

## UNIT 1

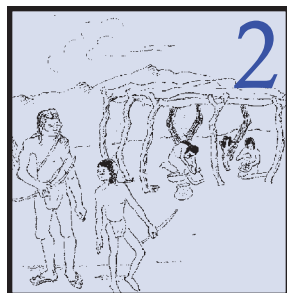
# THE O'ODHAM



### INTRODUCING THE O'ODHAM

Students will learn about the O'odham culture through listening to a traditional story, participating in a simple O'odham language lesson, and completing a craft “weaving” project.

PAGE 1.5



### LIFE IN AN O'ODHAM VILLAGE

Students will learn about traditional O'odham village activities through a cut and paste project. They will discuss different ways the O'odham used their resources and then create sentences describing the different resource-related activities portrayed.

PAGE 1.11



## UNIT 1 - THE O'ODHAM - TEACHER BACKGROUND INFORMATION

The people who lived along the Santa Cruz River, when first contact with the Spanish was made, were called the Sobaípurí, a branch of the O'odham or Pima people. Their agrarian culture revolved around the resources of the Santa Cruz and San Pedro Rivers, farming corn, beans and other crops while augmenting their diet by hunting and gathering. Due to loss of the population to disease, intermarriage and deaths from Apache attacks, the name Sobaípurí is no longer heard. Their descendants, however, live on as part of the O'odham people.

The present-day O'odham living near the Santa Cruz Valley are the Tohono O'odham (Papago) or desert people, and the Akimel O'odham (Pima) or river people. Because the Sobaípurí were a river-based culture, traditions most likely were a combination of both the river-based Akimel O'odham people and the desert-based Tohono O'odham.

The O'odham nation consists of various smaller tribes or sub-groups, including the above mentioned Akimel and Tohono groups. Their native language and customs are similar, yet distinctly

different, giving each branch its own uniqueness. They believe themselves to be descendants of the ancient Hohokam civilization or "those who came before." Their culture is rich and colorful and many participate in traditional activities such as those described below.



### STORYTELLING AND LANGUAGE

Storytelling plays a very important role in the O'odham culture. For centuries, history, tradition and culture have been transferred from one generation to the next through stories. O'odham legends, therefore, are not just fun stories, but an important passing on of tradition and language.

The dialects of the O'odham or Pima language are numerous, and include those spoken along the Santa Cruz River, by Tohono O'odham

(desert people) and Akimel O'odham (river people). The O'odham language is a member of the Uto-Aztecan language family, distantly related to Yaqui, Hopi, Comanche and Ute, among others.

### BASKETRY

The Tohono O'odham and their ancestors have been making baskets in the current techniques and style for several centuries. This strong tradition continues today.

Baskets were first made by the O'odham strictly for utilitarian purposes, and had a number of practical uses, such as transporting and storing materials, and food gathering. Some baskets were even used as cooking containers, with hot rocks being placed in a basket filled with wet grain.

The principal materials used for basket weaving, still used today, are devil's claw, bear grass, yucca leaves and roots. No dyes are used. The natural materials give the baskets their distinctive colors.

The durability and beauty of Tohono O'odham baskets is renowned. Although most baskets today are used for decorative purposes, their quality and attractiveness have remained unchanged.

## TRADITIONAL NAMING OF AN O'ODHAM CHILD

"Before a child is a year old, the child is named by friends of the parents in the following manner: the friends, or godparents, accompanied by other visitors, come for four successive mornings and seat themselves just before sunrise on the ground before the house in which the child lives. First one and then another of the company holds the child for a moment. If it is a boy, the kompalt, godfather, repeats a ceremonial speech, passing his hands across the infant and holds him aloft to receive the first rays of the rising sun; then he bestows upon the boy the name by which he will be known throughout life. However, nicknames are common and often supplant the baptismal name. If it is a girl, the kamult, godmother, delivers the speech and gives the name. The parents in their turn reciprocate by naming the children of the couple that acts as godparents to their own.



"From the age of ten until about the time of marriage neither boys nor girls are allowed to speak their own names. The penalty is bad luck in losing arrows in the case of the boys, and the rsalika or kiaha stick for girls.

"The name of a deceased person is not used; he is alluded to as the brother of So-and-So. The word or words in the name, however, are not dropped from the language."

## TATTOOING

"The O'odham practiced both tattooing and body painting. They usually tattooed both sexes during their adolescence between fifteen and twenty years of age. Designs were first outlined in charcoal and the skin then was pricked with needle points dipped in wet charcoal. (Needle points were made by using two to four Prickly Pear or Saguaro thorns tied with sinew and cotton.) They usually tattooed men along the margin of the lower eyelid and with a horizontal line across the temple. Generally they made a band design across the forehead with a traverse series of lines or . . . short vertical zigzags. Like the men, the women were usually decorated

along the margin of the lower eyelid. Two vertical lines pierced on each side of the chin ran from the top to the lower portion of the jaw. On occasion these two lines were connected under the lip with a band design. Painting was used to emphasize the tattoos."



## GAMES

Games were traditionally separated by gender. It was a cultural taboo to mix sexes. Only boys played Ginz, the Pima Stick Game. The same would apply for an activity like food preparation, done only by women. Both sexes performed duties such as tattooing and pottery, although most likely, males and females worked apart.

*\* The Pima Indians, Frank Russell, University of Arizona Press, Reprint 1975*

## An Expanded O'odham Language Lesson

### Greetings

**Shap ai masma ida hudunk?** (*Shop aye mahsma eedah hood oonk*)

How have you been this evening?

**Tom nei.** (*Tom mnee*)

I'll see you again (used like goodbye).

**He'ekia ap ed ahidag?** (*hou ou kee ah ahp oud ah ee dahg?*)

How old are you?

**Gook ani ed ahidag!** (*goak ahnee eed ah ee dahg*)

I am two years old.

**Vowels:** All vowels are the same as in Spanish except “e” which is pronounced like the “u” as in P U T. All of the consonants are the same as in English.

A FAR	G GET	M MOM	SH SHOP
B BOY	H HAT	N NINE	T TOM
C CHAT	I RING	Ñ CANYON	U MUTE
D HEARD	J JACK	O BOAT	V VAT
E PUT	K KIT	P PIG	W WAKE
F FIX	L LOOK	S SUN	Y YOU

### Numbers

ONE	Hemako	<i>Hu mah ko</i>
TWO	Gook	<i>Go ok</i>
THREE	Vaik	<i>Vah eek</i>
FOUR	Giik	<i>Geek</i>
FIVE	Hetasp	<i>Huh tahsp</i>
SIX	Cudp	<i>Choodp</i>
SEVEN	Veva'ak	<i>Vuhvah ahk</i>
EIGHT	Gigi'ik	<i>Geegee eek</i>
NINE	Humukt	<i>Hoomookt</i>
TEN	Vestmam	<i>Vuhst mam</i>

### Colors

RED	s-veg	<i>s -vuhg</i>
YELLOW	s-oam	<i>s -oahm</i>
BLUE	s-heedag	<i>s -chuh dahg</i>
GREEN	s-heedag	<i>s -chuh dahg</i>
BLACK	s-cuk	<i>s -chook</i>
WHITE	s-koomag	<i>s -to hah</i>
GRAY	s-toha	<i>s -koo mahg</i>
BROWN	s-oam	<i>s -oahm</i>
ORANGE	s-oam	<i>s -oahm</i>





## LESSON OVERVIEW

Students will learn about the O'odham culture through listening to a traditional story, participating in a simple O'odham language lesson and creating a craft "weaving" activity.

### Subjects

Language Arts and Social Studies.

### Social Studies Standards

History, Economics

### Objectives

Students will:

1. Listen to and review events from a traditional O'odham legend.
2. Recall and recite traditional O'odham greetings.
3. Construct (weave) a mat using techniques similar to those used by the O'odham.

### Preparation

Review pages 1.5 and 1.6; Make student copies of Page 1.9; provide 1/2" x 9" strips of construction paper (2 to 8 colors) glue, tape and scissors.

### Time

Two 50 minute sessions.

### Vocabulary

Agave, basketry, bear grass, devil's claw, mano, mat, metate, weaving, yucca.

# INTRODUCING THE O'ODHAM

## Activity 1

Read the following story to your students to introduce them to the O'odham people and their culture. Discuss similarities and differences in character and attitude between the traditional O'odham and modern culture.



## The O'odham Legend of Ca Kai Choo and Bun

*As passed down to Nathan Allen*

Tohono is the home of *Ca Kai Choo* (quail) and *Bun* (coyote). *Ca Kai Choo* often played tricks on *Bun*. One time they took some of his body fat while he slept. *Bun* awoke and was angry! He chased the *Ca Kai Choo*, but they flew to safety, into their little holes along the *Akimel* (river). *Bun* went to the first hole and reached in. He grabbed the first *Ca Kai Choo* and growled, "Are you the one who did this to me?"

A tiny peep, "No! try the next hole," was heard. And so *Bun* went from hole to hole until he came to the last one. "Was it you?" Again a tiny peep, "No! try the next hole." *Bun* stuck his paw into the next hole full of *hanum* (cholla)! *Bun* howled with pain as the *Ca Kai Choo* ran away with glee and laughter. Again *Ca Kai Choo* had gotten the best of *Bun*, their worst enemy!



## Activity 2

### An O'odham Language Lesson

Use the following O'odham greetings to introduce students to its traditional culture.

If possible, use an immersion language approach in which you speak only in O'odham. The students love it and the lesson will have more of an impact.

Use the information in the Teacher Background Information on Page 1.3, "An Expanded O'odham Language Lesson" to help you learn the language.

If available, play the tape "An O'odham Language Lesson" from the Encounters Box (see resources and references).

## SIMPLE O'ODHAM GREETINGS

**Shap aye Masma?** (*Shop - I - Mahsma*)

How have you been? (Common Greeting)

**Shap Kaij?** (*Shop - Kye - eji*)

What do you say? (informal greeting)

**Pi has.** (*Pee hass*)

Nothing really.

**Shap chegig?** (*Shop Cheh geeg*)

What is your name?

**John bun chegig.** (*Buhn Cheh geeg*)

John is my name.

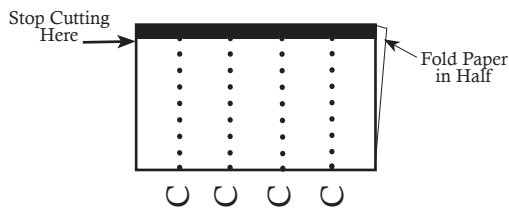




## Activity 3

### O'odham Mat Making Session 1

1. Discuss the importance of weaving in the O'odham culture with your class using the teacher background information on **pages 1.1 and 1.2**. If possible, use examples from books (see references) or other sources. (Bring in samples, if possible)
2. Pre-cut, or have students cut strips of different colored construction paper, approximately 1/2" wide by 9" long.
3. Give a copy of **Page 1.9** to each student.
4. Demonstrate the procedure by first asking students to fold **Master Page 1.9** in half. Then have students carefully cut along the dotted vertical lines, stopping at the blackened outlines on the top and bottom of the page.

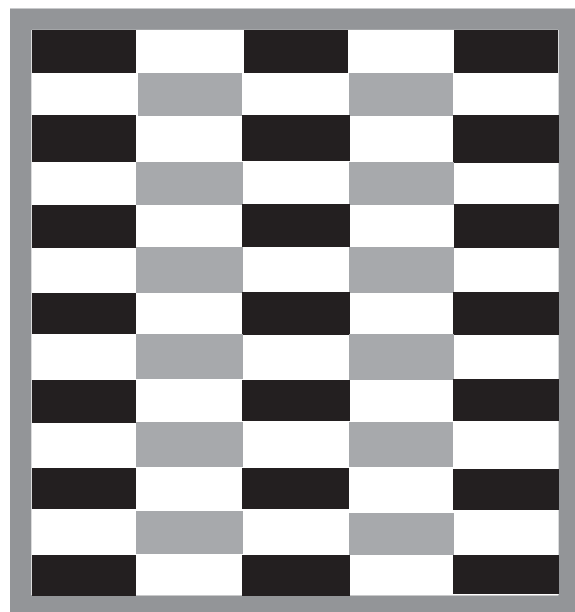


5. Using the pre-cut strips of colored construction paper and the instructions on **Master Page 1.8**, demonstrate how to weave by alternating a strip of colored paper onto the cut mat. Repeat the demonstration for at least two strips.

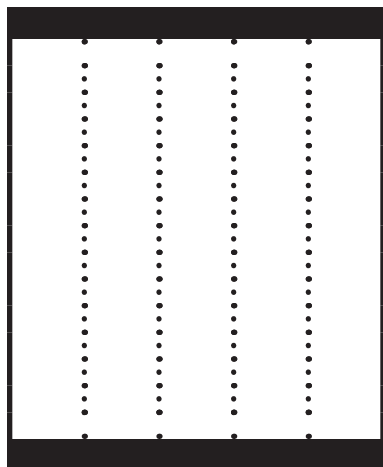
### O'odham Mat Making Session 2

1. Instruct students to complete their own weaving, alternating different colors of paper.
2. Once the weaving is complete and the work has been checked by a teacher or an aide, ask students to trim the colored paper flush with the edge of their mat (**Page 1.9**). Glue the ends of the colored strips to the mat.
3. Complete the activity by discussing current uses of weaving (Easter baskets, blankets, etc.). Bring in examples of weaving, check out and display library books on the subject and search for any woven materials in the home or school environment to prompt a discussion.

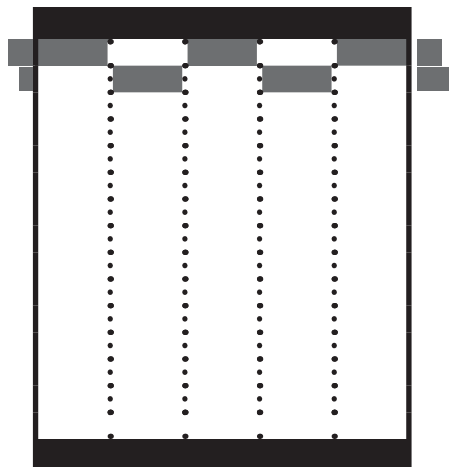
### Completed O'odham Mat



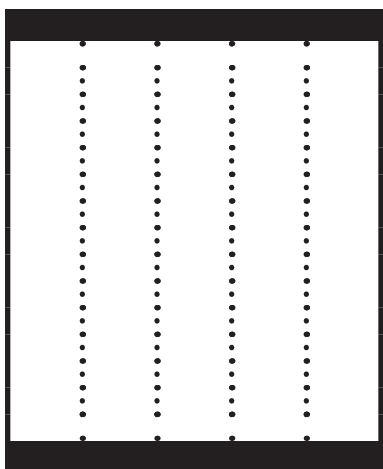
# LESSON 1 - INTRODUCING THE O'ODHAM - - MASTER PAGE 1.8



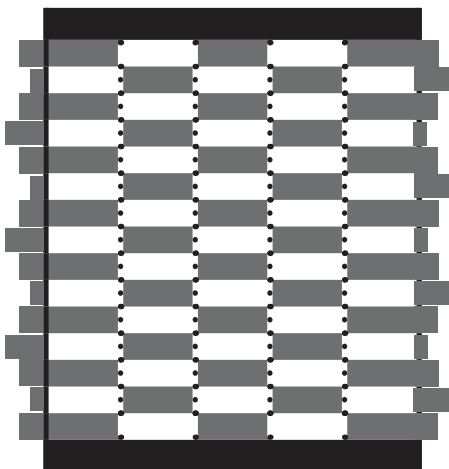
1  
MAKE COPIES  
OF MASTER  
PAGE 1.9  
OR HAVE  
STUDENTS  
MAKE THEIR  
OWN ON  
CONSTRUCTION  
PAPER.



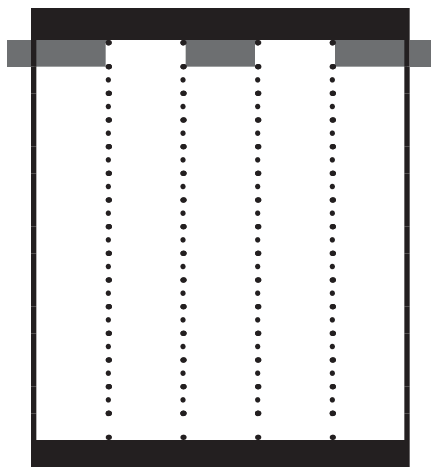
4  
WEAVE  
ANOTHER  
COLORED  
STRIP  
OPPOSITE  
TO THE  
ONE IN  
STEP 3.



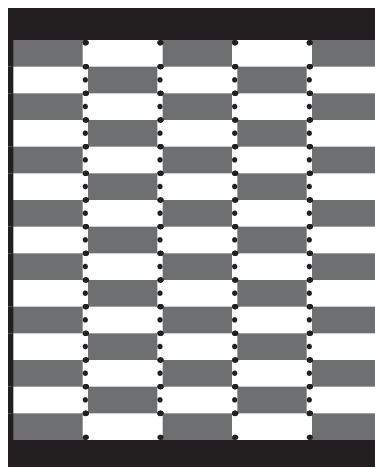
2  
CUT ALONG  
DOTTED LINE,  
STOPPING  
AT THE  
BLACK BOX,  
LEAVING  
A 1/2"  
MARGIN.



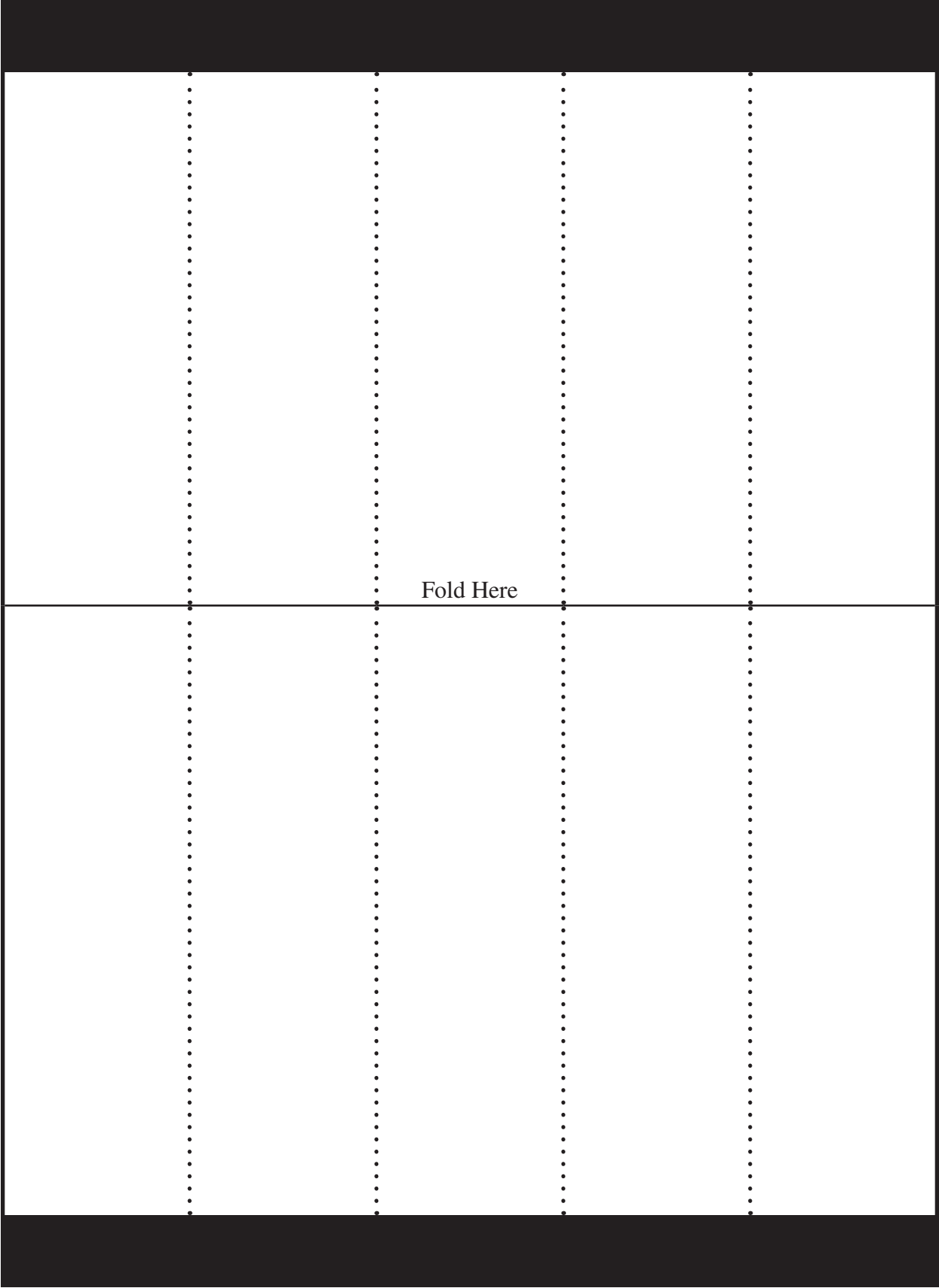
5  
CONTINUE  
WEAVING  
STRIPS  
UNTIL  
COMPLETE.



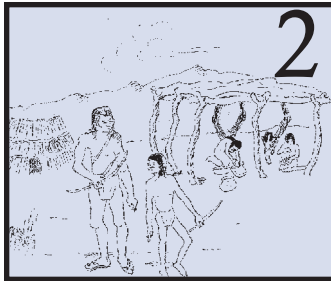
3  
WEAVE A  
STRIP OF  
COLORED  
PAPER  
OVER AND  
UNDER  
CUT STRIPS.



6  
TRIM  
COLORED  
PAPER AND  
GLUE STRIPS  
TO PAGE.







## LESSON OVERVIEW

Students will learn about traditional O'odham village activities through a cut and paste project. They will discuss different ways the O'odham used their resources and then create sentences describing the different resource-related activities portrayed.

### Subjects

Art, English and Science

### Social Studies Standards

History, Geography, Economics

### Science Standards

Personal and Social Perspectives in Science, Life Science

### Objectives

Students will:

1. Create an O'odham village scene.
2. Discuss traditional uses of resources.
3. Construct sentences describing uses of traditional resources.

### Preparation

Give each student copies of **Master Pages 1.13** and **1.14**. Have glue, scissors and colors available.

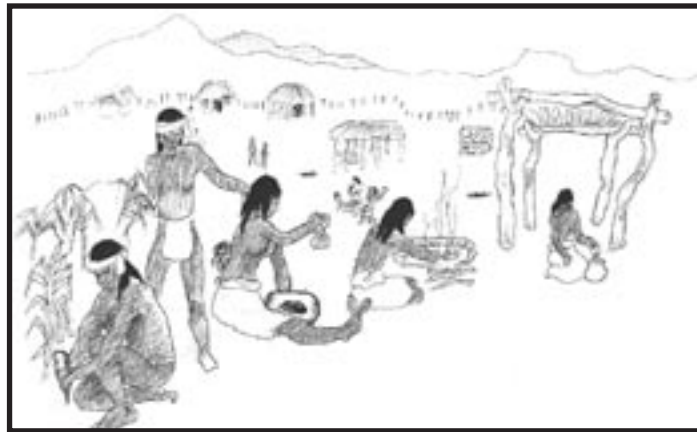
### Time

One 50 minute session

### Vocabulary

Gather, grind, firewood, natural resources, mesquite, prickly pear cactus, weave, yucca.

## LIFE IN AN O'ODHAM VILLAGE



### Part 1

**1.** Define *natural resources* (materials provided by nature) with students and brainstorm a list of local natural resources such as water, trees, etc.

**2.** Explain to students that the O'odham people relied on their land to survive and most of their activities used or relied upon natural resources. Augment the list to include the resources used by the O'odham. Are they the same as today? Why or why not?

**3.** Brainstorm different ways in which the traditional O'odham people used their resources such as hunting, weaving, etc.

**4.** Hand out copies of **Master Page 1.13** to each student and explain and model procedures to cut out individual pictures and paste them to create an O'odham village scene.



## Part 2

1. Once the cut and paste project is complete, discuss the different activities portrayed in the O'odham village scenes.

**What activities are portrayed?** (*Grinding flour, hunting, weaving, gathering, cooking and farming.*)

**Which natural resources were used for each activity?** (*wood, stone, plants, trees, animals, water, firewood, soil, etc.*)

**Did the use of natural resources impact the environment. How?** (*Firewood, hunting, clearing fields for crops, materials for construction all impacted the environment, but because populations were relatively low, the impact was minimal.*)

**Do we use our natural resources today in ways similar to the traditional O'odham? In which ways were they similar or different?**

2. Hand out copies of **Master Page 1.14** to each student (or alternatively write the assignment on the board for students to copy.

3. Using the example at the top of the **Master Page 1.14**, model different ways to make a sentence using the two given words.

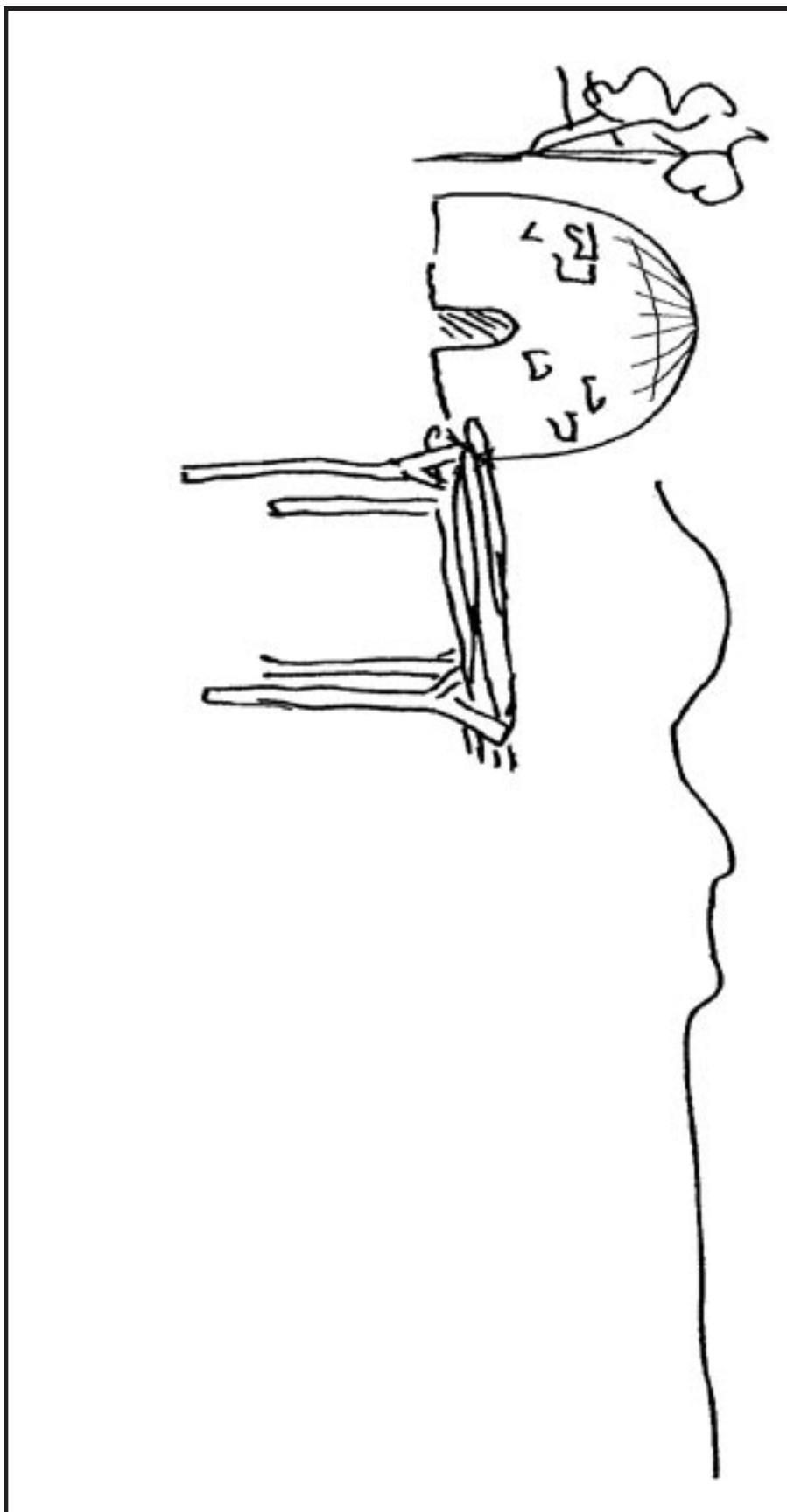
4. Have students create complete sentences using the given words for numbers 2-5. For ESL or other students learning to read, use the “book on a hook” pedagogy in which students dictate a sentence or story and the teacher or aid writes the sentence. Students then need to trace over the sentence.

5. Complete the activity by reviewing and comparing sentences for each example, and by further discussing the use of natural resources.



### Enrichment

- Augment Part 2, steps 3 and 4 to include writing; describe the use of verbs and nouns.
- Give students other verbs and nouns to discuss other aspects of O'odham life or uses of resources. Ask them to create their own sentences.
- As an advanced assessment, have students put together created sentences to make a paragraph describing life in an O'odham village.



Cut the pictures above and paste them in the O'odham village.  
Add your own drawings and colors to complete the picture.





## LESSON 2 - LIFE IN AN O'ODHAM VILLAGE - MASTER PAGE 1.14

The O'odham people lived by the river and had to make everything with natural materials. Can you use the land like they did? Use the words to make a complete sentence that describes how the O'odham people use their land.

1

Example



Grind

Mesquite Beans

The O'odham people used to **grind** corn, wheat, and **mesquite beans** to make flour.

2



Hunt

Deer and Rabbits

\_\_\_\_\_

\_\_\_\_\_

3



Weave

Yucca Leaves

\_\_\_\_\_

\_\_\_\_\_

4



Gather

Prickly Pear Cactus

\_\_\_\_\_

\_\_\_\_\_

5



Cook

Firewood

\_\_\_\_\_

\_\_\_\_\_

6



Plant

Corn

\_\_\_\_\_

\_\_\_\_\_