



## Mission Mystery Pre-Field Trip Preparation

You will be asked to assist in the investigation of a mysterious death at the Tumacácori mission! Keep your wits about you, because you never know what may happen...

Upon arrival at Tumacácori, you will be oriented to the situation at hand -- the victim, the layout of the mission, and your time limits for the investigation. Practicing a couple of the skills in advance will help you make the best use of the time available.

### Step 1: The Greeting

No one at Tumacácori in the year 1815 spoke English. Although you will be able to conduct your interviews in English, you will need to greet each source in either Spanish or the native O'odham.

*Using the guides in the box below, practice this simple conversation with a classmate. Say it out loud in both Spanish and O'odham:*

Student A: Hello.

Student B: Hello.

Student A: My name is \_\_\_\_\_. What is your name?

Student B: My name is \_\_\_\_\_.

Student A: Goodbye.

Student B: Goodbye.

#### O'odham

a. *Shap ai Masma?*

(sounds like: SHOP Eye MAHZ-muh)

(means: How have you been?)

This is the common greeting, like hello.)

b. *John bun chegig.*

(sounds like: John BUN Chay-gig)

(means: My name is John.)

c. *Shap chegig?*

(sounds like: SHOP Chay-gig?)

(means: What is your name?)

d. *Tom ñui.*

(sounds like: TOME N'yew Eee)

(means: See you again or Goodbye.)

#### Spanish

a. *Hola.*

(sounds like: OH-lah.)

(means: Hello.)

b. *Me llamo John.*

(sounds like: May YAH-moh John.)

(means: My name is John.)

c. *Cómo se llama usted?*

(sounds like: KOH-moh say YAH-muh OO-sted?)

(means: What is your name?)

d. *Adiós.*

(sounds like: Ah Dee OHS)

(means: Goodbye)

### Step 2: The Activity

Each source will need help with some of their work in order to be ready to speak with you. Be prepared to use your hands, your bodies, and your heads!



## Step 3: The Interview

You've probably taken notes or highlighted key pieces of text. This is important in order to justify your argument with evidence, right? But when your "text" is actually a verbal statement, you have to learn to take notes on the fly. Write in shorthand -- don't try to repeat word-for-word -- but include pertinent details or even quotes that you want to preserve as evidence.

Practice interviewing your teacher using the form below. (The teacher will respond with answers from a script.) Record the pertinent details and place this source's interaction with Antonio on the right part of the practice timeline.

Suggested questions:

What do you do around here? \_\_\_\_\_  
\_\_\_\_\_

How did you know Antonio? \_\_\_\_\_  
\_\_\_\_\_

When was the last time you saw Antonio? \_\_\_\_\_  
\_\_\_\_\_

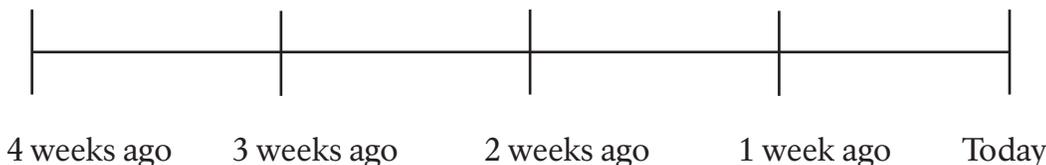
What did you talk about? \_\_\_\_\_  
\_\_\_\_\_

How did he seem when you last spoke? \_\_\_\_\_  
\_\_\_\_\_

Additional notes and impressions: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This person seemed:

- ambitious
- bossy
- charming
- considerate
- curious
- dangerous
- energetic
- friendly
- fun-loving
- grumpy
- honest
- hostile
- humble
- intelligent
- lazy
- mean
- mischievous
- nasty
- nervous
- persistent
- proud
- respectful
- shy
- trustworthy
- quiet
- thoughtful
- timid
- serious
- smart
- strong
- suspicious
- wild
- wise





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### Teacher's Interview Script

The following is a sample narrative of an interview for the purpose of practicing note-taking and character assessment. Feel free to ham it up and take on a more outrageous character than your own, but the students should characterize you as perhaps

*bossy, grumpy, hostile, mean, nasty, proud*

Pertinent details (the ones that should make it into the students' notes) are underlined.

**What do you do around here?**

I'm a teacher, silly! What do you mean, "What do I do around here?" You know what I do. I assign homework, I make tests, and I *punish* the kids who misbehave. I'm the best teacher in this school.

**How did you know Antonio?**

Antonio? Well, let me tell you. He was one my worst students. I had him when he was in 5th grade and the kid was rotten. He couldn't sit still, he couldn't be quiet, and he simply refused to do his work. All he wanted was to draw pictures and chat with his neighbors. He hardly responded to punishment either. I made him stay in afterschool detention every day for a week because he spilled glue on his desk and even that didn't help.

**When was the last time you saw Antonio?**

I saw him a couple weeks ago. He seemed OK, I suppose. I mean, I *knew* nothing good would ever come of him and now look at what's happened! But I guess he was pleasant enough.

**What did you talk about?**

He asked me how classes were going. I told him that *all* kids were rotten, but especially this new batch! Simply impossible! I asked how his family was and he mumbled something about a falling out with his cousin. Who knows. He's always arguing with someone. We parted ways and I haven't seen him since.

**How did he seem when you last spoke?**

The usual, like I said. The guy has an attitude. He seemed a little upset by his life, but like I always say, "You bring bad luck to yourself!" If he was having problems it's because he *made* those problems.

Now go away! I have work to do and I am far too busy and important to be wasting time talking nonsense about someone from a million years ago.