

Skátne



Enionkwaió'ten

Onkwaná:takon Tsi Nitewawennò:ten' Kaianón:ni

Wísk niiohserá:ke nikari:wes kanaktotá:ni aonsontónhnhete' tsi nitewawennò:ten' ne
Kahnawà:ke, 2018-2022

SKÁTNE ENIONKWAÍÓ'TEN "WE ALL WILL WORK TOGETHER"



Wa'tiethinonhwerá:ton'

Skátne Enionkwaió'ten Community Language Plan



The information contained herein captures Skátne Enionkwaió'ten's activities from October 23, 2017 to May 31, 2018.

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Aboriginal Languages Initiative

Aboriginal Peoples Program, Canadian Heritage
<https://www.canada.ca/en/canadian-heritage/services/funding/aboriginal-peoples/languages.html>

KENTIOHKWAKWE'NÍ:IO

MCK ronwatiiò'ténhse', tánon' ne oia:shon' kentiohkwakè:ron' raononkwè:ta', ó:ni' ne tsi ionterihwaienstahkhwaniónhkhwa' raononkwè:ta', wa'thonwatihswanéta' kí:ken kentiohkwakwe'ní:io tánon' wahonwanatatshennáhrhahse', iahonwatihíá:ton'se' ne "Aboriginal Language Initiative". Nè:'e ki' aorí:wa' ón:ton' kí:ken kaio'tenhserakwe'ní:io ionterihwahtén:ti'.

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Canadian Language Museum for lending us their special travelling exhibit: "A Tapestry of Voices: Celebrating Canada's Languages" which was on display at both of our planning sessions. <http://www.language-museum.ca/exhibit/tapestry-voices-celebrating-canadas-languages>

Tóka' íhsehre' sénha' aiesató:kenhse':

SkatneEnionkwaioten.org

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Kaio'tenhserakwe'ní:io ohén:ton í:iente'

Kahtehrón:ni Iris Stacey

KEC Kanien'kehá:ka Iontewienstha'shò:n:'a Ieweiennén:ta's

Kaio'tenhserakwe'ní:io tiakoniarotáhrhon

Wahéshon Shiann Whitebean

Kanien'kéha' Teiewennanetáhkwas

Kaia'titákhke Annette Jacobs

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Tsi Watkenníson Ronatahsnié:nen

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wa'tiakhinonhwerá:ton' ne Alana, Darlene, Janice & Kim.

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DISCLAIMER: The opinions, views, or information herein does not necessarily reflect that of the Kahnawà:ke Education Center, its governing board (KCSC) or partners. This community language plan is intended to be helpful and informative. The Skátne Enionkwaió'ten team has made every effort to ensure the accuracy of the information contained in this community language plan, the digital copy available on our website(s), and all supplemental materials. However, due to the fact that programming is always evolving and changing and that many factors are beyond our control, we cannot fully guarantee the accuracy of the information contained herein. We are committed to continuing to work collaboratively with community stakeholders to implement, monitor, and update our strategic community plan for language revitalization in Kahnawà:ke. Niá:wen for your patience and understanding.

Oh nahò:ten' kahiatónnion

Wa'tiethinonhwerá:ton' _____	2
Tiotierénhton _____	4
Ohén:ton la'tehatikà:nere _____	5
Onkwaká:ra' – Aonsetewawenna'karí:tate' _____	6, 7
Onhkahrè:shon Tahontá:ti' _____	8
Ronwatihonkará:wi Ahiatá:ti' _____	9
KEC Mobilization Framework _____	10
Tsi Ní:ioht Tsi Taiakwatáhsawen' _____	10
Tsi Ní:ioht Tsi Í:we' Ne Onkwawén:na' Ne Ón:wa Nikahá:wi _____	11
“Fishman” Raó:wen Wate'nienténhstha' Wátston _____	12
Kaio'tenhserakwe'ní:io tsi nikaio'tenhserò:ten' tánon' tsi nikarí:wes kanaktotá:ni _____	13
Onkwaná:takon Tsi Kentiohkwakè:ron _____	14
<i>Kahnawà:ke lonterihwaienstákhkwaniónhkhwa' Kaia'takwe'niiò:ke (KEC) _____</i>	15
<i>Katerí: Tekahkwí:tha' Tsi lonterihwaienstákhkhwa' _____</i>	16
<i>Karonhianónhnha' Tsi lonterihwaienstákhkhwa' _____</i>	17
<i>Kahnawà:ke Survival School _____</i>	18
Tsi lonterihwaienstákhkhwa' ne Kahwatsiranó:ron _____	19
Onkwehonwehnéha' Tsi lonterihwaienstákhkhwa' _____	20
Karihwanó:ron Tsi lonterihwaienstákhkhwa' _____	21
Iakwahwatsiratátié _____	22
Thonatierénhton Rotinakeráhston. Ronatehià:ron Raoná:wen Tsi lonterihwaienstákhkhwa' _____	
Kaia'takwe'niiò:ke _____	23
Tewatohnhi'saktha _____	24
Katerí: Tehshakotitsèn:tha' _____	25
Kahnawà:ke Shakotiia'takéhnhas _____	26
Tsi Niionkwarihò:ten' Tsi tewaháhara'n Kaia'takwe'niiò:ke _____	27
Kahnawà:ke Onkwawén:na' Tánon' Tsi Niionkwarihò:ten' Kaia'takwe'niiò:ke _____	28
Kanien'kéha' Ratiwennahní:rats _____	29
Tewahará:tat Tsi Niionkwarihò:ten' _____	30
Ska'é:ion tsi Nón:we Kanien'kéha' Ronwatirihonnién:ni ne Onkwaná:takon _____	31
Kaio'ténhsera' Kahsentonhkwén:ni _____	32
Thotí:ien's la'tehatikà:nere' _____	33
Shatiia'tátshon Tsi Tahontáweia'te' _____	34
Ken' Nithotiièn:sa' _____	35
Onkwawaná:takon Ka'nikonhríson _____	36
Shonteweienén:ta'ne' _____	37
Katokénhston Kaianón:ni _____	38
Ó:nen ki' wáhi _____	39
Owenna'shòn:'a _____	40
Ísi' na'kahiatónhserati ahserihwatshén:ri ne tsi ní:kon wathwistahní:non tánon' Karihwisáktha'	

Tiotierénhton

Kahtehrón:ni Iris Stacey, Kaio'tenhserakwe'ní:io ohén:ton í:iente'

Kwah í:ken tsi wakatáhska tsi skátne wa'ethiia'tarò:roke' akwé:kon onkwaná:takon owén:na' rotiió'te' (kentionkwakè:ron tánon' owén:na' tehatirihwáhsnie'). Nè:'e ne aietión:ni' kí:ken 5 níiohserá:ke nikari:wes kaianón:ni ne aonsontónnhete' nonkwawén:na' ne Kahnawà:ke. Skátne Enionkwaió'ten' otíóhkwa ionkhinaktotá:ni tsi nón:we wetewatonnhà:ren', setewaka'én:ion' tánon' setewa'shatsténhseron' akwé:kon tsi nahò:ten' ionkwaio'tèn:'en. Tho ó:ni' akwé:kon tetewatáhsawen' ne sénha' taietewaié:na' tsi ionkwaterihwahtentia'tánion. Tsi nikari:wes kí:ken ionkwaio'tátie', iakwanonhtónnion tsi kwah iorihowá:nen ne kanatakwé:kon sénha' ahonaterièn:tarake' oh nahò:ten' waterihwahtentia'tánion ne Kahnawà:ke. Iorihowá:nen ó:ni' ne akahtharáhkwen oh níiohtonhátie' ne Kanien'kéha' owén:na' ne Kahnawà:ke.

KEC ronwatíio'ténhse' ronnonhtónnion tsi kwah iorihowá:nen ne tho nakaié:ren né: ne akarihwaié:rite' ne Kanien'kéha' waterihwahtentià:ton. Nó:nen kanatakwé:kon tenkaié:nen, orihwí:io tsi enkaién:take' ne kaia'takehnháhtshera'. Tho néntewe' ne iethiien'okòn:'a enhatikwé:ni' Kanien'kéha' ahontéweienste' ne tsi ionterihwaienstákhwa' tánon' ne atstè:shon. Onkwe'tà:ke raotiwén:na' ionkwa'nonhkonnién:ni akwé:kon nahò:ten' ionkwaterihwahtentia'tánion. Ok ne ronwatíien'okòn:'a raotiwén:na' tiótkon ieorihwà:re' ne ratiksa'okòn:'a ne ahonate'shennaiéntà:sheke' ne ahontéweienste' tsi nitewawennò:ten' tánon' ne tsi níionkwarihò:ten'. Né: ó:ni' skátne iethiniáhé:sen ne kanatakonhró:non, tánon' tewaniáhé:sen tsi nahò:ten' skátne ionkwarihwanonhwè:'on. Ohén:ton teiotáhston ne onkwawén:na'.

Tsi nítion owén:na' ionkwaió'te' tánon' teiakwarihwáhsnie' ne onkwaná:takon,

ia'káhewe' ne aietewaten'nikòn:raren' tánon' aietewátken'se' tsi nahò:ten ionkwaio'tátie'. É:so ionkwaio'tèn:'en tánon' kí:ken kaio'tenhserakwe'ní:io we'néhstha' tsi ní:kon ionkwakwénion. Ióttéron ó:nen ne thonatewennatierénhton ronatohetstonhátie'. Kí:ken



kaio'tenhserakwe'ní:io ionkwate'shenná:wis ne orihwí:io tsi aietewaiánón:ni' tánon' aietewaterihwahténtia'te'. Tho néntewe' ne iethiien'okòn:'a, iethiatere'okòn:'a tánon' tahatikonhsontóntie' enhotíién:take' tsi nihatiwennò:ten' ne ionkhihsothokon'kénha'. Teiotonhontsóhon ne kanatakwé:kon aietewahkwíron' tsi aiethiiehià:ron' ne tahatikonhsontóntie' ne onkwawén:na' tiotierénhton ahòn:ronke'. Á:se tahatikonhsontóntie' raotirihwà:ke.

Ohén:ton la'tehatikà:nere'

2009 shiiohseratátie',
 Ratitsénhaiens
 wahonwatiri' wanón:tonhse'
 ne Kahnawa'kehró:non' ne
 ohén:ton ia'tahontkà:neren',
 tánon' ahonthró:ri' oh
 nahò:ten' ronhská:neks
 ahontkáhtho' ne Kahnawà:ke.
 MCK ronwatiio'ténhse'
 wahonnitiohkón:ni' tánon'
 wahatirò:roke' tsi naho'tèn:shon
 tahónhtka'we'. Kanatakónhshon
 wahatihiatonhserohá:ren' ne
 "Skátne lonkwarihwanonhwè:'on,
 lakwahská:neks Tsi Naióhtónhake'
 Ne Kahnawà:ke." Kí:ken
 ohén:ton ia'tehatikà:nere',
 nó:nen 2029 neniohseratátie',
 akwé:kon onkwehonwehnéha'
 eniakohthá:rake',
 kanonhskónhshon tánon'
 kanatakónhshon. Nè:'e ki'
 tahonte'nién:tenhste' tsi
 wahatiiánón:ni' ne "Skátne
 Enionkwaió'ten'" kanèn:ra'.
 Ó:ni' tó: nikari:wes iéntewawe'
 tsi nahò:ten' ieionkwà:re', nè:'e
 ne Kahnawà:ke onkwawén:na'
 aonsonta'karí:tate'.



[http://www.kahnawake.com/visioning/
images/Poster_Kanienkeha.jpg](http://www.kahnawake.com/visioning/images/Poster_Kanienkeha.jpg)



Onkwaká:ra' – Aonsetewawenna'karí:tate'

Wísk niwáhsen niiohserá:ke shiionkwaió'te' ne aonsetewawenna'karí:tate'

Ákta ne wísk niwáhsen niiohserá:ke ó:nen nè:'e sha'teionkwa'nikónhrhare' aonsonta'karí:tate' nonkwawén:na' ne Kahnawà:ke. 1970 shiiohseratátie' tionkwatáhsawe'. Ionkwakarakà:te'. Tei-tonhontsóhon aietewehià:rake' tánon' aietewaká:raton'. Aiá:wen's kí:ken ken' niiénsha' tsi kahiá:ton, tsi ia'teká:ien akénhake' tsi niiawén:'en. Onkwaká:ra' wathró:ris tsi iah tha'teionkwatohétston tsi na'onkwakarón:ni' ne ionterihwaienstahkhwaniónhkhwa'. Ónhsto'ne' ó:ni' nonkwanakeráhsera' tánon' wa'tewatté:ni' tsi ní:ioht tsi tewanákere'. Kakoráhsera' aoianerénhsera' wa'káhnhe' ne onkwawén:na' aontston. Ákta' niaháhe' ne aónhton' tsi nitewawennò:ten'. Iorihowá:nen ne aietewehià:rake' tsi nitionkwathahí:non tánon' tsi ní:ioht tsi iónkwa ne ón:wa wenhniserá:te'. Teiethirénhsaron akwé:kon ne ohén:ton thotiio'tèn:'en.

Kahnawà:ke tiotierénhton thonatáhsawe' ne aóskon onkwehonwehnéha' ahonwatirihónnien'. Tho nikari:wes iah kà:ron' tehonéhton. Ó:nen ki' nón:wa nè:'e tewahronkha'tsherá:ke tsi ronahronkhà:'on thotiniarotáhrhon' (Stacey, 2016). Tei-tonhontsóhon taontetewaka'én:ion' oh niohtonhátie'. Tékeni khok ieioiénhton ne kwah ieká:ien tsi watkèn:se. 1991 shiiohseratátie', KORLCC wa'thatiié:na' ne McGill (Hoover, 1991). Tho shikahá:wi wahatirihwatshén:ri' tsi ioiánere' tsi ronahronkha'onhátie' ne ratiksa'okòn:'a, nek tsi iah thia'tekaié:ri tha'tehatitháhrha' ne ka'nisténhsera' tánon' kahsótshera'. Ó:nen ki' nón:wa waterihwahtentià:ton ne nè:'e akarihwakwatá:ko'.

Nè:'e wa'akotórien' ne aierihwakará:tate' ne Kahtehrón:ni Stacey tsi wa'erihwatsén:ri' oh ní:ioht tsi iorihontákwen ne tekeníhaton ronahronkhà:'on tánon' kí:ken ieionkwà:re' onkwawén:na' aonsonta'karí:tate' ne Kahnawà:ke. Nè:'e ó:ni' tsi arenhátien tsi é:so wa'oiáneren'ne' tsi nahò:ten' kaio'tèn:'en, shé:kon ki' ne Kanien'kéha' owén:na' ióttteron ne aónhton'. Iosnó:re' ronatohetstonhátie' tsi nakaié:ren ne aiakotó:ri' ne onkwanatakonhró:non.



Wa'erihó:wanahte' ne ahontste'niá:ron' ne orihwí:io akénhake' tsi wahronkha'tsherí:io enhonathón:teke' ne tahatikonhsontóntie'. Nè:'e ó:ni' wa'erihwatshén:ri' tsi kwah í:ken tsi tehonatatiénhton ne tekeníhaton ronahronkha'onhátie' ne tsi thotinónhsote' aonterihwahtén:ti' nonkwawén:na'.

Ronatiohkowá:nen ne kwah ieká:ien

Onkwaká:ra'

iewatahsón:tere'...

tsi wahòn:ronke' ne tekeníhaton tsi ronahronkhà:'on. Wa'tkaté:ni' tsi ní:ioht tsi tetewakà:nere'. Iah ó:nen nek ne tsi ionterihwaienstahkhwaniónhkhwa' tehonaterihwaién:ni, onkwanatakvé:kon ó:nen tiotonhontsóhon ialetewáthreke' ne aonsonta'karí:tate' nonkwawén:na'. Kanien'kéha' Ratiwennahní:rats ronatehià:ron aóskon Kanien'kéha' ronwatirihonnién:ni tahontáhsawen', 2002 shiihseratátie', nè:'e wa'kahnhotón:ko' nonkwawén:na' nonkwaná:takon. Wahonate'shennaién:ta'ne' ne iahontahsónteren' ahontéweienste' tánon' ne aontakaié:na' tsi nitewawennò:ten'. Iah tewatié:sen, é:so ká:ien ne akaió'tate' ne Kanien'kéha' aiontewennáweienste' tánon' kwáh ísi' nón: nó:nen í:se' teiesakà:nere' ahshewennohétsten' ne tahatikonhsontóntie' (Dauenhauer, 2005). É:so rá:ti ó:nen tehonatohétson. É:so rá:ti Kanien'kéha' tsi ronwanehiahróntie' ne

ronwatiién'okòn:'a. Iah ki' tewè:ne' tó: ní:kon rónsttha' nonkwawén:na' ne atstè:shon nón:we.

Kí:ken skátne enionkwaió'ten' onkwanatakvé:kon kaianón:ni, takaié:ri'ne' tsi ón:wa ó:nen takarihwíneken'ne'. Ontehià:ron' nonkwawén:na' tánon' wa'karihowáhnha'ne' nonkwaná:takon. Nek tsi tóka' nek ne skentiohkwátshon tsi ronahkwíron, iah takakvé:ni' ne kwah tekèn:'en aonsonta'karí:tate'. Nè:'e teiotonhontsóhon ne kanatakvé:kon skátne tsi akaio'tèn:'en ne aio'shatstenhseraién:take' ne Kanien'kéha'. Tahatíé:na' akvé:kon ne Kanien'kéha' owén:na' rotiió'te' tánon' iahatí:reke' tsi nahò:ten' ia'tetewakà:nere' nè:'e ne "Kanien'kéha' ionkwáthhare' tsi ionkwanonhsó:ton tánon' ne kanatakónhshon..." (Community Vision Statement, 2009).



Karonhianónhnha's garden

Onhkarè:shon Tahontá:ti'



Wa'onkhiiatá:ti'

Kaia'titáhkhe' Annette Jacobs

Wè:ne tsi ako'nikonhrakwé:kon tsi teiekà:nere' ne Kanien'kéha' onkwawén:na'. É:so iohserá:ke ó:nen nè:'e shiiakoió'te' ne aonsonta'karí:tate'. Iakorihonnién:ni, wateweienstáhkwen ieweienén:ta's, ohén:ton í:iente', ierihwarò:roks tánon' tóhka' niiohserá:ke McGill tsi ionterihwaienstakhwa'kó:wa ronwatiió'ténhse'. É:so iakotahsnié:nen ne aonsahòn:ronke' ne Kanien'kéha' tánon' nia'té:kon wa'erihwarò:roke' ne Kanien'kéha' owén:na' aorihwá:ke tsi nikari:wes iakoió'te'. Watié:sen taiesenihthá:ren' tánon' aieseniiéshon'. Teiakhinonhwerá:tons tsi ní:kon iakoió'tèn:'en ne aonsonthará:tate' nonkwawén:na', ó:ni' tsi shé:kon nón:wa iakohkwíron ne tóhsa' aónhton' tsi nitewawennò:ten'.



Wa'onkhiiatá:ti'

Karihwénhawe' Dorothy Lazore

É:so' iohserá:ke ó:nen ne Karihwénhawe' nè:'e shiiakori:waien ne taontakaié:na' tsi nitewawennò:ten', kwah tsi niionkwenhóntsa ne Kanien'kehá:ka'. Akaónha' tiakotáhsawe' ne tiotierénhton aóskon Kanien'kéha' ohiatonhkwa'shòn:'a katokénhston "Tyentanega" shiwa tkenníson. Karihwénhawe' tánon' Konwaronhiá:wi (Annie Deer) wa'tkeniié:na' tiotierénhton shontehnhotón:ko' ne Ratiwennahní:rats Aóskon Kanien'kéha' Ronwatirihonnién:ni'. Iehsennowá:nen ne Karihwénhawe'. Ronatíohkowá:nen tehshakotinonhwerá:tons tsi ní:kon tahonwati'nikòn:ron' tsi nahò:ten rotiió'tátie'. Shé:kon nón:wa teierihwáhsnie' akwé:kon tsi nahò:ten' kaio'tèn:'en. Karihwénhawe' ionkhirihón:ni tánon' é:so tsi onkwátshi.

Kwah ionkwatonnháhere tsi wesewarihwaié:na ne sénha aiesewarihwáthehte tsi nió:re tsi niiórihwá:nen ne aietewawennakará:tate ne onkwawén:na.

Ronwathonkará:wi Ahiatá:ti'



Waharihwanhotón:ko'
Tekaronhió:ken Frank Jacobs Jr

É:so iohserá:ke ó:nen shihshakorihonnién:ni ne Tekaronhió:ken, tánon' kwah í:ken tsi thorihwà:re' ne aonsonta'karí:tate' ne onkwawén:na'. Nia'té:kon tsi nahò:ten' roio'tèn:'en. Wateweienstáhkwen rohiatonhserón:ni, karihwaienté:ri rohiatonhserón:ni tánon' tehawennanetáhkwas. Ó:nen ki' nón:wa rotorishen nek tsi shé:kon tehshakorihwáhsnie' ne ronatehià:ron ronteweiénstha' nonkwawén:na'. Rakaraweiénhen tánon' sewatié:ren iokarasté:ris. Tio'nikonhratihénthon tsi ní:ioht tsi shakorihonnién:ni.

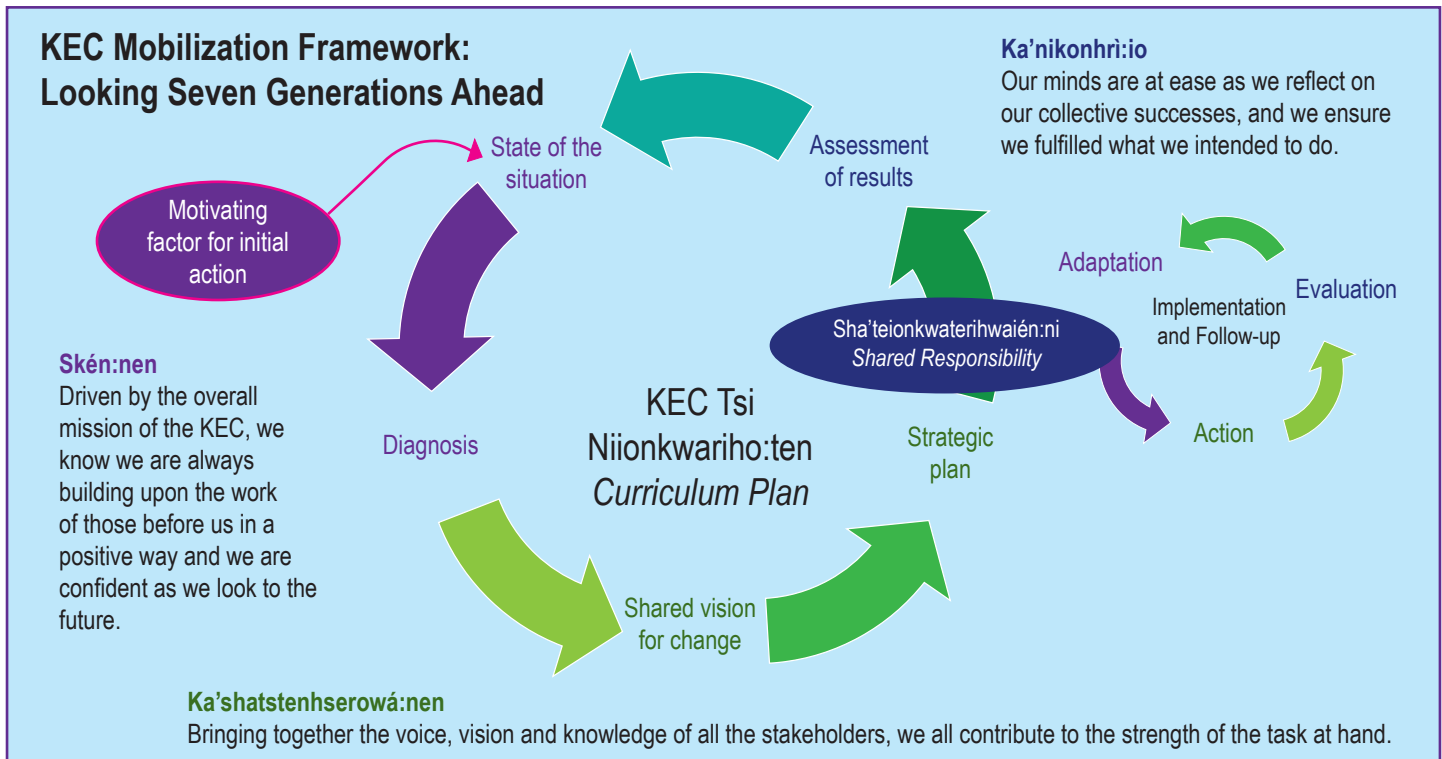


Kahrhó:wane Cory McComber

Kwah ieká:ien tsi nihahrónkha' ne Kahrhó:wane, é:so iohserá:ke wahatéweienste'. Ó:nen ki' nón:wa Ratiwennahní:rats aóskon Kanien'kéha' shakorihonnién:ni. Skakohretsá:rons ne ronatehià:ron ronteweiénstha' nonkwawén:na'. Kwah í:ken tsi nihonwarihwakweniénstha', nè:'e tsi é:so rarihwaienté:ri tsi niionkwarihò:ten', tsi nitewawennò:ten' tánon' tsi nifionkwé:non. 4 nihotiwi:raien ne Kahrhó:wane tánon' ne ró:ne Kanerahtóntha'. Aóskon Kanien'kéha' ronwathithára:ni.

Kwah ionkwatonhnháhere tsi wesewarihwaié:na ne sénha aiesewarihwáthehte tsi nió:re tsi niiórihwá:nen ne aietewawennakará:tate ne onkwawén:na.

KEC Mobilization Framework



Tsi Ní:ioht Tsi Taiakwatáhsawen'

Thotí:ien's, Kentiohkwakwe'ní:io, tánon' tsi ní:ioht tsi ken' nienkaié:ren

KEC ronwatíio'ténhse' wahonnitiohkón:ni' wahatikwatá:ko' ne "KEC lohahí:io Wathahón:ni", nè:'e enwató:ri' ne tsi nahò:ten' ronaten'nikonhríson ne KEC. "Tsi Niiionkwariho:ten'" wateweienstáhkwen akaweiennentà:'on akahíá:tonke'. Ó:ni' tsi naho'tèn:shon ne á:se aontahontáhsawen'. Kí:ken "lohahí:io Wathahón:ni" nè:'e eniakohahónnien' tsi ní:ioht tsi enkakwatákwen ne kaianón:ni, tsi ní:ioht tsi enshatikwatá:ko' ne thé:nen taka'nikonhrhá:ren', tánon' ó:ni' nè:'e ne onkwehonwehnéha' tsi ní:ioht tsi ken' nienkaié:ren. Tho néntewe' enkarihwahní:rate' ientewatahsónteren' enionkwata'karí:teke' tánon' akwé:kon entewarihwakweniénsthake'. Ientewatahsónteren' tsi nahò:ten' rotíio'tèn:'en ne ionkhihsothokon'kénha', ó:ni' ne ó:nen ronatohé:ston. Nè:'e tekà:neren kí:ken "Wathahón:ni" tsi ní:ioht tsi tewaka'én:ions tsi ionhontsá:te', tsi nahò:ten' kanó:ron tsi tewatathá:wi, ohén:ton ia'tetewakà:nere', tánon' tewarihwaiénté:ri tsi akwé:kon énska í:ken. Nè:'e ionkwarihonnién:ni ne Kaianere'kó:wa - skén:nen, ka'shatsténhsera', tánon' ka'nikonhrí:io. Nè:'e ne orihwí:io tsi aonterihwahtén:ti' tánon' skátne akénhake' tsi akaio'tèn:'en tánon' ó:ni' skátne tsi ia'takarihwaiéntà:'on, wa'akwanitiohkón:ni' ne kentiohkwakwe'ní:io. Kanatakonhró:non nè:'e ne kentiohkwakè:ron raononkwe'ta'shòn:'a wahonwanatshennáhrhahse' tsi nahò:ten' rotíio'te'. Thotí:ien's ó:ni' wahonwatihón:karon'. Wa'thatirihwáhsnie'ne' tánon' wa'thonwatihswanéta'. Wahonthón:tate' ó:ni' ne kanèn:rakon ahontewennakará:tate'. Ó:ni' wahonwatihsní:nen' tsi ó:nen wahontia'tarò:roke'.

Tsi Ní:ioht Tsi Í:we' Ne Onkwawén:na' Ne Ón:wa Nikahá:wi

**Oh nontié:ren tsi
teitonhontsóhon
akaianonníhake'
ne
aonsonta'karí:tate'
ne onkwawén:na'?**

Wahón:nise' ó:nen, thó:ha' 50 niiohserá:ke nè:'e sha'teionkwa'nikónhrhare' aonsonta'karí:tate' ne onkwawén:na'. É:so kaio'tèn:'en tánon' nia'té:kon tiotáhsawe' ne Kanien'kéha' owén:na' aorihwà:ke. Sha'té:ioht tsi ehtà:ke ioton'onhátie' ne onkwawén:na'. Nè:'e tió:to'kte' ne akwáh akwé:kon tsi nikaná:ta' skátne ahatiianón:ni' tánon' ahonthró:ri' oh nahò:ten' ionkwá:ien ne aioia'tahní:rate', tánon' ó:ni' nahò:ten' ionkwaio'tá:ti ne iaiétewawe' tsi nahò:ten' ia'tetewakà:nere', nè:'e ne Kanien'kéha' owén:na' ohén:ton aká:take' ne onkwaná:takon.

Kaio'tenhserakwe'ní:io Ronaterihwaién:ni

- Sheia'tatshén:ri ne tehatirihwáhsnie' tánon' shehón:karon aietshiiaitia'táhrhahse' aiesewaianón:ni'.
- Ietshihró:ri ne onkwehshòn:'a tsi ní:ioht tsi í:we' nonkwawén:na' ne ón:wa nikahá:wi.
- Aonte'nienténhston oh ní:ioht tsi ronteweiénstha' nonkwawén:na' ne ón:wa nikahá:wi.
- Enhonwatihsníé:nen' ne kentiohkwakè:ron ne ahatirihwísa' ne kwáh ronónha' raoná:wen tsi nahò:ten' ronaterihwaién:ni ne aonsaio'karí:tate' ne onkwawén:na'.
- Onkwaná:takon sewarihwatshén:ri oh naho'tèn:shon skátne iaietewà:reke' ne aonsonta'karí:tate' ne onkwawén:na'.
- Enkaka'eniónhon tsi naho'tèn:shon karihwatshénrion. Tho néntewe' enkáhson ne onkwaná:takon tsi nitewawennò:ten' kaianón:ni.
- Aonsahontáhsawen' ahatirihwahserón:ni' ne kaianón:ni aorihwà:ke, tánon' akakwatákwen ne iaonsahatikwathóhseke' wísk niiohserakehátie' na'tekónteron. Enkarihwahní:rate' tsi enioia'tahnirónhake' ne Kanien'kéha' nè:'e ne tahatikonhsontóntie' áhontste'.



“Fishman” Raó:wen Wate'nienténhstha' Wátston

Stage 1	- Higher level education in the language, recognized as the co-language of the region, highest levels of government and education - Established language authority needs to consistently advocating, monitoring and enforcing language use within the greater society, government, education, services, economics
Stage 2	- Language used in government, mass media, government regulated language, greater economic viability - Services and media are intended to reach everyone, governmental agencies and services are bilingual, national radio and television
Stage 3	- This stage is frequently out of reach for reversing language shift, the language is used beyond the community, in neighbouring communities, language is being used within certain industries and areas of specialization - Economically based opportunity where language is needed, where outside market seeks to meet the needs of the community, services are provided in the language
Stage 4	- Language being used in the broader community, education, some work settings involving language revitalization - Culturally based immersion schools, community controlled education, intended to reinforce family, home and community
Stage 5	- Kanien'kéha literacy in home, school and community - Literacy for inter-communal communication, language promotion and culturally based materials, fostering socialization in the language
Stage 6	- Reappearance of the intergenerational family, the most crucial stage, most of the world's stable languages are here, language is spoken between and within all 3 generations of the family - Young adult learners must choose and commit to raise their children in the language, create a demographic trend of Kanien'kéha speaking families, inter-family interaction
Stage 7 Kahnawà:ke is situated at stage 7 - the threshold of stage 6	- Still some speakers elderly 65+, majority of L1 speakers beyond child bearing years, yet still social within the community - Elders are best resources for authentic language, focus on building a young cohort of L2 speakers 12-40 target age, intentions of using language in the home, RLS effort focus on intergenerational continuity
Stage 8	- Degree of language loss is advanced with very few remaining speakers, no opportunity for them to use the language conversationally - socially isolated - Language Documentation, Language Reconstruction

This assessment table was prepared by Kahtehrón:ni Iris Stacey based on Fishman's Graded Intergenerational Disruption Scale (Stacey 2016, Fishman, 1991)

Nó:nen iéntewawe' ne “stage 6” tánon' tsoia'tahní:ron nonkwawén:na', ísi' nón: tsi iensewatehià:ron' tsi ientewatahsónteren' kí:ken wísk niiohserá:ke taiohseratátie'.

Kaio'tenhserakwe'ní:io tsi nikaio'tenhserò:ten' tánon' tsi nikarì:wes kanaktotá:ni

Kaio'tenhserakwe'ní:io ohén:ton í:iente' Kahtehrón:ni Iris Stacey, tánon' ne ionterihwaienstahkhwaníónhkhwa' kaia'takwe'niiò:ke (KEC) wahatííé:na' ne ohwísta', "Aboriginal Languages Initiatives" tahónhtka'we'. Kanenna'kè:ne' shikahá:wi, 2017 shiihseratátie'. Kahtehrón:ni wahonwatíia'tarò:roke' tánon' wa'onnitíohkón:ni' ne kentíohkwakwe'ní:io. Ó:ni' wa'ontatéhnhá'ne' Wahéhshon' Shiann Whitebean aontaieniarotáhrhoke' ne "Kaná:takon Tsi Nitewawennò:ten' Kaianón:ni". Kenténha' niwenhni'tò:ten' 2017 shiihseratátie' taiontáhsawen' wa'akoió'ten' ne "Skatné Enionkwaió'ten'" aorihwà:ke. Áhsen niwenhni:take ohná:ken' tsi rotírhá:rehkwe' ó:nen wahatííé:na' ne ohwísta'. Ó:nen'k tsi tahatí'serón:nenhte' tsi ní:kon wahontatenaktóthahse' tánon' tsi nahò:ten' ó:nen shikarihwahserón:ni, nè:'e ne aioiánereke' tsi iaiakwáhsa' kí:ken kaio'ténhsera'.

Kanaktotá:ni

Rotirí'wanón:ton

Ohiarihkó:wa 1, 2017 tsi níio:re' Enniskó:wa 31, 2018

Tontáhsawen'

Kenténha 23, 2018 tsi níio:re' Enniskó:wa 31, 2018

Wahonwatínaktóthahse'

KEC, 8 níahia'khserá:ke ísi' nón: wahonwatínaktóthahse'.

Onkwaná:takon Tsi Nitewawennò:ten' Kaianón:ni Aorihwà:ke Wahontkennísa'

Kentíohkwakwe'ní:io wahonwatíia'tatshén:ri' ne tehatirihwáhsnie'. A'arà:ke tánon' kahiatónhsera' wa'thonrénia'te' akwé:kon wahonwatíhón:karon' ne tehatirihwáhsnie' tánon' ó:ni' ne kentíohkwakè:ron nè:'e ne aontahonwanaténniehte' ne raononkwè:ta'. K103 Éntie Ní:kare "Tetewahthá:ren", Wahéhshon'

tánon' Kahtehrón:ni ia'kenikwátho'. Nè:'e ne akenirihó:wanahte' tánon' taionkhirihwathè:ten' tsi nahò:ten' iotíio'te'. Tóka' ónhka' teiakotonhontsó:ni ísi' nón: aiakotó:kenhse', enierihwatshén:ri' "Facebook" <https://www.facebook.com/skatneenionkwaio'ten/>

Wa'tkwanonhwerá:ton
Community Language Planning Session 1

Mohawk Legion Kahnawà:ke
Kaierihaton Kentenkhó:wa 23, 2017
8:30 AM - 4:00 PM

R.S.V.P to confirm your seat: Wahehshon.Whitebean@kecedu.ca
Thurs. Nov. 23/17. This is session 1 of 2. Light breakfast, lunch provided. Limited seating available.

"Skatné Enionkwaió'ten": Creating a 5-year strategic plan for Kanien'kéha revitalization in Kahnawà:ke.

Sponsored By:
Aboriginal Peoples Program:
Aboriginal Languages Initiative
& Kahnawà:ke Education Center
For More Information:
Facebook.com/SkatneEnionkwaio'ten
Email: Wahehshon.Whitebean@kecedu.ca

Tiotierénhton Wahontkennísa'

Kahnawà:ke Shotá:r Raotitíóhkwa' tsi rotinónhsote' Okaristíáhne, Kentenkhó:wa 23, 2017.

Wa'tkwanonhwerá:ton... Save the date!
Community Language Planning Session Two

Mohawk Legion Kahnawà:ke
Kaierihaton Tsothohrkó:wa 18, 2018
8:30 AM - 4:00 PM

R.S.V.P to confirm your seat: Wahehshon.Whitebean@kecedu.ca
Thurs. Jan. 18/18. This is session 2 of 2. Light breakfast, lunch provided. Limited seating available.

"Skatné Enionkwaió'ten": Creating a 5-year strategic plan for Kanien'kéha revitalization in Kahnawà:ke.

Sponsored By:
Aboriginal Peoples Program:
Aboriginal Languages Initiative
& Kahnawà:ke Education Center
For More Information:
Facebook.com/SkatneEnionkwaio'ten
Email: Wahehshon.Whitebean@kecedu.ca

Tekenihaton Wahontkennísa'

Kahnawà:ke Shotá:r Raotitíóhkwa' tsi rotinónhsote' Okaristíáhne, Tsothohrkó:wa 18, 2018.

Onkwaná:takon Tsi Kentiohkwakè:ron

Ronatiohkowá:nen wahatirihwanòn:we'ne' ahotiió'ten' ne onkwaná:takon tsi nitewawennò:ten' aorihwà:ke. Tahonwanaténniehte' ne tsi ionterihwaienstahkhwaniónhkhwa' raononkwè:ta', owén:na' tsi ronwatirihonnién:ni raononkwè:ta', tánon' ne tsi kentiohkwakè:ron raononkwè:ta'.

Kaweienntà:'on kahiatónhsera' tahonwá:non' ne kentiohkwakè:ron ahatihiá:ton' ónhka' tánon' oh nahò:ten' ronaterihonte'. Ó:ni' ó:ia' ne kahiatónhsera' ahatihiá:ton' oh ní:ioht tsi ahontianón:ni', ó:ni' oh nahò:ten' ronaterihwaién:ni ne owén:na' aorihwà:ke. Tiotierénhton sha'thontátken', óksa'k wahatiri'wanón:ton' ne sénha' ahonwatinaktóthahse' ahatihiá:ton' ne tsi ní:ioht tsi ahontianón:ni'. Wahatirihwanòn:we'ne' ahonwatinaktóthahse'. Nè:'e ki' wahotiió'ten' ne tekeníhaton sha'tonsahontátken' ne ahatíhsa' ahatihiá:ton' ne raoná:wen kaianón:ni tánon' ahatiweiennén:ta'ne' ne tsi nahò:ten' ronaterihwaién:ni ne onkwawén:na' aorihwà:ke. Tiakoniartóthrhon akwé:kon wa'erihwarò:roke' tánon' wa'ehiá:ton' kí:ken onkwawén:na' kaianón:ni kahiatónhsera', tohkára' niahia'khserá:ke shiiothétston tsi watkenníson. Wa'thatiié:na'

ne kentiohkwakè:ron tánon' ne kentiohkwakwe'ní:io.

Kí:ken tohkára' ísi' nón:we niora'wístonte' ensewaka'én:ion' tsi naho'tèn:shon rotihiá:ton ne kentiohkwakè:ron tánon' ne tsi ionterihwaienstahkhwaniónhkhwa'. Nè:'e ne ronónha' raoná:wen kaianón:ni. Karahstánion ó:ni' ensewatkhátho'. Ensewawennahnó:ton' tsi naho'tèn:shon ronaterihwaién:ni ne onkwawén:na' aorihwà:ke, oh nahò:ten' kaio'tá:ti, tánon' oh nahò:ten' iehotí:re' ne wísk niiohserá:ke taiohseratátie' (nè:'e ne tsi nahò:ten' kentiohkwakwe'ní:io wahatirá:ko' ne è:neken akarihwà:rake').



Kahnawà:ke lonteriwaienstahkhwaniónhkhwa' Kaia'takwe'niió:ke (KEC)

Kahnawà:ke ionterihwaienstahkhwaniónhkhwa' ronaterihonte' – Kahnawa'kehró:non ohén:ton rón:nete'



Skátne tsi tehotiíé:nen
ne ronwatíien'okòn:'a
tánon' ne onkwaná:ta'.
Ratirihwahní:rats tsi akwé:kon
ne Kahnawa'kehró:non
ronterihwaiénstha',

ia'teká:ien tánon' kwah è:neken
í:ken tsi enhonwatirihónnien'.

Enhontaterihwakweniénstake' tánon'
enhatikwé:ni' enhontathá:wake'.

Karihwa'shátste' ne wateweienstáhkwen.
leiorihwà:re' ne Kanien'kéha' owén:na', tsi
niiionkwarihò:ten' tánon' tsi tionkwehtáhkwen
skátne akénhake' ne tsi nahò:ten'

karihwanóntha' ne ionterihwaienstáhkwa'
ahonaterièn:tarake'. Roti'nikonhrowá:nen
tsi ní:ioht tsi ronwatirihonnién:ni. Kí:ken
ronterihwaiénstha' enhonaterièn:tarake'
tánon' enhatiweientéhton tsi nahò:ten'
teiotonhontsóhon ne ahontathá:wake' tsi
nihonnónhnhes. Enhonwatirihwakwénienste'
ne ionkhihsothokon'kénha' tánon' ne
tahatikonhsontóntie'.

Kanien'kéha' Owén:na' Rotaterihwaién:ni

- É:so' tsi teiottenionhátie' ne KEC.
Ronaterihwaién:ni tsi akwé:kon tsi nahò:ten'
ronwatirihonnién:ni tatiatén:ro'ne' ne KEC
"Tsi Niiionkwarihò:ten". Akwé:kon ne 3 ní:kon
tsi ionterihwaienstahkhwaniónhkhwa'.
Kwah tsi enthontáhsawen' tsi niió:re'
ia'tenhontóhetste'.
- Teniakhihswanéta' ne ronwatirihonnién:ni'
ne aonsahontéweienste' ne onkwawén:na',
tsi niiionkwarihò:ten' tánon' ó:ni' tsi ní:ioht tsi
ahonwatirihónnien' (ne ratiksa'okòn:'a) ne
tewahronkhahtsherá:ke.
- Eniakwahkwíron' ne taiakwaié:na' ne
onkwatakonhró:non ne aonsonta'karí:tate'
nonkwawén:na' ne Kahnawà:ke.

Tsi Nahò:ten' Kaio'tá:ti

- lah thia'tekaié:ri teiontionkwè:taien ne
ronhrónkha' tánon' è:neken tsi ratiienté:ri oh
ní:ioht tsi ahonwatirihónnien' ne owén:na'.
lah teionkwá:ien ne kahrhá:kon/iotkwirón:ni,
- nè:'e ne atstè:shon aorihwa'shòn:'a
ahatiweientéhta'ne'.
lah thé:nen tekaweiennentà:'on ne
- ahonwanátken'se' ne wè:ne' aionníhake'
tó: nahòn:ronke' tsi nikari:wes N-4
wahontéweienste'.
lah thé:nen teiakwaié:nas nohwísta' ne
- wateweienstáhkwen' akaio'tèn:'en.

Wísk Niihserá:ke Taiohseratátie'...

KEC tehotitenionhátie' tsi ní:ioht tsi
enkakwatákwen ne ronterihwaienstáhkwa'
aorihwa'shòn:'a. Akwé:kon ne
kaio'ténhsera' "Tsi Niiionkwarihò:ten"
entewanónhton' ne Kanien'kéha'
owén:na' wateweienstáhkwen. Wè:ne'
enionníhake' tsi ní:kon enhatiweientéhta'ne',
ne 4 na'tehonohserià:kon tsi niió:re' 11
nikahíá:ton ia'tenhontóhetste'. Ón:wa
nikahá:wi ratika'én:ions tánon' rontkèn:se' oh
niihtonhátie' ne Karonhianónhnhha' aóskon
Kanien'kéha' ronwatirihonnién:ni. Nè:'e
enkaia'takénhha' ne ísi' nón: nakarihontá:ko'
ne aóskon Kanien'kéha' ronterihwaiénstha'.
Nè:'e ia'tehatikà:nere' ne aontehià:ron' tsi
nihonhrónkha'. Enhonate'shennaién:take' ne
ronwatirihonnién:ni aonsahonteweienstà:na' ne
iahatí:iehste' tsi nihonhrónkha'.
lonkwatshennón:ni ne KEC tsi skátne
wa'tiakwaié:na' ne "Aboriginal Language
Initiative" tánon' ne Skátne Enionkwaió'ten'
aonterihwahtén:ti' ne "wísk niihserá:ke
kaianón:ni" ne aonsonta'karí:tate'
nonkwawén:na'. Ó:ni' teniakwahswanéta'
ne á:se tá:we' "wísk niihserá:ke kaianón:ni"
2021/2022.

A'arà:ke - <http://kecedu.ca/>

Katerí: Tekahkwì:tha' Tsi Ionterihwaienstáhkwa'

Onkwaná:takon Ratiksa'okòn:'a Ronterihwaiénstha' (KEC)



Ratiksa'okòn:'a tsi
nón:we thontahsáwha'
ahonterì:waienste', 4
na'tehonohserià:kon
tsi niió:re' ienhón:newe'
ne 6 nikahíá:ton.
Ronwatirihonnién:ni
onkwehonwehnéha'

ahonterennó:ten' tánon' énska
ne sewenhni:ta enhatinenhrón:ni'
tenhontenonhwerá:ton'. Ronwatirihonnién:ni
Kanien'kéha' owén:na' 30 nikahseriè:take
nikari:wes, enhontahónhsatate',
tenthonthna'néta' tánon' enhontá:ti'.
Teharihwáhsnie' ne shakotirihonnién:ni ne
ahontéweienste' ne tsi niionkwarihò:ten'
ó:ni' ne Kanien'kéha' owén:na' nó:nen
enwate'shennaién:ta'ne'.

Language Goals

Kanien'kéha' Owén:na'

Nè:'e ronaterihwaién:ni ne Kanien'kéha'
owén:na' aontahonwanatahsáwhahse'
ne ratiksa'okòn:'a. ACTFL rónstha' tsi
ronwatirihonnién:ni. lehoti:re' nè:'e
nó:nen tenhontóhetste' ne 6 nikahíá:ton,
enhatikwé:ni' ne "novice low" tóka'
ni' "novice mid" enhotihthá:rake'
(nè:'e ne ACTFL aó:wen watkèn:se' tó:
nihonahronkhà:'on).



Oh Nahò:ten' Kaio'tá:ti

- lah thia'tekaié:ri teionáktote'.
- lah teionkwá:ien ne kaweiennentà:'on.
aiakorì:wawa'se' (iontstha'shòn:'a
tánon' kahiatonhsera'shòn:'a).
- Thofí:ien's aontahatinatahrè:sheke'.
- Kahwá:tsire', iah tha'tehatihswanéta's.
- lah teionkwá:ien ne wateweienstáhkwa-
en tánon' ó:ni' ne oh ní:ioht tsi aóntston.
- Ahonwatirì:wawa'se' ne shakotiri-
honnién:ni oh nahatí:iere' ne sénha'
ahatiweientéhta'ne' ne owén:na' ne
ratiksa'okòn:'a. Tánon' ó:ni' ne shakotiri-
honnién:ni raoná:wen ahontéweienste'
ne owén:na'.

Wísk niiohserá:ke taiohseratátie'...

Iakwahská:neks ne Kanien'kéha'
onkwentióhkwa'ne aiakwahará:tate' ne
Kanien'kéha' owén:na'. leniakwà:reke'
ne thia'tewenhniiserá:ke aóntston tánon'
ne sénha' kari:wes aionkhinaktóthahse'
ne aiakhirihónnien'. Iakwakwatákwes
ne ísi' nón: tsi taiakwahtharónnion' ne
ó:ia' ionterihwaienstáhkhwaniónhkhwa'.
Enionkwaió'ten' tánon' teniakwahswanéta'
ne aonsonta'karí:tate' ne Kanien'kéha' ne
Kahnawà:ke.

A'arà:ke - <http://kecedu.ca/community-schools/kateri-school/>



Karonhianónhnhá' Tsi Ionterihwaienstákhwa'

Onkwaná:takon Ratiksa'okòn:'a Ronterihwaiénstha'

Aóskon Kanien'kéha' ronwatirihonnién:ni ratiksa'okòn:'a, 4 na'tehonohserià:kon tsi niió:re' 6 nikahíá:ton. Nè:'e iehotí:re' ne ieká:ien tsi ahatiweientéhta'ne', nè:'e ne tóhsa' nonwén:ton aónhton' tsi nitewawennò:ten' tánon' tsi niionkwarihò:ten'. Kwah í:ken tsi tewateweièn:ton tsi ní:ioht tsi ronwatirihonnién:ni. Nè:'e ne akwé:kon tsi nihá:ti ahonaterièn:tarake', ahatiweientéhton, tánon' ahoti'nikonhriíóhake' ne iahatíhsa' tsi ronterihwaiénstha'. Lah nek ne aóskon Kanien'kéha' tehotiíó'tens. Ronate'shén:naien aonsahontéweienste' ne shakotirihonnién:ni. Ó:ni' ratiweiennén:ta's ne tsi niionkwarihò:ten' wateweienstákhwen, tánon' rotí:ien tsi nón:we ratihiatonhserón:ni ionterihwaienstákhwa'shòn:'a. Language Goals

Kanien'kéha' Owén:na' Ronaterihwaién:ni

Nè:'e è:neken ionkwatirihwaién:ni ne Kanien'kéha' owén:na' aontaiakhiatahsáwhahse' ne ratiksa'okòn:'a. Aóskon Kanien'kéha' enwátston tsi enthontáhsawen' 4 na'tehonohserià:kon tsi niió:re' 4 nikahíá:ton ia'tenhonnóhetste'.

Oh Nahò:ten' Kaio'tá:ti

- Aiakwarihwatshén:ri' oh ní:ioht tsi aiakhiri:wawa'se' ne shakotirihonnién:ni ne sénha' ahòn:ronke'. Akwé:kon nè:'e ne tekeníhaton tsi ronahronkhà:'on.
- Sénha' taionkhihswanéta' ne ronwatiièn:'a, ne raotihwá:tsire', tánon' ne onkwaná:takon.
- Oh naiakwá:iere' ne Kanien'kéha' ahontá:ti' nó:nen átste iehonatkahri'tsherón:ni.
- Oh ní:ioht tsi aiakhirihónnien' ne é:so akarihontá:ko' ne tiotierenhtákhwen enthontáhsawen' Kanien'kéha' enhontéweienste'.

- Ratiksa'okòn:'a iakhiianonhtónnion. Sewatié:ren sótsi' ratirihwa'shátste' ne ronwatiièn:'a. lákwehre' ne tetsá:ron aontaiakhirihwaié:ritshe'.
- Teiotonhontsóhon ne Kanien'kéha' tsi akaweiennentá:'on ne wateweienstákhwen. Nè:'e ne onkwehonwehnéha' tsi ní:ioht tsi tewaka'én:ions. Tóhsa' ne ákte' nitiawé:non aietewana'ké:ren'.



Wísk niiohserá:ke taiohseratátie'...

Teionkwatonhontsó:ni aonsahontéweienste' ne shakotirihonnién:ni. Nè:'e ne ísi' nón: tsi ahatihiatonhseraientéhrha'ne' ne Kanien'kéha' tánon' ó:ni' ne aio'karí:tate' tsi nihonhrónkha'. Nè:'e ieionkwà:re' ne è:neken aonthará:tate' tsi nihonhrónkha' nó:nen enhonwanátken'se'. Ká:ien ne aiakorí:wawa'se'. Nora Deering akohiatónhsera', "KEC Up-Grade", tánon' ronteweienstha' kanenhronniánion. Nè:'e ó:ni' ia'tehatikà:nere' ne ronwatiièn:'a tánon' raotihwá:tsire' aontahontaweia:thake' tsi nón: ronwatirihonnién:ni, tánon' ó:ni' nó:nen thé:nen ronaterihwahtentià:ton ne kahwá:tsire' ahonten'nikonhró:ri'. Enhonate'shennaién:ta'ne' ne Kanien'kéha' tahatithá:ren'. Nè:'e onkwahrharátshera ne aion'wesénhake' tsi rotíthhare' nonkwawén:na' ne tsi ionterihwaienstákhwa'. lákwehre' ó:ni' akáhsen ne teiíóia'ks tánon' tká:ra's ne thonatewennatierénhton ronatehià:ron tánon' ratiksa'okòn:'a rotíthhare'. Nè:'e ne ón:wa'k ronteweienstha' ahonathón:te'ne' ne ok sha'oié:ra tsi rotiká:raton.

A'arà:ke - <http://kecedu.ca/community-schools/karonhianonhnhá-school/>

Kahnawà:ke Survival School

Onkwaná:takon Ronterihwaiénstha' Ken' Nithotièn:sa (KEC)



Kahnawà:ke kaná:takon ronterihwaiénstha' ne ken' nithotièn:sa', 12 tsi niió:re' 17 na'tehonohserià:kon. Kanatakonhró:non thonatáhsawe', kèn:'en onkwaná:takon ahonwatirihónnien' ne

ken' nithotièn:sa'. Iahontkón:tahkwe' ne KSS Tsi lonterihwaiénstákhwa'. Nè:'e ne ahatinaiéhake' tsi Kanien'kehá:ka', tánon' rotikwénion ahontathá:wake', ronwatirihonnién:ni ne onkwawén:na', tsi niionkwarihò:ten', tánon' ne tsi tionkwehtáhkwen. Ia'tekaiéhston tsi naho'tèn:shon teiotonhontsóhon ahatiweientéhton ne tsi ionterihwaiénstákhwa' aorihwa'shòn:'a.

Kanien'kéha' Owén:na' Ronaterihwaién:ni

Nè:'e ronaterihwaién:ni ne KSS, ne Kanien'kéha' aontaka'nonhkón:ni' akwé:kon tsi nahò:ten' ronteweiénstha'. Aóskon tsi ronwatirihonnién:ni, nè:'e ne ok sha'oié:ra akénhake' tsi nitewaiéhrha' ne Kanien'kehá:ka'. Thia'tewenhniserá:ke ronteweiénstha' nonkwawén:na' tánon' ne tsi niionkwarihò:ten'. Tsi enwatehnhótón:ko' tánon' tsi enwatehnhó:ton' enhontia'tarò:roke' Ohén:ton Karihwatéhkwén enhatirihóhetste'. Ken' nahè:'a shotihiá:ton ne Kanien'keha' waterihwaiénstáhkwen, nè:'e ne sénha' akarihontá:ko' tsi ní:ioht tsi ronwatirihonnién:ni tánon' ne sénha' ahòn:ronke'.

Oh Nahò:ten' Kaio'tá:ti

- Iah teká:ien ne tsi nón:we ne kawennaráhstha' ahontéweienste'.
- Iah thia'tekaié:ri tehonathón:te' tánon' iah thia'tekaié:ri tehotíhthare'

ne Kanien'kéha'. Nè:'e khok tsi nón:we ronwatirihonnién:ni.

- Iah thia'tekaié:ri teionáktote'. Sénha' akaio'tèn:'en ne waterihwaiénstáhkwen, tánon' tió:to'kte' tsi nihá:ti ne shakotirihonnién:ni.
- Teiotonhontsóhon taionkhihswanéta' ne ronwatiién:'a, nè:'e ne iahontahsónteren' ahontá:ti' tsi thotinónhsote'.
- Teiotonhontsóhon ne "aóskon Kanien'kéha'" ne KSS Tsi lonterihwaiénstákhwa'.

Wísk Niiohserá:ke Taiohseratátie'...

Ienhontahsónteren' ne KSS tsi tehotiié:nen ne KEC. Ienhontahsónteren' enhonwatirihónnien' ne Kanien'kéha' owén:na' tánon' tsi niionkwarihò:ten'. Enhonnonhtón-nionhwe' oh naiá:wen'ne' ne ahonwati'nikonhraié:rite' tsi niká:ien ronhská:neks ne Kanien'kéha' tsi ahonwatirihónnien'. Nè:'e ó:ni' iakwahská:neks ne sénha' aionkhiñ:wa-wa'se' ne ronwatiién:'a tánon' raotihwá:t-sire' nè:'e ne sénha' ahòn:ronke' ne tek-eníhaton tsi ronahronkha'onhátie'

A'arà:ke - <http://kecedu.ca/communi-ty-schools/kahnawake-survival-school/>



Tsi Ionterihwaienstákhwa' ne Kahwatsiranó:ron

Ronwati'nikòn:rare' tánon' ronwatirihonnién:ni ratiksa'okòn:'a



Ronwati'nikòn:rare' tánon' ronwatirihonnién:ni ratiksa'okòn:'a, owí:rased tsi niió:re' ià:ia'k na'tenhonnohserí:ia'ke'. Kahwá:tsire' tánon' ne tehatirihwáhsnie' kanatakonhró:non' tehotiiénawà:kon. Á:se karihwanákere' rónstha' tsi ronwatirihonnién:ni, ia'tekaiéhston ne tsi niionkwarihò:ten'. lah tha'tehatíiehstáhsions ónhka' aiontéweienste'. Ronwatirihonnién:ni ne tsi nitewawennò:ten' tánon' tsi niionkwarihò:ten'. Nè:'e iehotí:re' ne iahatíié:na' tsi nahò:ten' ronteweíénstha' tánon' ahontorià:neron' tsi ahatiweientéhta'ne'. Ó:ni' ne raotihwá:tsire' skátne tahontawén:rie' tsi ronteweíénstha'.

Kanien'kéha' Owén:na' Ronaterihwaién:ni

Tehshakotihswanéta's ne ronwatiio'ténhse' ne ahontéweienste' tsi nitewawennò:ten' tánon' tsi niionkwarihò:ten'. Ne tsóhsera, tehniáhse'/tekeniáhse' ronwatirihwá:wis ahonteweienstà:na'. Wísk niiohserá:ke nikari:wes. Tánon' ó:ni' ne teiohserá:ke nikari:wes, Ratiwennahní:rats Aóskon Kanien'kéha' thia'tewenhniserá:ke shakotirihonnién:ni. Ronaterihwaién:ni ne aóskon Kanien'kéha' owén:na' tánon' tsi niionkwarihò:ten' ahonathón:teke' ne ratiksa'okòn:'a. Enhatirén:nha' ne onkwehonenwehnéha' ahonterennó:ten' tánon' tahatinónniakhwe'. Enhoti'nikonhraién:ta'ne' tsi niionkwarihò:ten' nó:nen enhatirihóhetste' ne ohén:ton karihwatéhkwen. Kakwatákw-en ó:ni' ne enthontié:renhte' ahatirén:nha' owén:na' ahontéweienste'. Tseià:ta nè:'e iakoterihonte' ne owén:na' tánon' tsi niionkwarihò:ten' aorihwà:ke.

Tsi Nahò:ten' Kaio'tá:ti

- lah thia'tekaié:ri teiontionkwè:taien ne ratirihwaiénté:ri tsi niionkwarihò:ten' tánon' tsi nitewawennò:ten', ok ó:ni' iah tehonaterihwaiénston oh ní:ioht tsi ahonwatirihónnien' ne ken' nithotiién:sa ratiksa'okòn:'a.
- Rotio'ténion, é:so tehontténie's. (Akenhnhà:ke nikahá:wi tánon' tsi nikari:wes ákte' nón:we iehonterihwaiénstha')
- lah thia'tekaié:ri tekonwatinaktotá:ni tsi niwenhníseres ne iakotirihonnién:ni akontirihwahserón:ni' tsi nahò:ten' enhonwatirihónnien'.
- lah tekatokénhston tó: nihá:ti ne skanèn:ra ne ratiksa'okòn:'a (ratiksa'okòn:'a/iakotirihonnién:ni).

Wísk Niiohserá:ke Taiohseratátie'...

Ieniakwà:reke' ne tóhsa' taionkwá:tsha' tsi nahò:ten' ionkwaio'tá:ti. Enkarihwahse-ronníhake' ne Kanien'kéha' ierihwaiénté:ri ne tahonwatihswanéta' ne kèn:'en rotiió'te'. Enkonwatinaktóthahse' ne iakotirihonnién:ni aotio'ténhsera' akontiweiennén:ta'ne'. Enhonnitiohkón:ni' ne tsi niionkwarihò:ten' tánon' tsi nitewawennò:ten' aorihwa'shòn:'a otiohkwa', nè:'e ne akakwatákw-en oh ní:ioht tánon' oh nahò:ten' aóntston tsi ahonwatirihónnien' ne ratiksa'okòn:'a, kahwá:tsire' ne kèn:'en rotiió'te'. Ronhská:neks ne SBS ne wè:ne' akénhake' tsi tehatirihwáhsnie', tkaié:ri tsi ní:ioht tsi rontathá:wi, tánon' iah tha'tehatíiehstáhsions akwé:kon ónhka' ionhská:neks ísi' nón: aieweientéhta'ne' ne onkwawén:na', tánon' tsi niionkwarihò:ten'.



A'arà:ke - <http://www.stepxstep.ca/>

Onkwehonwehnéha' Tsi lonterihwaienstáhkwha'

lah kánéka' tethonatahshá:ronte' - Onkwaná:takon lonterihwaienstáhkwha'



Ratiksa'okòn:'a
thontahsáwha'
ronterihwaiénstha' 4
na'tehonohseriia:kon tsi
niió:re' ne 6 nikahiá:ton
ia'tenhontóhetste'.
Nè:'e ionkwahkwíron
ne orihwakwé:kon

onkwehonwehnéha' tsi ahatiweientéhta'ne'
ne tsi niionkwarihò:ten'. Tánon'
ahonatateweiennentà:'on ne
iahontahsónteren' ronterihwaiénstha'.

Kanien'kéha' Owén:na' Ronaterihwaién:ni

Aóskon Kanien'kéha' tsi ronwatirihonnién:ni
ne 4 tánon' 5 na'tehonohseriia:kon.
Nè:'e ne aontahonwanatahsáwha'se'
ahòn:ronke'. 1 kahiá:ton tsi niió:re'
ne 6 nikahiá:ton, kaweiennentà:'on
tsi ní:ioht tsi enhonwatirihónnien'.
Nè:'e ronaterihwaién:ni ne ok
sha'oié:ra tsi ahatiweientéhta'ne'
ne tsi nitewawennò:ten' tánon' tsi
niionkwarihò:ten'. lah tekanonhsowá:nen
tánon' tho ní:ioht tsi kakwatákwen tsi kí'
ní:ioht ne tsi thotinonhsó:ton.

Oh Nahò:ten' Kaio'tá:ti

- Nó:nen tenwatté:ni' tánon'
Tiohrhèn:sha' enthontáhsawen'
enhontéweienste', iokarón:nis ne
Kanien'kéha' raotiwén:na'.
- Oh ní:ioht tsi ia'takaiéhston ne
Kanien'kéha' nó:nen Tiohrhèn:sha'
ronteweienstha'.
- lah thia'tekaié:ri teká:ien ne
kaweiennentà:'on aiakor:wawa'se',
nè:'e ne kahiatonhsera'shòn:'a,
iontstha'shòn:'a tánon' ne watkèn:se'
tsi nihonahronkha'onhátie'.

- lah thia'tekaié:ri teionáktote' ne
thé:nen' aiakwaweienén:ta'ne'.
Teiotonhontsóhon ne aionkhinaktóthahse'
ne nè:'e akaio'tèn:'en tsi nahò:ten'
eniakhirihónnien', tánon' tsi
neniakwá:iere' ne aiakhirihónnien'. Nè:'e
ó:ni' teiotonhontsóhon ne Kanien'kéha'
owén:na' aorihwà:ke.
- lah teiontionkwè:taien ne ronnón:kwe, ne
ahonwatina'ké:ren' tsi nihotirihò:ten' ne
ronnón:kwe.

Wísk niiohserá:ke taiohseratátie'...

Entiakwatáhsawen' kwah í:ken
tsi wè:ne' enkénhake' tsi nahò:ten'
ionkwatirihwaién:ni nè:'e ne
onkwehonwehnéha' ahatiweientéhta'ne'.
Tánon' ó:ni' eniakhihón:karon' ne
ronwatiién:'a ahonnitiohkón:ni' ne
aionkhiri:wawa'se' aiakwaweienén:ta'ne'
tsi naho'tèn:shon ken' niakaié:ren ne
takahswanéta' ne onkwawén:na'
tánon' ne tsi niionkwarihò:ten'.
lonkwahrhá:re' ne akakwatákwen tsi
nón:we akaién:take' karihwaienter:shon
kahiatonhsera'shòn:'a, karahstánion,
tánon' ne Kanien'kéha' owenna'shòn:'a.
Eniakwahkwíron' aioiánereke' tsi
tehontatkà:nere', enhonwatihretsá:ron'
ne Kanien'kéha' ahontewennón:tahkwe'
thia'tewenhniiserá:ke, tsi ronterihwaiénstha',
nó:nen átste iehón:ne's, tánon' nó:nen
éntie ní:kare' tehonatskà:hon. Kanien'kéha'
ienhatikón:tahkwe' enhonwatihthárhahse'.
lonkwahrhá:re' ne sénha' skátne akénhake'
tánon' sénha' iotkà:te' taiakwatatkénhseke'
ne ionterihwaienstahkwaniónhkhwa'
ronwatirihonnién:ni. lakwahská:neks
ne khwató:ken na'tekà:ron
taiakwahtharónnion' ne onkwawén:na'
aorihwa'shòn:'a.

A'arà:ke - <https://www.facebook.com/kahnawake.indianway>

Karihwanó:ron Tsi Ionterihwaienstáhkwa'

Iah káneka tehonatahshá:ronte' Kanien'kéha' owén:na' tsi ionterihwaienstáhkwa'



Aóskon Kanien'kéha' owén:na' wátston tsi ronwatirihonnién:ni ne ratiksa'okòn:'a. Nè:'e ohén:ton iehotí:re' ne aonsonthará:tate' ne Kanien'kéha'. Tho ní:ioht tsi róntstha' ne owén:na' tsi ní:ioht ne ka'nisténhsera' tsi nikontiwennò:ten'. Aóskon onkwehonwehnéha' ronathón:te', kwah tsi enthontáhsawen', 18 niwenhni:take nithotí:ien, tsi níio:re' ienhatíhsa', 11 na'tenhonohserià:kon. Ronwatihonkará:wis ne kahwá:tsire' nó:nen enhatirihóhetste' tsi níionkwarihò:ten', akwé:kon tenhatinónniakhwe' tánon' enhonterennó:ten'. Ó:ni', enhonwatirihónnién' oh nahatí:iere' ne ahatiiéntho' tánon' ahatiiénthó:ko'.

Kanien'kéha' Owén:na' Ronaterihwaién:ni

29 níiohserá:ke nikari:wes ó:nen shihonwatirihonnién:ni, tánon' kwah í:ken tsi rotira'sè:se' tsi wahatí:nahne' tsi nahò:ten' ronaterihwaién:ni. Nè:'e ne tekahsotsherá:ne ahatikwé:ni' tahatíhthá:ren'. Kwáh ok sha'oié:ra' tsi ní:ioht tsi ronnonhtónnion tánon' tsi ní:ioht tsi rotíhthare'. Né: shà:ka tsi kakwatákwen tsi nón:we ronwatirihonnién:ni, tsi ki' ní:ioht ne raotinonhskónhshon. Ken' nikanonhsà:sa' tánon' tekeniiáhse'/ tehniáhse' aóskon' onkwehonwehnéha' iehonwatihthará:ni. Tsi ki' naióhton ne tsi thotinónhsote'. Ó:ni', akwé:kon Kanien'kéha' tekawennanetáhkwen ne ionteweienstáhkwa'shòn:'a róntstha' (ionhsetáhkwa' kahiatónhsera' tánon' ne tsi ionhontsá:te' kahiatónhsera').

Challenges

- Iah thia'tekaié:ri teiontionkwè:taién ne kwáh ieká:ien tsi ronhrónkha'
- Iahontahsónteren' ne ronwatíien'okòn:'a ahontá:ti' tsi thotinonhsó:ton.
- Aontahontáhsawen' ne KSS aóskon Kanien'kéha' ahonwatirihónnién'.
- Aón:ton' iahontahsónteren' ne Karihwanó:ron tehonatohétston
- A'arà:ke taionkwaiénawà:kon ne teionkhihswanéta's
- Khwató:ken tsi aontá:we' ne ohwísta'

Wísk Niihserá:ke Taiohseratátie'...

Enhonhkwíron' enhatirihwahserón:ni' ne khwató:ken tsi naontá:we' ne ohwísta', nè:'e ne iahontahsónteren' ne aóskon Kanien'kéha' ronwatirihonnién:ni. Ó:ni' ahonnonkwe'tatshén:ri' nè:'e aionterihón:ten' aie'nikòn:rarake' oh ní:ioht tsi tehonatawén:rie ne ratiksa'okòn:'a. Enhonné:sake' ne ka' ok nón:we tahonná:tahkwe', né: ne aón:ton' iahontkón:tahkwe'. Ronhská:neks ne sénha' taonré:ni' tsi nón:we ne onkwawén:na' ahontéweienste' ne Kahnawa'kehró:non. Á:re sénha' é:so enhontewennón:tahkwe' tsi thotinonhsó:ton.

Website:

<https://www.karihwanoron.com/>



Iakwahwatsiratátie'

Kaná:takon tsi nitewawennò:ten' ronwatirihonnién:ni ka'nisténhsera' tánon' ne ronwatiién'okòn:'a



Aóskon Kanien'kéha' rontewennontákhkwa' tsi ronwatirihonnién:ni ka'nisténhsera' tánon' ne ronwatiién'okòn:'a. Tenhonwatirihwathè:ten' ó:ni' ne tsi niionkwarihò:ten' (tsi

na'teiontenonhwerá:tons, ahatiiéntho', ahatikhón:ni'). Nè:'e iehotì:re' ne kahwá:tsire' skátne aontahonwá:non' tsi nahò:ten' ronaterièn:tare' ne owén:na', tánon' oh ní:ioht ne ahonata'karí:teke'. Ka'nisténhsera', tánon' ne ronwatinónhnhá', tánon' ne ratiksa'okòn:'a, owí:rased tsi niió:re' kaié:ri na'tenhonnohserí:ia'ke' thonnénthá'. Ronwatihonkará:wis ne iewirahninòn:re', ronwatihsótha', ó:ni' ne ó:ia' rontate'ken'okòn:'a.

Kanien'kéha' Owén:na' Ronaterihwaién:ni

Nè:'e ohén:ton ronaterihwaién:ni ahonwatiri:wawa'se' ne ratiksa'okòn:'a ne Kanien'kéha' akénhake' nó:nen enthontáhsawen' enhontá:ti'. Nè:'e iehotì:re' ne akanenhronniéhake' Kanien'kéha' Tiotierénhton ronahronkhà:'on. Ne tehonatonhontsó:ni ne raotinónhskon iaonsahatíhawe' ne owén:na' tánon' ó:ni' aonsahatirèn:nha' tsi nihotirihò:ten' nó:nen rontátenonhkwe'. Nè:'e ne skátne akénhake' tánon' tahontaterihwahsniéhake'. Kí:ken "iakwahkwatsiratátie'" tsi ní:ioht tsi ronwatirihonnién:ni, iako'shatstenhserá:wis ne ka'nisténhsera' ne iakontahsónteren' iahonwatihtháhrhahse' ne ratiksa'okòn:'a. Tho ní:ioht tsi enhatirèn:nha'.



Tsi Nahò:ten' Kaio'tá:ti

- Iah thia'tekaié:ri teionkwahwístaién (tiótkon ionkwahrhá:re' kakoráhsera' aontonténniehte', thia'teiohserá:ke ó:nen'k tsi eniakwathwistón:ni')
- Ón:kwe ratirihwaiénté:ri (nè:'e tsi iah teionkwahwístaién, iah tewá:tons aiakwá:nahne' tsi nahò:ten' teiotonhontsóhon)
- Iah thia'tekaié:ri tetionkwè:taién ne Kanien'kéha' thonatierénhton ronahronkhà:'on (tá:we' ne sénha' enkaió'tate')

Wísk Niiohserá:ke Taiiohseratátie'...

Ronhská:neks ne ahatikó:wanahte' tsi nahò:ten' ronaterihwahtentià:ton. Nè:'e ne kontiwirahninòn:re' Kanien'kéha' akontéweienste'. Akáhson ó:ni' ne Kanien'kéha' "Rubric" aonthró:ri' tó: nihonahronkhà:'on ne ronatehià:ron, tánon' ne ratiksa'okòn:'a. Ken'nahè:'a thonatáhsawe' iewennahnotákhkwa' ahatihiatonhserón:ni', ne ahonwatiri:wawa'se' kahwá:tsire' tsi thotinónhsote' ahontéweienste'. A'arà:ke ó:ni' tká:ra's ne Kanien'kéha' owén:na' tánon' ó:ni' ne ratiksa'okòn:'a raoná:wen tká:ra's.

A'arà:ke - <https://www.facebook.com/iakwahwatsiratatie/>



THONATIERÉNHTON ROTINAKERÁHSTON. RONATEHIÀ:RON RAONÁ:WEN TSI IONTERIHWAIENSTÁHKHWA' KAIA'TAKWE'NIIÒ:KE

Ronatehià:ron Raoná:wen Tsi Ionterihwaienstákhwa'



Ne ronaterihwaién:ni ne ahonwatihretsá:ron' tánon' tahonwatihswanéta' ne ronteweiénstha'. Nè:'e ne iahatikón:tahkwe' ahontste'niá:ron' iahatíhsa' tsi ronterihwaiénstha' nè:'e ne

tá:we' ahatihnha'tsheratshén:ri'. Ronwanate'shenná:wis ne ken' nithotiién:sa ahontéweienste' ne Kanien'kéha' tánon' ó:ni' enhonwatirihónnien' tsi nahatí:iere' nó:nen atstè:shon nón:we rón:ne's.

Kanien'kéha' Owén:na' Ronaterihwaién:ni

Tehatirihwáhsnie' ne aonsonta'karí:tate' ne tsi nitewawennò:ten' tánon' tsi niionkwarihò:ten' ne onkwaná:takon. Ronwatirihonnién:ni ne Kanien'kéha' owén:na', tsi niionkwarihò:ten', tánon' ó:ni' tsi nitionkwé:non. Kakwatákwen ne eh tho nón:we nè:'e ne aion'wesénhake' tsi ní:ioht tsi ronwatirihonnién:ni. Nè:'e ne ronteweiénstha' enthonnónhton' tsi ní:ioht tsi enhonwatirihónnien'. Nè:'e ó:ni' iehotí:re' ne è:neken akarihwà:rake' ne onkwawén:na' tánon' ia'takarihwaiéhston akwé:kon tsi nahò:ten' ronterihwaiénstha'.



Tsi Nahò:ten' Kaio'tá:ti

- Kakoráhsera', ohwísta', O'seronni'kéha' tánon' Tiohrhèn:sha' sénha' tehatiri-hwáhsnie'. É:so kà:ron' thonhtká:wahs ne Kanien'kéha' aorihwà:ke
- Nè:'e tsi ní:ioht tsi ronnonhtónnion ne ken' nithotiién:sa', tsi ionterihwaienstákhwa' khók nón:we watahsé:ta's ne onkwawén:na'
- Ken' niionkwanonhsà:'a.

Wísk Niiohserá:ke Taiohseratátie'...

Iakwahská:neks aontaiakhiitatahsáwhahse' ne tehonatonhontsó:ni Ratiwennahní:rats aóskon Kanien'kéha' ahontéweienste'. Ia'tehatikà:nere' ó:ni' ne kaia'takwe'niiò:ke ne takaténion ne kaianerénhsera'. Nè:'e ne owén:na', tsi niionkwarihò:ten' tánon' tsi nitionkwé:non ó:ni' aontáhsete' nó:nen enhonwanátken'se' ne tehontohetstà:ne'. Kanien'kéha' enwátston tsi ní:ioht tsi tenhontawén:rie', ó:ni' ne aontiesénhake' ne thé:nen ahatirihwatshén:ri', tánon' Kanien'kéha' akwé:kon enkahiatonhserohá:rake'.

A'arà:ke - <https://www.facebook.com/fnraeckahnawake/>



Tewatonhnnhisáktha'

Kahnawà:ke Tewatonhnnhisáktha' Rotirihwakéhte'



Nè:'e ionkwaió'te' ne
Kahnawa'kehró:n
ronónha'
ahontathá:wake'
tsi ronnónhnhe',
tánon' è:neken

tsi aioiánereke' tsi ratinákere'.
Teionkwatonhontsó:ni ne skátne
akwé:kon ahotiianeráhsten' ne
thé:nen waterihwahtentià:ton. Tho
néntewe' enhontshennónnia'te' ne
tahatikonhsontóntie'. Nè:'e ionkwatérihonte'
ne aiakhi:ri:wawa'se' ne Kahnawa'kehró:n
nó:nen thé:nen enhonterihwahténtia'te' ne
ahatiio'tenhserón:ni'. Eniakhi:ri:wawa'se' ne
ratihnahtsherí:saks ahatiweientéhta'ne'
tsi nahò:ten' teiotonhontsóhon ne
ahatihnahtsheratshén:ri'. Tho ní:ioht tsi
enhontáthawe' tánon' tenhonwatíhsnie'ne'
ne raotihwá:tsire'.

Kanien'kéha' Owén:na' Ronaterihwaién:ni

Teiakwarihwáhsnie' ne
iaiakwakón:tahkwe' aiakhinaktóthahse'
ne ionkhiio'ténhse' ne onkwawén:na'
ahontéweienste' (4 nihá:ti iakwakária'ks ne
"Ratiwennahní:rats" iehonteweienstha').
Ieionkwà:re' ne ionkhiio'ténhse'
ahontéweienste' nonkwawén:na'. Rosetta
Stone ká:ien tánon' eniakhinaktóthahse'
ne "MCK Tsiwewahá'hara'n"
ahonteweienstà:na'. Nè:'e iakwarihwíhsaks
oh ní:ioht tsi tatiatén:ro'ne' ne
Tewatonhnnhisáktha' aorihwa'shón:'a tánon'
ne tsi niionkwarihò:ten', tánon' ó:ni' ne
aonsonta'karí:tate' ne Kanien'kéha'.



Oh Nahò:ten' Kaio'tá:ti

- Orihwí:io tsi akatokénhston oh ní:ioht
tsi aón:ton' atiatén:ro'ne' tsi nahò:ten'
ionkwatérihwaién:ni tánon' ne
aonsonta'karí:tate' ne onkwawén:na'.
- Nè:'e ne tsi niká:ien thonhtkà:was
nonkwahwísta', Koráhne tánon' Québec
raotiianerénhsera' ionkwaia'totahrhè:se'.
- Sénha iaiakwà:reke' tsi
enhotiia'takénhna' ne áhsen
nikawén:nake ahón:ronke'.
- Aonte'shennaién:take' ne ne
onkwawén:na' ahontéweienste' tóka'
ostón:ha' ahati'nhétskahte' tsi ní:ioht
tsi kakwatákwen ne tsi nikahwístà:'eks
rotiio'te' (a'arà:ke tká:ra's Kanien'kéha'
shakotirihonnién:ni).

Wísk niiohserá:ke taiohseratátie'...

Tewatonhnnhisáktha' ionkwentióhkwaian,
nè:'e ia'tehatikà:nere' ne orihwí:io akén-
hake' oh ní:ioht tsi aionkwaió'ten' ne aon-
sonta'karí:tate' ne onkwawén:na'. Ó:ni',
oh naiakwá:iere' ne sénha' aioiánereke'
tsi nahò:ten' eniakwarihontá:ko'. Tóka'
nón:wa nè:'e teiotonhontsóhon ne ta-
ontté:ni' tsi ní:ioht tsi iakwanonhtónnion.
Skátne enionkwaió'ten' ne "Tewahará:tat
Tsi Niionkwarihò:ten'", nè:'e ne sénha'
aionkwa'nikonhraién:ta'ne' oh ní:ioht tsi
ronnonhtónnion ne onkwaná:takon. Iak-
wahská:neks aiakhi:ri:wawa'se' ne kaná:ta-
kon ronaterihwahtentia'tánion, nè:'e ne
Kanien'kéha' tahatihthá:ren' ne thonta-
weià:tha'.

A'arà:ke - <http://tewa.ca/>

Katerí: Tehshakotitsèn:tha' Kaia'takwe'niiò:ke

Onkwaná:takon Ata'karitéhtshera' tánon' Shakotitsèn:tha'



Ionkwentióhkwaïen
nè:'e ionkwatérihonte'
ionkwahkwíron
ahonata'karí:teke'
tánon' skén:nen tsi
ahonnonhtonniónheke'
ne onkwaná:takon.

Skátne teionkwaié:nen

ne ó:ia' kentiohkwa:kè:ron ne è:neken tsi
taiakhihsnie'ne' tánon' orihwakwé:kon tsi
aiakhi'nikonhraié:rite' ne onkwaná:takon.

Kanien'kéha' Owén:na' Ronaterihwaién:ni

Tionkwehtáhkwen tsi akwé:kon ne
Kahnawa'kehró:non, ok ó:ni' ne shati-
ia'tátshon, tsi nè:'e ronaterihwaién:ni ne
aonsonthará:tate' tánon' Kanien'kéha'
tiotewennatierénhton aonsakénhake'
ne Kahnawà:ke. Nè:'e ieionkwà:re' ne
iaiakwakón:tahkwe' taiakhihswanéta' ne
ionkhiio'ténhse' tánon' ne thontaweia:tha'.
Nè:'e nì:i ionkwatérihwaién:ni ne aiakwak-
watá:ko' tánon' aontaiakhi:ion' tsi nahò:ten'
teiotonhontsóhon ne ahontéweienste' aon-
sahòn:ronke'.

Oh Nahò:ten' Kaio'tá:ti

- Kakoráhsera' tánon'
karihwiiostónhtshera'
kaio'tá:ti. lah akwé:kon tho
tehonnonhtonntonhtsherò:ten' ne tho
nakaié:ra'te'.
- Ohwísta'
- Tehshakotitsèn:tha' aó:wen
kaianerénhsera' ó:nen'k tsi
tenkaténion, ne wè:ne' akénhake'
tóka' ken rónstha'/ronteweienstha' ne
Kanien'kéha'.
- Akakwatákwen ne tahonwatihswanéta'
ne owén:na' ronteweienstha'
(kahiatonhsera'shòn:'a tánon'
ronhrónkha')

- Teiotonhontsóhon
ahonwatirihwakwénienste' tánon'
ahonwatirí:wawa'se' ne onkwawén:na'
ronteweienstha'. Rotiió'te',
tehshakotíhsnie' ne tho ratí:teron 24/7,
tánon' ne thontaweia:tha'.

Wísk niiohserá:ke taiohseratátie'...

Wísk niiori:wake ronaterihwaién:ni ne
KMHC. 2013 iohseratátie' tsi niió:re' ne
2019 enthontáhsawen' tho nenhatí:iere'
tsi nihotirihò:ten' ne kahwá:tsire' nó:nen
ónhka' tehonwatíhsnie'. Enthontáhsawen'
ne onkwehonwehnéha' onónhkwa'.
Ronhská:neks ahotihwistaién:ta'ne' ne
aón:ton' tho raotinónhskon ahontéweienste'
ne onkwawén:na' ne ronwatiiio'ténhse'
tánon' ne thontaweia:tha'. Ó:ni' ne
rahrónkha' tóka' ni' ionhrónkha' tho
aiakè:sheke' ahonwatirí:wawa'se' ne
ón:wa'k ronahronkha'onhátie'. KMHC
enhonnonhtonnión:ko' oh nahatí:iere'
ne aontahonwatiiia'tatihéntho' ne
ronwatiiio'ténhse' nè:'e ne kwah
tho kanónhskon ahonwatirihónnien'
ne onkwawén:na'. Nè:'e ó:ni' ne tsi
niká:ien tiotierénhton tenhontátken'
ne thontaweia:tha', tsi nihotikwénion
Kanien'kéha' ahshakotihtháhrhahse' ne
Kahnawa'kehró:non.

A'arà:ke - <http://www.kmhc.ca/index.html>



KAHNAWÀ:KE SHAKOTIIA'TAKÉHNHAS

Tehatirihwáhsnie' ne ahonata'karí:teke' tánon' skén:nen' ahonnonhtonniónheke' ne Kahnawa'kehró:non



Ronahkwíron ne akwé:kon skátne akénhake' ne Kahnawa'kehró:non kí:ken ohén:ton taiohseratátie'. lehofi:re' ne aiota'karí:teke' ne kahwá:tsire'. Akwé:kon

shakotíia'takéhnhas ne Kahnawa'kehró:non. Ronaterihwaién:ni ne tahonwatihswanéta' tánon' ahonwatihretsá:ron' ne aioiánereke' tsi ní:ioht tsi rontathá:wi ne onkwaná:takon, tánon' ne ken' niahatí:iere' tsi naho'tèn:shon' takontén:ro'ne' tsi niionkwarihò:ten' ne skén:nen', karihwakweniéntshera' tánon' karihwí:io. Ó:ni' taietewatatié:nawa'se' ne Kahnawà:ke kentiohkwakè:ron'.

Kanien'kéha Owén:na' Ronaterihwaién:ni

Kí:ken KSCS tsi niionkwarihò:ten' otióhkwa', nia'té:kon ronterihwahtentià:tha' ne owén:na' tánon' ne tsi niionkwarihò:ten' aóntston. Wahonnonkwe'tatshén:ri' ne aontahaniarotáhrhoke' tánon' iahà:reke' ne onkwehón:we tsi nihotirihò:ten' tánon' ne sénha' áhontste' ne Kanien'kéha' owén:na'. Nó:nen ne ken' nithotiién:sa skátne rotiió'te', ia'tenhatí:iehste' ne tsi niionkwarihò:ten' aorihwa'shón:'a. (The Creek Runs Clearer, Á:se tahonatehiahróntie', tánon' Onkwanèn:ra') KSCS ronwatiió'ténhse' ronteweienstà:ne's ne "Tsi Niionkwarihò:ten' Tsi'tewahá'hara'n" kaia'takwe'niiò:ke.

Tsi Nahò:ten' Kaio'tá:ti

- lah teiontionkwè:taién tánon' iah thia'tekaié:ri teionkwanáktote' ne sénha' aiosnó:reke' tsi aionkwaió'ten' ne owén:na' tánon' tsi niionkwarihò:ten' aorihwà:ke. E.G., iotkà:te taiakwatatkénhseke' ne ronhrónkha', thotí:ien's iontientákhwa' (Elders' Lodge) thati:teron'.

- É:so tekonttihanion tsi naho'tèn:shon teiotonhontsóhon. Só:tsi' kanenhrowá:nen, tánon' ó:ia' na'té:ioht tsi ronnonhtónnion ne onkwehón:we tánon' ne ákte' nithoné:non.

Wísk niiohserá:ke taiohseratátie'...

Teiakwarihwáhsnie' ne aiota'karí:teke' ne kahwá:tsire' tánon' aiota'karí:teke' nonkwaná:takon. Nè:'e teiotonhontsóhon tóka' ítewehre' aiethi'nikonhraientáhsten' ne tahatikonhsontóntie' ne tsi niionkwarihò:ten' tánon' tsi nitewawennò:ten'. É:neken wa'akwarihwà:ren' ne KSCS ne tsi niionkwarihò:ten'. Nè:'e entkaié:na' tánon' entewatáhsawen' ne ia'takarihwaiéhston ne tsi niionkwarihò:ten' tsi ní:ioht tsi ioterihwahténtion ne KSCS. Ó:ni' enhatirihwahserón:ni' ne tahonwatirihwathè:ten' tánon' ahonwatirihónnien' ne KSCS rotiió'ténion. Nè:'e ne tóhsa aónhton' tsi niionkwarihò:ten'. Ronhská:neks ne skátne tahatí:ie:na' ne "Community Language and Culture Network" nó:nen thé:nen' kahwá:tsire' tehonatawén:rie. Tho naontá:we' ahatiweiennén:ta'ne' ne onkwawén:na' ahontéweienste'. Tsi nikari:wes rotihrhá:re', enhonterien'tatshén:ri' oh naiá:wen'ne' ne ahonwatir:wawa'se' ahatiweientéhta'ne' tsi nitewawennò:ten' tánon' tsi niionkwarihò:ten' tsi nón:we rotiió'te' tánon' tsi thotinónhsote'. Enkakwatákwen ne sénha' aontiesénhake' ne thé:nen' ahatirihwatshén:ri'. Nè:'e ó:ni' ne sénha' ákta' tsi tahatí:ie:na' ne kentiohkwakè:ron (KORLCC tánon' Karonhianónhnha').

A'arà:ke - <http://www.kscs.ca/>

Tsi niionkwarihò:ten' tsitewaháhara'n kaia'takwe'niiò:ke

MCK Kanien'kéha' owén:na' tánon' tsi niionkwarihò:ten' ronwatirihonnién:ni



Nè:'e wahonten'nikonhrísa' akanó:ronke' tsi ní:ioht tsi tehonatawén:rie ne Kahnawa'kehró:non. Ronahkwíron' tánon' iehotí:re' ahonwatirihónnien', nè:'e ne aonsontónhnhete'

tánon' iahatikón:tahkwe' áhontste' tsi nitewawennò:ten' ne onkwaná:takon. lóhskats ne owén:na'.

Kanien'kéha' Owén:na' Ronaterihwaién:ni

Ronaterihwaién:ni ne ahonwati'shatsténhseron' tánon' ahonwatirí:wawa'se' ne ronteweiénstha', sénha' ahatikwé:ni' Kanien'kéha' tahatihthá:ren'. Enhonwatirihónnien' oh ní:ioht tsi áhontste' ne owén:na' tánon' ó:ni' tsi niionkwarihò:ten' aorihwa'shòn:'a. Tho néntewe' á:se tsi enshontená:iehste' tánon' enhontónhnhà:ren' tsi onkwehón:we nahatíia'tò:ten'. Kanien'kéha' tsi nitewawennò:ten' tánon' tsi niionkwarihò:ten' shakotirihonnién:ni. Kawennaráhstha' a'arà:ke ó:ni' kakwatákwen ne owén:na' aiontéweienste'. Tiohrhèn:sha' owén:na' tehatiwennanetáhkwas tánon' ó:ni' akenhnhà:ke nia'té:kon ronterihwahtentià:tha'.

Tsi Nahò:ten' Kaio'tá:ti

- Kaianerénhsera' - iah tekarihwá:wis ahonwanáhtka'we' tsi rotiió'te' ne aontahonterihwaiénstà:na'. Nè:'e sha'té:ioht ne Ratiwennahní:rats aóskon Kanien'kéha' teiohserá:ke shakotirihonnién:ni.
- Teiotonhontsóhon ohwísta'. Tánon' ó:ni' iakorihonnién:ni/shakorihonnién:ni ne sénha' iotharatá:ton tsi ahonwatirihónnien' ne ó:nen ostón:ha thonhrónkha'.

- lah thia'tekaié:ri teionkwanáktote' tsi nón:we iakhirihonnién:ni tánon' tsi nón:we teionkwatawén:rie. Ó:ni' ken' niwatan'enhrà:'a ne átste nonkwá:ti.
- Taiakwataterí:wawa'se' ne nè:'e sha'onkwaio'ténhsera. Taiakwatáteni' tsi nahò:ten' ká:ien ne ionteweiénstákhwa' iontstha'shòn:'a. Ó:ni', ka' nón:we iaiakwarihwatshén:ri' ne ohwísta' aorihwa'shòn:'a.
- Oh naiakwá:iere' nó:nen ótia'ke' ne ronterihwaiénstha' shé:kon nè:'e tehona'nikónhrhare' tsi nihotíia'tawén:'en ne tóhka' na'tekahsotsherá:ne. Kaio'tá:ti ne ahontéweienste'.

Wísk Niiohserá:ke Taiohseratátie'...

Eniakwatste'niá:ron' eniakwaweienén:ta'ne' nia'tekónhshon ne aóntston ahontéweienste' ne onkwawén:na' tánon' tsi niionkwarihò:ten'. Eniakwaterien'tatshén:ri' oh naiá:wén:ne' ne skátne ahotiió'ten' ne thotí:ien's tánon' ken' nithotiién:sa'. Tho naontá:we' sénha skátne tahontawén:rie'. Eniakwahkwíron' ne tóhsa ahonenhniserón:ti' ne ronteweiénstha', ne iahatíhsa' tánon' ia'tahontóhetste' ne 5 niiohserá:ke. Sénha enwatiesénhake' ne tahatihtharónnion' tánon' tahatíié:na' ne Kahnawà:ke kentiohkwakè:ron'. Ne onkwanónhskon, ieniakwakón:tahkwe' ieniakwarihwà:reke' ne nia'tewenhniserá:ke onkwawén:na' aóntston tsi ionkwaió'te'. Ó:nen enkáhson tánon' enwátston ne kahiatónhsera', "MCK Ronwatíio'ténhse' Watkèn:se' Tó: Nihatíio'tenhserí:io. Nè:'e Ne Onkwawén:na' Tánon' Tsi Niionkwarihò:ten' Aorihwà:ke".

A'arà:ke - <http://www.kahnawake.com/org/language/>

Kanien'kehá:ka' Onkwawén:na' Raotitióhkwa'

Kahnawà:ke Onkwawén:na' tánon' tsi niionkwarihò:ten' kaia'takwe'niiò:ke



Nè:'e ionkwarihwaién:ni ne KORLCC ne taiakhihwahtè:ten', aiakwanón:na', aiakwanónhstate', tánon' aiakwarihó:wanahte' ne onkwawén:na' tánon' ne tsi niionkwarihò:ten', kèn:'en onkwaná:takon tánon' ne ákte' nón:we. Nè:'e ó:ni' ne aiakwáhente' tánon' taiakhihswanéta' ne onkwawén:na' tánon' tsi niionkwarihò:ten' aonterihwahtén:ti'. Ieniakwatón:tahkwe' tsi enionkwaió'ten' ne aonsonta'karí:tate' ne Kanien'kéha' owén:na'. Kèn:'en nón:we nitiotáhsawe' nia'té:kon ne onkwawén:na' tánon' ne tsi niionkwarihò:ten' aonterihwahtén:ti'.

Kanien'kéha' Owén:na' Ronaterihwaién:ni

Nè:'e ieionkwà:re' ne KORLCC ne aonte'shennaién:take' ne aietewatená:iehste' tsi nitewawennò:ten' tánon' aiethina'tón:hahse' tsi niionkwarihò:ten'. Nè:'e ionkwahkwíron ne aioia'tahnirónhake' tsi nahò:ten' ronterihwaiénstha'. Ó:ni' ne ahonwatihretsá:ron' ne ahatihiá:ton' tsi nahò:ten' rotihhá:re' akarihontá:ko' tsi ronteweiénstha'. Nia'té:kon wahtentiá:ton ne onkwawén:na' aorihwà:ke. "Ratiwennahní:rats" ronatehiá:ron aóskon Kanien'kéha' ronterihwaiénstha', Tóta Tánon' Ohkwá:ri tká:ra's, Tsi Niionkwarihò:ten' Awenhni:ta', Thontá:tis K103 Tsi Thatirihowanáhtha', Rotinonhsión:ni, Tetewatierónnion, Ronwatirihonnién:ni nia'tekón:shon ahonnón:ni'.

Oh Nahò:ten' Kaio'tá:ti

- Iah nowén:ton thia'tekaié:ri tekah-wístaien ne aón:ton' aiakwari-hwahserón:ni' tánon' ne ostón:ha' aontehiá:ron' tsi nahò:ten' iakwateri-hwahtentiá:tha'.
- Ón:kwe ne ratirihwaiénté:ri, iah thia'tekaié:ri teiakwaweien:te' ne kahia-tonhserakwe'ní:io aiakwahiá:ton' (report writing)
- Ken' niionkwanonhsá:'a tánon' kwah í:ken tsi iononhsakaión:'on
- Iah teká:ien ne kanatakwe:kon " tsi nite-wawennò:ten' akaianonniháke'"
- Kaio'tenhserowá:nen ne Tóta Tánon' Ohkwá:ri akaio'tèn:'en tánon' kwah í:ken tsi tekaiehstáhsion tsi nikaio'tenhserò:ten'

Wísk Niiohserá:ke Taiiohseratátie'...

Nè:'e ia'teikwakà:nere' ne iaiakwakón:tahkwe' tsi niakwatiéhrha' ne onkwawén:na' tánon' tsi niionkwarihò:ten' aorihwa'shón:'a. Nè:'e ó:ni' ne aioianeréhake' tánon' skátne tsi akénhake' ne teionkwaienawà:kon. Ionkwaio'tátie' ne á:se akanonhsakétskwen, tánon' ó:ni' ne ia'taiakwátiehte' ne "Tsi Niionkwarihò:ten' Tsiwahá'hara'n". Iakwanonhtónnion ó:ni' ne aontaiakwatáhsawen' aiakwatatateweiennén:ta'ne' kí:ken tá:we' 2022 niiohserò:ten'. Thó:ner ienkáhe' 20 niiohserá:ke nikari:wes shihonwatirihonnién:ni ne "Ratiwennahní:rats".

Website:

<http://korkahnawake.org/>



Kanien'kéha' Ratiwennahní:rats

Ronatehià:ron Aóskon Kanien'kéha' Ronwatirihonnién:ni



KORLCC ó:nen kari:wes
sha'tehatirihwáhsnie'
ne onkwawén:na'
ahontéweienste'
nonkwaná:takon.
Ronatíohkowá:nen
ó:nen tekeníhaton
tsi ronahronkhà:'on,

Kanien'kéha' Ratiwennahní:rats
ronateweiénston. Teiohserá:ke nikari:wes
ienhatikón:tahkwe' aóskon Kanien'kéha'
enhontéweienste'. 16 niiohserá:ke
shihonwatirihonnién:ni ne aóskon
Kanien'kéha'.

Kanien'kéha' Owén:na' Ronaterihwaién:ni

Nè:'e kwah í:ken tsi iehotí:re', ne
nó:nen tenhontóhetste' ne teiohserá:ke
"Kanien'kéha' Ratiwennahní:rats" ne kwah
ieká:ien tsi ahonhrónkhake'. Tho nón:we
nienhonwatíié:ra'te' tsi nón:we iénhontste'
tánon' ienhonwatirihónnien'.

Oh Nahò:ten' Kaio'tá:ti

- Wa'tewatonhóntsohwe' ne ísi' nón:we
aiakhinaktóthahse'. Tóka' nón:wa
iaiakwá:iehste' tsóhsera (3 niiohserá:ke
ahontéweienste')
- Lah thia'tekaié:ri teká:ien tsi nón:we
ahontéweienste' ne ronwatirihonnién:ni
ne iahatí:iehste' tsi nihonhrónkha'
- Teiotonhontsóhon akaién:take' tsi
nón:we ahontéweienste' akwé:kon tsi
nahò:ten' ne kawennaráhstha' tánon'
ne a'arà:ke aorihwa'shòn:'a. losnó:re' tsi
teiottenionhátie'.
- Akarihwahnirá:ton ne onkwaná:takon
tekaienawà:kon, tánon' ó:ni' ne
watweienstáhkwen.
- Akarihontá:ko' ne aiethinaktóthahse'
ne ronwatirihonnién:ni
aonsahontéweienste'.



Wísk niiohserá:ke taiohseratátie'

Skátne enionkwaió'ten' ne K103
Kanien'kéha' aontahatirihó:wanahte' ne
ohwísta' aorihwa'shòn:'a, tánon' ó:ni' ne tsi
nahò:ten' karihwanákere'. Tseià:ta/shaià:ta
ienhonwanaténniehte' iahonwatirí:wawa'se'
ne "iakwahwatsiratátie'" language nest.
KORLCC tánon' ne Ratiwennahní:rats
ronwatíio'ténhse' enhonhkwíron' ne
ahonwatirí:wawa'se' ne ronteweiénstha'.
Nè:'e iakwanonhtónnion ne 3
niiohserá:ke nikari:wes ahontéweienste'
ne Ratiwennahní:rats. Nó:nen 2022
niiohserò:ten' enská:ra'ne', 20 niiohserá:ke
nikari:wes shihonwatirihonnién:ni ne
Kanien'kéha' Ratiwennahní:rats.
Eniakwatonhnhà:ren'!!

**A'arà:ke - [http://korkahnawake.org/
kanienkeha-ratiwennahnirats/](http://korkahnawake.org/kanienkeha-ratiwennahnirats/)**

Tewahará:tat Tsi Niionkwarihò:ten'

Kahnawà:ke Onkwawén:na' Tánon' Tsi Niionkwarihò:ten' Tekaié:nen Otióhkwa'



"Tewahará:tat Tsi Niionkwarihò:ten'"
otióhkwa'
thonatáhsawe',
Onerahtókha' 2017
shiihserò:ten'. Nè:'e ne
ahontonkwe'tarò:roke'

tánon' tahatiíé:na' ne ska'nikòn:ra tsi
ronnonhtónnion ne onkwawén:na'
tánon' tsi niionkwarihò:ten' aorihwà:ke.
Takahthá:rake' tsi nahò:ten' tió:to'kte', tsi
nahò:ten' iorí:wase, tánon' ne ohwísta' tsi
néntewe', etc...

Kanien'kéha' Owén:na' Ronaterihwaién:ni

Iah áro'khe tehotihíá:ton oh nahò:ten'
ronaterihwaién:ni. Nek tsi nè:'e ki' ne skátne
tahatirihwaié:na' ne owén:na' tánon' tsi
niionkwarihò:ten' aonterihwahtén:ti'. Tho
naontá:we' tahontáténi' tsi nahò:ten'
ká:ien ne owén:na' aorihwa'shòn:'a,
karihwaiénté:ri, tsi nahò:ten' karihwanákere',
tánon' tahontateri:wawa'se'.
Tehatirihwáhsnie' ne akaianonníhake' tsi
niionkwathá:te' ne onkwawén:na' tánon'
tsi niionkwarihò:ten' aonsonta'karí:tate'
nonkwaná:takon.

Tsi Nahò:ten' Rotiio'tátie'

- Tewatená:iehst Tsi Nitewawennò:ten'
Tánon' Tsi Niionkwarihò:ten'
- Onkwaná:ta' karáhston, tho
kaieronnístton ne onhkahrè:shon
owén:na' aorihwà:ke rotiio'te'.
- Kahwá:tsire' tehontátkens.
- Tehontaterihwawà:se' ne ó:nen
tehonatohétston.
- Owén:na' karihwaiénté:ri
kaia'takwe'niiò:ke.



Wísk niiohsérá:ke taiohsératátie'...

Ienhontahsónteren' ne Tewahará:tat Tsi
Niionkwarihò:ten' Otióhkwa' tsi nahò:ten'
ó:nen rotiio'tátie'. Nè:'e ia'tehatikà:nere'
ne énska ne tsóhsera akanenhronníhake'
akwé:kon tsi nihá:ti tehatirihwáhsnie'
ne aonsonta'karí:tate' nonkwawén:na'
tánon' tsi niionkwarihò:ten', tahontátken'
tánon' ahontená:iehste'. Nè:'e ó:ni'
enhatihthá:rahkwe' ne iorihowá:nen
karihwanákere', tiótkon ki' onkwawén:na'
tánon' tsi niionkwarihò:ten', ohén:ton
enkarihwà:rake' nó:nen thé:nen
enkarihwahseronníhake'.

Ahsheiatia'táhrhase' ne Tewahará:tat Tsi Niionkwarihò:ten'

Akwé:kon ne Kahnawa'kehró:non
ietshihonkará:wis iaietshiatia'táhrhase'.
Énska ne sewenhni:ta rontkennísa's,
tehonttenihà:tha' tsi nón:we. Tóka' ísi'
nón: tesatonhontsó:ni ahserihwatshén:ri',
ia'satewennáta' tsi thatihiatónhkhwa' ne "Tsi
Niionkwarihò:ten' Tsiwaháhara'n" 450-632-
5993 tóka' ni' a'arà:ke ia'shehiá:ton's

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Ska'é:ion tsi Nón:we Kanien'kéha' Ronwatirihonnién:ni ne Onkwaná:takon

Kanién'kéha' tsi nitewawennò:ten' ronwatirihonnién:ni

Kí:ken ratihseennarónnion, kwah ken' náhe' ó:nen shihonwatirihonnién:ni tánon' khwató:ken tsi ní:kon rotihwistotà:se' ne onkwawén:na' ahonwatirihónnien'. Tóhka' ní:kon ó:ni' ne ákte' nón:we, ken' niwà:'a tsi ronaterihwahtentià:ton ne Kanien'kéha' ronwatirihonnién:ni.

Tsi lonterihwaienstákhwa'	Tsi Nithotí:ien's	Owén:na' Ronteweiénstha'
Iakwahwatsiratátie'	Owirà:'a, ratiksa'okòn:'a, kontiwirahninòn:re' & raotihwá:tsire'.	Kanien'kéha' entiontáhsawen' eniontá:ti ne owira:'a enhonwatiri:wawa'se' ne kahwá:tsire'.
Kahwatsiranó:ron	Ratiksa'okòn:'a, 18 niwenhni:take tsi niió:re' 6 na'tenhonnohserí:ia'ke'.	Kanien'kéha' owén:na' (enhatirá:ko' ne enthonwanatáhsahwhen')
Karihwanoron	Ratiksa'okòn:'a, 18 niwenhni:take tsi niió:re' 11 na'tenhonnohserí:ia'ke'.	Aóskon Kanien'kéha'
Onkwehonwehnéha' lonterihwaienstákhwa'	Ratiksa'okòn:'a, 4 tsi niió:re' 11 na'tenhonnohserí:ia'ke'.	Aóskon Kanien'kéha' ne Pre-K tánon' K. 3 nenkahwistà:'eke' ne tsahià:khsera ne 1 kahíá:ton tsi niió:re' 6 nikahíá:ton ratíhawe'.
Karonhianónhnha' Tsi lonterihwaienstákhwa'	Ratiksa'okòn:'a, 4 tsi niió:re' 11 na'tenhonnohserí:ia'ke'.	Aóskon Kanien'kéha' ne N, ó:ni' tsi niió:re' 4 nikahíá:ton ienhón:newe' ne 5 tánon' 6 ratíhawe', 1 enkahwistà:'eke' thia'tewenhniserá:ke.
Katerí: Tsi lonterihwaienstákhwa'	Ratiksa'okòn:'a, 4 tsi niió:re' 11 na'tenhonnohserí:ia'ke'.	5 tóka' ni' 6 nenkahwistà:'eke' ne Kanien'kéha' ne tsahià:khsera, akwé:kon ne 7 nikahíá:ton tsi niió:re' 11 nikahíá:ton ratíhawe'.
KSS Tsi lonterihwaienstákhwa'	Ken' nithotí:ien:sa' 12 tsi niió:re' 17 na'tenhonnohserí:ia'ke'.	Between 5-6 hours of Kanien'kéha' classes per week for all students from grade 7 to 11.
FNRAEC Ronatehià:ron Tsi lonterihwaienstákhwa' Kaia'takwe'niiò:ke	Ken' nithotí:ien:sa' (16+) tánon' ne ronatehià:ron.	Enhatirá:ko'. 1:15 enkahwistà:'eke' tóka' ni' 6 nenkahwistà:'eke' ne Kanien'kéha' ne tsahià:khsera.
Kanien'kéha' Ratiwennahní:rats	Ken' nithotí:ien:sa' tánon' ne ronatehià:ron.	(2) Teiohserá:ke aóskon Kanien'kéha'.
Tsi Niionkwarihò:ten' Tsi tewaháhara'n Kaia'takwe'niiò:ke	Ronatehià:ron. Nè:'e ne kentiohkwakè:ron ronwatíio'ténhse'.	2 tenkahwistà:'eke' ne tsahià:khsera. Thó:ne ó:nen 3 nenkahwistà:'eke' ne tsahià:khsera.

Kaio'ténhsera' Kahsentionhkwén:ni

Nè:'e ne kentiohwakè:ron tánon' ne ronateríhonte' thonahtkà:wen kí:ken wathró:ri tsi nenkaié:ren. Kí:ken kaianón:ni nè:'e ne kari'wanóntha' ne aontakarihwakétskwen tsi teiotonhontsóhon ne tsi niionkwaná:ta' akwé:kon ahonthró:ri' tsi nenkaié:ren.

Wísk niiohserá:ke taiohseratátie'...

- Akwé:konnewaterihwaién:nió:nenwátstonneonkwawén:na' tsioterihwatentionhátie'.
- Kanatakwé:kon kwah ieká:ien tsi enwatken'séhake' oh ní:ioht tsi karihontákwas ne onkwawén:na' waterihwaienstáhkwen.
- Enkakwatákwen ne è:neken tahontóhetste' nó:nen enhonwanátken'se'. Enwatáhsete' tó: na'tehonohserià:kon, tánon' tó: nikari:wes shihonteweiénstha' (ACTFL Katokénhston).
- Ahonten'nikonhrí:sake' oh nakaié:ren ahonwatirihónnien' ne ákte' nón:we iehonterihwaiénstha', ó:ni' tsi niká:ien ne rotio'ténion. (Akenhnhà:ke nikahá:wi, tóka' ni' a'arà:ke, etc...)
- Ahonten'nikonhrí:sake' oh nakaié:ren ne aóskon Kanien'kéha' aontahontáhsawen' ne KSS, ken' nithotiièn:sa' 12 tsi nió:re' 17 na'tenhonohserí:ia'ke'.
- Iahatí:iehste', nè:'e ne 3 niiohserá:ke nikari:wes ahontéweienste' ne Kanien'kéha' Ratiwennahní:rats. Tsóhsera nè:'e ahotiió'ten' ne kwah aonhà:'a è:neken tsi ahòn:ronke'. Ó:nen tó:ske tsi wa'tewatonhóntsohwe' ne ahonationkowáhnha'ne' ne tekeníhaton tsi ronahronkhà:'on. Ó:nen tahotiién:ta'ne' ne thonatewennatierénhton.
- É:so rá:ti ne Kahnawa'kehró:non rón:ton kwah í:ken tsi iorihowá:nen ne onkwawén:na' tánon' tsi niionkwarihò:ten'. Teiotonhontsóhon tho nonkwá:ti nakaié:ra'te' nonkwahwísta' tánon' nè:'e ia'taietewakà:nerake' tsi iorihowá:nen nonkwawén:na'.

Skátne



Enionkwaió'ten

Thotí:ien's Ia'tehatikà:nere'

Kanatakonhró:non thotí:ien's wa'onkhiatia'táhrhahse' watkenníson

Tiotierénhton shiwatkenníson,
thotí:ien's wahonnitiohkón:ni' tánon'
wahatihthá:rahkwe' tsi niió:re' tsi
iah teiotkà:te' teshonathón:te' ne
iorennakaiòn:seron. Skarén:na
"Kahnawà:ke" wahatirá:ko' tánon'
wahonterennó:ten'
shonsahontkennísa' ne tekeníhaton.

Tetsarónhkwen watkenníson
wahontià:taren' ne thotí:ien's.
Wahatihatónnion' tsi nahò:ten'
ronnonhtónnion tánon'
wahatihthá:rahkwe'. Wa'thontátken'
ne tho rotiió'te' tánon'
wahonwatiwén:narahste'
(ehtà:ke kahiá:ton).

WATKENNÍSON 1 & 2

Tsi Ní:ioht Tsi Tahontawén:rie' ne Thotí:ien's ne Onkwaná:takon

Ohso'kwákeri otíóhkwa'.

- Shonterennó:ten ne iorennakaiòn:seron.
- Ahonnitiohkón:ni' ne ronhrónkha' nè:'e ia'tahatikà:nerake' ne Kanien'kéha' aonsonta'karí:tate'. Ahonwatiwén:narahste' tehotíhthare'.
- Ahonwatiwén:narahste' nia'tekaká:rake rotiká:raton.
- Akanenhrónníhake' onkwaná:takon tehontkarakénnie's.

Tsi nahò:ten' ia'tehatikà:nere'

Nè:'e ne aonsontónhnhete' nonkwawén:na'. Aietewatá:ti' nonkwawén:na'.
Onkwehonwehnéha' tsi aietewanonhtónnionhwe' tánon' onkweriáhsakon
naontá:we'.

Oh nahò:ten' ahonwatihró:ri' ne ken' nithotiièn:sa' tánon' ne tahatikonhsontóntie'

- Sewanorónkhkwak nonkwawén:na'. Sewatewennón:tahkw nó:nen ónhka'k tensewatátken'.
- Tóhsa entehsohará:ko' ne akohsén:na'.
- Sewanenhrón:ni ne Kahnawa'kehró:non, Kanien'kéha' aonsonta'karí:tate' otíóhkwa' "Stage 6" ensewanà:tonhkwe'.
- Tsi ionterihwaienstahkhwaniónhkhwa' tiorihón:ni tsi na'á:wen'ne'.
- Kowá:nen akanenhrónníhake' tetsarónhkwen owén:na' aóntston. losnó:re' óksa'k takawennanetáhkwen ne ónhka' iah teiako'nikonhraién:ta's.
- Aietewathwistón:ni' ne Kanien'kéha' owén:na' aorihwà:ke.



Shatiia'tátshon Tsi Tahontáweia'te'

Tsi nihá:ti ne skátshon tsi tahontáweia'te', wa'thonwatinonhwerá:ton' ne skátne enionkwaió'ten' otióhkwa'. Wahonnì:ron' ne otióhkwa', tenkahnhohtion tsi nikarì:wes watkennìson. Tékeni ia'tká:ienhte' wahontkennísa', tánon' akwé:kon ne shatiia'tátshon tsi iahontáweia'te' skátne iahón:ton'.

SHATIIA'TÁTSHON WAHONWATIRI'WANÓN:TONHSE'

Ka' ní:ká:ien ne kentiohkwakè:ron ní:se' sheio'ténhse'?

Sahrónkha' ken ne Kanien'kéha'? (Ken' ní:kón:ha' kahrónkha', ostón:ha' kahrónkha', é:so kahrónkha', tiotierénhton tsi wakahronkhà:'on)

Oh ní:ioht tsi saweientehtà:'on ne Kanien'kéha'?

Sahská:neks ken ne sénha' ahsà:ronke'?

Oh náhsiere' ní:se' ne tahthswanéta' ne onkwawén:na'?

Oh nahò:ten' ní:se' sahská:neks ahsatkáhttho' ne á:se' akénhake' nonkwawén:na' aorihwà:ke?

Oh naietewá:iere' ne aón:ton' skátne aionkwaió'ten' ne iaiétewawe' tsi nahò:ten' ia'tetewakà:nere', nè:'e ne aonsonta'karí:tate' ne onkwawén:na'?

Kí:ken karihwarò:ron kahiá:ton, nè:'e ne 11 nihá:ti wa'thatirihwa'será:ko' ne 18 na'tehonohserià:kon. Ákte' nón:we nikahiá:ton ne ken' nithotiièn:sa' (17 tánon' kà:ron) tánon' ne thotí:ien's (65 tánon' ísi' nón:)

Thó:ha' akwé:kon nè:'e skà:ka tsi ní:ioht tsi wa'thatirihwa'será:ko'	- Ronhská:neks ne sénha' ahòn:ronke' - Akakwatákwen ne Kanien'kéha' ahontéweienste' ne ákte' nón:we iehonterihwaiénstha' - É:so tsi tehonatonhontsó:ni ne ahòn:ronke' tánon' ó:ni' ahontéweienste' ne ahshakotirihónnien' - Ísi' nón: tánon' sénha' aioiánereke' ne ionteweienstahkhwa'shòn:'a akaién:take' - Ísi' nón: akaién:take' tsi nón:we ne Kanien'kéha' ia'takaiéhston tsi nihontiéhrrha', tánon' takahswanéten (tsi thotinónhsote'/a'arà:ke)
Tó: nihonhrónkha'	- Tsi nihá:ti "ken' ní:kón:ha' kahrónkha'" wa'thatirihwa'será:ko', iotká:te' nè:'e ne tsi ionterihwaiénstákhwa' ronateweiénston - Tsi nihá:ti "ostón:ha' kahrónkha'" wa'thatirihwa'será:ko', - Ratiwennahní:rats ronaterihwaiénston tóka' ni' é:so tehatirihwáhsnie' ne kanonhsésne.
Skátne aionkwaió'ten' ne iaiétewawe' tsi nahò:ten' ia'tetewakà:nere'	Sénha takahswanéten ne onkwawén:na'. É:so ó:ia' na'té:ioht tsi nahò:ten' tahónhtka'we'. Tsi ní:ioht ne wè:ne' ón:ton' tsi iah kwah tehonaterièn:tare oh ní:ioht tsi iaiétewawe' tsi nahò:ten' ia'tetewakà:nere'.

Ken' Nithotiièn:sa'

Nè:'e ne tiotierénhton shiwatkenníson wa'karihwíneken'ne' ne sénha' iahatí:reke' ne aionkhiiatia'táhrhahse' ne ken' nithotiièn:sa'. Nè:'e ká:ti', 6 nihá:ti ne 11 nikahiá:ton ratíhawe', KSS ronterihwaiénstha' wa'onkhiiatia'táhrhahse' ne tekeníhaton shiwatkenníson. Wahonwatikwatákwen ronónha' raoná:wen wathahón:ni kahiatónhsera' tánon' wa'thatiri'wa'será:ko' tsi nahò:ten' kari'wanóntha' ne karihwarò:roks.

Ken' Nithotiièn:sa' Raoná:wen Karihwarò:roks (6)

Nè:'e shà:ka kari'wanóntha' tsi nahò:ten' wahonwatiri'wanón:tonhse' ne 18 tánon' ísi' nón: na'tehonohserià:kon.

- Thó:ha' akwé:kon tsi nihá:ti wa'onkhiiatia'táhrhahse' ne ken' nithotiièn:sa', wahonni:ron' tsi nè:'e tehonatonhontsó:ni ne ahonwatiri:wawa'se' ne sénha' ken' nithotiièn:sa' ahontéweienste' nonkwawén:na'.
- Wahonni:ron' ó:ni' tsi nè:'e ronaterihwaién:ni ne iaontahsónterake' tsi nitewawennò:ten'.
- Sha'tekanenhrí:hen wahonni:ron' tsi teiotonhontsóhon ne nè:'e sénha' è:neken akarihwà:rake' ne Kanien'kéha' owén:na', tsi ní:ioht ne Tiohrhèn:sha' tóka' ní' O'seronni'kéha'.
- Thó:ha' akwé:kon tsi nihá:ti wahonni:ron' tsi ostón:ha' ronhrónkha'.

KSS RONTERIHWAIÉNSTHA' KAHIATÓNHSERA'

Oh nahò:ten' ronaterihwaién:ni tánon' oh nahò:ten' thonato'ktá:ni ne onkwawén:na' aorihwà:ke	• Sénha' kari:wes tánon' ísi' nón: tsi ní:kon ahonwatirihónnien' ne Kanien'kéha' • Akwé:kon tsi nahò:ten' ká:ien ne tsi ionterihwaiénstákhwa' kanónhskon akahiá:tonke' tsi nahò:ten' • Sénha' iotkà:te' tahontatkénhseke' ne thotí:ien's • Sénha' é:so akaweienntà:'on ne tsi niionkwarihò:ten' aionkwari:wawa'se'
Oh nahò:ten' kaio'tá:ti	• Iah thia'tekaié:ri teionkwate'shén:naien ne Kanien'kéha' aiakwatá:ti' • Iah thia'tekaié:ri thieionkwà:re' ne aiakwaweientéhta'ne' • Teiotonhontsóhon taiakwatateri:wawa'se' ne sha'tetionkwá:ien's. Aiakhina'ké:ren' ne ronhrónkha'
Ohén:ton ia'tetewakà:nere'	• Akwé:kon tsi nihá:ti tho rón:ne's, rón:nehre' iahontahsónteren' tsi ronahronkha'onhátie', tánon' ahonwatirihónnien' ne tahón:ne'
Oh nihsonnhnò:ten' nó:nen Kanien'kéha' sathón:te'?	• Kwah ieká:ien tsi ón:kwe • Ostón:ha' tewakatón'ne' • Wakera'sè:se' • Wakatshennón:ni
Oh ní:ioht tsi sanonhtónnion kí:ken rotiió'te' aonsonta'kari:tate' nonkwawén:na' ne Kahnawà:ke?	• "Iákwehre' tsi é:so tekáthtare' ne aonsonta'kari:tate', nek tsi iah thia'tekaié:ri tehonahkwíson."
Oh nahò:ten' ahshe'ri'wanón:tonhse' ne Kahnawa'kehró:non?	• Ia'tekaié:ri ken tsi niionkwahkwíson ne aonsetewà:ronke'? • Oh nahò:ten' ionkwaio'tá:ti?
Oh nahò:ten' ahshehró:ri' ne Kahnawa'kehró:non?	• Tóhsa' enhsatéhen' ne Kanien'kéha' ahsatewennón:tahkwe' • Shehtháhrhahs ne sheien'okòn:'a tánon' sheiatere'okòn:'a • Teiotonhontsóhon ne è:neken aietewarihwà:ren'. Tóka' enwáhton' tsi nitewawennò:ten', iah tha'taontá:we'.

Onkwawaná:takon Ka'nikonhríson

Tsi naho'tèn:shon ne akwé:kon aón:ton' ne ken' niaié:rere'

Nè:'e ne tiotierénhton shahontkennísa' ne kentiohwakwe'ní:io', tahatirihwakétsko' tóhka' niiori:wake ne akwé:kon aón:ton' tahatiié:na' aonterihwahtén:ti'. Shonsahontkennísa' ne tekeníhaton, wahonwatiri'wanón:tonhse' ne otióhkwa' ne ahonten'nikonhrí:sake' tánon' iahatí:iehste' tsi nahò:ten' thotirihwakétskwen ne kentiohwakwe'ní:io'.

WATEN'NIKONHRISÁ:KON

Aiweientéhton ne karén:na' "Kahnawà:ke" 2019 neniohseratátie'*	Wátston ne Kanien'kéha' ne onkwanonhskónhshon	Tsi waterihwahtehtíà:ton rotíio'ténion Kanien'kéha' enhontá:ti' no:nen tenhontátken' ne thontaweíà:tha'
2019 kaio'ténhsera' – 50 niiohserá:ke nikari:wes shiionkwaió'te' aonsetewaié:na' tsi niionkwarihò:ten'. - Akarennó:take' nonkwareнна'shòn:'a, a'arà:ke, K103 tsi thatirihowanáhtha', tánon' nó:nen thé:nen ioterihwahténtion nonkwana:takon. - lorennakaiòn:seron aontahonterennó:ten' nó:nen "ionkwahrhá:re'" ne teiehtharákhwa' aontaiontá:ti'. - Tewarén:narahst ne iorennakaiòn:seron ratiksa'okòn:'a ahonathón:teke'.	- Kanien'kéha' enhatihatohsereharónnion' ne aonsahonnehiarhákwen'. - Ratiksa'okòn:'a tánon' ne ronwatièn:'a, ahontéweienste' nonkwawén:na' o'karahsnéha' tóka' ni' tsi nenwatiahia'khserò:kten'. - Sewahsón:ta aietewará:ko' aietewatkahri'tsherón:ni' / aietewátswa'te'. - Tsi niwenhníseres aietewará:ko' tsi nikahá:wi aóskon Kanien'kéha' entewatá:ti' tánon' entewaká:raton'. - É:so sénha' onkwehonwehnéha' aionníhake' ne "TV" tsi tká:ra's. 	- Tenhatité:ni' ne kentiohwakè:ron raotiianerénhsera' ne akari:wawa'se' nonkwawén:na'. - Wè:ne' akahiatohserehá:rake' ne kentiohwakè:ron tánon' ne waterihwatentia'tánion. - Iethirihónnien ne ionkhiio'ténhse' ne iotkà:te' wátston owenna'shòn:'a. - Kaianerénhsera', ohwísta' tánon' kaia'takehnhà:tshera' akakwatákwen ne onkwawén:na' ahontéweienste'.

*After reviewing the comments from the community goals and the exit cards, it was determined by the steering committee that the recommendation would be to learn the "old songs" in the language and not just a single song.

Shonteweiennén:ta'ne'

Tahonwatí:ion' kahiatónhsera' tahatirihwa'será:ko' shahatiweiennén:ta'ne' ne tekeníhaton watkenníson.

Nè:'e tsi akwé:kon wa'akhihón:karon', 100 nihá:ti ionkwahrhá:rehkwe' aontahontáweia'te'. Thó:ha' ki' nè:'e sha'onkwè:ta tóka' 80 – 90 nihá:ti wahontia'tarò:roke' tetsarónhkwen tsi watkenníson. 56 nihá:ti wa'thatirihwa'será:ko' kí:ken shonteweiennén:ta'ne', Tsothohrhkó:wa 18, 2018.

Did these planning sessions help you identify and plan your language goals?
(Circle One) Yes No Unsure
If so, what helped you the most?

Did the language planning sessions help strengthen your connection to the community and our shared vision for language revitalization? If so, how?

Should we meet in the future to check in and give updates on our progress? If so, when and how? (Another planning session, an online group, etc...)

Niawenhkówa!

Wa'kari'wanón:ton'	Wa'thatirihwa'será:ko'
1-A Wesari:wawa'se' ken kí:ken watkennison ne ahsenà:ton' tsi nahò:ten ne onkwawén:na' saterihwaién:ni? Teserihwa'será:ko ne Hen, lah, Tó:ka' (Énska skahkwèn:taren)	(56 nihá:ti wa'thatirihwa'será:ko') Hén – 45 nihá:ti láh - 1 (shaià:ta) Tó:ka' – 7 nihá:ti Ostón:ha' – 2 (Tehniiáhse') 1 (shaià:ta) akwé:kon wahaierón:nitste'
1.B Oh nahò:ten' é:so tsi wesari:wawa'se'?	- Skátne wa'tiakwahthá:ren' ne nè:'e sha'onkwa'nikòn:ra. - Wa'onkwanaktó:ta'ne' ne aiakwaianón:ni' ne owén:na' aorihwà:ke.
Q. 2 Wesari:wawa'se' ken ne sénha' taiesewaié:na' nonkwaná:ta' ne skátne tsi ia'taietewakà:nerake' ne aonsonta'karí:tate' nonkwawén:na'?	Thó:ha' akwé:kon tsi nihá:ti wahonnì:ron' "hen". - Io'nikonhrakarà:taht tsi niió:re' ótia'ke tsi nihonahkwíson. - Tio'nikonhratihénthon ne wa'onkhiiatátiahse'. - Teio'nikonhrhá:raht ka' nón: nienhén:we' kí:ken. Kwah í:ken tsi teiotohontsóhon ne onkwanataké:kon akaio'tèn:'en.
Q. 3 Taonsetewatatkénhseke' ken ne aietewaka'én:ion' oh ní:ioht tsi ioterihwahtentionháti'e's? (Watkenníson káton a'arà:ke enkanenhronníhake'.)	Thó:ha' akwé:kon tsi nihá:ti wahonnì:ron' "hen". Wa'tewatíha' tsi ní:ioht tsi wa'thatirihwa'será:ko', nek tsi á:ienhre' ki' ne tékeni ahontkennísa' ne tsóhsera ia'tekaié:ri. A'arà:ke ó:ni' aiakoia'takénha'.

Katokénhston Kaianón:ni

Tsi nahò:ten' ionkwarihwaién:ni, tsi nahò:ten' enkarihontá:ko', tánon' tsi nenkaié:ren kí:ken wísk niiohserá:ke taiohseratátie'.

Ionkwarihwaién:ni	Tenthontáhsawen' ne áhsen na'tekahsotshera':ne' rotíhthare'
Enkarihontá:ko'	Rotikwénion ne áhsen na'tekahsotshera':ne' tahatíhthá:ren' (Kahsótshera', ronwatién:'a tánon' ne ratiksa'okòn:'a.
Oh nakaié:ren	• lethihretsá:ron ne ken' níthotíén:sa' shonahronkha'onhátie' ne onkwawén:na' áhontste' tsi ahonwanehiá:ron' ne ronwatién'okòn:'a. • Teiethihswanéta'. Kaia'takehnhà:tshera', ohwísta', tánon' ronatsste'niá:ron ne raotihwatsire'ó:kon ne ahonwatíhtháhrhahse'. • loíanere' tsi teiethikà:nere', enionkhina'ké:ren' tánon' eniethirihónnien'. Entewatonhnhá:ren' nó:nen enhotíianeráhsten'.
Ionkwarihwaién:ni	Tsotonhnhé:ton ne Kanien'kéha'. Ok sha'oié:ra' ó:nen tsi ní:ioht tsi rotíhthare' nonkwawén:takon.
Enkarihontá:ko'	Kanatakwe:kon ronahkwíson ne aonsonta'karí:tate' ne Kanien'kéha'. Tehotíi:nen ne kentiohkwakè:ron, tsi ionterihwaienstahkhwaníónhkhwa' tánon' ne tsi waterihwahtentia'tánion'.
Oh nakaié:ren	• Akwé:kon ne kanatakonhró:non tánon' ne kentiohkwakè:ron tahatirihwáhsnie'ne' ne Tewahará:tat Tsi Niionkwarihwaién:ni' tekaié:nen. • Kwah ieká:ien tsi aontkèn:se' oh ní:ioht tsi í:we' ne Kanien'kéha' ne Kahnawà:ke. • Aontahontáhsawen' tsi nahò:ten' rotirihwíson ne 5 niiohserá:ke. "Skátne Enionkwaió'ten'" ienwatahsónteren' kí:ken wísk niiohserá:ke taiohseratátie'. (Sasewaka'én:ion p. 30.)
Ionkwarihwaién:ni	Í:non ohén:ton ia'tetewakà:nere' - Onkwehonwehnéha', Kanien'kéha' tsi nitewawennò:ten', ó:nen akwé:kon nè:'e iakotewennontáhkwen ne Kahnawà:ke.
Enkarihontá:ko'	Tékeni ienká:ienhte' ne tsóhsera kanatakwe:kon enhatíianón:ni' tánon' enshóntken'se' tsi níiohtonhátie' ne owén:na'.
Oh nakaié:ren	• Enkakwatákwen ne kaianerénhsera' ne aiakoia'takéhnha' ne onkwawén:na' ronteweíénstha', ó:ni' ne ratíhnhá'tsheri:saks, tánon' ne tsi níká:ien enthontíé:renhte' tenhontátken' tsi waterihwahtentia'tánion. • Enkanonhsó:take' ne Kahnawà:ke Kaia'takehnhà:tshera' Kaiatakwe'niiò:ke ("language consortium").* • Ienhontáhsónteren' ne ahatíianón:ni' nè:'e ne ohén:ton ia'tahatikà:nerake'. Nè:'e enhonwanató:ri' ne "Skátne Enionkwaió'ten'" 5 niiohserá:ke shé:kon ísi' nón:we niahón:ne'.

Akwé:kon ne Kahnawà'kehró:non rotirí:waién ne aonsonta'karí:tate' nonkwawén:na'.

*Language Consortium: Provides accessible resources to community members and organizations/language programs that are working to revitalize Kanien'kéha (resources such as a language library, CAN-8, etc.). In addition, supports community strategic language planning with dedicated staff strictly for language revitalization. Requires further discussion and consultation with stakeholders.

Ó:nen ki' wáhi

Wahéhshon' Shiann Whitebean, Tiakoniarotáhrhon

50 niiohserá:ke nè:'e shiionkwaió'te' ne aonsonta'kari:tate' ne onkwawén:na' ne Kahnawà:ke. Ó:nen ki' nè:'e ne tiotierénhton tetewatáhsawen' ne **Onkwaná:takon tsi Nitewawennò:ten' Kaianón:ni**. Nó:nen iéntewawe' ne "stage 6" (p. 12) tánon' tsoia'tahní:ron nonkwawén:na', ísi' nón: tsi iensewatehià:ron' tsi ientewatahsónteren' kí:ken wísk niiohserá:ke taiohseratátie'.

Iakwanorónhkhwa' nonkwawén:na'!

Kanatakwé:kon tho ní:ioht tsi ronnonhtónnion. lo'nikonhráksa't tsi ronatiohkwá:nen iah teshonhrónkha', nè:'e shes tsi kahnè:on ahontá:ti' tsi nihatiwennò:ten' ne tsi ionterihwaienstahkhwaniónhkhwa'. Shé:kon nón:wa nia'té:kon ehtà:ke ión:ni ne kakoráhsera' (Reid, 2004). Nè:'e thí:ken kanoronhkwáhtshera' nonkwawén:na', wa'akotó:ri' ne aonsahòn:ronke', áse'ken nè:'e wè:ne' ión:nihs tsi ionkwaia'tahní:ron tánon' Kanien'kehá:ka' nitewaia'tò:ten'. Kwah aóskon onkwehón:we. Tsi niiátion tekeníhaton tsi tionkwahronkhà:'on, é:so saiakwatónhnhakarátate' tánon' ia'akwaia'taié:ri'ne'. Skátne són:ton' nonkwawén:na'.

Teiotonhontsóhon taiethihswanéta' aiethihretsá:ron' tánon' aiethiiató:ri' ne Kahnawa'kehró:non ne onkwawén:na' ahontéweienste'. Teiotonhontsóhon ó:ni' ne wè:ne' tsi nenkaié:ren, tánon' ieká:ien tsi enkahahonníhake'. **Kwah í:ken tsi teiotonhontsóhon ne tiótkon è:neken akarihwà:rake' nonkwawén:na'. Iah thaón:ton' ne nek ne tsi ionterihwaienstákhkwa' aó:wen akénhake', tóka' ni' nek ne nó:nen tsi niionkwarihò:ten' entewarihóhetste'**. Teiotonhontsóhon ne skátne akénhake nonkwawén:na' tánon' tsi ní:ioht tsi tewanákere', ó:ni' tsi ní:ioht nonkwakoráhsera' tsi í:we', tánon' ó:ni' tsi ní:ioht tsi tewatonhnhí:saks. Aonsetewaka'én:ion' ne ahonniñiohkwahéntia'te' (p.12). Akwé:kon tho kahiá:ton tsi naietewá:iere' tóka' ne ítewehre' ne aonsontónhnhete' nonkwawén:na' ne Kahnawà:ke tánon' ó:ni' tsi nihonnonhóntsa ne Kanien'kehá:ka.

Ó:nen'k tsi shé:kon skátne enionkwaió'ten' ne aióhnhneke' ne onkwawén:na'.

Skátne



Enionkwaió'ten

Owenna'shòn:'a

Center	Kaia'takwe'niìò:ke	Methodology	Tsi ní:ioht tsi (Ken' nienkaié:ren)
Challenges	Tsi nahò:ten' kaio'tá:ti	Mobilisation	Enhonniñhkwahéntia'te'
Committed (promise)	Wahonten'nikonhrísa'	Multimedia	Tewaterihwarenia'tha'shòn:'a
Committee	Otióhkwa'	Network / Outreach	A'arà:ke tehotiienawà:kon
Community	Onkwaná:ta' - Onkwaná:takon	Next Generation	Tahatikonhsontóntie'
Coordinator (manager)	Tiakoniarotárhon	Nurtures/ encourages	Tehatirihwáhsnie'
Curriculum	Wateweienstáhkwen	Objectives	Ieionkwà:re' (iewáthre')
Curriculum Developer	Ionteweienstha'shòn:'a ieweienén:ta's	Plan (footsteps)	Kaianón:ni
Education	Ionterihwaienstákhwa' aorihwa'shòn:'a	Profile	Ónhka' tánon' oh nahò:ten' ronaterihonte'
Education (schools)	Tsi ionterihwaienstákhwaniónhkhwa'	Project	Kaio'tenhserakwe'ní:io
Elders' Lodge	Thotí:ien's iehontientákhwa'	Proposal	Wahatirihwà:ren'
Employees	Ronwatiio'ténhse'	Requested	Wahatiri'wanón:ton'
Enrichment (strengthen)	Ka'shatsténshera'	Revitalize	Aonsonta'karí:tate'
Extension (time)	Wahonwatinaktóthahse'	Sessions	Wahontkennísa'
First Language (my)	Tiotierénhton wakahronhá:'on Tiotewennatierénhton	Social Counsellor	Iakoterihonte'/roterihonte' tsi ní:ioht tsi tehonatawén:rie
Framework	Wathahón:ni	Wathahón:ni Sponsors/ Endorse	Ronwanatatshennará:ni
Goals (mission)	Ronaterihwaién:ni	Stable (steady)	Khwató:ken
High Priority	È:neken wa'akwarihwà:ren'	Stake Holders	Ronterihwatsteríhstha'
Human resource	Ratirihwaiénté:ri	Steering committee	Kentiohkwakwe'ní:io
Human resources	(Ón:kwe) Ratirihwaiénté:ri	Supporters	Teionkhihswanéten
Initiative	Á:se enthontáhsawen'	Team	Onkwanèn:ra'
Intergenerational	Tóhka na'tekahsotsherá:ne	Time line	Kanaktotá:ni
Kahnawà:ke organisations	Kahnawà:ke kentiohkwakè:ron		
Knowledge	Ka'nikonhraientà:'on		
Language	Owén:na' - Tsi nitewawennò:ten'		
Leader	Ohén:ton í:iente'		
Lessened (they)	Tahati'serón:nenhte'		

Budget / Wa'thwestahnh:non

REVENUES:

October 23, 2017 to March 31, 2018

Source of Funding	Amount
Aboriginal Languages Initiative	\$51,791
Kahnawà:ke Education Centre (Shortfall)	\$650
Subtotal - Cash	\$52,441
Kahnawà:ke Education Centre	\$6,350
Subtotal In-kind	\$6,350
Total Revenues:	\$58,791

April 1, 2018 to May 31, 2018

ADDITIONAL REVENUE & EXPENDITURES:

Kahnawà:ke Education Centre	\$4,160
Project extension – 8 weeks	
(Part-time Coordinator Salary)	

EXPENDITURES:

October 23, 2017 to March 31, 2018

Expenditures by Category	Amount
Salaries, Professional Fees & Honoraria	\$25,500
(Coordinator salary, Elder honoraria, translation)	
Event/Venue (hall rental, materials, supplies)	\$1,450
Promotion & Communication (publishing, graphic design, printing, ads)	\$15,750
Hospitality Food & Beverages	\$2,250
Administrative Expenses	\$6,841
Subtotal – Cash	\$51,791
In-kind Expenses (other)	\$6,350
Subtotal In-kind	\$6,350
Total Expenditures:	\$51,791

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Conclusion

Waheshon Shiann Whitebean, Project Coordinator

For the first time in nearly fifty years of language revitalization efforts in Kahnawà:ke, we have initiated a **community-wide strategic language plan**. When we reach the crucial "stage 6" (p.12), our language will stabilize and from there we expect it to rapidly flourish. This plan should be viewed as the beginning of the planning process. We have begun taking steps to ensure that this initiative continues for a minimum of the next five years.

lakwanoróhkhwa nonkawên:na. We all love our language.

Our community has strong feelings about our language. The shame that many community members express about not being able to speak is rooted in the suppression and erasure of our language and identity through Indian Day Schools and Residential Schools, as well as many other continued colonial pressures (Reid, 2004). However, community members continue to be driven by their love of the language as a source of identity, strength, and feeling "whole as a person". Those of

us who are second language learners know how much we have healed and grown as individuals and as a community through the language. Our approach must be to support, encourage, and motivate Kahnawà:kehron:non as language learners backed with concrete strategy, guidance, and support. **Onkwehonwehnehá (Kanién'kéha) must be a priority not just as a subject, spiritual or cultural component but socially, politically and economically as well.** Going back to Tsi Níionkwarihó:ten and the KEC Mobilization Framework (p. 12), it will take all of these aspects combined for Kanién'kéha to be a true "living language" in Kahnawà:ke and the Kanién'kehá:ka Nation so that we can be whole as a people once again.

Ó:nen'k tsi shé:kon skátne eníonkwaió'ten ne aiónhnhéke ne onkawên:na. We all must continue to work together to keep our language alive.



Eníonkwaió'ten

Strategic Planning

Goals, objectives, and strategies to focus on for the next five years

Goal	Reappearance of intergenerational speakers (including first language)	Objective	Ability to speak between and within all 3 generations of family (grandparents, parents, and children).	Strategies	• Encourage young adult learners to choose and commit to raise their children in the language. • Support these families with resources, funding, and family focused learning opportunities. • Role modeling, mentorship, and positive reinforcement - celebrate the language and acknowledge success stories in Kahnawà:ke.	Goal	Kanien'kéha as a living language: normalized and natural in the community.	Objective	Community-wide effort to revitalize Kanien'kéha through awareness and collaboration between organizations, schools, and businesses.	Strategies	• Active community participation & organizational representation at Tewaharà:tat Tsi Nìlonkwarihò:ten language and culture network. • Community-wide in-depth study on the state of Kanien'kéha in Kahnawà:ke. • All stakeholders to implement their five-year plans, Skátne Enionkwaid'ten to continue for the next five years. See also: recommendations on page 30.	Goal	Long-term vision: Onkwehonwenéha (Kanien'kéha) is the main language of communication throughout Kahnawà:ke.	Objective	Bi-annual community-wide language planning in addition to long-term planning and assessment.	Strategies	• Develop community wide policies supporting language learning, points-of-service, and employment incentives. • Establish an accessible Kanien'kéha Resource Center or language consortium.* • Continued long-term planning and forecasting to provide directives for Skátne Enionkwaid'ten five-year strategic language planning in the future.*
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All Kahnawà'kehro:non are stakeholders in the revitalization of our language.

*Language Consortium: Provides accessible resources to community members and organizations/language programs that are working to revitalize Kanien'kéha (resources such as a language library, CAN-8, etc.). In addition, supports community strategic language planning with dedicated staff strictly for language revitalization. Requires further discussion and consultation with stakeholders.

Exit Card Feedback

Exit cards were presented at the end of planning session two

Due to our open-door policy, we were prepared for 100 participants at both language planning sessions. Nearly everyone who participated at session one attended session two. There were between 80 and 90 participants at each session. 56 anonymously completed exit cards were submitted at the end of session two on January 18, 2018.

Question	Response Summary
1-A Did the planning sessions help you identify and plan your language goals? Options: Yes, No, Unsure (Circle One)	(Out of 56 completed exit cards) Yes: 45 No: 1 Unsure: 7 OTHER: 2 Somewhat, 1 circled all responses
1.B If so, what helped you the most?	• Sharing ideas with like-minded people • Having time specifically for language planning • Collaborating & networking
Q. 2 Did the language planning sessions help strengthen your connection to the community and our shared vision for language revitalization? If so, how?	Majority responded "yes" • Encouraging to see what others are doing (passion & commitment) • Motivated by speakers • Concerned about what will come out of this, need community-wide implementation
Q. 3 Should we meet in the future to check in and give updates on our progress? If so, when and how?	Nearly 100% "Yes" responses. Time frames posed by respondents for language planning sessions varied from 3 months, quarterly, every 6 months, and once a year. Based on the responses, it seems that by-annual meetings would be appropriate and a web presence would also be beneficial.
(Another planning session, an online group, etc...)"	

Community Goals

Community-wide goals that everyone can participate in

After our first planning session on November 23, 2017 our steering committee suggested creating goals or activities based on priority areas that all Kahnawà'keh̃:non could participate in. At planning session two on January 18, 2018, participants were asked to brainstorm ideas based on three broad goals that were put forward by our steering committee.

COMMUNITY-WIDE GOALS & IDEAS

Learning the Kahnawà:ke Song by 2019*	• 2019 campaign: 50 years of reclamation of Kahnawà'keh̃:non Tsi Nìionkwarihò:ten. • Make songs available on websites, played more often on the radio and at community events • Play the old songs as "old music" on organization phone lines. • Make music videos of the old songs with children	• Label the home and use visual support (reminders) • Parent and child language classes or activities on evenings or weekends. • Language game night • Designated Kanien'kéha time in the home to speak and tell stories in the language. • More tv shows & media for different ages (dub popular shows in the language)	• Community-wide policy amendments to support use of language • Visible words in organizational buildings and business. • Offer courses to staff for language used regularly in their business or organization. • Policy, funding, and support for people to take language training
Kanien'kéha in the home	Kahnawà:ke of point-of-service within		

*After reviewing the comments from the community goals and the exit cards, it was determined by the steering committee that the recommendation would be to learn the "old songs" in the language and not just a single song.



It was expressed at planning session one that greater efforts should be made to include our youth. Accordingly, a group of six grade 11 Kahnawà:ke Survival School students attended the second planning session as representatives of the school. A planning document was specially designed for this group of youth and in addition, they completed individual surveys.

Individual Youth Surveys (6)

Same questionnaire as individuals 18+

- Nearly every youth participant mentioned the goal or need to mentor the younger generation to teach the language
- Nearly every respondent used the term "to pass on the language" as a personal goal.
- Half of the youth respondents stated there is a need to prioritize Kanien'kéha over English or French (language learning)
- The majority of the youth self-identified as "intermediate" speakers.

KSS STUDENT GROUP PLANNING DOCUMENT

Language goals and needs as KSS students	• Longer/more Kanien'kéha classes • Label everything in the school • More contact with Elders in the school • More cultural/traditional learning & activities
Challenges	• Not enough opportunities to speak/use language • Motivation to learn the language (attitude) • Peer encouragement/modelling to speak
The future	• All youth in the group plan to continuing learning or teach the language in the future
How does the language make you feel?	• Whole as a person • Overwhelmed • Proud • Happy
How do you feel about the efforts to revitalize the language in Kahnawà:ke?	• "We feel it could be better because there's a lot of talk about it being brought back but not sufficient efforts being made".
Are there any questions you would ask [the community]?	• Are we really doing everything we can to bring back the language? • Are we holding back?
Messages to the community about the language:	• Don't be ashamed to speak the language • Speak to your children and to your grandchildren • Everyone needs to take it seriously because once it's gone, it's gone...

Individual Participants

Individual community members that requested seats were also included and the Skatne Enionkwaio' ten team maintained an open-door policy at both planning sessions, meaning that any walk-in community members would be welcomed and included.

INDIVIDUAL SURVEY QUESTIONS

- What organizations/groups in the community are you a part of?
- Do you speak Kanien'kehà? (Beginner, Intermediate, Advanced, First Language)
- What types of language learning opportunities have you had?
- What are your personal language goals?
- What can you do as a community member to support language revitalization?
- What additional/new language activities/programs would you like to see in the community?
- How can we all work together to reach our shared vision of language in the community?

The following is a summary of data collected through 11 completed individual (18+) surveys. Youth (17 and under) and Elders (65 and up) were grouped separately from these results.

Similar responses written by at least three or more respondents:		Speaking Ability
• Personal goal of increasing language proficiency • Need for language learning opportunities for students attending school off reserve • Desire to learn, teach & pass on language • More/improved language resources • Increase language learning activities and support for children and families (home or web-based)		
• Those that identified as "beginner" often learned language through community schools • Those that identified as "intermediate" were either former Ratiwennahni:rats students or actively involved in Kanonhsesne (Longhouse)		
On working together to reach our shared vision other than increasing support, community members offered very different responses. This presents the possibility that community members are unsure of how to achieve the shared vision for language revitalization.		

At planning session one, a group of community Elder's discussed the old songs in the language and the fact that they never hear them. We included one of these old songs (Kahnawà:ke) in planning session two and added it to our community goals.

A group of Elders participated at both sessions and were provided with their own documents to record any ideas, suggestions, or comments. Our facilitators also had discussions with Elders and recorded their responses (see below).

SUMMARY FROM SESSIONS 1 & 2

Activities/Events for Elders & Community

Coffee club for friends
Revive the old songs (i.e: Kahnawà:ke)
Form an Elders and fluent speakers group/committee to focus on Kanien'kéha language promotion. Tape and record them speaking Kanien'kéha.
Story documentation: personal and community stories.
Community storytelling festival

Vision for the language:

To make and use the language as a living language within the hearts and minds as Onkwehòn:we.

Messages to our youth and future generations:

Love our language enough to speak it fluently everywhere and to everyone.
Use full Kanien'kéha names – do not shorten it.
Form an inter-community language revitalization group. Call it "stage 6" (working title)
Education was the oppressor and still is.
More bilingual conferences with simultaneous translation.
Start a language fund



Program Recommendations

These are organizational and programming specific recommendations. This plan in its entirety is meant to initiate the community-wide strategic planning process.

In the next five years...

- All programs complete goals/plans set in language programming sessions.
- Community-wide evaluation/assessment of language programming efficacy.
- Begin reform of programs for optimal proficiency outcomes based on age and length of study in each program (E.g. ACTFL benchmarks).
- Create accessible learning opportunities for those attending school outside of the community and full-time workers (land-based summer programs, web-based learning, etc.)
- Create an immersion program at the high school level (youth 12 to 17).
- Add a third year and/or 1 year of advanced proficiency level study (E.g. Kanien'kéha Ratiwennahni:rats). It is crucial to increase the number of advanced second language speakers in the next five to ten years due to advanced age of our first-language Elder speakers.
- Language and culture is a top priority to the vast majority of Kahnawawa'kéhrō:nōn. We must realign our resources and organizational focus to reflect this.



Enionkwaió'ten

Language Programming at a Glance

Programs that provide Kanien'kéha language education for community members

School or Program	Age of Students	Language Learning
Iakwahwatsirátatie Language Nest	Babies, children, Pregnant women, other family members	Goal is for child to speak first words in Kanien'kéha (first language). Full immersion to support families year-round.
Step by Step	Children 18 months to 6.	Kanien'kéha preparatory class option (similar to immersion, waiting list)
Karihwanoron	Children 18 months to 11 years	Full immersion, goal is for child to speak first words in Kanien'kéha.
Indian Way School	Children 4 to 11 years	Immersion in nursery and kindergarten, 3 hours per week of classes grades 1 – 6.
Karonhiandónhna	Children 4 to 11 years old.	Immersion from Nursery to grade 4. 1 hour per day, grades 5 & 6.
Kateri School	Children 4 to 11 years	Half hour classes five days in a six-day cycle (all grades)
Kahnawà:ke Survival School	Youth 12 to 17 years	Between 5-6 hours of Kanien'kéha classes per week for all students from grade 7 to 11.
First Nations Regional Adult Education Center	Youth (16+) & Adults	Based on student choice, between 1 hour and 15 minutes up to 6 hours of Kanien'kéha per week.
Kanien'kéha Ratiwennahnirats	Youth & Adults	Full immersion (2-year program)
Tsi Niiionkwarihò:ten Tsitewahàhara'n Center	Adults (employees of community organizations)	Five years: 2-hour weekly classes for the first 4 years, 3-hour weekly classes year 5.

*These are regularly funded programs that have operated for many years. In addition to these, there may be other small-scale classes and learning opportunities in Kahnawà:ke.



Tewaharà:tat Tsi Niiŋkwarìhò:ten

Kahnawà:ke Language & Culture Network



**Tewaharà:tat
Niiŋkwarìhò:ten
Tsi
Kahnawà:ke Language
and Culture Network** was
initiated in May 2017 by
the Tsi Niiŋkwarìhò:ten
Tsitewahdharà'n Center. It brings together
key people in our community working on or
interested in areas of language and culture
to discuss our needs, new ideas, funding
opportunities, etc....

LANGUAGE GOALS

Formal goals and objectives are being
developed but first and foremost it's a network
for those organizations and individuals
working or interested in the language and
culture, to share resources, information, and
to build possible collaborations. The network
also supports the development of a strategic
plan for the vision of language and culture in
our community.

ACTIVE WORKING GROUPS

- Language & Culture Fair
- Community Resource Mapping
- Family Activities
- Alumni Peer Mentorship
- Language Resource Center



IN THE NEXT FIVE YEARS...

Until a formal plan is developed, the
Network will look at continuing current working
groups and target an annual collaborative
community project that supports our
language/culture revitalization efforts. The
Network can also address important issues
while ensuring that our language and culture
is always at the forefront of our community's
planning and vision.

JOINING THE NETWORK:

The Network is open to all Kanien'kéhà:ka
of Kahnawà:ke. The meetings occur monthly
on a rotating location/Chairperson basis until
further development of formal roles. For more
info or to confirm your attendance, please
contact: Tsi Niiŋkwarìhò:ten Tsitewahdharà'n
office at 450-632-5993 or email:

Chera Lahache

Chera.lahache@mck.ca

Reaghan Tarbell

Reaghan.tarbell@korkahnewake.org

Kanien'kêha Ratiwennahnîrats

An adult language immersion program under KORLCC



KORLCC has supported language learning in the community and has helped create generations of second-language speakers in an effort to revitalize Kanien'kêha. Ratiwennahnîrats is a two-year intensive adult language immersion program that was launched in 2002 and has been consistently operating within the community for 16 years.

Language Goals

The primary goal of Kanien'kêha Ratiwennahnîrats is to produce second language learners with the highest proficiency possible upon completing the program. The program has been integral supporting community-wide language revitalization by cycling students into roles where they may promote, teach, and transmit the language.

Challenges

- Trying to meet community needs (for more classes, adding a third year or advanced class)
- Lack of programs/schools for teachers and staff to increase proficiency
- Teacher Training Ops - challenge and keep up with the pace of technology and advances.
- Build stronger and more effective community collaborations and curriculum (and communal curriculum)
- Investing in staff, professional development to build stronger teams



In the next five years...

Ratiwennahnîrats will work in collaboration with K103 to produce daily financial phrases & weekly news broadcast. The program will continue to send 1 student to work with Iakwahwasirataîe Language Nest, KORLCC and the Ratiwennahnîrats staff will focus on increasing support for their students and will examine the possibility of adding a third year to the Ratiwennahnîrats program. In 2022, Ratiwennahnîrats will celebrate the 20 year anniversary!

Website:

<http://korakanawake.org/kanienkêharatiwennahnîrats/>

Kanien'kehá:ka Onkwawén:na Raotitióhkwa Language and Cultural Center

The primary language and cultural center in Kahnawá:ke



The mission of Kanien'kehá:ka Onkwawén:na Raotitióhkwa Language and Cultural Center (KORLCC) is to promote, preserve, and protect and enhance our language and culture within the community and beyond. The center holds the mandate in the community to lead and support language and culture programming. The center continues to play an integral role in language revitalization and has created a number of language and culture programs and initiatives throughout the years.

Language Goals

KORLCC's goals center around creating opportunities to celebrate the language and share traditional knowledge and skills. They strive to foster a safe strength-based language learning environment to create and encourage people to do their best by having specific, measurable, accountable/attainable, and results oriented goals. Language programming includes: Ratiwennahni:rats adult language immersion program, Tota tanon okwari, Cultural awareness month, Radio show – Live shows, Rotinonhnson:ni Language gathering,

In the next five years...

KORLCC will focus on continuing their language and culture activities and improving community collaborations and partnerships. They will be planning for a new building and examining the possibility of merging with the Tsi Níionkwarihó:ten Tsitewahdard'n Center. They will also begin planning for the 20th anniversary of the Ratiwennahni:rats program in 2022.

Website:

<http://korkahnawake.org/>

Challenges

- Financial resources, lack of consistent multi-year funding to allow us to grow and plan, fundraising
- Human resources, report writing
- Space, in dire need of a new building
- Lack of a community-wide language plan
- Tota tanon Ohwari – skill set is demanding and specialized

Tetewatierónion variety show, and craft/skills workshops.



Tsi Niiŋkwarìhò:ten Tsìtewahàhara`n Center

MCK Kanien`kéha Language & Culture Training Program



**Tsi Niiŋkwarìhò:ten Tsìtewahàhara`n Center** is committed to the enrichment of the social fabric of Kahnawà:ke by making the strongest and most determined effort to learn, revive, restore, use, perpetuate and "live" the beautiful Kanien`kéha language within the community.

Language Programming & Goals

The goal of the center is to empower and assist students to better communicate in Kanien`kéha through progressive language and cultural awareness education, ensuring they feel a renewed sense of pride and enthusiasm in who they are as Onkwehòn:we people. The center offers Kanien`kéha language classes with a complementary online learning program, cultural workshop series, translation services, and an annual summer program.

Challenges

- Existing Policies - Organizational employees not being allotted time off work to attend classes or Ratiwenanhn:rats
- Acquiring funding and teacher for an advanced class
- Space: Office space is too small and limits class size and activities and limited field work settings
- Collaborate with other programs and resource share and research funding opportunities
- Addressing the effects of intergenerational trauma that students carry with them that affects their learning.



In the next five years...

The center will focus on multi-media language and cultural development for the program. They intend to create programming and mentorship opportunities that reaches all age levels and categories – bridging the gaps that exist and bring everyone together. The center will work to increase attendance and continuity of students to complete the five-year training program through improved communication and collaboration with community organizations. In-house, they will ensure continued language promotion and everyday usage by employees and the Language and Culture Competency and Employee Performance Behaviour Expectations criteria is finalized and implemented for the MCK employee performance appraisal process.

Website:

<http://www.kahnawake.com/org/language/>

Kahnawà:ke Shakotia'takéhnas Community Services

Provides health and well-being support services to Kahnawà'kehó:non



K a h n a w à : k e
Shakotia'takéhnas
Community
Services
(K.S.C.S.) strives for a
strong collective future for
Kahnawà:ke by promoting
and supporting a healthy family unit. They
provide services to all Kahnawà'kehó:non
(of all ages). Their mission is to encourage
and support a healthy lifestyle by engaging
with community through activities that
strengthen our values of peace, respect,
and responsibility with the collaboration of all
organizations of Kahnawà:ke.



Language Programming & Goals

The K.S.C.S. Tsi Niiionkwarihó:ten committee implements language and cultural activities for staff. They have also recently created a Tsi Niiionkwarihó:ten Coordinator position to help meet a strategic objective to foster and accelerate active Kanien'kehá:ka ways of doing things, including more use of our language. K.S.C.S. incorporates Tsi Niiionkwarihó:ten into youth programming within the Creek Runs Clearer, A:se Tahontehiaróntie (Teen Group) and Onkwane:ra (Our Gang). K.S.C.S. staff

members attend the Mohawk Council of Kahnawà:ke language and culture training program.

Challenges

- The human resources and time dedicated to moving faster with Tsi Niiionkwarihó:ten work, i.e. increasing language and cultural connections with Elder's Lodge residents who are speakers.
- Wide range of needs with many satellite offices and different mindsets and priorities working with Onkwane:we and non-native staff.

Supporting healthy families and a healthy community is directly linked to the ability to pass on knowledge of our culture and language to the next generations. K.S.C.S. has made Tsi Niiionkwarihó:ten a higher priority within the organization. Creating a shift towards incorporation of our ways, language and culture within the standard practices will begin with the development of a staff cultural orientation and learning process to help build cultural safety.

They hope to collaborate with the community language and culture network for family events and eventually to develop language sessions. In the meantime, they will strategize ways to help facilitate language and cultural learning in the workplace and at home by providing better access to resources through collaborative partnerships with other community organizations (K.O.R.L.C.C., Karonhiandónhna curriculum center).

Website:

<http://www.kscs.ca/>

Kateri Memorial Hospital Center

A Community Health Center & Medical Services Provider



The Kateri Memorial Hospital Center (KMHC) is a Team dedicated to strengthening the health and well-being of community members by providing, in partnership with others, quality medical and holistic services that respond to the needs of the community.

Language Goals

We believe it is the collective and individual responsibility of all Kahnawawa'kehrö:non that Kanien'keha be re-established as the first language of the Kanien'kehá:ka of Kahnawá:ke; in order to offer continued support and communication to our clients and residents, it is our responsibility to ensure staff are given the tools to enhance their Kanien'keha language skills.

Challenges

- Commitment influenced by Political/religious beliefs, cultural malaise, not a priority for all staff.
- Funding
- Policy development, change job descriptions to reflect language law
- Access to support for second language learners (resources, speakers)
- Learning and supporting language learning while meeting needs of clients and residents for 24/7 hands-on care

Website:

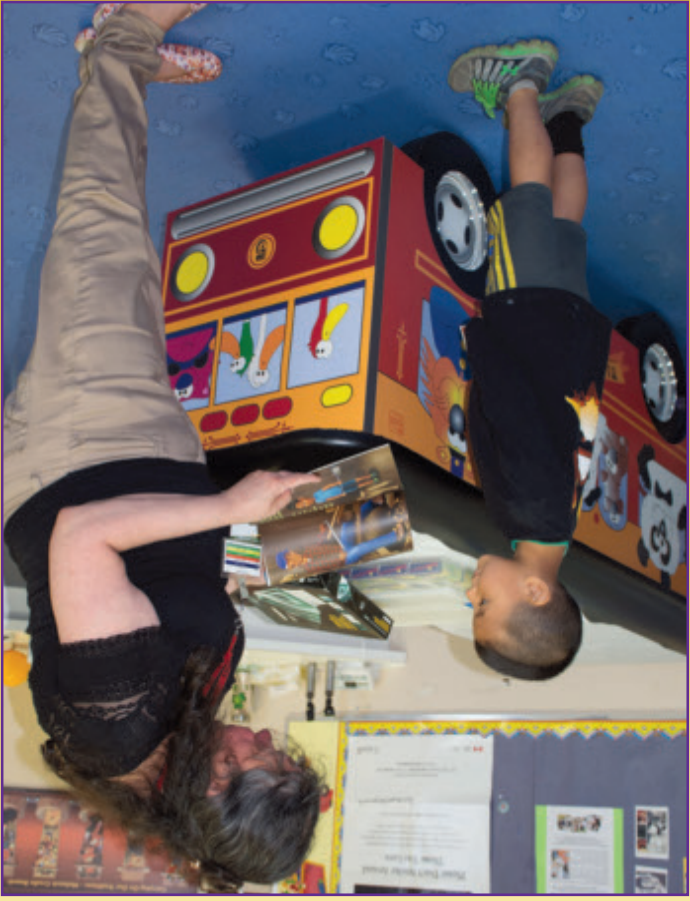
<http://www.kmhc.ca/index.html>

In the next five years....

The KMHC is focused on 5 strategic goals for 2013 to 2019 which includes implementing a more client and family centered approach to care and launching the Traditional Medicine Services. They would like to secure funding to support in-house language promotion and learning opportunities for clients and staff, including an on-site speaker to mentor second language learners. KMHC will strategize methods to solidify staff commitments to in-house language classes and focus on improving the proficiency of point-of-service employees that serve Kahnawawa'kehrö:non.

Website:

<http://www.kmhc.ca/>





Tewatohnhî'saktha's mandate is to ensure that Kahnawà:ke is a self-sufficient community that fosters quality of life for Kanien'kehà:ka and Kahnawà:kehrónon and creates collective prosperity for future generations consistent with our cultural values. The primary role in the community is to help and support businesses with the objective of creating jobs and help individual community members obtain the skills required to gain employment so they can financially sustain themselves and their families.

Language Goals

A goal is to continue supporting individuals participating in community language programs (funding for 4 Ratiwenndhî:rats students). Ensuring our staff are proficient in the language by providing access to Rosetta Stone as well as attending the Mohawk Council of Kahnawà:ke's 5-year language program. Our goal is to approach community economic development in way that is consistent with our cultural values including supporting ongoing efforts to revitalize Kanien'kehà.



Participation in the Spring Cleanup 2016.

Challenges

- To identify our role in the revitalization in consideration of Tewatohnhî'saktha's mandate
- Financial constraints from Federal and Provincial funders criteria
- Promote the benefits of being tri-lingual (Kanien'kehà for identity and French for employability)
- More flexible access to language (online courses, for example) to fit with scheduling

In the next five years...

Tewatohnhî'saktha's team will focus on identifying their role in language revitalization and strategizing ways to improve their impact and effectiveness, including shifting values if needed. They will also participate in the Tewaharà:tat tsî Nîionkwarihò:ten language and culture network to better understand what is needs of the community are. They are also hoping to assist businesses looking for ways to provide new/better services to the community in Kanien'kehà.

Website:

<http://tewa.ca/>



Organizational Softball Tournament 2015.

First Nations Regional Adult Education Center



The First Nations Regional Adult Education Center (FNAEC) aims to encourage and support learners so that they will develop and maintain the motivation they need to set and reach their educational and/or future employment objectives. The center offers continuing education programming for young adults that includes survival skills and language courses.

Language Goals

FNAEC supports language and culture revitalization in the community by offering kanien'kéha courses/programs on language (kanien'kéha), cultural teachings, history (of kanien'kehá:ka), in an open learning environment with learner-directed programming. A goal of the center is to approach kanien'kéha language learning as a priority and integral part of education.



- ### Challenges
- Government funding (more emphasis on French and English, kanien'kéha not treated as a priority)
 - Outlook of students that kanien'kéha is a "subject" and a not a priority
 - Space

In the next five years...

FNAEC would like to offer a stepping stone immersion program for those waiting to attend Ratiwennahni:rats adult language immersion program. The center intends to make policy changes for kanien'kéha language, culture, and history to be included in the High school equivalency. They will also incorporate kanien'kéha into the social atmosphere of the school by creating podcasts, accessible resources, signage, and language lessons all in the language.

Website:

<https://www.facebook.com/fnaeckahawake/>



lakwahwatsiratatie Language Nest

A community parent and child language learning program



lakwahwatsiratatie Language Nest is a supportive language immersion program for parents and children that includes cultural teachings (cycle of ceremonies, planting, cooking, etc...), inter-generational transference of knowledge and language, healthy living, and an extended family concept. The program is primarily comprised of parents/caregivers and children ages zero to four years old but also includes expectant parents, grandparents, and older siblings.

Language Goals

The primary goals of lakwahwatsiratatie is to help children to speak their first words in Kanien'kehá in an effort to create first-language speakers. The program focuses on bringing language into the home and re-instilling Kanien'kehá:ka ancestral family values including bonding, attachment, and nurturing through language. The language nest extended family concept empowers parents to be the teachers and role models to their children so that they see speaking the language as normal.



Challenges

- Lack of core funding (relying on grants and fundraising each year)
- Human resources (due to lack of funding, impacts meeting parent/child needs)
- Access to first-language speakers (potential future obstacle)

In the next five years...

lakwahwatsiratatie plans to expand the program to include pre-natal Kanien'kehá classes, develop an adult and child proficiency rubric, and to secure long-term core funding. The program has recently begun creating children's books and resources for families to support language learning in the home through internet language lessons and children's television/web programming.

Website:

<https://www.facebook.com/lakwahwatsiratatie/>



Karihwanoron Tsi lonterihwaienstäkhwa

An Independent Community language program for children

In the next five years...

Karihwanoron will focus on securing resources (staff and funding) to continue full immersion programming and add a Kanien'kéha immersion counsellor position to the program. The school will explore the possibility of finding a permanent location. Karihwanoron hopes to see increased language learning opportunities community-wide to assist parents and families to continue speaking the language at home.

Website:

<https://www.karihwanoron.com/>



Karihwanoron Tsi lonterihwaienstäkhwa is an independent full

Kanien'kéha immersion program for children. The objective of the program is to revitalize Kanien'kéha by providing a mother-tongue learning environment, immersing Kanien'kehá:ka children between the ages of 18 months to 11 years of age in our language and culture full-time. In addition, the program hosts mock festivals and socials open to family and community, as well as traditional singing and planting and harvesting teachings.

Language Goals

After 29 years, the program has proudly met their optimal language goal by contributing to the creation of intergenerational speakers with Kahnawá:ke as natural first language speakers and thinkers. The learning atmosphere is modeled after a home environment with small classroom sizes and two speakers/teachers to facilitate conversation as it would occur naturally in the home. In addition, mainstream subjects and curriculum are translated and adapted to Kanien'kéha (such as math and science).

Challenges

- Kanien'kéha speakers with a higher proficiency to teach within our program
- Parents continuing the language at home
- A high school immersion program for Karihwanoron students to continue language
- Network and outreach to our social supporters
- Stable and sustainable sources of funding



Indian Way School

An Independent Community Elementary School



Indian Way School is an independent community elementary school for children from Pre-K to grade six. The priority of Indian Way School is to instill a well-rounded cultural and traditional foundation in Kahawake's younger generation while preparing them for further schooling.

Language Goals

Pre-K and Kindergarten are full Kanien'kéha language immersion to give students a foundation in the language. Grades 1 to 6 have a Kanien'kéha and traditional studies curriculum suited to each child's needs. The goal of the school is to transmit Kanien'kéha language and culture in a highly adaptive learning atmosphere with a small classroom setting that emulates a home environment.

Challenges

- The drastic switch from immersion to exposure classes; student's language skills cannot be properly maintained
- Integrating Kanien'kéha in cross-curricular ways
- Lack of second language classroom materials (resources, learning outcomes, assessment tools – difficult to monitor language progress/regress over breaks)
- Time constraints (planning, school-wide activities, planning days – language planning day needed)
- Need male role models

In the next five years...



Indian Way School will begin by establishing clear language learning goals for students as well as a volunteer parent community to help with planning activities based on language and culture goals. They anticipate developing a resource library and visuals containing Kanien'kéha goals, words, and phrases. They will foster an atmosphere at the school that encourages Kanien'kéha speaking through habitual cultural events during classes, recess, and lunch with constant speaking opportunities for students. Indian Way School hopes to increase collaboration with other schools and language programs on a regular basis and to engage in community-wide language learning initiatives.

Website:

<https://www.facebook.com/kahawake.indianway>

Step by Step Child & Family Center

A Community Child Care Center



Step by Step Child and Family Center (SBS) provides childcare and early education to young children ages zero to six years old. In partnership with families and a community of caring people, the Center offers innovative, culturally based, inclusive educational experiences to young children. SBS provides language and cultural programming through meaningful hands-on activities and experiences that our children and families can be totally engaged in.

Language Goals

Step by Step supports staff in acquiring language and cultural knowledge, including encouraging 2 staff members per year to attend 5 year language program or the two-year Kanien'kéha Ratiwennahnirats immersion program. The goal of the center is to immerse children in Kanien'kéha language and culture from a young age through cultural activities such as traditional singing, socials, and instilling values through Ohén:ton Karihwatehkwen. This includes an introductory Kanien'kéha class as well as a Kanien'kéha language and culture facilitator.

Challenges

- Lack of people knowledgeable in either culture, language or Early Childhood Education
- Staff changeover (summer & while attending language program)
- A need for planning within the hours of operation
- Ratios in classrooms (child / educator)



Website: <http://www.stepxstep.ca/>

In the Next Five Years...

With a focus on overcoming existing challenges and obstacles, Step by Step will offer language resources to staff, ensure there are planning days (not for workshops or training), and establish a language and culture committee to implement language and culture learning initiatives for children, families and staff into overall strategic planning. The center would like to promote a supportive environment with role modeling, inclusion, and acceptance (no judgement) for everyone seeking to enrich their Kanien'kéha language and cultural knowledge.

Kahnawà:ke Survival School

A Community High School under the KEC



Kahnawà:ke Survival School (KSS) is a community high school for youth ages 12 to 17. KSS began as a grassroots initiative and continues to provide the only high school educational program within the community. KSS students achieve pride and self-sufficiency through powerful curriculum based on Kanien'kehà:ka language, values, beliefs and traditions along with sound academic principals and content, guided by innovative teaching methods.

Language Goals

The overall language goal of KSS is to teach Kanien'kehà as a core aspect of identity (rather than simply as a subject) by immersing students in a learning environment that naturalizes and supports Kanien'kehà:ka ways. Students have daily Kanien'kehà class, in addition to traditional studies. The school begins and ends each week with the Ohèn:ton Karihwatèhkwen at assembly. The Kanien'kehà department has recently revised the Kanien'kehà curriculum to implement more efficient teaching methods in an effort to increase the speaking proficiency of students.

In the next five years...

- Lack of Kanien'kehà resource center and language lab.
- Lack of opportunities for students to hear and speak the language outside of Kanien'kehà classroom.
- Need more spaces, curriculum, and teachers
- Need to increase parent involvement and continue language learning in the home.
- Need full immersion program at the high school level.

Challenges

Kahnawà:ke Survival School will continue implementing new Kanien'kehà language and cultural curriculum in partnership with the KEC, including developing options for students to take additional subjects taught in Kanien'kehà. The school hopes to see an increase in parent and family involvement to offer language support in the home for students who are second language learners.

Website:

<http://kecedu.ca/community-schools/kahn-awake-survival-school/>



Karonhianónhna Tsi lonterihwaienstákhwa

A Community Elementary School under the KEC



Karonhianónhna Tsi lonterihwaienstákhwa is

an elementary school for children from Nursery to grade 6. Karonhianónhna fosters an environment where our children can learn Kanien'kéha language and traditions to ensure that our ways will continue to exist in the future. Our children are provided with a quality learning experience geared to the development of each child to the fullest in the acquisition of knowledge, skills, and attitude necessary to further their education. In addition to full Kanien'kéha immersion, the school includes cultural professional development for staff, development of Tsi Nílonwaribó:ten Program pilot projects, and a curriculum center.

Language Goals

The overall language goal at Karonhianónhna Tsi lonterihwaienstákhwa is to provide a base/foundation in Kanien'kéha through full immersion from Nursery to grade 4.

Challenges

- Finding ways to increase the language proficiency of staff, support them as second language learners.
- Increase parent, family, and community participation and interaction.
- Motivating students to speak Kanien'kéha to each other in social environments.
- To effectively teach a second language.
- Balancing needs of the students with the demands of parents
- Academic curriculum demands – in need of Kanien'kéha:ka curriculum that is Onkwéhón:we led and grounded in our worldview, without external influences.



Website:
<http://kecedu.ca/community-schools/karonhianonhna-school/>

Karonhianónhna Tsi lonterihwaienstákhwa would like to focus on Kanien'kéha professional development for staff to improve the proficiency of teachers in Kanien'kéha (oral and literate) to advanced level through book clubs based on proficiency levels, available resources (Nora Deering book for beginners), KEC upgrades, and various study groups. They will also focus on increasing parent and family participation in the classroom as well as school-wide events and activities that foster a family-oriented environment at the school with more Kanien'kéha speaking opportunities. They plan to make the school a friendly 'Kanien'kéha only zone'. They would like to develop audiovisual tools showing natural speaking (with first language speakers), children and adults so that the children can listen and observe real language conversations.

In the next five years...

Kateri Tekakwitha School

A Community Elementary School under the KEC



Kateri Tekakwitha School is an elementary school for children from Nursery to Grade 6. In addition to traditional singing and cultural activities (such as a monthly social), the school has a second language Kanien'kéha program that provides students with the opportunity to hear, repeat, and use Kanien'kéha during 30-minute language classes. The staff attends cultural teachings and language upgrades whenever offered.

Language Goals

The overall language goal at Kateri Schools is to teach Kanien'kéha as a second language. Specifically, through the implementation of ACTFL, the goal would be to have students graduate grade 6 at novice low to mid level (ACTFL Second Language Speaker oral proficiency level).



Challenges

- Limited time
- Access to resources
- Elder visits
- Family support
- Curriculum and guidance on implementation
- Staff support through training, language workshops and courses for teachers to upgrade their language skills.

In the next five years...

The Kanien'kéha department would like to focus on ways to enhance and promote the use of Kanien'kéha on a daily basis and increase Kanien'kéha class time. Kateri Tekakwitha School plans to improve communication and collaboration with other community schools and will remain open to implementing, adapting, and supporting language revitalization initiatives within Kahnewā:ke.

Website:

<http://kcedu.ca/community-schools/kateri-school/>

Kahnawà:ke Education Center (KEC)

Kahnawà:ke education system administrative body governed by Kahnawa'kehrò:non



In lasting partnership with parents and community, the Kahnawà:ke Education Center (KEC) ensures that all Kahnawà'kehrò:non students will be given well-balanced and superior learning opportunities. Our students achieve pride and self-sufficiency through powerful curriculum based on Kahnien'kehà:ka language, values, beliefs and traditions along with sound academic principles and content, guided by innovative teaching methods. Our students will apply their knowledge and skills to their life goals in contemporary society while honoring our ancestors and building our future through seven generations thinking.

Language Goals

- To develop Kahnien'kehà curriculum in alignment with the KEC Tsi Niiionkwarihò:ten Program in all our 3 schools with a clear progression of learning from N-11.
- To support our Kahnien'kehà teachers with professional development in 3 main areas: language proficiency, cultural proficiency and second language teaching pedagogies.
- To increase community collaboration in strengthening Kahnien'kehà in Kahnawà:ke.

Challenges

- Decreased number of first-language speakers & staff with high proficiency
- Lack of accessible woods/green spaces for place-based/outdoor learning and connections to land
- No clear progression of Kahnien'kehà learning outcomes identified from N-11
- No core funding for curriculum development.



In the next five years...

The KEC is undergoing a paradigm shift in education, rooting all disciplines in the KEC Tsi Niiionkwarihò:ten Program. A curriculum team has been established to renew and develop the Kahnien'kehà language curriculum from N-11 and establish clear proficiency benchmarks for our learners at all levels. An evaluation of the Karonhiandónhna immersion program is also underway and will assist in making strategic improvements to our immersion program focused on increasing student language learning success. Kahnien'kehà teachers will continue to receive language proficiency upgrades.

The KEC is proud to partner with the Aboriginal Languages Initiative to make Skatne Enionkwai'ô:ten possible and plans to continue to work collaboratively within the community to implement a five-year plan for language revitalization as well as to support the development of a new five-year plan in 2021/2022.

Website:
<http://kecedu.ca>

Community Organization Plans

The majority of the participants invited to the community language planning sessions were representatives of schools, language programs, and organizations.

Community organizations were provided with a basic profile document as well as a planning document. It was clear at the first planning session that nearly every group/table present requested additional time to work on their planning documents, beyond session one. As a result, extensions were granted and the majority of session two was dedicated to completing and finalizing organizational language plans and community goals.

The data analysis and drafting of this final language plan document occurred in the weeks after the second planning session with input from community organizations and the Steering Committee.

The following section of the language plan provides an overview of each organization's planning document that includes a snapshot of the organization/school, their language goals, challenges, and their point of focus for the next five years (based on the priority areas identified by the Steering Committee).



Project Workplan & Timeline

Our Project Leader Kahtehron:ni Iris Stacey and the Kahnawà:ke Education Center (KEC) secured the Aboriginal Languages Initiatives (ALI) grant in the fall of 2017. Kahtehron:ni formed the Steering Committee and then recruited the Community Language Plan Coordinator, Wahèshon Shiam Whitebean. Wahèshon began working on our Skàtne Enionkwaió'ten initiative in late October 2017. Due to the fact that the grant was received 3 months later than anticipated, many aspects of the initial workplan and timeline had to be condensed in order to ensure that this initiative was a success.

Timeline

Proposed/Requested: July 1, 2017 to March 31, 2018
Actual: October 23, 2018 to March 31, 2018
Extension: The KEC independently extended the project for 8 weeks after March 31, 2018.

Community Language Planning Sessions

Stakeholders were identified by the Steering Committee. Electronic and print invitations were sent/delivered to stakeholders including community organizations that were asked to send representatives. In addition, Wahèshon and Kahtehron:ni booked time on K103 Radio's noon hour talk show (the week before each session) to

promote the project and provide contact information for any community members at large that were interested in participating. A Facebook page was also set up to help promote the project: <https://www.facebook.com/SkatneEnionkwaioten/>



Wàtkwanonhweráton
Community Language Planning Session 1

Mohawk Legion Kahnawà:ke
Kaierihaton Kentenhkó:wa 23, 2017
8:30 AM - 4:00 PM

R.S.V.P to confirm your seat: Waheshon.Whitebean@kecedu.ca
Thurs. Nov. 23/17. This is session 1 of 2. Light breakfast, lunch provided. Limited seating available.

"Skatné Enionkwaió'ten": Creating a 5-year strategic plan for Kanien'kéha revitalization in Kahnawà:ke.

Sponsored By:
Aboriginal Peoples Program:
Aboriginal Languages Initiative
& Kahnawà:ke Education Center
For More Information:
Facebook.com/SkatneEnionkwaioten
Email: Waheshon.Whitebean@kecedu.ca

Community Planning Session 1
Held at the Mohawk Legion in Kahnawà:ke on Thursday November 23, 2017.



Wàtkwanonhweráton... Save the date!
Community Language Planning Session Two

Mohawk Legion Kahnawà:ke
Kaierihaton Tsothohrkó:wa 18, 2018
8:30 AM - 4:00 PM

R.S.V.P to confirm your seat: Waheshon.Whitebean@kecedu.ca
Thurs. Jan. 18/18. This is session 2 of 2. Light breakfast, lunch provided. Limited seating available.

"Skatné Enionkwaió'ten": Creating a 5-year strategic plan for Kanien'kéha revitalization in Kahnawà:ke.

Sponsored By:
Aboriginal Peoples Program:
Aboriginal Languages Initiative
& Kahnawà:ke Education Center
For More Information:
Facebook.com/SkatneEnionkwaioten
Email: Waheshon.Whitebean@kecedu.ca

Community Planning Session 2
Held at the Mohawk Legion in Kahnawà:ke on Thursday January 18, 2018.

Fishman's Graded Intergenerational Disruption Scale

Stage 1	- Higher level education in the language, recognized as the co-language of the region, highest levels of government and education - Established language authority needs to consistently advocating, monitoring and engorging language use within the greater society, government, education, services, economics	
Stage 2	- Language used in government, mass media, government regulated language, greater economic viability - Services and media are intended to reach everyone, governmental agencies and services are bilingual, national radio and television	
Stage 3	- This stage is frequently out of reach for reversing language shift, the language is used beyond the community, in neighbouring communities, language is being used within certain industries and areas of specialization - Economically based opportunity where language is needed, where outside market seeks to meet the needs of the community, services are provided in the language	
Stage 4	- Language being used in the broader community, education, some work settings involving language revitalization - Culturally based immersion schools, community controlled education, intended to reinforce family, home and community	
Stage 5	- Kanien'kéha literacy in home, school and community - Literacy for inter-communal communication, language promotion and culturally based materials, fostering socialization in the language	
Stage 6	- Reappearance of the intergenerational family, the most crucial stage, most of the world's stable languages are here, language is spoken between and within all 3 generations of the family - Young adult learners must choose and commit to raise their children in the language, create a demographic trend of Kanien'kéha speaking families, inter-family interaction	
Stage 7	- Still some speakers elderly 65+, majority of L1 speakers beyond child bearing years, yet still social within the community - Elders are best resources for authentic language, focus on building a young cohort of L2 speakers 12-40 target age, intentions of using language in the home, RLS effort focus on intergenerational continuity	Kanawà:ke is situated at stage 7 - the threshold of stage 6
Stage 8	- Degree of language loss is advanced with very few remaining speakers, no opportunity for them to use the language conversationally - socially isolated - Language Documentation, Language Reconstruction	

This assessment table was prepared by Kahtehrón:ni Iris Stacey based on Fishman's Graded Intergenerational Disruption Scale (Stacey 2016, Fishman, 1991)

When Kanawà:ke can attain and sustain **stage 6**, we will achieve the most crucial stage of language revitalization and stabilize the language.

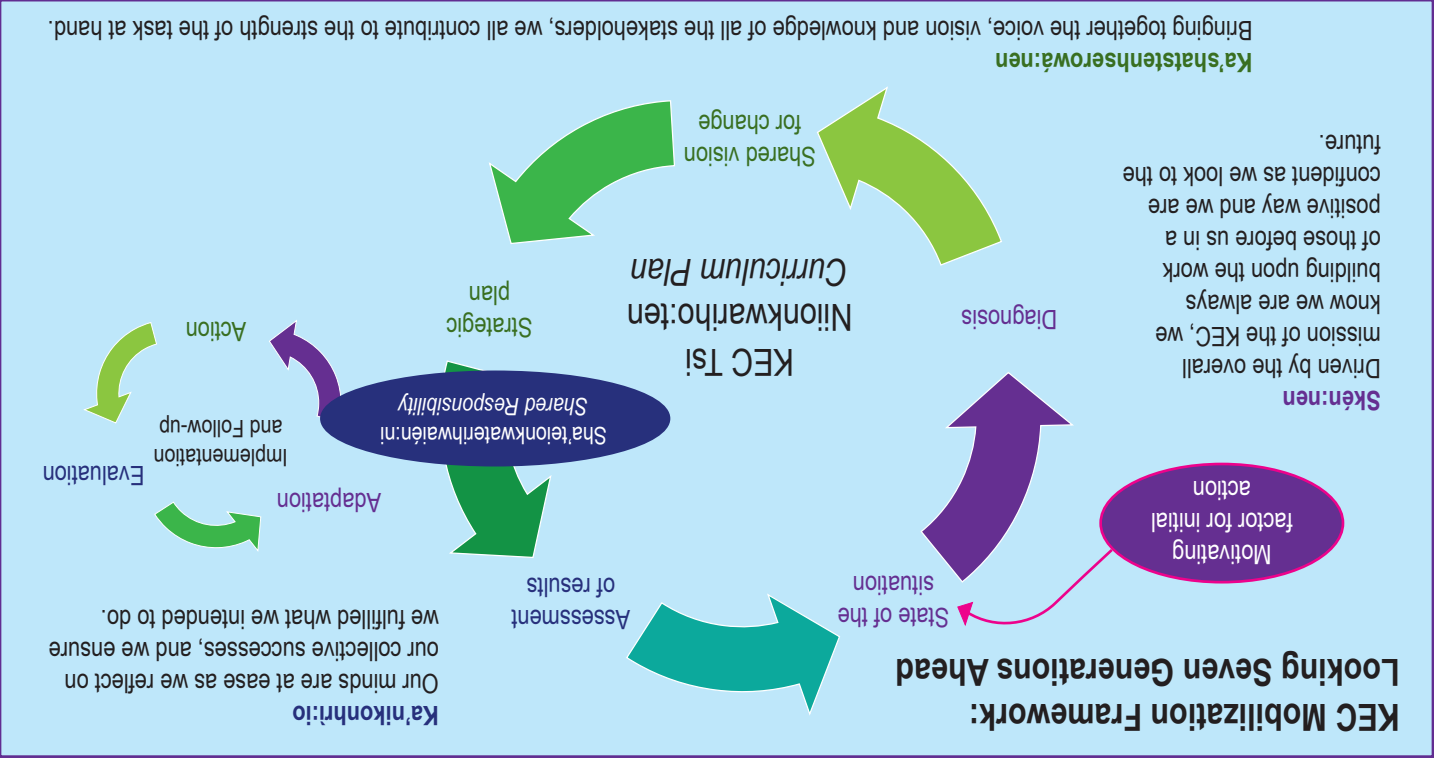
Current State of the Language

Based on Fishman's Graded Intergenerational Disruption Scale

Kahnawà:ke has a long history of language revitalization efforts going back almost fifty years. Despite many successful Kanien'kéha programs and initiatives, our language remains in an endangered state. What we lack is community-wide planning that identifies our strengths and obstacles in achieving our shared community vision, to have Kanien'kéha as the main language in the community.	Rationale Why do we need a strategic plan for language revitalization?
• Identifying key stakeholders and inviting them to participate in the planning process • Informing the community of the current state of the language • Assessment of current language programming • Assisting in the development of organization-specific goals and tasks for language revitalization • Identifying broad community-wide goals for language revitalization • Data collection analysis, and summary resulting in a community language plan • Initiating a grassroots strategic planning process that can be renewed every five-years to ensure that Kanien'kéha is revitalized for the next seven generations (and beyond) in Kahnawà:ke.	Project Goals



KEC Mobilization Framework



Our Approach

Elders, Steering Committee, and Methodology

The **KEC Mobilization Framework** was developed by a team of KEC staff as a way to move forward with the KEC's commitment to Tsi Niiŋkwariho:ten curriculum development and educational initiatives. The mobilization framework guides processes of planning, problem solving, and developing tasks in a manner that is respectful of our Onkwehón:we ways as a positive culturally-based methodology. Taking this approach ensures that we continue to grow in a healthy and respectful manner, building on the work of our ancestors and those before us. Our worldview, community values, shared vision, and knowledge of the collective is the core of the framework, grounded within the interconnected teachings of the Kaianerehkó:wa: Skén:nen, Ka'shatstenhserowá:nen and Ka'nikonhri:io.

To ensure that this initiative was carried out as an inclusive process of co-creation based on consensus, a steering committee was formed comprised of community members that represented organizations and programs that offered letters of endorsement for the project. We also invited community Elders who offered support and guidance on the project and agreed to fill roles as keynote speakers and Elder participants at the community planning sessions.

Invited Speakers



Opening Address
Tekarohiō:ken Frank Jacobs Jr

Tekaronhiō:ken has been a Kanien'kéha teacher in Kahnawá:ke for many, many years and remains a strong advocate for language revitalization in Kahnawá:ke. His impactful contributions in curriculum development, resource development and translation are invaluable. Now a retired teacher, he is still very willing to support the many adult learners with his great storytelling, good-hearted humor and very encouraging approach to teaching.



Invited Speaker
Kahrhō:wane Cory McComber

Kahrhō:wane is a superior language speaker who spent many years dedicated to studying in the Kanien'kéha. He is currently co-teaching in the Kanien'kéha Ratiwennahnirats Adult Immersion Program, where he continues to encourage and inspire many adult language learners. He is highly respected for being very knowledgeable of our history, ceremonies and teachings. Leading by example, Kahrhō:wane and his wife Kanerahthónha raise their 4 children in the language.

Kwah ionkwatonhnhé:re tsi wesewarihwaie:na ne sēhna aiesewarihwthēhte tsi niō:re tsi niōrihwá:nen ne aietewawennakard:tate ne onkwawēn:na.

Keynote Introductions



Keynote Presenter
Kaia'tit'áhkhe Annette Jacobs

Kaia'tit'áhkhe's passion for Kanien'kéha has always been apparent through her many years as a teacher, curriculum writer, principal, researcher, a McGill University adjunct professor, and much more behind the scenes work to strengthen our language. Her knowledge of language revitalization in Kahnawá:ke is rooted in first-hand experiences, overcoming many challenges and finding much laughter and camaraderie along the way. We acknowledge her for her dedication and love of the language, as well as for her continuous work to ensure our language will be everlasting.



Keynote Presenter
Karihwénhawe Dorothy Lazore

Karihwénhawe has been leading the cause of language revitalization in our nation for many, many years. She was one of our first elementary immersion teachers here in Kahnawá:ke, and led Kanien'kehá:ka communities in developing the Kanien'kehá Language Standardization Project. She was the first teacher of the Kanien'kehá:ka Ratiwennahni:rats Adult Immersion Program alongside Konwaronhi:dá:wí Annie Deer. Karihwénhawe is acknowledged by many nations as being influential in their efforts as well. Still encouraging and supporting all the language work today, for many of us, Karihwénhawe has been our mentor, our teacher and our cherished friend.

Kwah ionkwatonhnhdhere tsi wesewarihwaie:na ne sénha aiesewarihwdthehte tsi nió:re tsi nió:rihwá:nen ne aietewawennakará:táte ne onkwawén:na.

History of Language Revitalization

CONTINUED...

that despite extensive efforts our population of second language speakers are struggling to transmit the language in the home.

Kahnawà:ke's growing demographic of proficient L2 speakers has changed our focus from a primarily school based approach to a whole community approach for language revitalization. The Kanien'kéha Ratiwennahnirats Adult Immersion Program which began in 2002 was key for our community, and allowed for the continuance and establishment

of all our language programs. Yet there are many undeniable challenges to learning Kanien'kéha, and more so for second-language speakers to

transmit the language to another generation (Davenport, 2005). With Kahnawà:ke's many graduates, there are potentially many young families raising their children in the

"Kanien'kéha as the main language in the home and the community..."

Community Vision Statement 2009

language. It is unclear, however, to what extent these second-language speakers are using the language at home and throughout the community.

The Skáthne Enionkwaió'ten Community Language Plan is quite timely, as language initiatives have been growing and expanding throughout the community. If all continue to be conducted in isolation we will see limited success in revitalizing Kanien'kéha. Establishing a unified plan to strengthen Kanien'kéha in

Kahnawà:ke will allow for collaboration between all Kanien'kéha language programming as we strive towards our community's vision to

once again see "Kanien'kéha as the main language in the home and the community..." (Community Vision Statement, 2009).



Karonhiianónhahs garden

History of Language Revitalization

Close to fifty years of language revitalization efforts in Kahnawà:ke

Kahnawà:ke has been invested in language revitalization for close to 50 years. Beginning in 1970, we have a rich story which deserves to be remembered and shared. Although quite brief here, it is hoped that this overview will represent our shared story in a good way.

Our history as a community has shown that we were not immune to the devastating effects of the Indian Day Schools, residential school, land loss and the effects of modernization. Through relentless government policy that targeted Indigenous languages we came very close to losing our language many years ago. It is really important to reflect on the path we have taken to be where we are today and appreciate the foundational work of those before us.

Home to the first Indigenous immersion program in Canada, Kahnawà:ke exemplifies long term sustainability of our programs which are now facilitated and maintained by primarily second language speakers (Stacey, 2016). The need to reassess our situation is great, our history in language revitalization has seen only 2 studies which formally assessed the effectiveness of community programs.

First, was a study conducted in 1991 by the Kanien'kehà:ka Raotitòhkwa Cultural Center in collaboration with McGill University (Hoover, 1991). At that time, it found the elementary immersion program to be successful yet identified intergenerational transmission of the language to be a lacking. Following that study many initiatives were implemented to address the language gap.



This proposal is motivated by the findings of a recent study on the impact of second language speakers on language revitalization in Kahnawà:ke, conducted by Kahtehròn:ni Stacey through the University of Victoria. The study found that, although there have been

many successes in our efforts, Kanien'kehà in Kahnawà:ke remains endangered as the number of first language speakers continues to decline (Stacey, 2016). Stacey's research brings to the forefront several recommendations to move community efforts forward, calling on all stakeholders to strengthen their efforts "to ensure a rich to undridged language will be transmitted to future generations". The research showed

Community Vision

In 2009, Kahnawa'kehro:n were asked to share their visions for the community. A visioning committee at the Mohawk Council of Kahnawa'ke compiled and presented a shared vision statement for Kahnawa'ke. According to this shared vision, **by 2029**

Onkwehonwehnehá (Kanién'kehá) will be the main language of communication in the home and community. The Skáthne Enionkwaio'ten team included this vision in our planning to provide a potential time-frame for community-wide language goals.



Preamble

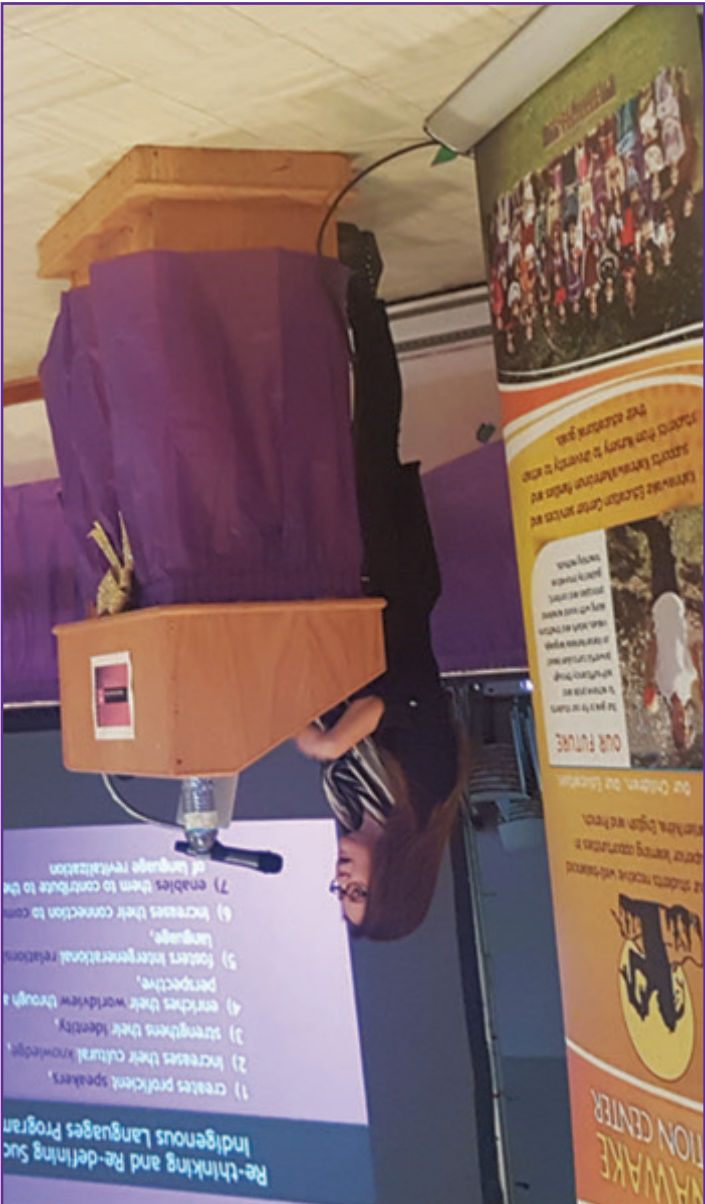
Kahtehrón:ni Irlis Stacey, Project Leader

It has truly been an honor to have been a part of bringing together all community language programs, organizations and language advocates to develop a 5-year plan for language revitalization in Kahnawà:ke. Skátne Enionkwaid'oten has provided a space for us to celebrate, re-evaluate and strengthen all our efforts well as foster an increase in collaboration between all our growing programs. Very important to this process, is that it will also raise community awareness of all existing programming in Kahnawà:ke and invoke discussion on the current state of Kahnien'keha in Kahnawà:ke.

For the KEC this process is especially important to the success of our Kahnien'keha programming. A whole community approach will ensure the supports exist for our children to continue to succeed in their Kahnien'keha learning both in and outside of school. The voice of community remains at the foundation of our all programming and that parent voice has always been strongly advocating for our children to have the opportunity to learn their language and culture. Together we also look to the broader community, in particular, to the community vision which places our language at the forefront.

As language workers and advocates of our community it is a call for us to pay attention and check in on our efforts. We have made great strides and this project is evidence of such successes. We are at a critical point as our first language speakers become less available. This project presents a great opportunity for us to envision and enact a plan to ensure our children, grandchildren and 7 generations ahead will still have the words

of our ancestors. A great communal effort is needed to raise up our next generations of first language speakers. A:se tenhatikonsonontóniie raotirihwà:ke.



Contents

Acknowledgements	2
Preamble	4
Community Vision	5
History of Language Revitalization	6, 7
Keynote Introductions	8
Invited Speakers	9
KEC Mobilization Framework	10
Our Approach	10
Current State of the Language	11
Fishman's Graded Intergenerational Disruption Scale	12
Project Workplan & Timeline	13
Community Organization Plans	14
Kahnawà:ke Education Center (KEC)	15
Kateri Tekakwitha School	16
Karonhianàndhnhà Tsi lonterihwaïenstàkhwa	17
Kahnawà:ke Survival School	18
Step by Step Child & Family Center	19
Indian Way School	20
Karìhwanoron Tsi lonterihwaïenstàkhwa	21
Iakwahwatsirátàtìe Language Nest	22
First Nations Regional Adult Education Center	23
Tewatohnhì'saktha	24
Kateri Memorial Hospital Center	25
Kahnawà:ke Shakotìia'takèhnhas Community Services	26
Tsi Nìionkwarihò:ten Tsiìewahàdhara`n Center	27
Kanien'kehà:ka Onkwawèn:na Raotitìòhkwa Language and Cultural Center	28
Kanien'kehà Ratiwennahnhì:rats	29
Tewaharà:tat Tsi Nìionkwarihò:ten	30
Language Programming at a Glance	31
Program Recommendations	32
Elder's Vision	33
Individual Participants	34
Youth	35
Community Goals	36
Exit Card Feedback	37
Strategic Planning	38
Conclusion	39
Budget / Wa'thwiistahnì:non	40
References / Karìhwiisàktha	40

Acknowledgments

Skátine Enionkwaio'ten Community Language Plan



Enionkwaio'ten

The information contained herein captures Skátine Enionkwaio'ten's activities from October 23, 2017 to May 31, 2018.

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Aboriginal Languages Initiative

Aboriginal Peoples Program, Canadian Heritage

<https://www.canada.ca/en/canadian-heritage/>

[services/funding/aboriginal-peoples/languages.html](https://www.canada.ca/en/canadian-heritage/services/funding/aboriginal-peoples/languages.html)

STEERING COMMITTEE

Our steering committee members represent the organizations, schools, and programs that provided letters of endorsement or support for the Aboriginal Languages Initiative grant which made this project possible.

Kawennano:ron Lisa Phillips - KORLCC

Konwaronhiénhawe Two-Axe - Kateri

Tsohahio Lauren Deom - Karonhiandónhna

Ieronhiénhà:wí Tatum McComber - Iakwahwatirátatie

Iakohsonitio McComber - KSS

Warisó:se Chera Lahache - Tsi Niiionkwarihó:ten

Tsitewadhàhara'n

NIAWENHKQ:WA

Canadian Language Museum for lending us their special travelling exhibit: "A Tapestry of Voices: Celebrating Canada's Languages" which was on display at both of our planning sessions. <http://www.languagemuseum.ca/exhibit/tapestry-voices-celebrating-canadas-languages>

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DISCLAIMER: The opinions, views, or information herein does not necessarily reflect that of the Kahnawà:ke Education Center, its governing board (KCS) or partners. This community language plan is intended to be helpful and informative. The Skátine Enionkwaio'ten team has made every effort to ensure the accuracy of the information contained in this community language plan, the digital copy available on our website(s), and all supplemental materials. However, due to the fact that programming is always evolving and changing and that many factors are beyond our control, we cannot fully guarantee the accuracy of the information contained herein. We are committed to continuing to work collaboratively with community stakeholders to implement, monitor, and update our strategic community plan for language revitalization in Kahnawà:ke. Nià:wèn for your patience and understanding.



Enionkwaio'ten

COMMUNITY LANGUAGE PLAN

A five-year plan for language revitalization in Kahnawà:ke, 2018 – 2022

SKÁTINE ENIONKWAIO'TEN "WE ALL WILL WORK TOGETHER"

