

UNIT 8: DA'ALCHINII / Wild Animals

GOAL:

To impart Diné oral traditional knowledge about mammals which have significance in songs, prayers and healing ceremonies.

CONCEPTS:

Hodíłzin - respect,

Bahasti' - to exercise restraint, control

Bee haz'áanii - rules and restrictions,

Nahaghá hadaałt'é áná'oodliił - healing occurs through ceremonies

INTRODUCTION:

Animals were placed on Mother Earth for a purpose. Besides providing food and clothing, they are also used in ceremonial ways. Due to their use for ceremonial purposes, stringent rules and restrictions prevail.

BACKGROUND INFORMATION:

Da'álchinii Baa hane'

TOPICS:

- I. Habitat
 - II. Uses
 - III. Rules and Restrictions
 - IV. Activities
 - V. Vocabulary
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OBJECTIVES:

I. Habitat

The student will:

- Identify the characteristics of animals particular to the reservation by type, i.e. small animals, game animals, etc.
- Be able to describe the environment in which animals particular to the reservation reside.

II. Uses

The student will:

- Identify common undomesticated mammals that inhabit the Navajo reservation.
- Be able to tell of the reproductive patterns of these mammals.
- Describe the usefulness of the animals that inhabit the Navajo reservation
- become aware that not all mammals are used for ceremonial purposes.
- Identify the types of uses, i.e. food, clothing, ceremonial purposes, for the wild animals.
- Be able to differentiate clothing by their specific use; for example,
 1. Traditional
 2. Ceremonial, as in initiation of warriors.

3. Blessing Way ceremony

4. Summer/Winter Clothing

- Be able to name four animals whose furs are used in winter clothing, i.e.
 1. Flying squirrel: Dłozłgai
 2. Raccoon: Tábaah mə'ii
 3. Beaver: Chaa'
 4. Skink: Gólízhii
- Be able to identify the animal skins used as clothing for special ceremonial use, i.e.
 1. Bobcat: Náshdółbái
 2. Badger: Nahashch'id
 3. Raccoon: Tábaah mə'ii

Be able to identify those animals which are used for food only, i.e.

1. Wild horse: Łíí' ałchiní
 2. Burros: Télii ałchiní
 3. Ponghorn: Jádí
 4. Prairie Dog: Dłóó'
 5. Rabbit, cottontail: Gah
 6. Jackrabbit: Gahtsoh
- Be able to understand that some animals are considered sacred, yet are also used for food, i.e.
 1. Bighorn sheep: Tsétah dibé
 2. Mule deer: Bìih
 3. Elk: Dzééh
 4. Antelope: Jádí
 5. Beaver: Chaa'
 - Be able to inquire into what tools and/or implements are derived from animals.

III. Rules and Restrictions

The student will:

- Be able to understand that there are cultural restrictions which regulate the handling of animals.
- Be able to discuss reasons why some mammals represent a very powerful image due to their mention in sacred songs and prayers.
- Explore or research reasons why women are not allowed to hunt.
- Learn rules regarding seasonal restrictions.
- Demonstrate or tell of care and responsibilities taken for mammals.
- Understand that the Navajo Nation, state and federal laws regulate and protect certain wild animals and birds.
- Research laws which regulate the taking or non-taking of animals, i.e. hunting procedures, numbers to kill, etc.
- Be able to discuss the intent of the American Indian Religious Freedom Act.
- Will be able to discuss the pros and cons behind the Hopi's annual gathering of eaglettes.

ACTIVITIES

VOCABULARY

Hane' - Story

Sin - Song

Sodizin - Prayer

Ma'iiłtsoi - Kit fox

Shashtso - Grizzly Bear

Shashzhiin - Black Bear

Náshdóí tsoh - Mountain lion

Dloziłgai - Flying squirrel

Tábaah mə'ii - Raccoon

Chaa' - Beaver

Gólízhii - Skink

Náshdóíłbái - Bobcat

Nahashch'id - Badger

Łíí' ałchiní - Wild horse

Télie ałchiní - Burros

Jádí - Ponghorn

Dlóó' - Praire Dog

Gah - Rabbit, cottontail

Gahtsoh - Jackrabbit

Tsétah dibé - Bighorn sheep

Bijh - Mule deer

Dzééh - Elk

Jádí - Antelop