomplish this, SHI will draw on a previously unimplemented feature of the Names on the Land Interactive Table: the table’s capacity to share digitized content from SHI’s own unique and expansive collection.

- SHI will digitize and link resources from its collection to 50 indigenous place names throughout Southeast Alaska. This information might be a photograph, a video containing oratory, a textual document, a recording of a song associated with the location, or similar items from SHI’s collection.
- SHI will digitize and link resources from its collection to 10 Tlingit Cultural Landscapes in Southeast Alaska. SHI will share the rich complexity of Tlingit Cultural Landscapes by linking at least five resources from its collection to individual place names within each of these sub-regions.

Tlingit Cultural Landscapes

SHI defines a Tlingit Cultural Landscape as a collection of discrete geographic locations recognized and named by the Tlingit people which have become, over time and through use, intrinsically linked together to form a deeply meaningful use-area. In most cases, these associations are based on several of the following: (1) historic uses (*traditional food harvesting, areas to gather materials for artwork, etc.*); (2) traditional ecological knowledge and observations (*glaciation, isostatic rebound, etc.*); (3) specific historical events (*migration, site of a clan story, etc.*); and (4) current, sustained use (*harvesting, commemorative ceremonies, etc.*).

The Sitka *Kiks.ádi* clan’s oral narrative of *Aak’wtaatseen* provides an example of a Tlingit Cultural Landscape. In this story, a young *Kiks.ádi* boy is “taken” by the salmon people. This motif appears in the oral narratives of indigenous cultures along the Pacific Northwest (Thornton 2012). However, specific to the story of *Aak’wtaatseen*, is that the *Kiks.ádi* navigate their audience through the boy’s underwater journey using Tlingit geographical place names. This *Kiks.ádi* story was originally recorded and transcribed by the anthropologist John Swanton in 1904 (Swanton 1909). Working with traditional Tlingit scholars, Dr. Thornton has mapped the order and significance of the 17 Tlingit place names that appear in the *Aak’wtaatseen* story (Thornton 2012).

To create a Tlingit Cultural Landscape in the Names on the Land Interactive Table for *Aak’wtaatseen*, SHI could incorporate: (1) excerpts from a video in its collection of *Aak’wtaatseen* being told by a member of the *Kiks.ádi* clan; (2) digital photographs of the Sitka *Kiks.ádi* clan’s *at.óow* (heritage property) demonstrating their claim to the story – and by extension – use of the Cultural Landscape as an important area to put away salmon for the winter; (3) oratory from a video recording about how the Tlingit people bestow traditional personal names, such as *Aak’wtaatseen*; (4) historical photographs in its collection or from tribal members in Sitka; and (5) current photographs of the various sites within the Cultural Landscape. In this example, SHI would draw from its own collection while also encouraging tribal members to participate in the project.

SHI has similarly identified another 29 Tlingit Cultural Landscapes through its work to create the Names on the Land Exhibit. One such example is located in the Juneau area. In 2016, SHI completed a decades-long effort to list the sacred *X’unáxi* (Indian Point) area in Juneau on the National Register of Historic Places, making it the first traditional cultural property in Southeast Alaska to be placed on the register. The archeological evidence and oral testimony indicate use of the site from 800 years ago. As a result of researching

Sealaska Corporation – Our Grandparents’ Names on the Land Exhibit Project (Names on the Land Project) its collections to illustrate the significance of a single site (*X’unáxi*), SHI identified a total of 14 sites that comprise the *Auk Kwáan* Cultural Landscape [Please see Supporting Document #1].

Names on the Land Project Beneficiaries. Beneficiaries from the project will be Juneau’s school children, local and regional residents who frequent this regional hub community, and the millions of visitors to Juneau who arrive annually on cruise ships that dock two blocks from SHI’s Walter Soboleff Building (WSB). In 2017, approximately 10,200 individuals visited SHI’s exhibits. The Names on the Land Exhibit is a permanent exhibit at SHI’s WSB and since 2014, the number of cruise ship visitors to Southeast has increased by 13%. In 2017, 1.5 million individuals visited Southeast Alaska by cruise ship – most stopping in Juneau.

SHI is committed to providing Juneau’s school children with access to the Names on the Land Exhibit. In 2012, and in anticipation of the opening of the WSB, SHI signed a Memorandum of Agreement (MOA) with the Juneau School District (JSD). When speaking to the media after the momentous occasion, the District’s Assistant Superintendent stated that when people suggest that the MOA is just another piece of paper he responds: “As a former history teacher I want to say, so was the Constitution” (Juneau Empire, April 19, 2012).

As established by the MOA: (1) Every student will visit the WSB in their grade school, middle school, and high school years; and (2) the JSD will collaborate with SHI to deliver grade appropriate educational programming at the WSB that is responsive to Alaska’s educational standards and cultural awareness. In its first full year of operation (2016), 624 students visited SHI’s WSB. As of October of the current year (2018), a total of 648 students have visited the WSB and its Names on the Land Exhibit [Please see Supporting Document #2].

Strengthening Museum Services & Lifelong Learning. The project will strengthen museum services by drawing on and applying strong theory. Educational Technology has been shown to enhance what and how children learn in educational settings in at least four fundamental ways: (1) active engagement; (2) participation in groups; (3) frequent interaction and feedback; and (4) connections to real-world contexts (Roschelle, et al. 2000). Educators specializing STEM initiatives and place-based indigenous teaching also suggest that “using technological affordances to support a sense of place and students’ learning can have powerful pedagogical implications” (Miller, et al. 2012: 67). [Please see Supporting Documents #2].

To facilitate lifelong learning, SHI will use the “storyboards” it creates to build the 10 Tlingit Cultural Landscapes for the Interactive Table to develop a Tlingit Cultural Landscapes Lifelong Learning Guide for SHI’s exhibits personnel and University of Alaska, Southeast (UAS) project interns to use with visiting students [Please see Supporting Document #3]. This Guide will not replace independent learning, it will be created to inspire an interest in Juneau’s students to explore the Names on the Land Interactive Table to discover the 10 Tlingit Cultural Landscapes that the table has to share with them.

2. Project Work Plan

SHI’s Collections Manager, Heather McClain, will be the Project Director. She holds a Master of Arts (MA) in Anthropology with a Focus in Museum and Heritage Studies from the University of Denver (Denver, Colorado). She will identify, digitize, or attain digitized copies of the selected archival and audiovisual collection materials selected for the 10 Cultural Landscapes. She will be assisted by SHI’s Media and Publications Specialist, Nobu Koch, to create at least 30 short (3 minute) videos to add to the Interactive Table (each video will be transcribed and these texts will be digitized and embedded in the table). The Project Director will also create the Lifelong Learning Student Survey and ensure that SHI’s exhibits personnel and UAS project interns are trained to use the project’s Tlingit Cultural Landscape Lifelong Learning Guide and to administer the lifelong learning survey to visiting K-12 students.

SHI’s Research Associate, Mason Auger received his Ph.D. in geography from the University of Colorado. The Research Associate has systematically verified and corrected the geographic accuracy of each indigenous place name’s location displayed on the Interactive Table. He will be responsible for: linking digitized photographs, documents, and short videos from SHI’s collection to the Interactive Table and analyzing the Lifelong Learning Student Survey data for use in the Final IMLS Project Report.

Dr. Charles Smythe, Director of SHI’s Culture and History Department, will supervise the Project Director and Research Associate. Dr. Smythe is a cultural anthropologist and has previously worked in a

Sealaska Corporation – Our Grandparents’ Names on the Land Exhibit Project (Names on the Land Project) Smithsonian museum. Dr. Smythe will prepare the Tlingit Cultural Landscape storyboards that will be used to identify resources from SHI’s collection to add to the Interactive Table. He will also create the Tlingit Cultural Landscape Lifelong Learning Guide for SHI’s exhibit staff and UAS interns to use with visiting student groups. Dr. Smythe will also prepare the Interim and Final IMLS Project Reports.

SHI’s President Dr. Rosita Worl will be a project advisor, specifically she will assist with the storyboards and project evaluation (Months 1-5; 16-17; 23-24). Among her numerous contributions, Dr. Worl was a founding member of the Board of Directors for the National Museum of the American Indian.

The Names on the Land Project is at the “scaling level,” using IMLS’ “Biscuits vs. Granola” scale. At this level of maturity, the Names on the Land Project was designed to mitigate risk: two of the project staff (Mason Auger, Charles Smythe) have received training to link digitized resources to the Names on the Land Interactive Table, providing a back-up if the staff member with primary responsibility (Mason Auger) is unavailable; similarly, both the Project Director (Heather McClain) and SHI’s Media and Publications Specialist (Nobu Koch) are trained to use Adobe Premier Pro to edit digitized audio visual recordings.

Objective 1 (September 2019 – February 2020): Select 10 Tlingit Cultural Landscapes and 50 Tlingit, Haida, and/or Tsimshian place names to add multimedia content to the Names in the Land Interactive Table.

#1 - Months 1-5: Charles Smythe selects 10 Tlingit Cultural Landscapes and creates storyboards with the project team. Landscapes will have five multimedia entries, including one 3 minute video. The team will also select 50 Tlingit, Haida, and/or Tsimshian place names and a resource from SHI’s collection to link to each one.

#2 - Month 6: Project team presents the 10 Tlingit Cultural Landscape storyboards to SHI’s Council of Traditional Scholars for refinements/approval. The scholars will also refine/approve the list of 50 indigenous place names and the multimedia resource selected to be added to the Interactive Table for each of these names.

Objective 2 (March 2020 – August 2020): Create at least one video for each of the 10 Landscapes and at least 20 of the 50 selected indigenous place names from historical audio visual recordings in SHI’s collection.

#3 - Months 7-8: Heather McClain will document, assess, and create condition reports of the original recordings for reformatting. The master recordings will be shipped to a reformatting company, Scene Savers. Scene Savers will transfer these recordings and return metadata, uncompressed AVI files, and compressed MPEG4 files.

#4 - Months 9-11: Heather McClain, with assistance from Nobu Koch and UAS interns, will edit copies of the digital files to extract the necessary 3 minute video segments using Adobe Premier Pro software. This step is warranted since the original tapes are continuous recordings of lengthy oral narratives (stories, etc.).

#5 - Month 12: Heather McClain will professionally preserve the original master tapes/digital files produced from reformatting, perform quality control, and create metadata/EAD finding aids for accessing the recordings.

Objective 3 (March 2020 – August 2020): Digitize approximately 70 photographs and/or textual documents from SHI’s collection; link these resources to the appropriate indigenous place names in the Interactive Table.

#6 - Months 7-12: Mason Auger selects, Heather McClain digitizes, and Auger links photographs/documents from SHI’s collection to place names, whether as a component of the 10 Tlingit Cultural Landscapes or as the sole multimedia addition to one of the 50 Tlingit, Haida, and/or Tsimshian place names in the Interactive Table.

Objective 4 (September 2020 – Jan. 2021): Complete the 10 Tlingit Cultural Landscapes and adding content to the 50 indigenous place names by linking at least 30 videos to the Names on the Land Interactive Table.

#7 - Months 13: Heather McClain will coordinate the completion of transcriptions of the 3 minute videos to meet ADA compliance (and will seek assistance from SHI’s language resource staff, as needed).

#8 - Months 13-16: Mason Auger will link the 3 minute videos and video transcripts to the Interactive Table.

#9 - Month 14-16: Heather McClain will use the IMLS performance measure statement to create the project’s Lifelong Learning Student Survey, train SHI’s exhibits personnel and UAS interns on its use, and create a database to store and analyze these performance measure survey data for the Names on the Land Project.

#10 - Months 14-16: Charles Smythe will create the Tlingit Cultural Landscapes Lifelong Learning Guide for SHI’s exhibit personnel and UAS interns to use to introduce students visiting the WSB to the traditional ecological knowledge that is embodied in each of the Interactive Table’s 10 Tlingit Cultural Landscapes.

#11 - Month 16-17: Project team tests the Interactive Table and the Tlingit Cultural Landscapes Lifelong Learning Guide and Lifelong Learning Student Survey with SHI staff; project team makes refinements.

Sealaska Corporation – Our Grandparents’ Names on the Land Exhibit Project (Names on the Land Project)
#12 – Month 16-17: Project team tests the Interactive Table and the Tlingit Cultural Landscapes Lifelong Learning Guide and student survey with the Council of Traditional Scholars; project team makes refinements.
Objective 5 (February 2021 – August 2021): Students use Interactive Table with added multimedia content; at least 150 complete the Lifelong Learning Student Survey; project staff evaluate and report on project outcomes.
#13 - Months 18-21: Heather McClain ensures that SHI’s exhibits personnel and UAS interns (1) use the Tlingit Cultural Landscapes Lifelong Learning Guide with students and (2) administer the Lifelong Learning Student Survey; UAS interns enter survey data into the database; McClain prepares project paper for submission.
#14 - Month 23-24: Mason Auger compiles/analyzes the Lifelong Learning Student Survey; project team evaluates the project data. Charles Smythe prepares and submits the Names on the Land IMLS Final Report.
#15 - Month 24: Heather McClain presents a professional paper about the Names on the Land Project at the Association of Tribal Libraries, Archives, and Museums.

Progress towards achieving the project goal of creating 10 Tlingit Cultural Landscapes and adding a multimedia resource from SHI’s collection to 50 Tlingit, Haida, and/or Tsimshian place names in the Names on the Land Interactive Table will be tracked using the Culture and History Department’s ongoing, weekly staff meetings; Charles Smythe is the director of this department and the Project Director (Heather McClain) and Research Associate (Mason Auger) are members of the department. Final Names on the Land Project results will be shared with the museum community by the Project Director, who will submit a paper and make a presentation at the Association of Tribal Libraries, Archives, and Museums.

The activities for the two-year Names on the Land Project will require \$135,690 of funding. Sealaska Corporation is requesting \$99,896 from IMLS and is committing \$35,794 of SHI’s in-kind project support.

3. Project Results

The Sealaska Corporation’s Names on the Land Project (being executed by SHI) clearly aligns with the IMLS mission to “inspire libraries and museums to advance innovation, lifelong learning, and cultural and civic engagement.” The project has been developed in response to the challenge/opportunity for SHI to increase the digital content in its Names on the Land Interactive Table, the premier attraction at its permanent *Haa Léelk’w Hás Aani Saax’ú*: Our Grandparents’ Names on the Land exhibit at the Walter Soboleff Building (WSB). SHI’s staff are trained to add content to the table, and with support from IMLS, no fewer than 100 pieces of digitized information will be added to the table from SHI’s collection, primarily in the form of photographs and videos.

The Names on the Land project is also responsive to the IMLS Lifelong Learning goal in its “Transforming Communities” strategic plan for 2018-2022. Over 20% of Juneau’s school children are of Alaska Native heritage and all K-12 students in Juneau learn about the region’s indigenous cultures. Visiting the WSB and using the Names on the Land Interactive Table is designed by SHI, and supported by the Juneau School District, to contextualize students’ classroom learning. The project supports cross-disciplinary and inquiry-based methods of learning and SHI’s exhibit personnel will use the project’s Tlingit Cultural Landscapes Lifelong Learning Guide to assist students to make these connections. This guide will highlight the traditional ecological knowledge embodied by the indigenous place names in the Interactive Table.

The Project Director will create the project’s Lifelong Learning Student Survey, which will be based on an IMLS performance measure statement. SHI’s exhibit personnel will administer the Lifelong Learning Student Survey to at least 150 of Juneau’s K-12 students following their use of the Interactive Table at the WSB. These survey data will be entered into a database by UAS interns, who will also guide the students through the WSB’s Exhibit Hall, and the results will be analyzed by the Research Associate. The entire project team – and SHI’s President – will evaluate survey results, which will be provided to IMLS in the Final Project Report that SHI’s Director of Culture and History will prepare for Sealaska Corporation to review and submit. Finally, the Project Director will give a presentation about SHI’s *Haa Léelk’w Hás Aani Saax’ú*: Our Grandparents’ Names on the Land Exhibit, its Names on the Land Interactive Table, and the Names on the Land Project at the 2021 meeting of the Association of Tribal Libraries, Archives, and Museums.

	Year 1											
	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Objective 1: Select 10 Tlingit Cultural Landscapes; select 50 indigenous place names												
Activity 1: Complete 10 Tlingit Cultural Landscape Storyboards (CHD, PT, PRS)												
Activity 2: Council of Traditional Scholars refines/approves selections (PT, PRS)												
Objective 2: Digitize video tapes to make 3 minute videos for the Interactive Table												
Activity 3: Create condition reports and send original videos to SceneSavers (PD)												
Activity 4: Use Adobe Premier Pro to extract 3 minute videos (PD & MPS)												
Activity 5: Preserve master tapes; create metadata/EAD finding aids (PD)												
Objective 3: Digitize approximately 70 photographs/documents; link to Interactive Table												
Activity 6: Identify, digitize, and link photographs and documents to 10 Tlingit Cultural Landscapes and 50 place names (RA)												
Year 2												
	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JULY	AUG
Objective 4: Link 30 digitized videos to the Interactive Table												
Activity 7: Make transcripts of the videos to be linked for ADA compliance (PD)												
Activity 8: Link digitized videos and transcripts to the Interactive Table (RA)												
Activity 9: Create Lifelong Learning Student Survey; train exhibit staff to use (PD)												
Activity 10: Create the Tlingit Cultural Landscapes Lifelong Learning Guide (CHD)												
Activity 11: Test Interactive Table, Guide, & Survey with SHI staff; refine (PT)												
Activity 12: Test Interactive Table, Guide, & Survey with Council; refine (PT, PRS)												
Objective 5: Students use Interactive Table & 150 Complete a Lifelong Learning Survey / Evaluate & Report on Project Outcomes												
Activity 13: Exhibit staff use Guide/administer Lifelong Learning Stdnt Survey (PD)												
Activity 14: Evaluate survey data; prepare final IMLS project report (PT, PRS, CHD)												
Activity 15: Present a paper about the Names on the Land Project at ATLAM (PD)												

Schedule SHI Staff Key: Project Team (PT); Heather McClain, Project Director-Collection Manager (PD); Mason Auger, Research Associate (RA); Nobu Koch, Media/Publications Specialist (MPS); Chuck Smythe, Culture and History Department Director (CHD); Rosita Worl, President (PRS)