

UNIT 10: DINÉ BI KÉYAH / GEOGRAPHY

GOAL:

To become knowledgeable of places significant in oral tradition and Diné history.

CONCEPT:

Kéyah yaa'ákonízindoo - to be aware of and to care for the land

Kéyah haghan át'é - "the land is your home"

Kéyah hamá át'é - "the land is your mother"

INTRODUCTION:

Diné bi kéyah, (Navajo land) or the Navajo Reservation encompasses approximately fifteen (15) million acres which extends into northern part of Arizona the northwestern part of New Mexico and the southeastern portion of Utah. The various life zones within Siné bikéyah have helped sustain the People with its various types of game. It is also a repository of the oral tradition whereby the six sacred mountains set the boundaries of Dinétah. Diné bikeyah is considered very sacred, the earth is our mother and Diné are the keepers of the land.

BACKGROUND INFORMATION:

Diné bi kéyah baa hane'

TOPICS :

- I. Origin
 - II. Physical Environment
 - III. Resources
 - IV. Government
-

OBJECTIVES:

I. Origin:

The student will:

- Identify Huerfano Mesa as the home of the first man and first woman.
- Identify Gobernador Knob as the birth place and home of White Shell Woman .
- Define a pictograph and a petroglyph.
- Identify the sacred stone for each of the sacred mountains.
- Become aware of the Diné philosophy of the four cardinal directions.
- Be aware of the pilgrimage/offerings to the sacred mountains.
- Be aware that there are songs and prayers for the mountains.
- Be aware of the creation story.
- Learn about Hajíínéí.
- Identify the sacred mountains by name.

II. Physical Environment

The student will:

- Become aware that we respect the earth as 'Our Mother'.

- Give the location of Diné'tah, Huerfano Mesa and Gobernador Knob.
- Identify Diné'tah as the gathering place of the Diné and as their first home in the Four Corners area.
- Become aware of the east/west direction and its complementary elements of time.
- Become aware of south/north direction and its complementary representation of time and the seasons.
- Learn the boundaries of Diné Land:
- Learn that the Four Sacred Mountains symbolizes the home.
- Identify where the sacred mountains are on a map.
- Identify his/her home surrounding.
- Identify his/her school surrounding.
- Identify his/her community surrounding.
- Study language relating to geographical areas.
- Identify Canyon De Chelly, White House Ruins, Spider Rock, Window Rock, Shiprock.
- Become aware of the four basic elements. (Air, Water, Fire, and Earth)
- Learn about diversity of topography on Navajo Land. (Black Mesa, San Juan Basin)
- Seek background sacred knowledge of his/her home location, if any.
- Be aware of the food chain on the sacred mountains
- Study the soil
- Study natural vegetation associations.
- Identify the elevation of the six sacred mountains.
- Compare geographical make-up/plants/herbs on the sacred mountains.
- Identify animals that live on the sacred mountains.
- Know the names and meaning of each month.
- Learn that geography has direct influence on the seasonal lives of the people.
- Study the weather on the mountains and the reservations.

III. Resources

A. Human

The student will:

- Study the livelihood of people - food, clothes, shelter, etc.
- Study the types of homes of other tribes (neighboring tribes).
- Study population per geographical areas.
- Study Navajo population by agency, age, education, voting and clans.
- Study Navajo chapters: size, population, economics, livestock, funding allocations, source of making a living and voting.
- Study Navajo Tribal election districts, livelihood, resources and services.
- Study employment on the Reservation.
 - P & M
 - NAPI
 - BIA
 - NMP
 - Navajo Nation
 - Public Schools
 - Peabody
 - APS
 - NFPI
 - Basha's
 - Small Businesses/Private Entities
- Learn where there are medical facilities on the Navajo Reservation.
- Learn where there are educational facilities on the Navajo Reservation.

B. Natural

The student will:

- Study stream systems. (top and underground)
- Study water supply.
- Study manual labor of hauling water.

- Study that geography has direct influence on crop raising.

- Study the food people eat. (natural or contemporary)
- Study livestock, grazing, land capacity.
- Study that geography has direct influence on livestock raising.
- Study mineral and fossil fuel resources.
- Study energy development and solar.
- Study electric transmission lines, pipe lines and railroads.
- Study Navajo Tribal Utility Authority
- Study Navajo Irrigation Project
- Study Navajo Forest Industry
- Study national parks.

C. Economic

The student will:

- Study district grazing land management. (Feeding, domestic)
- Study different types of land use: BLO, private, checkerboard, customary grazing use, home site lease.
- Study the different types of insurance.
- Study recreational facilities:
 - Rainbow Bridge
 - Canyon De Chelly
 - Monument Valley
 - Chaco Canyon
 - Navajo Dam
 - Four Corners
 - Mesa Verde
 - Grand Canyon
- Identify the location of these site on a map

IV. Government

The student will:

- Become aware of jurisdictional issues prevalent on Navajo Nation lands.
- Learn about the expansion of reservation land since 1868.
- Become familiar with contents of the 1882 Executive Order
- Identify land expansion of the Navajo reservation
- Study grazing permits and regulations.
- Study the different types of domestic livestock: cattle, horses, sheep.

ACTIVITIES

VOCABULARY

- Sisnaajiní: Blanco Peak
- Tsoodził: Mount Taylor

Division of Diné Education/Office of Diné Culture, Language and Community Services

- Dook'oo'shííd: San Francisco Peak
- Dibé nitsaa: La Plata Mountains/Hesperus Peak

- Dziłná'oodiíi: Huerfano Mesa
- Ch'óol'í'í: Gobernador Knob
- Diné k'ehjí yízhí: Navajo Names
- Łigai: White -Sacred colors
- Dootł'izh: Blue - Sacred colors

- Łitso: Yellow - Sacred colors
- Diichií: Multi-color - Navajo colors
- Łizhin: Black - Sacred colors
- Kéyah bee béédahózinii: Names/Description
- Bikooh: Washes/Gullies
- Dahna'azká: Mesas
- Dahna'azká dahodiyingóó: Sacred mesas
- Kéyah dabízhí': Land Formation Names
- Kéyah bikáá' hahodít'éi: Surface Geology