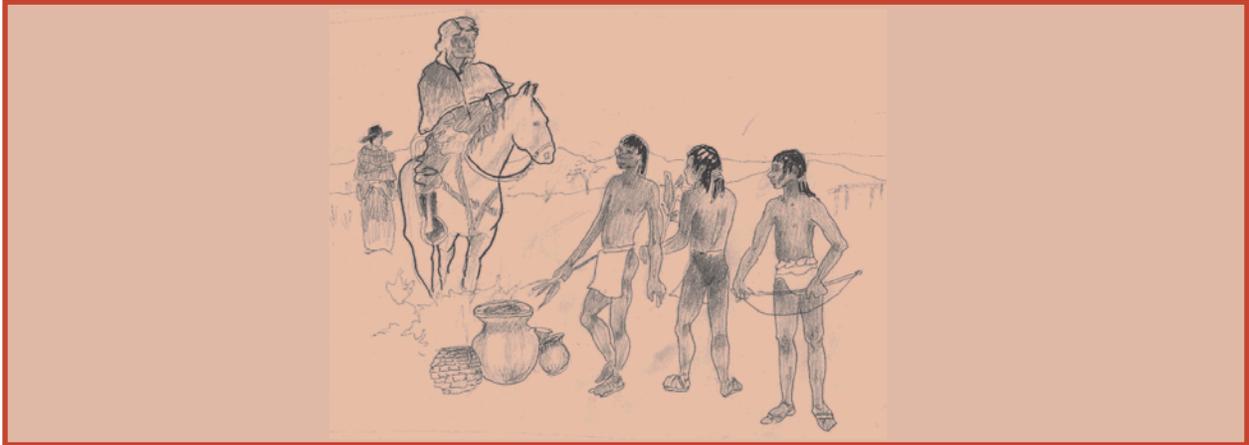


UNIT V

THE KINO-O'ODHAM ENCOUNTER



GETTING READY TO MEET FATHER KINO

Students will review O'odham and missionary culture through creating one or more craft projects. They will also create, discuss and write questions relevant to the “Kino-O'odham Encounter Presentation.”

PAGE 5.3



MEET PADRE KINO

The “Kino-O'odham Encounter Classroom Presentation” is a dynamic reenactment of Father Kino’s first encounter with the O’odham from Tumacácori and Bac in 1691. Under the guidance of a park ranger, agency representative, or teacher, students will learn about and role-play this event.

PAGE 5.5

UNIT V - ARIZONA STATE STANDARDS - 2006

LESSON 9 - GETTING READY TO MEET FATHER KINO

SUBJECT	STANDARD	DESCRIPTION
SOCIAL STUDIES	S1 C3 PO2 (a / b/ c) S1 C3 PO3 S4 C5 PO1	describe the impact of Spanish colonization in the Southwest describe location and cultural characteristics of Native Americans describe human dependence on environment and resources
READING	S1 C6 PO3 S1 C6 PO4 S3 C3 PO2	generate clarifying questions use graphic organizers to clarify text identify persuasive vocabulary
WRITING	S2 C3 PO1 S3 C4 PO1	show awareness of audience write persuasive text
SCIENCE	S3 C1 PO1 S3 C2 PO1 S3 C2 PO2 S4 C3 PO1	describe how human activities impacts environment describe how science and technology improve people's lives describe benefits and risks of using technology describe ways resources are utilized to meet the population needs

LESSON 10 - MEET PADRE KINO

SUBJECT	STANDARD	DESCRIPTION
SOCIAL STUDIES	S1 C3 PO2 (a / b/ c) S1 C3 PO3 S4 C1 PO2 (a, c, d, e) S4 C1 PO6 b S4 C5 PO1	describe the impact of Spanish colonization in the Southwest describe location and cultural characteristics of Native Americans interpret political maps using title, symbols, legend, scale locate towns and countries on a map describe human dependence on environment and resources
READING Based on Dramatic Play	S1 C6 PO3 S1 C6 PO5 S1 C6 PO6 S3 C1 PO7 S3 C1 PO8	generate clarifying questions connect information and events to related text/sources use reading strategies for comprehension distinguish cause and effect in expository text draw valid conclusions based on information from expository text
LISTENING/ SPEAKING	LS-E1	prepare and deliver an organized speech
MATH	S1 C2 PO1 / PO2 S1 C3 PO4 S4 C4 PO3	add and subtract whole numbers estimate and measure for distance select a tool for measurement situations
SCIENCE	S3 C1 PO1 S3 C2 PO1 S3 C2 PO2 S4 C3 PO1	describe how human activities impacts environment describe how science and technology improve people's lives describe benefits and risks of using technology describe ways resources are utilized to meet the population needs

UNIT V - THE KINO-O'ODHAM ENCOUNTER - TEACHER BACKGROUND

In the “Kino Encounter” presentation, students will work in various stations representing O’odham and missionary life while reenacting Father Kino’s first encounter with the O’odham people from Tumacácori and Bac in 1691. The more prepared and knowledgeable the students are, the more effective the presentation will be.

Part of the presentation will include the exchanging of gifts. The O’odham offered crude crosses, jewelry, corn and squash. Father Kino and his group brought gifts such as colorful beads, jewelry, cattle, sheep and wheat.

Using the instructions in the “Getting ready to Meet Father Kino” lesson, have students make gifts before the classroom presentation which reinforces the different cultures and history while preparing them for the re-enactment.

Part II emphasizes questioning strategies and further prepares student for the reenactment. Critical thinking and questioning will be used throughout the presentation.

The Kino-O’odham Encounter (*referred to as the Encounter*) is a dynamic reenactment of the meeting of Father Kino and the Sobaipuri (O’odham) people from Tumacácori and Bac that occurred in 1691.

The role-play involves all students and incorporates important history, concepts, discussions and critical thinking into a fun, exciting activity.

The Encounter was created as a local agency outreach program, to be guided by a ranger, volunteers and the teacher. Local teachers in Santa Cruz County and the Green Valley area can request this program for their school free of charge. Agency personnel will furnish all required materials. For schools outside of the service area, or when a ranger is not available, a teacher, without agency personnel and support may self-conduct the Encounter, or else you can make special arrangements to do it at the Tumacácori National Historical Park site.

The instructions as follows are detailed step-by-step so that either a ranger or a teacher can direct the activity. Keep in mind that, although bilingual abilities in Spanish and English are ideal, the re-enactment can be conducted successfully in either English or Spanish only.

Encounters Program Checklist

Please choose students accordingly

The success of the “Encounter” will depend upon the performance and abilities of the key actors (Father Kino, Salvatierra, the Interpreter, and the 2 Village Chiefs). Take your time to carefully select these positions. Base your choices on language, public speaking skills, and potential leadership ability. Your smartest student may not necessarily be the best choice.

Father Kino’s Spanish Speaking Group

Ideally, Father Kino’ group should all be fluent in Spanish. However, the whole program may be conducted in English if there are insufficient Spanish speaking students.

Chose one boy and one girl for the roles of Kino and Salvatierra.

Father Kino _____

Father Salvatierra _____

Choose someone who is fluent in both Spanish & English. It may be a boy or girl.

Interpreter _____

Two Vaqueros (boys)

1. _____

2. _____

Two Vaqueras (girls)

1. _____

2. _____

O’odham Village - English Speaking Group

Village Chiefs

1. _____ (boy)

2. _____ (girl)

Scouts

1. _____ (boy)

2. _____ (girl)

O’odham Village - Native Americans

Divide the remainder of students into four groups with the chiefs and scouts each leading a group.

Smaller classes (less than 12) will be divided into only three groups.



LESSON OVERVIEW

Students will review O'odham and missionary culture through creating one or more craft projects. They will also create, discuss and write questions relevant to the "Kino-O'odham Encounter Presentation."

Subjects

Art, Social Studies, Reading, Writing and Science

Preparation

Complete or cover contents of Unit I (O'odham Village Life), Unit III (The Missionary), and Unit IV (Padre Kino); Gather the various materials described below.

Materials

May include any or all of the following: leather strips, sticks, string, paste, craft sticks, butcher paper, cardboard boxes, pens or paint, pasta or beads, and yarn; Copy or make available, the Reference Questions on Page 5.4.

Time

Part I - one session
Part II - one session

Reference to the Encounters Box

R-6 Papago and Pima Indians of Arizona

GETTING READY TO MEET FATHER KINO

Part I

1. Review the lifestyle and activities of the O'odham and the Jesuit missionaries as described in Units I, III, and IV.

2. Using the following scenario, have a discussion about cultural gift exchanges.

A friend or relative will be visiting you from Mexico or another country. What would you do to make their visit special? How would you introduce them to your life in America. What gifts or special foods might you give to them? What would you show them?

3. Explain that the O'odham heard about Father Kino and wanted to invite him to their village. Brainstorm with your class what kinds of things and/or gifts the O'odham people would have given to Father Kino?

4. Make a list of appropriate gifts, keeping as historically accurate as possible.

5. Lead students through one or more of the following activities:

- Take a hike to find sticks or natural items to make crosses for Father Kino. (Use grass, leather, corn husk, tape or string to tie them together.)
- Use fish line, string, yarn, rocks, shells, pasta, beads, colorful paper, etc., to make jewelry.
- Draw pictures or stick items of corn, squash, native plants, cotton, etc., to represent O'odham gifts for Father Kino.
- Make stick puppets to represent gifts from Father Kino. (Cattle, sheep, a cart full of wheat.)

Note to Teachers

To insure that your gifts will be incorporated into the program, please notify the Park Ranger if your students intend to use their gifts as part of the Kino-O'odham Encounter. We wish to insure that students' work is recognized, in addition to ready-made gifts which Park staff will bring.

Part II

1. You, as the teacher, take the role of Father Kino for a few minutes and explain to your class your intentions to establish a new mission. What questions do the students (O'odham villagers) have for Kino in order for them to weigh the pros and cons of allowing Kino to make a mission or not.

2. Ask each student to write down one or more questions they would want/need to ask Kino.

3. As a group, generate a list of student questions on a chart or board (*steps 1 and 2*).

4. Discuss and evaluate the different student-generated questions.

- *Do certain questions give more information than others?*

- *What questions do students need to ask in order to make wise decisions?*

- *Were there any yes or no questions?*

- *Which questions were most helpful/gave the most information?*

- *Were there any questions that were not useful or didn't tell you anything new?*

5. Hand out, or make available, copies of **Reference Questions** and augment/brainstorm with your students other questions not listed on the chart.

6. Ask each student to select and write down three questions they like and want to ask Father Kino.

7. Pair up students and have them take turns role-playing Father Kino (*interviewee*), and an O'odham villager (*interviewer*). Each student must ask at least two questions.

8. Ask students to individually review their questions (what worked vs what didn't), and allow them time to change or re-write their three questions.

REFERENCE QUESTIONS

- Who sent you?
- Who are you working for?
- How can we trust you?
- Why do you want to build a mission here?
- How will you help our people?
- Why do you want to help us?
- What's in it for you?
- Do we have to wear the same clothing as you?
- Why do we need to learn how to read and write?
- What do you want from us?
- What will happen to our gods?
- What if we don't agree with you?
- Who is going to build the church?
- How can you help protect us.
- Who is going to do all the work?
- Who will be in charge?
- Who will cook and take care of the children if we are working building the mission?
- Will other Spanish people be coming here?
- Why should we only believe in one god?
- Will you live with us? Why or why not?



LESSON OVERVIEW

The “Kino-O’odham Encounter Classroom Presentation” is a dynamic reenactment of Father Kino’s first encounter with the O’odham from Tumacácori and Bac in 1691. Under the guidance of a park ranger, agency representative, or teacher, students will learn about and role-play this event.

Subjects

Social Studies, Art, Math, Drama, Reading, Science, and Listening/Speaking,

Preparation

Read this lesson plan prior to the reenactment and follow instructions as directed; preparation and set up for the reenactment is essential. Complete the Encounters Program Checklist on *page 5.2*.

Materials

Classroom, field, playground or open area; see instructions on *pages 5.6 through 5.17*.

Time

2 hours

Vocabulary

encounter, mestizo, vaquero, visita.

Reference to the Encounters Box

B-5 *Tumacácori: From Ranchería to National Park*

B-8 *Kino Guide II*;

B-11 Video: *Kino Story and Paths in the Wilderness* (high school level)

R-6 *Papago and Pima Indians of Arizona*

R-10 Native American Games

R-11 Pima Stick Game

MEET PADRE KINO

To help prepare the teacher, the following is an outline describing the Kino-O’odham Classroom Presentation. Please read through all of the information and instructions before the reenactment.

1. As **Minimal Essential Groundwork**, complete the activities in Unit I, “O’odham Village Life” Unit III, “Life as a Missionary,” and Unit IV, “The Kino Story.” Many of these activities will be reviewed or repeated during the Encounter. Given the complexity and timing of the activity, the more knowledgeable the students are, the more successful the program will be. For this reason, we suggest that teachers reach beyond the minimum and utilize other activities from the Encounters guide, the resource box, or other sources.

2. Gather materials (normally supplied by the visiting ranger): pump drills, weaving materials, corn or other grain and mano and metate (mortar and pestle) for grinding, Pima Stick Game (*Unit I - Master Page 1.15*),

copies of chant music (*Unit III - Master Page 3.6*) and look for costume ideas on (*Unit I - Pages 1.5 - 1.6*). Your class may choose to provide: pictures or representations of Father Kino gifts (*cattle, horses, tools, wheat and O’odham gifts (jewelry, corn, crosses, etc.)*) made in lesson 9, “Getting Ready to Meet Father Kino” (*page 5.3*). Make sure to notify the Ranger, on or before the day of the play, if you intend to use class-made gifts.

3. Select the presentation site: We have found that a cleared area in your classroom or an unused room is best. The space needs to be big enough to accommodate the whole class sitting on the floor in a circle. An open area, outdoor setting, ramada etc. will also suffice. Kino’s group will use natural, shady areas around the school campus.

4. IMPORTANT - Carefully pre-select the key roles listed on the checklist on page 5.2. To balance the play, select an even mix of boys and girls to portray Kino, Salvatierra, the two Chiefs and two Scouts. Choose either a boy or a girl as the Interpreter. Because these five students will strongly influence the program, select students for leadership and public speaking abilities. (*A smart, hard-working student will not necessarily make the best Kino, whereas an energetic talker might.*) We encourage students to tryout prior to the reenactment!

5. Divide the class into the two groups: **Kino's group - (Spanish speakers if possible)** Kino, Salvatierra, Interpreter, one or two cowboys and one or two cowgirls. (*see Master Page 5.15*)

O'odham Group - (English speakers)

Divide the rest of the class into three or four groups, (approximately 3 or 4 students/group) with a boy chief, a girl chief, one boy and one girl "scout" each leading a group. Briefly introduce the students to their roles. (*See Master Pages 5.16*).

6. Set up the O'odham village site with three or four activity stations close to one another, yet separate: Pima Stick Game, Pump Drills, Weaving and Food Preparing. Tarps may be used to designate each station.

7. If using costumes, strategically place costumes around the room to facilitate the students getting dressed. If not using costumes, find a way to distinguish between key players and each group, (Example, O'odham wear head bands and Kino's Group wears hats).

KEY ACTORS = (5 students)

The success of the Encounter will be strongly influenced by the performance and abilities of the FIVE key actors. Take your time to carefully select these five positions based on language, public speaking and potential leadership ability. *Complete Page 5.4!*

FATHER KINO (1 boy or 1 girl)

Father Kino will lead his small group to visit missions and eventually found one at Tumacácori. Kino is the primary spokesperson and ultimately in charge. He or she will represent and lead the group and answer a multitude of questions. Ideally, the student should be fluent in Spanish.

FATHER SALVATIERRA (1 boy or 1 girl)

Father Kino and Father Salvatierra are to work together as a team. Historically he was Father Kino's superior. However, during this expedition he was Father Kino's guest. All discussions and decisions will include Father Salvatierra and he or she may take the lead role. Like Father Kino, Salvatierra will field a multitude of questions. Ideally, the student should be fluent in Spanish.

EL INTÉRPRETE (1 boy or 1 girl)

The interpreter was the only person who was fluent in both Spanish and the O'odham (represented by English) languages. All communication between Kino's Group and the O'odham must go through this person. (In the event of an all English or all Spanish speaking class, this position will be eliminated.)

VILLAGE CHIEFS (1 boy AND 1 girl)

The two Chiefs are responsible for the goodwill of the village. Once the idea of Father Kino's visit is proposed, the Chiefs should encourage questions and participation from other villagers. Chiefs were chosen by the O'odham for their ability to be conscientious leaders, not dictators. The Chiefs will take the role of village spokespersons.

THE REST OF THE CLASS

(Divided into two groups as described below)

LOS VAQUEROS (2 boys AND 2 girls)

Father Kino's work took him to many new areas while still maintaining his missions and visitas. He rarely traveled alone, but rather with a small group of settlers. In 1691 when O'odham Indians from the villages of Tumacácori and Bac met Father Kino near the area presently known as Sasabe, he was traveling with visiting Father Salvatierra, an interpreter, and a small group (2 to 4) of vaqueros (settlers and cowboys). Ideally, students in this group should be fluent in Spanish.

O'ODHAM VILLAGERS

(The rest of the class)

Divide the rest of the students into four groups: Weavers, Drillers, Game Players and Food Preparers. Designate the two chiefs to each lead a group while selecting one boy "scout" to lead one group and a girl "scout" to lead another. At a designated time, the scouts will leave the village to find Father Kino and invite him to the village. (The ranger will bring props and materials in order to allow students to perform activities as similar to those described in *Unit I, "O'odham Village Life."*)

THE ENCOUNTER

PUPPET SHOW (Park Staff)

The Father Kino Puppet Show is a great introduction to the program. It reviews (with lots of embellishments) the meeting of Father Kino and the O'odham people that will serve as a guide and reenactment overview for the students. The Director – (the ranger or teacher) will review the puppet show and program considering the following:

- Speaking only O'odham and not English, introduce the following greetings on **Master Page 1.9**: Shap Kaij, Shap ai Masma, Shap Chegig. Use this introduction along with the questions below to discuss the concept of Father Kino's encounter with the O'odham. Is anyone in the class from another country? Have you ever had an encounter with a person from another country or culture? What was it like? How did you feel and why?
- Who were the first people to live along the Santa Cruz River? (O'odham) How did they live? (*farmed along the Santa Cruz River*) What did they eat? (*gathered wild foods and hunted small animals and deer*) What kinds of activities did they do in their village? (*Basket and pottery making, gambled or played games, prepared food*)
- Who was the first European to establish a mission in the area? (*Eusebio Francisco Kino*) What year did he come? (*1691*) Where did he come from? (*Segno, Italy*) Who was he working for? (*The Spanish King*) What was his job? (*To work as a Jesuit missionary bringing Christianity, Spanish culture and aid to the native people.*)
- Explain that the students will be in a play similar to what they saw in the puppet show. Everyone will have a role and a costume and will be asked to re-enact the meeting of Father Kino and the O'odham. Prepare and encourage students to imagine and role-play life as it was in the late 1600s.

COSTUMING

Separate the class into their designated groups and give students their respective costumes. Help them to get dressed as quickly and efficiently as possible. (National Park Service costumes consist of ponchos and bandannas for O’odham Indians, vests and hats for vaqueros, priest cassocks for Father Kino and Father Salvatierra, pants, poncho and headband for the Chiefs, and pants and a vest for the Interpreter.)

THE ENCOUNTER BEGINS

You are now ready to begin the Encounters reenactment, which will require a Director and the assistance of at least two other adults, the Village Coordinator and the Scout. Identify the groups and key players and hand out costumes. Once costumed, Kino’s group will leave and the villagers remain, each to do their respective activities. Father Kino’s group will be led by the “Director” (*instructions on Master Pages 5-9 and 5-10*).

The O’odham villagers are lead by the “Village Coordinator” (*instructions on Master Page 5.11*), and “The Scout Leader” (*instructions on Master Page 5.10*).

Decide on a specified time to send out scouts (usually after 30 to 40 minutes).

Carry out the instructions on the above listed Master Pages before going on to the main Encounter.

DIRECTOR

To be performed by a ranger or a teacher

The Director has a key role. He or she manages the reenactment and all logistics, leads class discussions, and coordinates the Father Kino Spanish-speaking group. The role is usually performed by a Park Ranger or park representative. However, when park staff is not available, the re-enactment can be done with the teacher taking this role. (Bilingual abilities in Spanish and English are ideal, but the re-enactment can be successfully conducted in either language.)

COORDINATION OF KINO'S GROUP AFTER LEAVING THE CLASSROOM:

The approximate time for this part is 30-40 minutes, a relatively short period to try to accomplish the following objectives: 1) discuss the roles of Kino, Salvatierra, the Interpreter and the Vaqueros, 2) define a mission, 3) identify and discuss important "imported gifts" brought in by Father Kino, and 4) prepare the group for the future Encounter with the O'odham from Tumacácori and Bac. Try to divide the time up into three stops of about 10 minutes each. Be flexible and willing to consolidate or stretch out the time at each stop as needed.

Stop 1 - At Tubutama, the first mission visita

1. Huddling in a circle, re-emphasize that the students are no longer in fourth grade, but are to become Father Kino and his group in the year 1691. If speaking Spanish, no English may be spoken except between the director and interpreter!
2. Reintroduce and discuss the individual roles of Father Kino, Father Salvatierra, the interpreter and the vaqueros. Question students so that they understand and are able to perform their respective roles.
3. Define and discuss the Spanish mission. A mission was more than a church and religious instruction. It was also a community. Everyone contributed and received from the same pot. A mission included a school to learn reading, math, Spanish and how to work with the new technology (*farming, metal, building with adobe, etc.*)

4. Explain that their goal is to visit various missions in the Pimería Alta. Hand-out a map of the Pimería Alta, one for every two students (*see Master Page 4.11*). Ask them to locate Ímuris on the Map. Using the mileage legend with a stick or pencil to measure, help them to compute, in leagues (1 league is approximately 2.5 miles), how far it is from their starting point to their next destination.
5. Picking the approximate direction on the playground, help them measure the distance until Stop 2. Historically, measurements were made using two horsemen and a rope. While one horseman remained stationary, the other proceeded until the rope was taut, then stopped. The first horseman then repeated the process, etc.

Stop 2 - At Ímuris, the second mission visita

1. Huddling in a circle, chant the Kyrie on *Master Page 3.6*. Use the sheet music as a guide for them to follow.
2. Explain that Kino's and Salvatierra's main goal was to convert the Indians to Christianity as well as help with the mission. With this in mind, take the role of an O'odham Indian and have students attempt to "convert" you to Christianity. This should eventually lead to the introduction of new gifts, a result of a new and powerful God.
3. Repeat steps 3-5 in Stop 1 substituting Cocóspura for Ímuris..



Stop 3 - At Cocospera, the third mission

visita (*This stop may be combined with stop 2*)

1. Repeat the Kyrie chant on *Master Page 3.6*.
2. Continue the discussion of new gifts. Explain that some of the supplies were very important to the Indians. Discuss each of the following gifts and their implications. Use pictures or samples (*give a different one to each vaquero*):

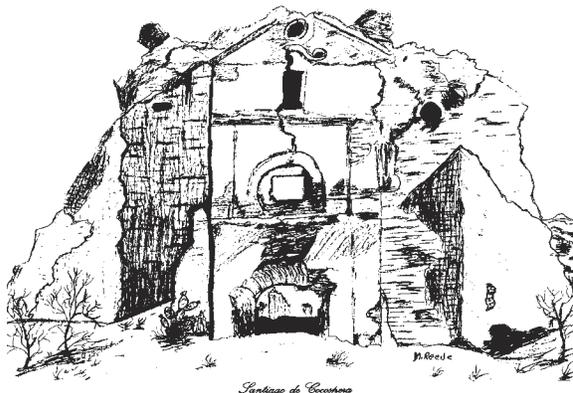
Wheat - Because there are winter frosts, the O'odham were unable to grow corn (a summer crop) year-round. A winter crop like wheat meant that they could have another staple that could yield two or more harvests per year.

Horses - Most likely, meeting Father Kino was also the first time they saw horses which supplied them with more efficient transportation, easier to accomplish work, etc.

Cattle - Before Father Kino introduced cattle, the O'odham had to hunt for their food often traveling great distances into Apache territory. Cattle also supplied a year-round food supply. Three times bigger than a deer, the O'odham didn't have to leave the village to hunt it!

Tools - Metal tools were introduced to replace the wooden and stone ones. They were much stronger, sharper and durable. Don't forget to mention chocolate and sugar!

3. Assign one or more of the supplies to each vaquero in Kino's Group. When they meet up with Indians they will be responsible for presenting their gift of supplies and explaining why the Indians should accept it.
4. Explain to the group that at sometime during this stop, the group will be contacted by O'odham scouts so review the O'odham greetings. When this happens, what questions will they ask the Indians? What will the Indians think about Christianity? Will Father Kino be safe? Is there any danger? What kinds of things will Father Kino learn from the Indians? Prompt students to come up with appropriate questions. (see reference questions on *page 5.4*.)



The First Encounter - Father Kino Meets the Scouts

At some predetermined point (*approximately 30-40 minutes*), after the group leaves the village, two O'odham scouts, accompanied by an adult, will come looking for Father Kino to invite him and his group to visit their village. Formalities must be exchanged, O'odham greetings, questions asked and fears alleviated. (Remember that Father Kino is both exhausted and has a limited number of supplies with him. How long will it take him to get to Tumacácori? How are they going to move everything? Are there enough supplies that they could use as gifts?) Once decided on visiting, travel to the O'odham village in a ceremonial procession.

VILLAGE COORDINATOR

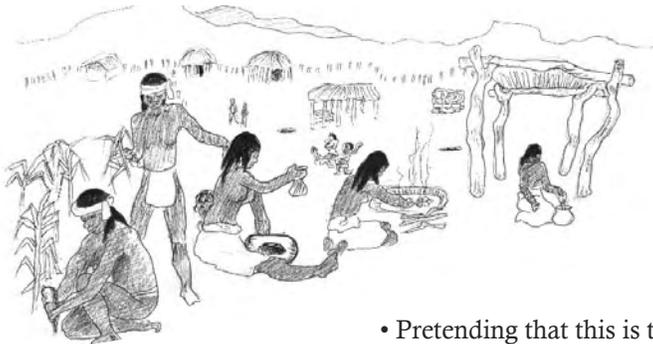
To be performed by an adult coordinator, teacher, volunteer, or an aide

1. Help set up the village site. Select a spot and lay down tarps and materials for the following four activities: pump drills, weaving, food preparation and game playing. (Group size should be 3 to 4 students, but if smaller, eliminate one activity.)
2. Assist in costuming the students. Once Kino's group leaves, briefly orient them to their roles and establish your authority and rules before going to the village site.
3. Help students get to their respective stations and assist with instructions. Ideally one adult should be at each station. (Pump drills need to be supervised at all times.)
4. Make sure that the village runs smoothly without too much chaos. Rotate the groups so each visits at least three stations.
5. At the decided time, ask the Scout-Leader (another adult) to find identified student scouts.
6. Once the scouts leave, locate the chiefs and ask them to gather the villagers into a large council. (A large tarp may be provided for this.) Put away the village activities. Have students sit around in a circle, leaving one side for Kino's group. Stimulate discussions with all of the villagers in order to prepare them for Father Kino's visit. Use the O'odham Village Questions, below as a guideline for this discussion.
7. Once Father Kino and his group arrive, follow the instructions on *Master Page 5.13*.

O'ODHAM VILLAGE QUESTIONS

Primary goal of these questions is to help students create their own questions.

- Your people believe in a religion very different from that of Father Kino. How will Father Kino's religion compare? Will it be better? How will it affect the people and village?
- Why should the O'odham people accept Father Kino? Can they trust him? How will Father Kino help the people?



- Are these gifts Father Kino brings going to help the village or its people? What impact will each gift have on the village?
- Pretending that this is the first time that you have seen a white person, are there things you would like to know? (How old is he? Where is he from? Does he have children, etc.)

THE SCOUT LEADER

To be performed by an adult coordinator, teacher, volunteer, or an aide

Introduction

Nobody knows for certain how the Indians heard about Father Kino. They probably learned about him while trading with other Indian tribes in areas near to where Father Kino was working. What they heard about Father Kino was that he was a good person who was wise, kind and generous. He had a lot of gifts for the people such as colorful beads, metal tools, a crop that would grow during the winter (*wheat*), cattle and small livestock that traveled with him which they could eat when they were hungry. They also knew that Father Kino wanted to talk about a new God he called Jesus. Maybe they thought Father Kino was a messenger from God himself.

1. At the previously decided upon time, approximately 30 - 40 minutes after the village is set up and running, locate the student scouts and chiefs. Tell them that you have heard about Father Kino and their job is to find him and invite him back to the village.

2. Personally escort these students to find and invite Father Kino. Prepare the scouts by discussing the following: Review O'odham greetings and cultural differences (*O' odham tend to be very shy*).

- *Why are the scouts looking for Kino? (to invite him to their village and for him to help them with food and gifts), How long will it take to get to the village? (One day), What dangers might they encounter? (apaches, wild animals, lack of water or food.)*

3. Upon finding Father Kino, do not approach the group, but make sure they see you, then wait close by. The interpreter from Kino's group will approach you and invite you to speak with Kino.

4. After your group meets Kino, encourage students to properly role-play and dialogue with Father Kino's group, emphasizing the questions reviewed, and the historical encounter.

5. Once Kino's group decides to go to Tumacácori, accompany students back to the village.

6. Upon arrival at the village, the student scouts will sit with other villagers. Strategically place Kino's group into the village circle. The interpreter stands halfway between the chiefs and the priests. Kino and Salvatierra stand opposite the chiefs. The vaqueros and vaqueras sit on either side of the priests.



7. As the village reenactment proceeds, prompt and encourage villagers to think for themselves and ask appropriate questions. Help to stimulate debate and discussion. As the goal is for all students to ask at least one question, certain students will need individual attention and prompting.

Father Kino Arrives at the Village

1. Prior to Kino's arrival, make sure that all "villagers" are sitting down in a circle. Leave one side open opposite the Chiefs for Kino's group.

2. When Father Kino and his group arrive, he is met by the Chiefs and invited to come into the village. Ask the student scouts to join the other O'odham villagers and Kino and his group to stand along the open edge of the circle. Have the Interpreter stand with the villagers about halfway between Kino - Salvatierra on one side of the circle, and the two Chiefs on the opposite side.) Everyone except Kino, Salvatierra, the Interpreter and the Chiefs are seated.

3. Exchange greeting formalities and proceed with the gift exchange. Using the interpreter, ask the Village Chiefs to present their gifts to Kino. Have a chief announce a gift and call on all O'odham holding that gift (corn, squash, beans, etc.) to present it to Kino. (*For example, "everyone with corn please give them to Kino."*) Once the O'odham gifts are given, have each Vaquero/ Vaquera introduce their gifts (Spanish: horses, cattle, wheat and metal), one at a time while discussing their uses and importance. Emphasize to the villagers the importance and implications of the Spanish gifts. Ask them to really think about how these gifts will effect their lives.

4. Ask Kino and Salvatierra to describe a mission (*church, fields, ranch, houses, etc.*) and their objectives of 1) help them have a better material life and 2) give them an eternal spiritual life. Do the O'odham want a mission?

5. At this point the interpreter is thanked for his/her work and the discussion switches to English only. The Director or another adult initiates a debate between the villagers regarding whether or not Father Kino will stay. The O'dham need to express their opinions while asking any questions pertinent to determining the fate of Kino and his group. The Chiefs, although allowed to ask questions, are to call on other villagers one at a time.

6. Prompt and encourage the Chiefs and Villagers to think for themselves and ask appropriate questions. Help to stimulate debate and discussion. (Formulating questions is difficult for many fourth graders, yet a wonderful learning opportunity. The goal is for all students to ask at least one question. Certain students, however, will need individual attention and prompting. Teacher and adult voluteers need to be available to assist and encourage all students to come up with a meaningful question.)

7. At a certain point, at the Director's discretion, explain to the village that they must now decide whether or not Kino will stay. Ask the villagers to close their eyes and decide individually which way they wish to vote. (Having their eyes closed allows them to come to their own conclusions, not biased by friends.)

8. Call on each student in circular order, to express their opinion to the rest of the village whether or not they think Kino should stay and one reason why. Again, encourage them to think for themselves! (Some students will have trouble with this public speaking activity.) Intersperse adult opinions (volunteers, teacher, etc.) to give differing opinions (pros and cons).

9. Once all villagers have expressed their opinion, allow each of Kino's Group a last opportunity to 'convince' the O'odham that they should stay.

10. Call the final vote. Once again have the villagers close their eyes and raise their hand when called to vote pro or con.



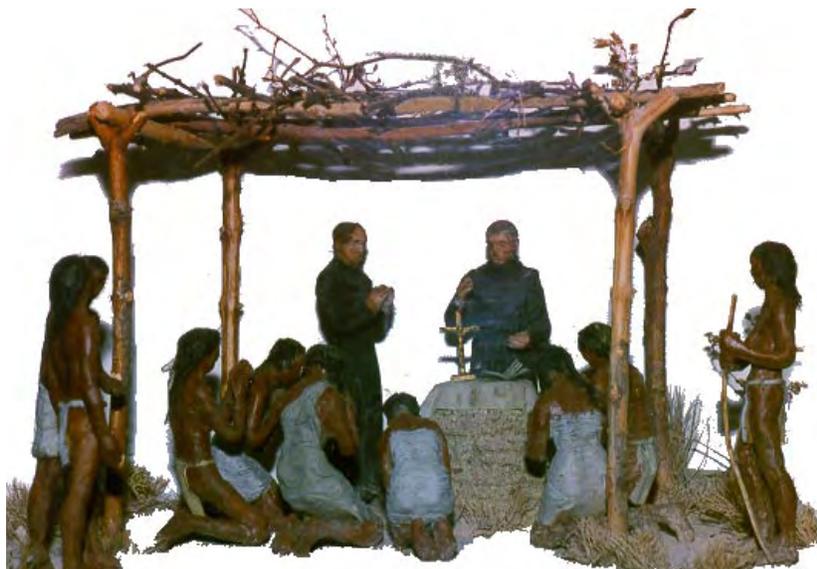
THE ENCOUNTER ENDS

Conclusion

Come out of the historic roles and return to the present-day. Hold a discussion, using the following questions as a guide:

- How did Father Kino help the Indians?
(He brought new technology and foods which, at least initially, made life easier for the O'odham.)
- How did the encounter with Father Kino change the Indians? In which ways do you think Father Kino might have affected the Indian culture?
(Starting with Father Kino, much of the original Indian culture changed both positively and negatively. Imported foods and technology made life easier and in many ways better for the O'odham, but it also changed their culture so that many traditions have been lost.) Did he bring anything with him that hurt the O'odham? (Diseases; over-population of livestock caused environmental degradation, etc.)
- Would you have done anything differently if you were Father Kino? Would you have liked to have been alive at the time of Father Kino? Why or why not? Looking back over time, do you think that this first Encounter with Father Kino was good? Why or why not?

- What happened to the O'odham who married the Spanish? Option: Instruct students to ask this question in front of a mirror for the answer.
(The Spanish intermarried often with the Indians creating a mixed "mestizo" race. Over time, more and more educated mestizos contributed to the Mexican War of Independence in 1821 and Mexico became a nation.) Are any of the students Mexican-American? If so, do they realize their Indian and Spanish (mestizo) heritage?
- Complete the program by introducing the Mission 2000 database (*see Master Page 10.7*) Enter at least one student's name into the database as a demonstration, more as time allows (all students will want to do this.) Encourage the teacher to allow time for each student to search the database for family names.



THE CAST: KINO'S GROUP

FATHER KINO (Spanish Speaker if possible)

Eusebio Francisco Kino was born on August 10, 1645 in Segno, Italy, a small village. He grew up on a farm and then went to a Jesuit college when he was eighteen years old. During his studies, he became sick and almost died. He prayed to his favorite saint, Saint Francis Xavier, promising that if the Saint would help him get better, he would give his life to the church. He recovered and joined the Society of Jesus, or the Jesuits. Father Kino's main work was to convert the native people to Christianity. He treated them as friends and took time to learn their language and their culture. He was wise, kind, generous and well-liked by the locals. He was also known to be a hard worker and a good horseback rider.

In 1687, Father Kino arrived at the town of Cucurpe in Sonora, Mexico, and founded his first mission in the Pimería Alta, at nearby Cosari. He named it Nuestra Señora de los Dolores, or Our Lady of Sorrows. It became his home and base of operations for the rest of his life.

In January 1691, Father Kino was traveling with his superior, Father Salvatierra, who was there to see whether or not Father Kino was doing a good job. Although Father Kino was in charge, he was also on his best behavior and always treated Father Salvatierra as a friend as well as his superior.

- **Father Kino's job is to show Father Salvatierra around while accomplishing his obligations to the Indians, such as celebrating mass and saying blessings. He is a wise, kind and generous priest.**

FATHER SALVATIERRA (Spanish Speaker if possible)

Juan María de Salvatierra was born in Milan, Italy, in 1644 and became a missionary in 1675. He spent 10 years working with the Chunipas Indians in Mexico before being appointed as *Padre Visitador* in charge of many missions.

His first assignment as a supervisor was to work with Father Kino. Some bad rumors had spread about Father Kino and Father Salvatierra was sent to investigate. The two men rode for over 200 miles to see Father Kino's work and to found the Tumacácori mission in 1691.

While traveling together, Father Salvatierra and Father Kino became good friends. Father Salvatierra found nothing wrong with Father Kino's work. Salvatierra was so impressed that he supported Father Kino throughout his life. By chance he took over Kino's mission in Baja California. Father Salvatierra has been described as square-jawed, hawk-nosed and clear-headed.

- **Father Salvatierra's job is to go with Father Kino to observe and help him. He is Kino's friend as well as his superior.**

LOS VAQUEROS - THE COWBOYS (Spanish Speakers if possible)

Father Kino's expedition to Tumacácori included *vaqueros* (cowboys). They mostly worked with the livestock, but helped where they were needed. In the case of this Kino Encounter, one vaquero will serve as a farmer, in charge of growing wheat and other crops, one will be a blacksmith who works with, and is responsible for all tools, one will be in charge of cattle, and another in charge of horses. They also participated in Masses, singing and other religious work.

- **The vaqueros' work is to tend to the gifts (cattle, horses, wheat and metal tools) and make sure that everything is all right. They help Father Kino whenever they can.**

EL INTÉRPRETE - THE INTERPRETER (Speaks Spanish and English)

Although Father Kino eventually learned to speak the local O'odham language, he probably spoke very little when he first came to Tumacácori. The Interpreter worked closely with Father Kino to translate for him. He also served Father Kino by helping him understand and appreciate the ways of the Indians. It is important to note that the interpreter's job is to translate and not express his/her own opinion.

- **The Interpreter translates between Spanish and English, and helps Kino understand and respect O'odham customs.**

THE CAST: O'ODHAM VILLAGERS

O'ODHAM VILLAGE CHIEFS (Speak only English)

All O'odham people had a village chief who supervised the overall running of the village. Chiefs did not inherit their position but were selected by the people for being wise, strong, intelligent and having people skills. Chiefs were highly respected. For logistical purposes, we recommend that both a girl and a boy chief are selected to run the village together.

- *Chiefs are responsible for seeing that village life activities go well. Each chief is also designated to be the leader of one of the sub-groups outlined below.*

SCOUTS (Speak only English)

When the O'odham people heard about Father Kino they sent out scouts from the villages of Bac and Tumacácori. The scouts (one boy and one girl) have the responsibility of finding Kino's Group and inviting them back to Tumacácori.

- *Scouts are responsible for finding Kino and inviting him to the village. They are also designated to be the leader of one of the sub-groups outlined below.*

CHICHVIDAM - GAME PLAYERS (Speak only English)

Like most people, the O'odham loved to play games. Men would often spend hours playing games and gambling. Women also played games but not as much because of all the work they had to do. Men and women did not usually play games together.

- *Play the game of "ginz." Keep in mind that the order in which you play each stick can make a big difference. Fix up your area in order to get ready for Father Kino's arrival.*

IQUSTADAM - WEAVERS (Speak only English)

Weaving was important work for the O'odham who lived along the Santa Cruz River. Things were usually made with cotton, yucca or agave fibers and later wool from the Spanish. Dyes were made from a variety of different plants, leaves, roots or special dirt. Weaving was traditionally done by men.

- *As Weavers, try new designs and patterns to create unique and decorative mats. Fix up the work and home area in order to get ready for Father Kino's arrival.*

MAKARADAM - DRILLERS (Speak only English)

An important skill in an O'odham village was drilling. Men usually made the tools but women may have also learned the skill to make jewelry or decorations. Jewelry was often made from shells, bones or stones found locally or traded from other Native Americans.

- *Try making small holes in the wood. Remember that rhythm is more important than strength. When successful, try putting a hole in a shell. Fix up your area to get ready for Father Kino's arrival.*

HIHIDODAM - FOOD PREPARERS (Speak only English)

Perhaps the most important job of all was that of the food preparer. These workers, almost always women and children, rarely stopped. They often woke early to haul water, grind the mesquite or corn and prepare the meal for their family or community.

The staple foods of the O'odham were corn and mesquite beans. The kernels or bean pods were ground into flour and used to make a hot cereal, bread or other good things.

- *Use the mano and metate to grind the grain into a fine flour. Fix up your area to get ready for Father Kino.*