
UNIT I : DINÉ BAAHANE' / Oral Tradition

GOAL:

To become knowledgeable that Oral Tradition encompasses the story of Diné. Hané binahı' ooldah déé' bee ééhozin dóó náásgóó bee ééhózin

CONCEPTS:

Hane' - Stories (his story)

Bee ééhózin - helps one to know

Nát'áá' - past

Náásgóó nee'nijí - the future

Hodeeyáá déé' - from the beginning of time

INTRODUCTION:

Oral Tradition clarifys the journey and the struggle of the people from the beginning of time to the present. It provides direction and the strength to challenge the future.

BACKGROUND INFORMATION:

Diné baa hane'

TOPICS:

I. Pre-History	VI. Naayéé' Story	X. Journey to the Dinétah
II. Emergence	VII. Journey to West	III. White Shell Woman
VIII. Changing Woman	XI. Dinétah Period	IV. The Twins
IX. Meeting of the Spiritual	XII. Modern and Earth People	V. Journey of the Twins

OBJECTIVES:

I. PRE-HISTORY

A. First / Black World

The student will:

- Understand the origin of the Diné
- Identify four different beings living in the Black World
- Learn of the origin of First Man and First Woman
- Understand the reason for leaving the First World

B. Second / Blue World

The student will:

- State the reason for the movement of the Diné people to the Second World
- Identify four different birds and animals who lived in the blue World
- Learn how First Man and the group reached the Third World

C. Third / Yellow World

The student will:

- State the reason for the movement of the Diné
- Learn about what the coyote did to cause the rising of the water

D. Fourth / White World

The student will:

- Identify who entered the fourth world first
- Identify the test required to enter onto the fourth world
- Identify what First Man and First Woman place in the Fourth World
- Identify who was the last to enter onto the Fourth World

II. EMERGENCE TO THE DINÉTAH

The student will:

- Learn about the Emergence
- Learn how the first hooghan was built
- Identify the type of hooghan which was first built
- Understand the reason for the Moccasin Game
- Understand the importance and how fire and the poker (honeeshgish) were created

III. BIRTH OF THE WHITE SHELL WOMAN

The student will:

- Identify the location where White Shell Woman was born
- Learn about the birth of the White Shell Woman
- Learn about the role of First Man and First Woman involved in raising White Shell Woman
- Identify the area where White Shell Woman grew up
- Learn the origin and the importance of the cradleboard
- Learn about the traditional puberty ceremony
- Learn about the significance of the Blessing Way ceremony

IV. BIRTH OF THE TWINS

The student will:

- Learn the names of the Diné Twins
- Identify the mother of the Diné Twins
- Learn how Spider Woman informed and taught the Twins
- Learn what Spider Woman did in preparing the Diné Twins to see their Father

V. TWINS JOURNEY TO THE SUN

The student will

- Learn what the Spider Woman told the Twins to expect on their journey to visit their father
- Identify the destructive natural elements which were expected on the journey
- Identify the sea mammals who took the Twins to the Eastern sea shore
- Learn the type(s) of test the Twins performed to prove they were the Father's, children
- Learn about what the Father showed the Twins at his place

VI. NAAYÉÉ'

The student will:

- Learn what the Father gave the Twins to use when returning to Earth
- Identify where the Twins lived during this time
- Identify the earthy destructive natural elements roaming the earth killing the earth people
- Learn how each of the earthy destructive natural elements were destroyed
- Identify the Old People who were spared from being destroyed
- Learn how each of the Old People became a part of culture today
- Learn about the ceremony which was performed for one of the Twin brothers

- Learn about the Twins returning to their Father and what they received from their Father before returning to earth

VII. WHITE SHELL WOMAN and the SUN

The student will:

- Identify the four sacred mountains
- Identify the area White Shell Woman lived during this time
- Identify who asked the White Shell Woman to live with her in the West
- Learn about the other people who went along to live in the West with White Shell Woman
- Identify the reason why White Shell Woman decided to return home to the Huerfano Mesa area

VIII. ORIGIN OF CLANS

The student will:

- Identify the four main Diné Clans created before leaving the West with White Shell Woman
- Learn about how the four main Diné Clans were created and given a guardian to travel with
- Learn the importance of the crane which the Diné Clan were given
- Identify the sacred mountain area where White Shell Woman, the people and the new Clan group arrived after returning from the West

IX. THE SPIRITUAL AND EARTH PEOPLE MEET

The student will:

- Identify the members of the new Clan and their guardians
- Learn about the Blessing Way Ceremony performed to give the Spiritual being's language to the Earth people
- Identify the area where the Blessing Way Ceremony was performed
- Learn the reason why this Language was given to the Diné people
- Learn about the origin of the first Diné basket

X. JOURNEY TO DINÉTAH

The student will:

- Learn about the area where the group traveled to get back to Huerfano Mesa area
- Learn about other group clans who were living here
- Identify some of the important places where the group traveled through
- Identify the problems which the group encountered while traveling

XI. DINÉTAH PERIOD (700 - 1400)

The student will:

- Identify the location of the Dinétah area
- Identify the Huerfano Mesa and Gobernador Knob
- Learn how the people lived in the area
- Learn the type of clothing the people wore
- Learn how the people farmed and hunted in the area
- Identify the wild food which grew in the area
- Identify the wild animals in the area
- Learn the type of shelter people lived in
- Learn the trading links with other groups of people
- Learn the importance of the Rock Art and their meanings
- Become aware of the Blessing Way Ceremony
- Become aware of the Night Way Ceremony

XII. MODERN

A. Pre-European Contact (1400 - 1600)

The student will:

- Identify the different tribes living near and around Dinétah
- Identify where these different tribes live today
- Identify how each of these tribes survive
- Identify which tribes were close with the Diné
- Identify what the Diné learned from other tribes
- Learn the trading practices of the tribes with the Diné
- Become aware of the distance the Diné people travel for goods and others, such as jewelry, animals, corps, etc.
- Identify how each of the tribes were different from the Diné
- Identify which words were learned from different tribes
- Become aware of the family structure
- Become aware of how the Diné treated illness
- Become aware of the type of clothing which the Diné female and male wore
- Learn when the Spaniards first appeared in the southwest

B. Spanish - Mexican Period (1600 - 1846)

The student will:

- Learn when the Spaniards first appeared in the southwest (1535)
- Learn about the other tribes living in New Mexico and Arizona
- Learn when the Spaniards first came into contact with the Diné
- Identify the Spanish Capital in New Mexico
- Learn what type of livestock the Spaniards brought with them
- Learn how the Navajo got their name from the other tribes and the Spaniards
- Learn why the Navajos were referred to as Apaches
- Learn about the Navajo chiefs
- Become aware of the Navajo raiding on the Pueblos and the Spanish
- Learn where the Navajos lived during this time
- Learn about converting the Navajos to Christianity
- Learn about Navajo slave trade
- Learn about the movements to and around Lukachukai Mountains, Canyon De Chelly, Black Mesa and the San Francisco Mountains area by the Navajos
- Learn about Navajo farming
- Learn about Navajo Livestock herds
- Learn about the Navajo weaving
- Learn about Navajo pottery-making
- Learn about the Navajo migrating out of Dinétah area
- Learn about the Navajo population
- Identify the early location of Navajo living in the Rio Puerco and Cebolleta
- Learn about the war with Havasupai and the Hopi Indians around 1801
- Become aware of the Massacre Cave in Canyon De Chelly during 1805
- Become aware of the Declaration of Independence, the province of New Mexico, including most of the Navajo Country when it came under Mexico's jurisdiction
- Become aware of the first American in New Mexico territory (1820)
- Become aware of the New Mexicans' "War Plan" (1823)
- Become aware of the treaty signed by Governor Vizcarra and Francisco Baca for Mexico and Antonio El Pinto for the Navajos (Fourteen Terms)

- Become aware of the Diné Ana'í, the Enemy Navajo
- Become aware of the Navajo headmen: Narbona, Francisco Baca, and Cebolla (Sandoval, Jose Tapia, Caballada Mucha, Negrito, El Guero, Juan Chaves, and Archuleta
- Become aware of the Spanish and Mexican captives by the Navajo
- Become aware of the American troops invasion and the march into Santa Fe in August 1846 by Stephen Watts Kearny's Army
- Become aware of the Americans, or the "New Men"

C. American Contact (1846 - 1870)

The student will:

- Learn about General Kearny officially declaring control over the citizens of New Mexico, as well as, all Indian tribes within the territory
- Learn about the first meeting between the Americans and the Navajo
- Learn about the Treaty of Ojo del Oso
- Learn about the Newby Treaty (call for the return of all prisoners that were being held by both the Navajos and the people of New Mexico)
- Learn about the Washington Treaty of 1849, signed at Canyon de Chelly between the Americans and Navajos on jurisdiction and treaty
- Learn about the slave trade
- Learn about the Navajo raids
- Learn about the building of forts on the Navajo Country (Ft. Defiance-1851/68)
- Learn about the first Navajo agent to actually live among the Navajos (Henry L. Dodge - 1853)
- Learn about the introduction of blacksmithing and silversmithing
- Learn about the Treaty of Laguna Negra, the treaty which established fixed boundaries for the Diné
- Learn about the Navajo headmen who were spokesmen for the Navajo during the discussion on the Treaty of Laguna Negra (Manuelito, Barboncito and Ganado Mucho)
- Learn about the Bonneville Treaty of 1858, which called for a change in the boundaries established by previous treaty (Herrero was the official spokesman)
- Learn about the second Navajo agent, Samuel Yost who worked with the people
- Learn about the Navajo attack on Fort Defiance on April 30, 1860
- Learn about the Canby Treaty of February 15, 1861 (Navajos were represented by Manuelito, Armijo and Ganado Mucho)
- Learn about the horse racing between the Navajos and the soldiers at Fort Fauntleroy
- Learn about the proposed Indian reservation to be known as Bosque Redondo by General Carleton in 1862
- Learn about the Navajo campaign with Kit Carson (Kit Carson ordered all Navajos to come to Fort Canby or Wingate by July 20, 1863 in order to go to Bosque Redondo)
- Learn about the Navajo "Long Walk", trail to the Bosque Redondo (beginning in 1864)
- Learn about the routes used on the "Long Walk"
- Learn about the large and small convoys to Bosque Redondo
- Learn about the rations which were passed out to the people
- Learn about the health conditions to and at Bosque Redondo
- Learn where the word "Hwéél di" came from
- Learn about the estimate number of the Navajo at Bosque Redondo by November 1864 (8,570 was recorded)
- Understand why some Navajos did not go to Bosque Redondo
- Learn about Farming at Bosque Redondo
- Learn about the "headman system" at Bosque Redondo

- Learn about the conditions at Bosque Redondo
- Learn about the economic conditions at Bosque Redondo
- Learn about the U.S. Department of the Interior which was in charge of Indian Affairs
- Learn about the Doolittle Committee and the investigation/hearing of Bosque Redondo
- Learn about the Graves Investigation of Bosque Redondo
- Learn about the transfer of Navajo responsibilities from the Department of War to the Department of Interior (October 31, 1867)
- Learn about the Washington Peace Commission to determine if the Navajos would be allowed to return to their homeland
- Learn about the Navajo representatives meeting with Washington Peace Commission (Barboncito, Delgadito, Manuelito, Largo, Herrero, Armijo and Torivio)
- Learn about the provisions of the Treaty of 1868
- Learn about the journey home and the routes taken from Bosque Redondo, Diné begin their journey home on June 18, 1868
- Learn about the Diné Ana'í led by Delgadito Chiquito returned to their home area of Canoncito
- Learn about the group who returned home to the Ramah area. Some of these members had escaped and had been living with the Apaches
- Learn about the group who went to Alamo
- Learn about the main group of Diné who returned to Fort Wingate and went on their way to the place where they lived before going to Bosque Redondo reservation
- Learn about the conditions of the Diné starting life all over again after returning to the homeland
- Learn about the ration program and the distribution to the Diné. The people were given corn, beef, wheat and, sometime, salt, tobacco and sugar
- Learn about the sheep and the goat distribution to the Diné. The Treaty of 1868 promised livestock
- Learn about the Land boundary establishing the Navajo Reservation according to the Treaty of 1868 (first land boundaries established for the Diné)
- Learn about the Navajo suffering caused by crop failures, grasshopper plague, severe droughts and other problems in trying to get on their own after the return from Bosque Redondo
- Learn about the first Navajo Police force known as Navajo Scouts formed in 1870

D. EXPANSION and CHANGES (1870 - 1940)

The student will:

- Learn about the Navajo welfare being placed under the cabinet post of the U.S. Secretary of the Interior
- Learn about the establishment of Bureau of Indian Affairs
- Learn about the Navajo Agents who worked with the Navajo people between 1868 - 1884 (Theodore Dodd, James Miller, Thomas Keams, W.F.M. Army, Alexander G. Irvine, John C. Pyle, Galen Eastman, Frank T. Bennett, Galen Eastman and Dennis Riordan)
- Learn about the Navajo Reservation land additions:
 - Executive Order, October 29, 1878
 - Executive Order, January 6, 1880
 - Executive Order, December 16, 1882
 - Executive Order, May 17, 1884
 - Executive Order, May 17, 1884
 - Executive Order, January 8, 1900
 - Executive Order, November 14, 1901

Executive Order, March 10, 1905
Executive Order, November 9, 1907
Executive Order, May 7, 1917
Tusayan Forest, May 23, 1930
Paiute Strip, 1933
Arizona Boundary Act, June 14, 1934

- Learn about the Navajo Agents who worked with the Navajo people between 1884 - 1900 (John H. Bowman, Samuel S. Patterson, Charles E. Vandever, David Shipley, Lt. Edward Plummer and Captain Constant Williams)
- Learn about Henry Chee Dodge who was appointed as the new leader of the Navajo in 1884. The appointment was made by Agent Riordan
- Learn about the Indian Compulsory Education Act passed by Congress in 1887, purpose of the Act was to collect Navajo children and , if necessary, force them to attend school
- Learn about the Navajo population as it increased yearly (1870, 12,000-15,000 ; 1881, 16,000; 1884, 17,000)
- Learn about the Navajo livestock increasing yearly
- Learn about the other culture which the Navajo blended into their own culture
- Learn about the livestock overgrazing which begin to appear in 1800 and the problem of land erosion
- Learn about the opening of the trading post and post office
- Learn about the early practice of pawning
- Learn about the most significant change effected by trader in the life of the Navajo
- Learn about how the traders and school teachers gave English names to the Navajo (Hastiin Yazhi - Little Man -- YAZZIE)
- Learn about the coming of the railroad and the Navajo work force
- Learn about the health care and the epidemic during this time
- Learn about the anglo education (Navajos were learning the White man's culture to become the mainstream of the American life)
- Learn about the mission school and their teachings
- Learn about educating the Navajo towards "civilization"
- Learn about educating the Navajo towards "Christianizing"
- Learn about the development of boarding schools
- Learn about the military treatment at the boarding schools
- Learn about the problems the Navajo children encountered while entering and getting an anglo education (What type of a culture was the Navajo taken from while getting an anglo education)
- Learn about the Meriam Report, 1928
- Learn about the progressive education of 1930, under the Collier administration
- Learn about the various goods which the Navajo used in the trading transaction (weaving, silversmithing, etc).
- Learn about the story, the development and the marketing of the Navajo rugs
- Learn about the story, the development and the marketing of silver products
- Learn about the many changes taking place, such as the coming of wagons, metal plows, windmills, automobiles, etc.
- Learn about the Checkerboard Areas, location, public lands, railroad lands, etc.
- Learn about the 1914 Indian Appropriation Bill
- Learn about the Federal Indian Policy, 1900-1935
- Learn about the establishment of the agencies on the Navajo Reservation (Western Navajo, 1901; San Juan, 1903; Navajo, 1903; Pueblo Bonito, 1907; Leupp, 1908)

- Learn about the reorganizations of the agencies on the Navajo Reservation, in 1927 creating Southern Navajo Agency, Western Navajo Agency, Northern Navajo Agency, Eastern Navajo Agency and Leupp Agency)
- Learn about the Five Navajo Agency being reduced to one agency in 1935 and call Consolidated Navajo Agency
- Learn about the Bureau of Indian Affairs court system
- Learn about the social and political structure on the Navajo Reservation
- Learn about the Traditional Navajo Social-Political Structure
- Learn about the discovery of oil in the San Juan area (around Shiprock area)
- Learn about the establishment of the Business Council to deal with oil leases in the San Juan area in 1922 (Chee Dodge, Charlie Mitchell and Dugal Chee Bekis)
- Learn about the development of the new Tribal Council in 1923 (the first tribal council delegates and the first Chairman - July 7, 1923)
- Learn about the election regulation which allowed the women to vote in tribal election in October 15,1928
- Learn about the Meriam Report on the Health care, 1928
- Learn about the cultural conflicts between modern medicine and traditional Navajo ways of life
- Learn about citizenship, Navajo Tribe gained the status of citizens of the United States in June 1924 when the Indian Citizenship Act was passed
- Learn about “no tax, no vote”
- Learn about the New Mexico State denying the Navajo to vote because they paid no taxes and the court cases which followed
- Learn about the Arizona State denying the Navajo to vote because they were “ wards of the federal government” and the court cases which followed
- Learn about the automobile and the roads on the reservation (as of 1939, only a few automobiles were seen)
- Learn about the Civilian Conservation Corps of 1933 and programs on the Reservation
- Learn about Collier’s recommendations to the Tribal Council on the Civilian Conservation Corps and the proposed Livestock reduction program in 1933
- Learn about the Collier stock reduction program and the effects the stock reduction had on the people
- Learn about the second livestock reduction program in 1934 and the effects it had on the people
- Learn about the first chapter type of a meeting in the Leupp area started by Superintendent John G. Hunter in 1927
- Learn about the Wheeler-Howard Bill (designed to give the Indian more self-government and allow them to organize their government)
- Learn about the 1937 Grazing program which required a grazing permit for livestock owner within each area and district of the reservation
- Learn about the vote on the Indian Reorganization Act on the “X and O” election (7,605 Navajos voted for the Act, While 7,992 opposed)
- Learn about the 1937 Navajo Constitutional Assembly
- Learn about the Rules for the Tribal Council on July 26, 1938 (regulation on the number of delegates, Chairman and Vice-Chairman)
- Learn about the Arizona Boundary Act of June 14, 1934 (addition of one million acres of land to the reservation)
- Learn about the Taylor Grazing Act as related to the Navajos
- Learn about why the Navajo people didn’t trust the government programs and policies

- Learn about the election of Jacob Morgan as Tribal Chairman and Howard Gorman as Vice-Chairman in 1938 and the development of the government
- Learn about the use of color ballots to select candidates in 1938

E. TRANSITION / ASSIMILATION and PROGRESS (1940 - PRESENT)

The student will:

- Learn about the many changes in Navajo life and lifestyle (the learning of the English language, becoming a wage earner, employment opportunities off the reservation, changes in the tribal government, establishment of various programs for the people by the tribe and the federal government, higher educational opportunities, diminishing of certain parts of the Navajo culture and the language due to these changes, paved roads, more automobiles, more housing, increase of the populations, new diseases and health problems, and other changes)
 - Learn about election of Sam Ahkeah as Chairman in 1946 when the Navajo began to settle the long outstanding claims of Indian tribes against the United States Government
 - Learn about how the Traditional way of life began to change and about the influence from other tribes and christianity
 - Learn about the problems with educational systems, the building of roads, the health system and the others provides for the people
 - Learn about the Sanchez Report, "The People - A Study of the Navajos" in 1948 (survey of the educational programs)
 - Learn about the Krug Report, "The Navajo - A Long-Range Program for Navajo Rehabilitation" of 1948 (appropriation of funds to finance a program to help the Navajo and Hopi Tribes reach a level of living to the rest of the country - provisions for roads, irrigation construction, industrial development, communications, health, education, housing and off-reservation employment)
 - Learn about the Navajo Emergency Education Program of 1954 (school construction, the increase of enrollment and school off the reservation)
 - Learn about the Special Navajo Education Program of 1946 (special programs were located off the reservation to assist older students on a five year program to make up for their loss in schooling)
 - Learn about the development of public school systems on the reservation (many felt that public schools were better than the federal boarding and day schools)
 - Learn about Public Law 815 and Public Law 874 of 1950, relating to education of Indians)
 - Learn about the Tribal Education program during the years of 1966 (goals of the Tribal Education Committee)
 - Learn about the Local Community Contract Schools, their locations and the type of programs offered and the involvement of the community
 - Learn about the federal funding of Office of Navajo Economic Opportunity in 1965 (programs included Head start, alcohol, drug abuse, community services, culture,etc.
 - Learn about the population to an estimate of 150,000 in 1960
 - Learn about Public Law 93-638, the Indian Self-Determination and Education Assistance Act
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- Learn about appointments to top Bureau of Indian Affairs positions by the Navajos (appointment to the Navajo Area Director, Agency Superintendent and other administrative positions within B.I.A.)
 - Learn about the growth of Navajo economy since World War II, from agriculture and livestock to the wage earning with expansion into tribal enterprises, federal programs, state programs, industries and commerce, transportation, communications and utilities,

public services and tourism, and income from oil, gas and other natural resources

- Learn about how livestock and agriculture still plays a part in the Navajo economy today
- Learn about the Navajo Indian Irrigation Project, authorized under Public Law 87-483 in 1962

- Learn about the development of Fairchild corporation, General Dynamics, Fed Mart Shopping Center, Navajo Wool Marketing, Navajo Arts and Crafts Enterprise, Small Business Development and others

- Learn about the development of Navajo Communications Company and Navajo Tribal Utility Authority, Navajo Transit system, etc.

- Learn about how the Tribe still relies upon the Federal and State in delivery of providing public services on the reservation, i.e. public schools, B.I.A. schools, Head Start schools, hospitals, health centers/stations, B.I.A. programs, I.H.S. programs, Tribal programs, County programs, State programs, etc.

- Learn about the different Navajo Nation public service programs and the population serviced

- Learn about the national parks on the reservation and locate the scenic spots

- Learn about the number of jobs on the reservation to include all the private sector, public services, industry, communication, housing, enterprises, etc.

- Learn about the Housing program on the reservation, include programs from the different public services area (Navajo Nation, Navajo Housing Authority, B.I.A., etc.)

- Learn about the establishment of the Joint Land Use Area subsequently stemming from the 1882 Executive Order which set aside 2.4 million acres for the use of the Hopi and other Indian tribes as stated by the Secretary of the Interior

- Learn about the Navajo Nation General Trust Fund, its intent and usage

- Learn about Navajo Chapter government and the community

- Learn about the Navajo Tribal Codes, laws of the Navajo Nation

- Learn about the Navajo Nation government from the past to the present

- Learn about the Title II amendment to the Navajo Tribal Code, 1989

- Learn about the current population

- Learn the statistic, on the usage of the Navajo language

- Learn about how Navajo culture would be maintained and cherished for the generations to come

ACTIVITIES:

VOCABULARY: