

## UNIT 11: NAHAT'Á / Government

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### GOAL:

Laws help to regulate and maintain order in a society  
Bee Haz'áanii ádaalne'go bik'ehgo hasht'e hodít'é bik'ehgo ooldah

### CONCEPT:

Nahat'á - planning  
Ał ąą át'éego naht'á deít'ééh - different forms of planning/government  
Naat'áanii - leadership  
Bee atah jíłí - citizenship  
Óhólnííh - authority

### INTRODUCTION:

A society does not exist without planning/government. All five-fingered beings (people) have the capacity to think and plan. By this, life is enriched and through it, people take care of each other.

### BACKGROUND INFORMATION:

Nahat'á Baa Hane'

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### TOPICS:

- I. Origin
- II. Dinétah Period
- III. Modern
  - A. Pre-European
  - B. Spanish-Mexican Period
  - C. American Contact
  - D. Expansion and Changes
  - E. Transition/Assimilation and Progress

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### OBJECTIVES:

#### I. Origin

The student will:

- Learn about the Naat'aanii who provided the leadership, guided and cared for the people
  - Diné Holy People
  - Diné First Man and First Woman
  - Diné White Shell Woman
  - Diné Spider Woman
  - Diné Twins
- Learn about the origin of the four main Clan
- Learn about the Clan Naataanii
  - Kiyaa'áanii - Towering House Clan
  - Tó dích'íí'nii - Bitter Water Clan

- Hashtł'ishnii - Mud Clan

- Honághááhnii - One who walks Around Clan

## II. DINETAH PERIOD ( 700 - 1400)

The student will:

- Learn about how the Diné group lived together
- Learn about the qualities a person needs to be a Headmen / Chief
- Learn the names of the Headmen / Chief

## III. MODERN

### A. Pre-European Contact ( 1400 - 1600 )

The student will:

- Learn about the Diné group Headmen / Chief
- Learn about the role of the Diné War Naataanii
- Learn about the role of the Diné Peace Naataanii
- Learn about other Native Chiefs in the area

### B. Spanish-Mexican Period ( 1600 - 1846 )

The student will:

- Be able to point out on a map the geographical area where the Diné lived during this period-  
Learn about how Naataanii was selected
- Learn about the Diné War and raidings
- Learn about how the Diné group lived
- Learn about the Diné Ana'í (Diné Enemy) who sided with the Spanish during the period
- Learn about why the Diné Anáí sided with the Spanish

### C. American Contact ( 1846 - 1870 )

The student will:

- Learn about the first contact with the American Army in Santa Fe
- Learn about why the Navajos didn't trust the Americans
- Learn about the peace treaties which were agreed upon with the American Army and the Naataanii
- Learn about the purpose of the Naachid Ceremony (composed of twelve Peace Chiefs and twelve War Chiefs)
- Learn about the hardship experience on the Long Walk to Bosque Redondo
- Learn about how the Naataanii helped and guided the people at Bosque Redondo
- Learn about the Naataaniis who were involved in the Treaty of 1868
- Learn which Naataanii was selected to be the spokes person to speak in behalf of the people in determining the provisions in the Treaty of 1868
- Learn about role of the Naataanii after the return to the Navajo Country from Bosque Redondo in and after 1868

### D. EXPANSION and CHANGES ( 1870 - 1940 )

The student will:

- Learn about how the Navajo Agents worked with the Navajo people
- Learn about the establishment of B.I.A. agencies in 1900
  - Western Navajo Agency
  - San Juan Navajo Agency

- Navajo Agency
- Pueblo Bonita Navajo Agency
- Hopi Agency
- Learn about how B.I.A. took a major role in deciding what was best for the people in all aspect of their lives, including their government
- Learn about the establishment of the Navajo Business Council by B.I.A. in 1922
- Learn about the first Navajo Tribal Council in 1923, six Delegates and six Alternates
- Learn about the Council amending the regulation on April 20, 1927 to establish a 5-year terms of office for the delegates and the officers in lieu of the four year terms
- Learn about the purpose of a Community Chapter which was establish in Leupp, 1927
- Learn about the “Regulations Relating to the Navajo Tribal Council” of 1928, provision for voting by both men and women, Council meeting with Commissioner of Indian Affairs and terms of office established for four years
- Learn about why the Navajo Boundary Bill of 1937 was passed, endorsed the eighteen land management district
- Learn about the early Navajo voting practice and procedure
- Learn about the past Chairman and Vice-Chairman, know who they are and the times they served
- Learn when the first Tribal Constitution developed, what were the provisions and why it didn’t pass
- Learn about the selection of the seventy-four council
- Learn about why the 2nd attempt for the Tribal Constitution didn’t go
- Learn about how the Indian Reorganization Act of 1934 effected the Navajo Tribe
- Learn about the Executive ( or Constitutional ) Committee adoption about the resolution establish to govern the Council reorganization, 1937
- Learn about the development of the Navajo census

#### E. TRANSITION/ASSIMILATION and PROGRESS (1940-Present)

The student will:

- Learn about the role and relationship between the United States Government and the Navajo Nation Government
- Learn about the role of the U.S. Department of Interior with the Navajo Government
- Learn about the role of the B.I.A. in the Navajo Nation Government
- Learn about the B.I.A. control over the Tribal government in the past
- Learn about the Tribal Sovereignty and the B.I.A.
- Learn about the purpose and use of the Tribal General Trust Fund
- Learn about the law making process in the Navajo Nation Government
- Learn about government to government relationship between the Tribal government and the Federal government
- Learn about the government to government relationship between the Tribal government and the State government
- Learn about the development of the Navajo Tribal Government
  - Government by Headmen
  - Government by resolution
  - Government under a Chairmanship
  - Government under a Three Branch System (Executive, Legislative and Judicial)

- Learn about the “Checks and Balance” system of the Three Branch Government
  
- Learn about the Tribal Code, Title 2 amendment of 1989
- Learn about the Navajo Tribal Codes, tribal laws
- Learn about the Navajo Nation Bill of Rights
- Learn about the Navajo Election Code
- Learn about the Navajo Ethics and Rules
- Learn about the Tribal Chairmen and Vice-Chairmen
- Learn about the Navajo Nation Presidents and Vice-Presidents
- Learn about the Navajo Nation Council Delegates
- Learn about the Navajo Nation Standing Committees
- Learn about the different departments in the Navajo Tribal Government and the type of service they provide for the people
  - Division of Community Development
  - Division of Economic Development
  - Division of Education
  - Division of Finance
  - Division of General Services
  - Division of Health
  - Division of Human Resources
  - Division of Natural Resources
  - Division of Public Safety
  - Division of Social Service
- Learn about the development of the Chapter Government
- Learn about the procedures in getting a homesite lease within the Tribal Government
- Learn about the Chapter Plan of Operation
- Learn about the ways in which the Chapter government attempts to meet the needs of the community people
- Learn about the importance of the proposed “Local Empowerment” at the Chapter Government and at the Tribal program service
- Learn about the reapportionment
- Learn about the Navajo Population since 1940 to the present time
- Learn about the Income / wage since 1940 to the present in the Tribal Government, B.I.A. and I.H.S.
- Learn about the Traditional concept of leadership and government
- Learn about Navajo Citizenship at the grassroots level and at the central government
- Learn about how the Nation Government represents the people
- Learn about how the people feel about their government
- Learn about the Traditional Navajo involvement and participation in their Navajo Nation Government
- Learn about the Navajo Nation Government Policy on teaching culture and language in the schools on the reservation

## ACTIVITIES

## VOCABULARY

