

**TREES AROUND THE WORLD
USE OF CITIZEN SCIENCE FOR LANGUAGE
REVITALIZATION**

**“OUR CONNECTION TO THE
LAND”**

KALISPEL SALISH

UN Declaration on the Rights of Indigenous Peoples, which in Article 14 states that “Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.”

Why Indigenous Languages?



knowledge

Unique systems of knowledge and understanding of the world.



peace

Sustainable development, investment, peace building and reconciliation



rights

Fundamental human rights and freedoms for indigenous peoples



inclusion

Social inclusiveness, literacy, poverty reduction and international cooperation



diversity

Cultural values, diversity and heritage



About LandMark

What is LandMark?

Who could use LandMark?

Why was LandMark developed?

Who is involved in LandMark?

- Steering Group

- Operations team

- Supporters

What does it mean to have a map?

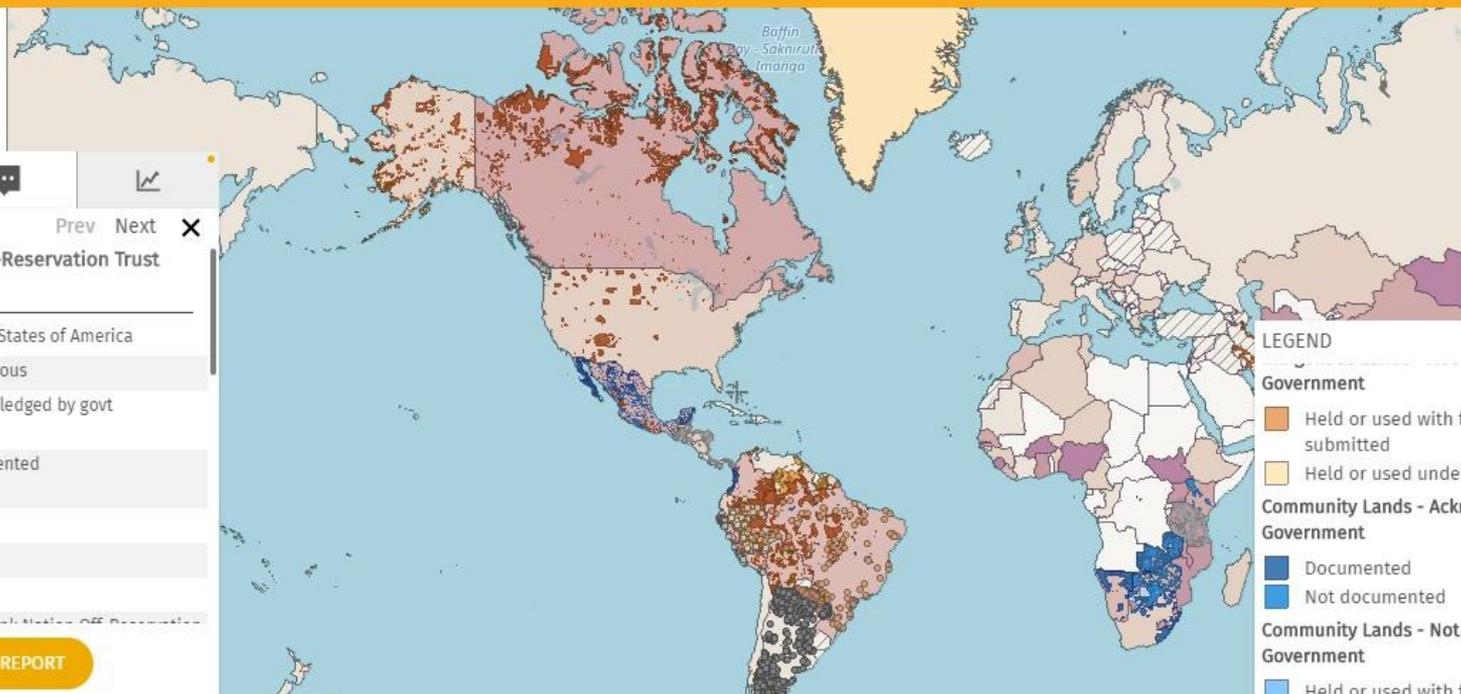
What is LandMark?

LandMark is the first online, interactive global platform to provide maps and other critical information on lands that are collectively held and used by Indigenous Peoples and local communities. The global platform is designed to help Indigenous Peoples and communities protect their land rights and secure tenure over their lands. LandMark provides several categories of data to show the land tenure situation for Indigenous Peoples and communities, as well as potential pressures on their lands, changes in land cover over time, and their contributions to protecting the environment.



Photo credit: Thomas Muller/SPDA Peru

The following categories of data are available on LandMark:



2 features selected. Prev Next ✕

Ho-Chunk Nation Off-Reservation Trust Land

Country	United States of America
Identity	Indigenous
Recognition status	Acknowledged by govt
Documentation status	Documented
Status date	
Status notes	
ISO code	USA

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LEGEND

Government

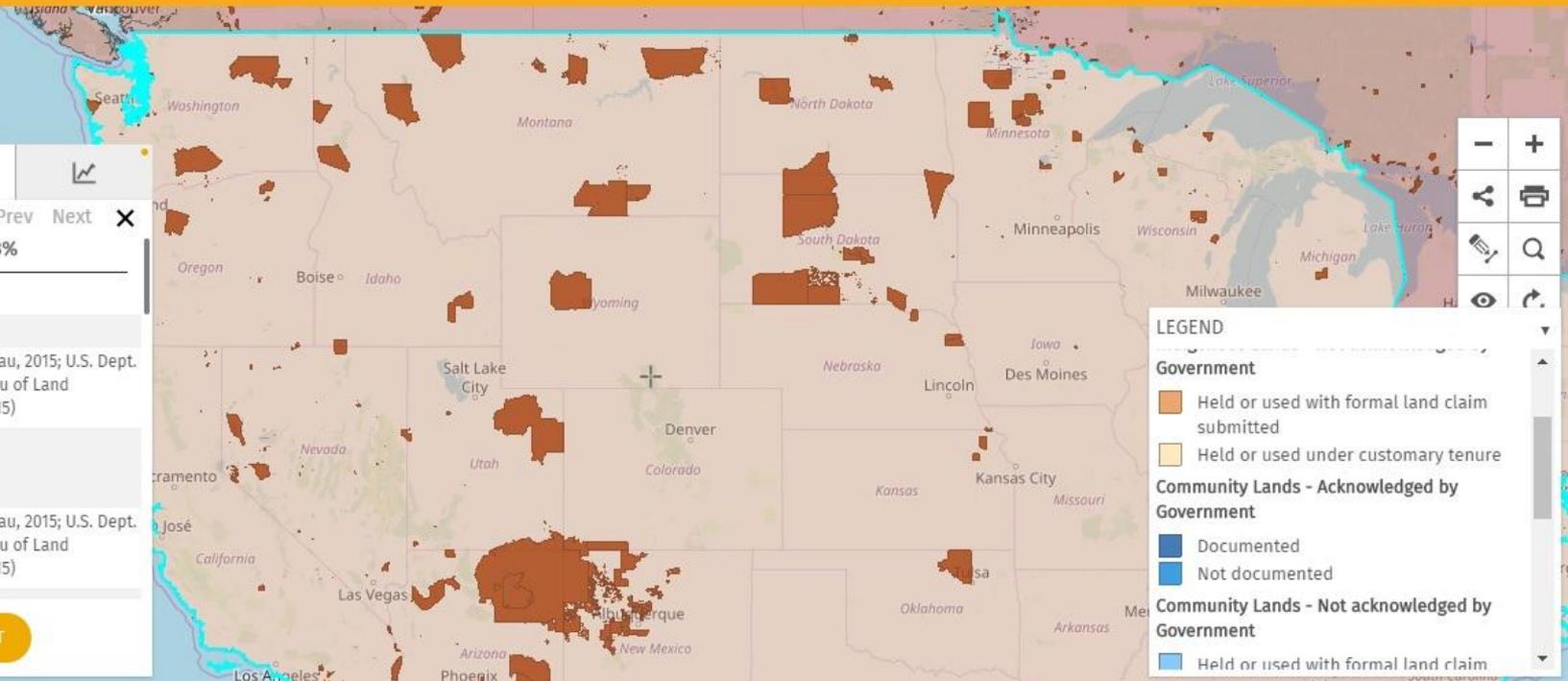
- Held or used with formal land claim submitted
- Held or used under customary tenure

Community Lands - Acknowledged by Government

- Documented
- Not documented

Community Lands - Not acknowledged by Government

- Held or used with formal land claim



1 features selected. Prev Next ✕

% Acknowledged by govt: 5.3%

Country	United States
% Total	5.9%
Source	(US. Census Bureau, 2015; U.S. Dept. of Interior, Bureau of Land Management, 2015)
% Acknowledged by govt	5.3%
Source	(US. Census Bureau, 2015; U.S. Dept. of Interior, Bureau of Land Management, 2015)

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LEGEND

Government

- Held or used with formal land claim submitted
- Held or used under customary tenure

Community Lands - Acknowledged by Government

- Documented
- Not documented

Community Lands - Not acknowledged by Government

- Held or used with formal land claim

Colville

 Little Pend
Oreille
National
Wildlife
Refuge

Chewelah

Newport

2 features selected.
Prev Next X

Kalispel Reservation

Country	United States of America
Identity	Indigenous
Recognition status	Acknowledged by govt
Documentation status	Documented
Status date	
Status notes	
ISO code	USA
Name	Kalispel Reservation
Land category	Reservation
Ethnic groups	

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LEGEND
Government

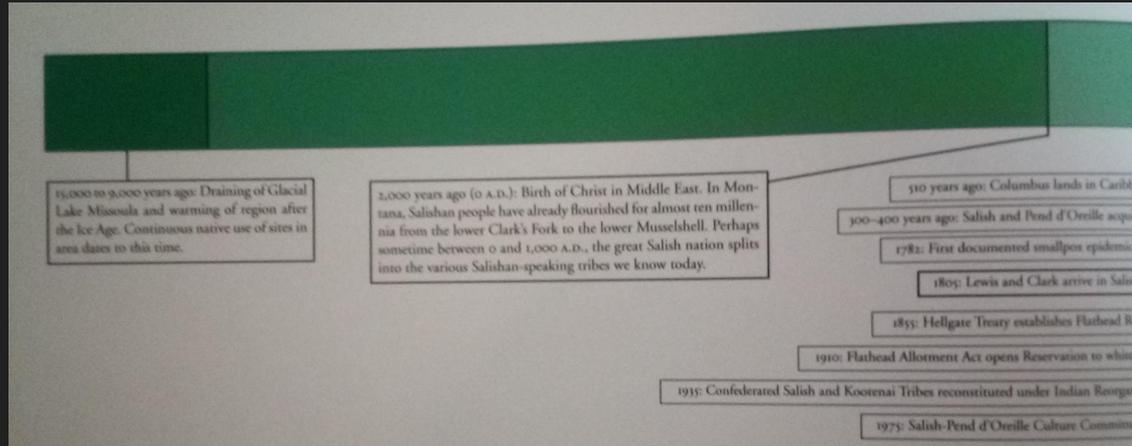
- Held or used with formal land claim submitted
- Held or used under customary tenure

Community Lands - Acknowledged by Government

- Documented
- Not documented

Community Lands - Not acknowledged by Government

- Held or used with formal land claim



Compress 9,000 years of timeline
 Lewis & Clark arrived at 11:28 pm



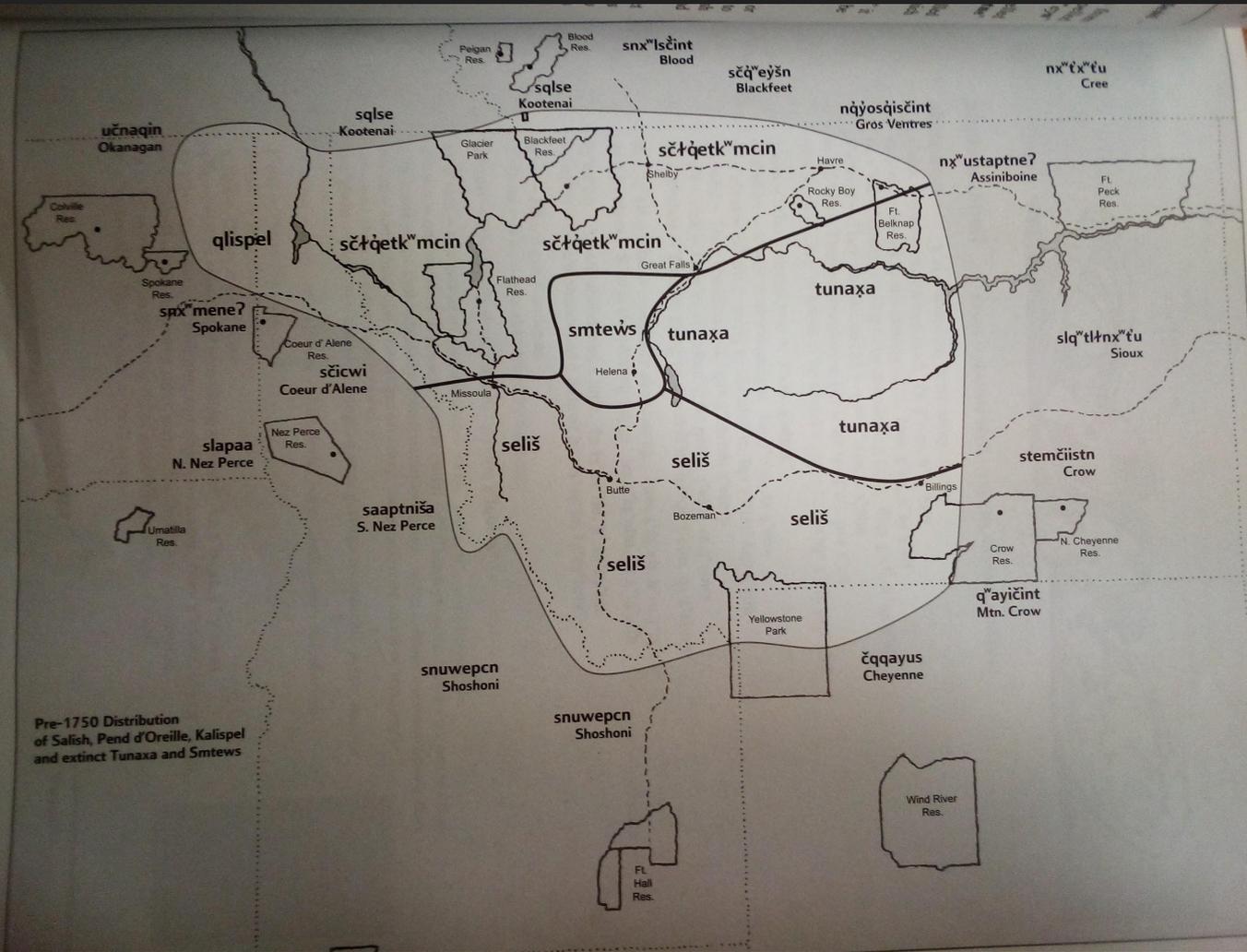
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Camas (Camassia)



Pre-1750 Distribution of Salish, Pend d'Oreille, Kalispel and extinct Tunaxa and Smtews

Science/language practice

Expert

Intermediate

Entry

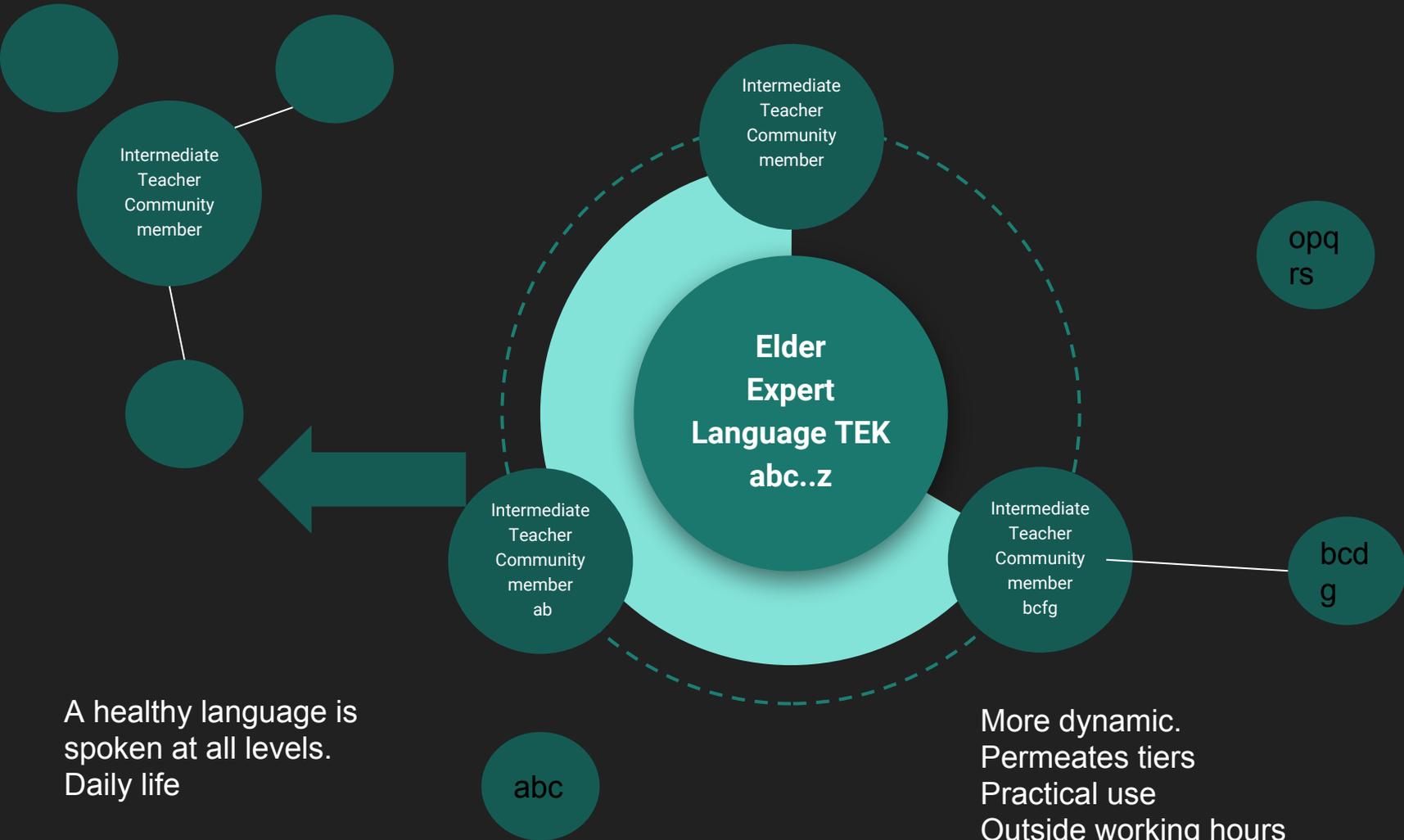
7-5 business hours

Stays in the classroom

No hands on

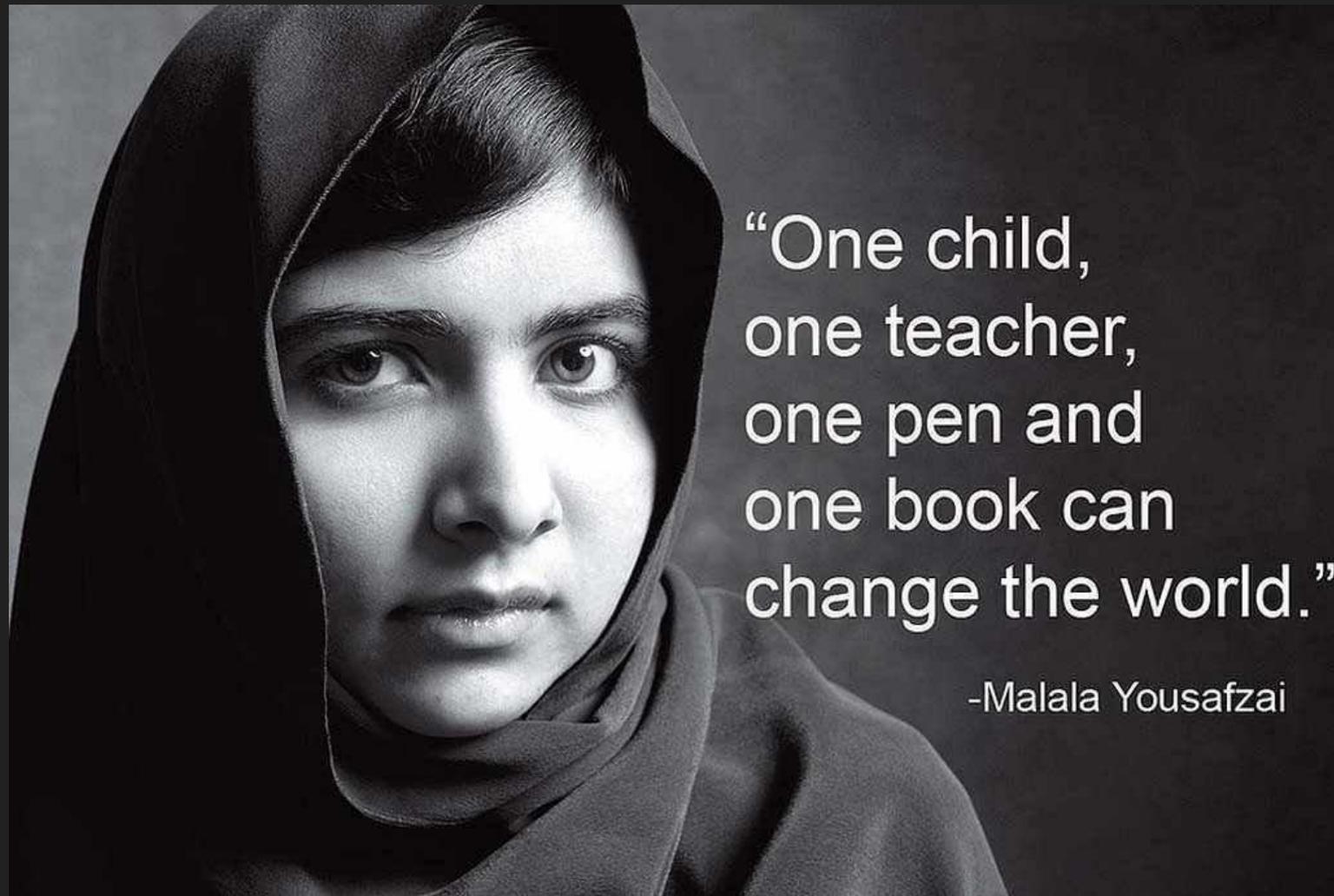
Limited resonance

Lowest tier does not have access to higher info



Citizen science and language

- Open spaces
- Everyone can contribute
- Supports different teaching methods “not only what you teach but HOW you teach it”
- Hands-on
- Volunteers
- Low-budget
- Resilient
- “Train like you fight”
- Protocols are concise/ enables rapid language acquisition
- THOUGHT PROCESS/RECONNECTION IN ORIGINAL LANGUAGE
- URGENCY to collect data Elders TEK/Landscape data.



“One child,
one teacher,
one pen and
one book can
change the world.”

-Malala Yousafzai

lemłmtš!

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Stan Bluff
Terry Andrews

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