

The Complexities of Apache History
Western Apachean Peoples After the “Apache Wars”

Faces of Resilience: The Cibecue Apache Identity

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Teacher Leadership Shiłgozhóó Institute (TLSI)

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Topic & Context

This unit centers on the idea that Apache identity in Cibecue is not a static historical artifact, but a living, evolving, and powerfully resilient force. The "faces" represent the individual and collective expressions of this identity across generations, with a strong emphasis on the vibrant present.

This unit is designed for World History students in Grades 9 through 12 for a period of four weeks. Many of these students, particularly those who have attended Cibecue Community School, have already been introduced to Apache language and culture. The purpose of this unit is to build upon that foundational knowledge, deepening their understanding and strengthening their connection to their heritage. At this stage in their development, these students are transitioning into young adulthood and are often exploring questions of identity and belonging. This unit seeks to support that journey by helping them reflect on and affirm their cultural identity. It encourages students to consider what it means to be Apache in today's world and to take pride in their heritage. Through culturally relevant learning experiences, the unit aims to empower students with a sense of purpose, belonging, and pride in their identity as Apache people navigating the challenges and opportunities of the 21st century.

This unit aligns closely with the Arizona Social Studies Standards, particularly the strand focused on "The World in Transition." Within the World History curriculum I currently teach, students explore major developments beginning with Ancient Civilizations and continuing through to the Contemporary World. This broad historical scope allows students to gain a foundational understanding of how human societies have evolved over time. It is within this framework that the inclusion of the Apache of Cibecue becomes especially relevant. As members of a living and dynamic culture, the Apache people are very much a part of the contemporary world, and it is essential for students—especially those from the community—to recognize their own place within that ongoing historical narrative.

This unit encourages students to reflect on their cultural identity by examining the history they have inherited from previous generations and considering what they, in turn, will pass on to future ones. Apache identity has been shaped not only by ancestral knowledge but also by centuries of interaction with other cultures, environmental influences, and historical events. These ongoing factors continue to influence and transform Apache culture today. By understanding these dynamics, students can better appreciate the resilience and adaptability of their heritage and gain a stronger sense of pride and responsibility in preserving and contributing to their cultural legacy.

Identity is generally how we see and perceive ourselves and how other people see and perceive us. In the light of this definition, this curriculum unit will be looking into the Apache Language, Clans, Cuisine, Traditions, Dressing, Age identity, Heroes, Education & Career pathways, Historical Trauma, Social classes, Gender roles, and a question on What is lost in terms of the

identity. The unit will involve review of secondary sources, student activities on their involvement in cultural activities, oral inquiries on the Apache identity and short interviews on the foreigners view of the Apache identity.

Rationale

I am currently a full-time Social Studies teacher at Dishchii'bikoh Community School, where I am dedicated to educating and supporting students in grades 9 through 12. My teaching responsibilities span a range of subjects within the Social Studies discipline, including World History, United States History, Government and Economics. In each of these courses, I strive to provide students with a comprehensive understanding of historical events, political systems, and economic principles, while also encouraging critical thinking, civic engagement, and cultural awareness.

I majored in Sociology and have taught the subject together with History for about 13 years in an international school in Nairobi, Kenya. I have had numerous opportunities to learn about different cultures as part of the curriculum. Besides, I have had similar opportunities to experience, observe and research on cultural identities through academic debates and events, both formal and informal, which I find fascinating and worthy of pursuing. After two years of work and living among the Apache of Cibecue, I am excited and curious to interrogate and expand their cultural and historical knowledge.

My goal is not only to help students meet academic standards, but also to empower them with the knowledge and skills they need to become informed and responsible citizens in their communities and beyond. As an educator at Dishchii'bikoh Community School, I am deeply committed to fostering a classroom environment that honors the students' cultural backgrounds and supports their personal and academic growth.

Historically, the institution has been known as Cibecue Community School, reflecting its deep roots within the local community and its operation under the guidance of the Cibecue Community Education Board, Inc. (Dishchii'bikoh Community School, n.d.) Over the years, the school has remained a cornerstone of education and cultural preservation in the region. In recent years, the school embraced the name Dishchii'bikoh Community School, a name chosen with care and reverence to honor the Apache language, heritage, and cultural identity that form the foundation and spirit of our people. "Dishchii'bikoh," derived from the Western Apache language, signifies not only a place but also a proud cultural legacy passed down through generations. (Dishchii'bikoh Community School, n.d.)

Serving students from K-12, Dishchii'bikoh Community School is a Title I Grant School, receiving the bulk of its funding through the Bureau of Indian Affairs (BIA) since 1991. In

keeping with its commitment to public service and educational excellence, the school operates as an officially recognized 501(c)(3) Non-Profit Organization under the governance of the Cibecue Community Education Board, Inc. (Dishchii'bikoh Community School, n.d.)

The school's mission has always been twofold: to provide a high-quality academic education and to serve as a guardian of Apache language, culture, and traditions. Student success is rooted not only in strong academic foundations but also in a deep understanding of one's cultural identity and community values. The school was originally founded with the intention of serving the children and families of Cibecue and neighboring areas located within the White Mountain Apache Reservation, and continues to uphold this commitment with pride, dedication, and respect for the land and the people. (Dishchii'bikoh Community School, n.d.)

Through culturally responsive teaching, community involvement, and a focus on student achievement, Dishchii'bikoh Community School strives to empower the next generation of Apache leaders, scholars, and cultural stewards.

The philosophy of Dishchii'bikoh Community School is grounded in a deep and unwavering respect for the culture, language, and traditions of the Apache people. The school is committed to cultivating an educational environment that not only acknowledges but actively celebrates the unique identity and heritage of the White Mountain Apache community. (Dishchii'bikoh Community School, n.d.) This philosophy shapes every aspect of the school's programs and practices, fostering a setting where students feel a strong sense of belonging, pride, and connection to their ancestral roots.

At the heart of this philosophy is the belief that tribal values, language, and customs are not only vital to the personal development of each student, but also essential tools for building a resilient and empowered community. By incorporating Apache cultural attributes into the daily curriculum and school life, Dishchii'bikoh Community School encourages students to develop a profound awareness of their heritage, cultivating a sense of identity and purpose that strengthens their self-worth and future aspirations.

The school strives to create a holistic learning experience that nurtures the intellectual, emotional, social, and physical development of each student. Students are supported as they grow into confident individuals capable of critical thinking, compassionate action, and responsible leadership. This growth is not limited to academic achievement alone; it extends to helping students form a deep respect for their culture, a strong moral foundation, and a lifelong commitment to their community and beyond.

Ultimately, Dishchii'bikoh Community School envisions each student not only as a future contributor to the White Mountain Apache Tribe, but also as a global citizen who carries forward the wisdom, values, and strength of their people. By blending cultural preservation with

academic excellence, the school aims to empower its students to succeed in a complex world while remaining firmly rooted in the enduring legacy of the Apache Nation.

All students are encouraged to participate in the Apache Language program where they learn to read and write their native language. The School and Community are committed to the preservation of the native language, history, and culture. The Apache language is still the primary language spoken by the community at large and this is honored at school functions. (Dishchii'bikoh Community School, n.d.)

Throughout the unit, students will critically examine a wide range of “faces” or perspectives—these include individual stories of strength and perseverance, community-led initiatives aimed at cultural revitalization, traditional practices that continue to anchor identity, and modern forms of expression such as art, language revitalization, activism, and youth leadership. By engaging with these sources, students will develop a nuanced understanding of resilience not as a singular moment of triumph, but as an ongoing process of adaptation, resistance, and renewal in the face of systemic challenges.

As the unit progresses, students will reflect on the connections between past struggles and present-day realities, particularly focusing on how the community has reclaimed agency and empowered its younger generations. The unit culminates in a powerful exploration of how current Cibecue students themselves are the living embodiment of this resilience, carrying forward the strength of their ancestors while shaping their own unique futures. They will consider how their identities are influenced by both heritage and contemporary experience, and how they contribute to the ongoing story of the Apache people through their choices, voices, and aspirations.

Ultimately, this unit not only deepens historical understanding but also invites students to see themselves as part of a legacy of resilience, responsibility, and possibility—empowered to honor the past while building a strong, self-determined future for themselves and their community.

Instructional Guide

This curriculum unit offers students a meaningful and in-depth journey into the powerful and enduring theme of resilience as lived and experienced within the Cibecue Apache community. Rooted in culturally responsive pedagogy, the unit encourages learners to engage with the historical and contemporary realities that have shaped, tested, and affirmed Apache identity over time. Students will trace the trajectory of the community’s resilience from the post-Apache War era, a period marked by forced relocation, cultural suppression, and the struggle for survival, to the vibrant and evolving expressions of identity in the present day.

Students will also explore how identity has been challenged by historical events—such as boarding schools, land loss, and federal policies—yet has remained vibrant and dynamic through the intentional actions of Apache people to preserve language, values, and lifeways. The unit highlights how resilience is not only a response to adversity but also a celebration of continuity, cultural pride, and hope.

As part of teaching and learning activities, a variety of engaging and educational tasks will be incorporated to ensure a well-rounded evaluation of student understanding and participation. These activities will begin with detailed mapwork exercises focusing on key geographic areas such as the state of Arizona, the White Mountain Apache Tribe (WMAT) Reservation, and the community of Cibecue. Students will also be expected to compose short, thoughtful essays based on readings and selected texts provided during the course, demonstrating both comprehension and critical thinking. They will also be expected to create a detailed and informative work of traditional or contemporary Apache art.

Additionally, each student will prepare and present a creative tri fold presentation centered around the theme “My Apache Identity,” allowing them to explore and express their personal and cultural connections. A brief yet meaningful project will also be assigned, encouraging students to delve deeper into a specific topic of relevance. To bring the learning experience to a flavorful conclusion, students will participate in an Apache cuisine cook-out, celebrating traditional foods and culinary practices while building community and cultural appreciation.

The main text in this unit will be *The Cibecue Apache - Case Studies in Cultural Anthropology* by Keith Basso. Published in 1970, Keith Basso’s work focuses not on how the Western Apache lived in the distant past, but rather on how they endure and live in Cibecue in the contemporary moment. His study centers on their perceptions, lived experiences, and belief systems during the mid-20th century, offering essential insights into the cultural and social landscape that immediately follows the historical period the unit addresses. A key element of his work is the exploration of how the Apache speak about place—captured in the concept that “wisdom sits in places”—which reveals a profound connection between landscape, language, and identity formation. Basso’s work highlights the intellectual and cultural strength of the Apache people as expressed through their own voices, worldviews, and lived experiences.

Teaching Plan

World History (Grade 9-12)

Unit 1B: Faces of Resilience: Cibecue Apache Identity

Learning Goal: We will compare the Cibecue Apache cultural identities before and after creation of the reservations.

Specific Objectives

- Identify the physical space occupied by the White Mountain Apache Tribe
- Describe the economic, political and social organization of the Apache people of Cibecue
- Compare and contrast the Apache way of life in early 1900s and life in 2000s
- Collect and analyze simple data on the Apache identity
- Illustrate Apache traditional and contemporary art
- Identify important achievements of the Cibecue Apache people in 21st Century
- Describe the relationship between the WMAT and Federal government

Content Outline and Reading Guide

Week 1: Pre- Reservation Western Apache Society

Mapwork: map of the 5 regions of the USA, Map of AZ counties vs Tribal map of AZ

Cibecue Apache by Keith Basso pg. 1-15

- Social Organization
- Social structure
- Marriage
- Religion

Week 2: Post-Reservation Apache Society

Cibecue Apache by Keith Basso pg. 17- 31

- Cibecue
- Social Organization
- Social structure
- Religion

Week 3: Power

The Realm of Power in *Cibecue Apache* by Keith Basso pg. 36-42

- Power and its uses
- The acquisition of power

Relationship between the Federal Government & WMAT

- Introduction to Levels of government in the USA

White Mountain Apache Tribe Constitution

- Preamble, Article I-III, current Tribal Council representatives

Week 4 Research Project: Acquire a research handout from the teacher and follow its instructions (20 possible points)

1. Conduct a short interview with a questionnaire on Apache language, foods, dressing, beliefs, heroes/heroines and the role of men and women. The respondents must include an adult (male/female), a High schooler, A middle schooler, Elementary student and a foreigner/non-native.
2. Rescission of Executive Order 14112 of Dec. 2023. What are the potential effects? What other executive orders enacted recently could affect tribal sovereignty?

3. *Screams from the Woods; MMIW Rights & Responsibilities* -a report on the project work. (i.e what is the project about? Why the project? How did they gather the information?)
4. Heroes of Cibecue:Purple Hearts - A biography of one of the Cibecue Heroes and

complete the task at the end of the biography labeled “High School”

List of Assignments

Directions: Select an assignment from each set and complete it in your own words.

ALL under the MAPS set, LIST set & VISUAL DISPLAY PROJECT set must be completed.

Maps: (15 points possible)

1. USA Map of Regions
2. Arizona map of counties
3. Arizona Reservations Map

One Paragraph (5 points)

1. Describe the economic activities of the Apache after the Apachean wars
2. Describe the political structure of San Carlos reservation after the Apachean wars
3. Describe the social life of the Apache after the Apachean wars

List: List items under each of the following subtitles in the Apache culture (20 points possible)

A. 4 Apache colours	F. 4 Apache foods	G. Apache ceremonies
B. 4 Apache heroes (e.g medicine men, warriors etc)		
C. Name of the Apache women clothing	H. Name of the Apache men clothing	
D. Two duties/responsibilities of an Apache man		
E. Two duties/responsibilities of an Apache woman		

Visual Display Project: Obtain a poster paper from your teacher to display your identity (15 points possible)

1. Create a poster with your full names, your clan, your leisure activities, your favorite Apache food, your clan symbol (s), your age, give yourself an Apache nickname.

Short Essays (10 points possible)

1. Compare Apache way of life before and after the Apachean wars
2. Describe an Apache tradition practiced up to date and that you may have participated
3. Describe practices from the Apache way of life that are banned or not acceptable today

Standard Essay (20 points possible)

1. Describe your life as an Apache youth. What are you proud of? What challenges do you face/are facing as an Apache youth? What could be the solution? What are your career goals?

Art: Create a detailed and informative work of Apache art (10 points possible)

1. Draw a detailed scene of an Apache traditional homestead
2. Draw an Apache graffiti detailing either a tradition, landscape, animal, plant

Research Project: Acquire a research handout from the teacher and follow its instructions (20 possible points)

1. Conduct a short interview with a questionnaire on Apache language, foods, dressing, beliefs, heroes/heroines and the role of men and women. The respondents must include an adult (male/female), a High schooler, A middle schooler, Elementary student and a foreigner/non-native.
2. Rescission of Executive Order 14112 of Dec. 2023. What are the potential effects? What other executive orders enacted recently could affect tribal sovereignty?
3. Obtain materials, resources and details of the Carmen Thompson and Imani Haven NHDAZ project- *Screams from the Woods; MMIW Rights & Responsibilities* -and write a report on the project work. (i.e what is the project about? Why the project? How did they gather the information?)
4. Acquire from the teacher and read the biography of one of the *Cibecue Heroes* and complete the task at the end of the biography labeled “High School”

Alignment with Arizona History and Social Sciences Standards updated 8.23.2019

H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.

H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.

H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

G1: The use of geographic representations and tools helps individuals understand their world.

G2: Human-environment interactions are essential aspects of human life in all societies.

E4: The domestic economy is shaped by interactions between government, institutions, and the private sector.

C1: Civic virtues and democratic principles are key components of the American political system.

C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.

SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.

SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

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https://www.dishchii'bikoh.org/apps/pages/index.jsp?uREC_ID=277405&type=d&pREC_ID=617963

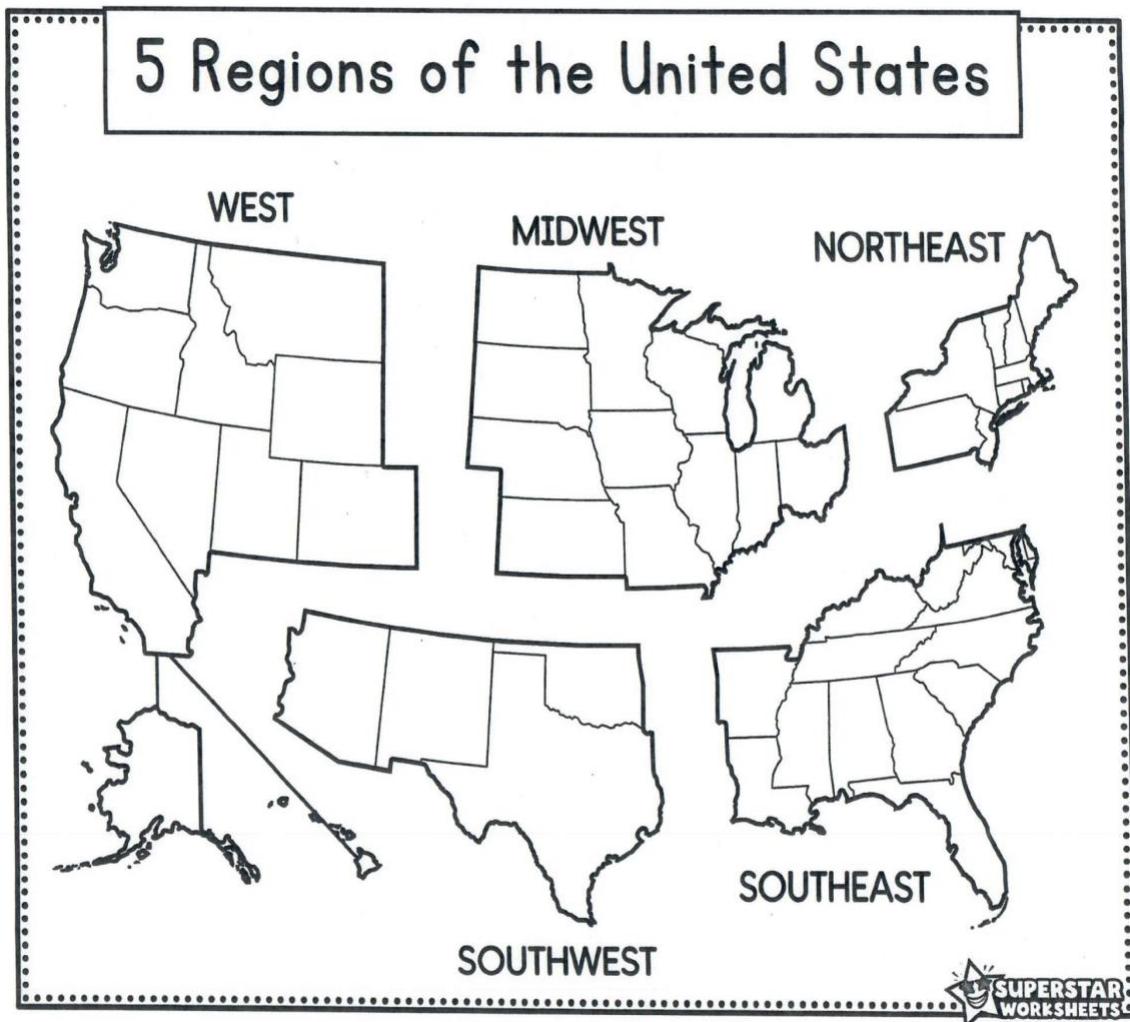
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Retrieved June 20, 2025 from

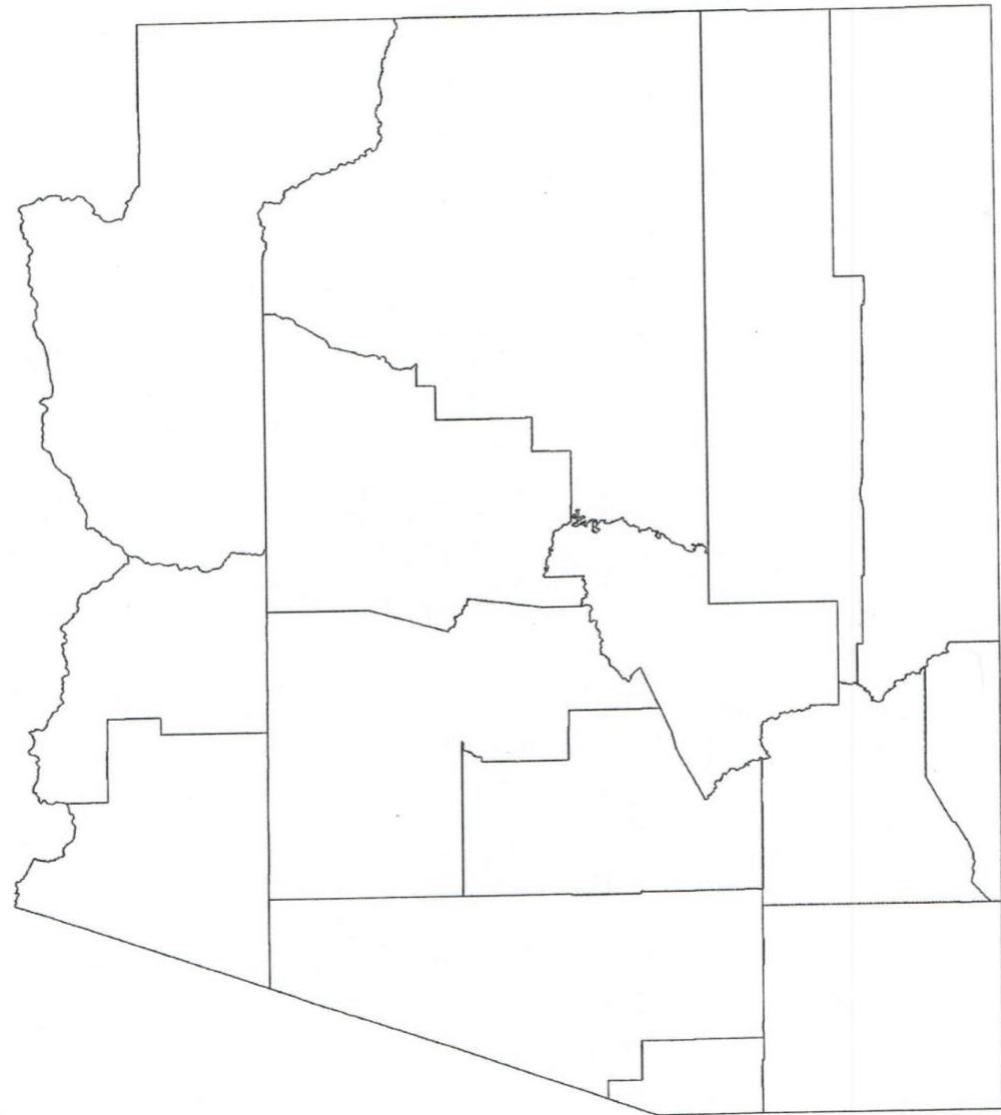
https://www.narf.org/nill/constitutions/white_mountain_apache/whitemountainapacheco_nst.html

Appendix 1: Maps

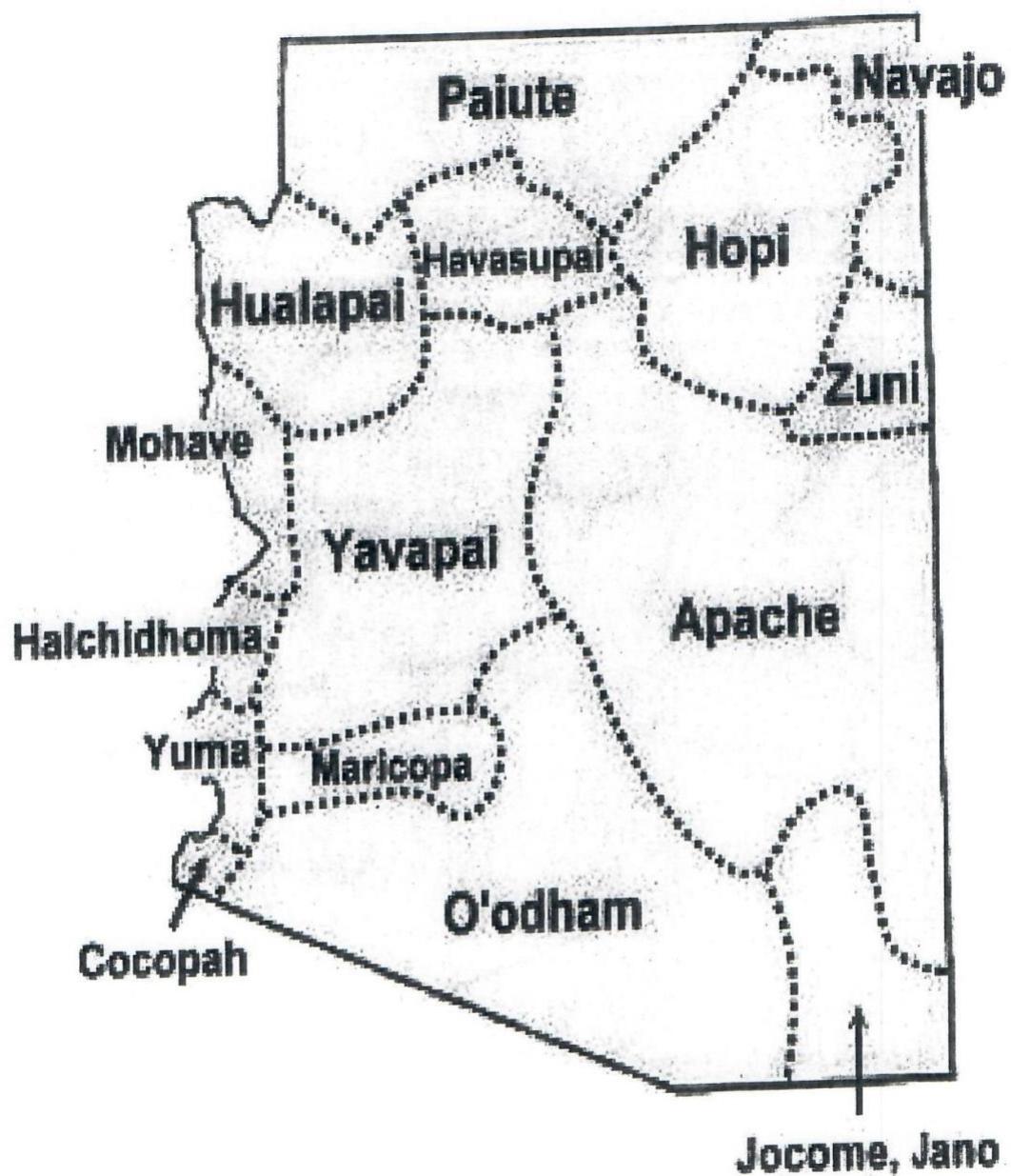
Map of the 5 regions of the United States of America



Map of Arizona: Counties



Tribal Map of Arizona



Map of Arizona showing the Apache Reservation

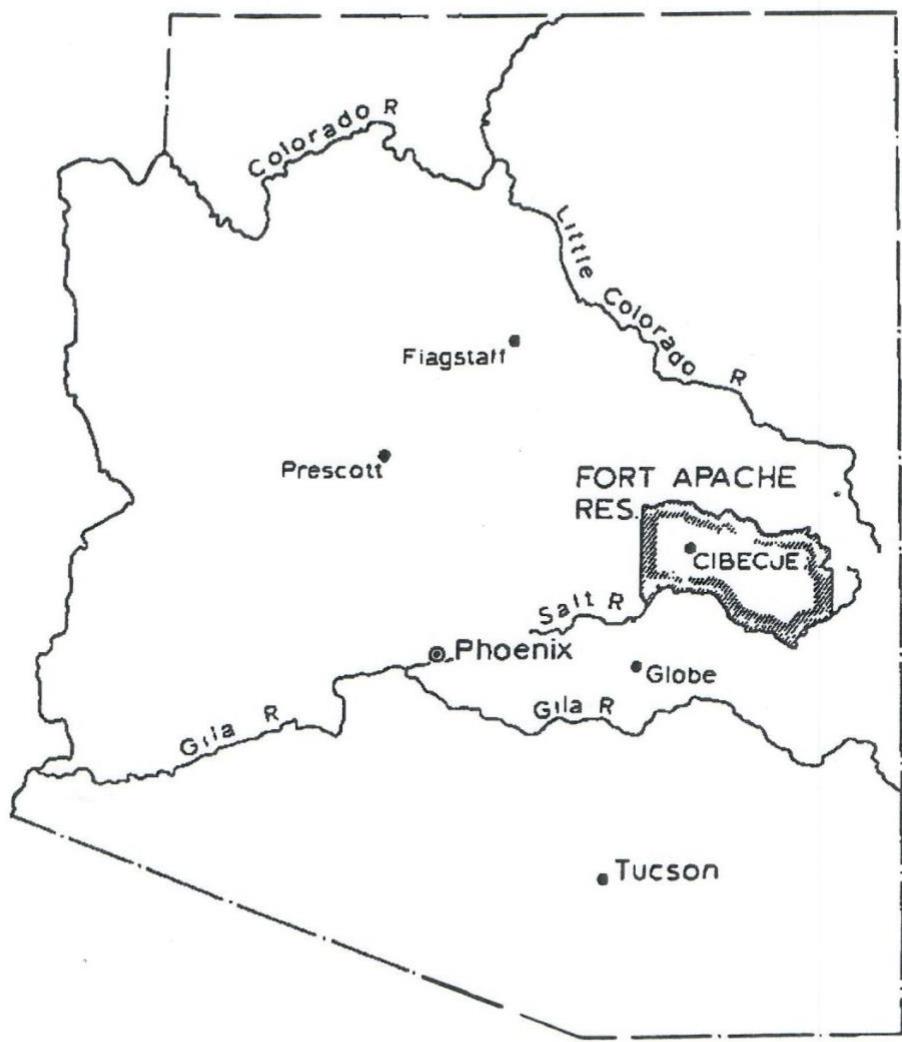


Figure 5. Map of Arizona showing location of Fort Apache Reservation.

Appendix 2
Guided notes Worksheets 1-7

Week 1

Pre-Reservation Western Apache Society

Worksheet 1
Economic Organization Pg 3

Name two groups with whom the Western Apache traded, to the East and to the West

_____ , _____

The _____ and _____, enemies of long standing, were the targets of continual raiding, as were the frequency defenseless _____ farmers scattered throughout southern Arizona and northern Sonora and Chihuahua.

Dealings with the Chiricahua were amicable. What strained the relationship between the Chiricahuas and the Western Apache in the 1870s? _____

According to Goodwin (1937:61), what food did the Western Apache consume?

When and why did the Apache establish permanent residences?

What foods did the Apache grow?

Who remained behind to take care of the farms?

Name three types of fruits gathered by the Apache gathering parties

Name the foods collected in July and August _____,
September _____,
October & November _____.

Pre-reservation meat supply consisted of stolen livestock. List animals that were obtained through raids from the Mexican farmers, the Pima and the Papago

Describe how the captive women and children were treated.

Worksheet 2

Social organization pg4

Define social organization according to Robert Lowie

Name the FIVE Western Apache sub-tribal groups

,

,

,

[According to Goodwin 1942:110, what characterized each local group?]

Describe the Apache Matrilocal Extended family

Who headed a family cluster? _____

A woman remained in the area to which she had been educated in terms of _____ and _____ activities.

The man's main economic activities were centered around _____ and _____ which also required extensive training and integration into a tightly organized group.

A man was trained for war and raiding by his mother's parents, his _____, his elder _____, and his _____.

List FIVE duties/responsibilities of a headman

1. _____
2. _____
3. _____
4. _____
5. _____

Page 8

What was an Apache clan composed of?

How was the naming of a clan done/based on?

How many Western Apache clans were there? _____

Describe the THREE main functions of a clan

1. _____
2. _____
3. _____

Worksheet 3

Page 13

In your own words describe **kinship behavior** with reference to *Authority*, *Obligation* and *Restraint*

Pg 14

Describe an Apache man's relationship with his mother-in-law/his wife's parents

a. What is the name of a marriage where a man has more than one wife? _____

b. What kind of men were in the above types of marriages?

What were the accepted grounds for divorce among the pre-reservation Western Apache?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Week 2
Worksheet 4

Post-Reservation Western Apache Society pg 17

Where were the majority of western Apache settled after the war with Mexicans and US troops?
_____ and _____ Indian reservations.

What has enabled the Apache people to retain a profound sense of identification with the land, it's farm-sites and its ceremonial dance grounds?

When was Fort Apache established? _____

List the names of the 9 exogamous settlements where the White Mountain and Cibecue subtribes are settled.

_____, _____, _____
_____, _____, _____
_____, _____, _____

Pg 19

What happened during the Cibecue Massacre?

What is the genesis of the modern Cibecue community where the distinctions between bands and local groups were blurred and then obliterated?

What is the altitude of Cibecue? _____

What characterized Cibecue Apache camps in the 1960s?

When was government-sponsored "community building" erected? _____

Who owned and operated the two schools in Cibecue during this period?

Which year did the saw-mill become operational? _____

Economic organization pg 22

The modern economy revolves around 1. individual _____, 2. income

From _____, 3. _____ credit, and

4. _____ subsidies in the form of _____

checks and social security benefits.

"Until recently, jobs were very hard to come by in Cibecue, but the sawmill and the construction of a new school are currently providing employment for about thirty men. Five or six others work regularly as cowboys in the Cibecue, Oak Creek, and Grasshopper cattle districts, and this number is swelled to as many as fifteen during roundups. Three Apaches are in the employ of the Forestry Service, and between six and ten work as trading post clerks. There are two Indian policemen stationed in Cibecue and one reservation game warden. Two men work as janitors at the Bureau of Indian Affairs' school, and another helps maintain the irrigation system."

Present Day employment statistics (2025) [Do your own research]

How many Apaches are employed in the School? _____ What is the total number of employees in the school? _____

Forestry service? _____

Indian Health Services?

Police Department? _____

Housing Department? _____

Name other places/organizations/cities where the Apaches living in Cibecue get employment

Worksheet 5

What is the most far reaching effect of land ownership and the introduction of the Western Economy?

Social Organization pg 24

What is the Apache name for Cibecue? _____ What is the Apache name of the people who live there? _____

Describe the meaning of *a gowa_a*

Pg 26

Describe the meaning of *agota*

The women whose lineage constitutes the core of the *gota* and from whose clan the *gota* derives its name, are together almost constantly- _____,

Pg 28

What are the major items of material culture? _____

Study the table on pg 28. What is your *Phratry* and *clan*?

Pg 29

Since the establishment of reservations in the 1870s, traditional Western Apache social organization has undergone several profound alterations. Provide a summary of the changes.

Worksheet 6

Religion

Page 30

The term _____ applies to all persons who belong to clans related to one's own; that is, all members of Ego's phratry except those in his own clan. The latter, Ego's clan relatives are labeled _____. All individuals not subsumed under these two categories are called _____. There are three types of _____-persons belonging to the clan of Ego's father; _____-persons belonging to the clan of Ego's spouse; and finally _____-persons who are _____, but who belong neither to Ego's father's clan nor to that of his spouse (see Figure 6).

Pg 31

Read the following excerpt from page 31. Indicate whether you agree or disagree with the statements as of present day Cibecue.

"Of all the settlements on the Fort Apache Reservation, Cibecue is regarded as the most conservative. Apaches living there, together with those from other settlements, say it has "a long ride ahead" (that is, modernization is years away), and in support of this opinion usually offer one or more of the following reasons:

1. Until recently, the majority of Cibecue's inhabitants lived in traditional grass wickiups. Many still do. True False

Explain: _____

2. Cibecue has more medicine men presently active than any other settlement. (There are four medicine men in Cibecue, at least two more than in any of the eight other settlements.) True False

Explain: _____

3. More ceremonials are held in Cibecue than anywhere else. (For example, between June 1 and September 30, 1965, forty-one ceremony were performed. Over the same period of time, Whiteriver, with a substantially larger population, was second with twenty-nine.) True False

Explain: _____

4. At ceremonials, rodeos, and other social events, it is commonly said that people from Cibecue prefer to keep to themselves, being reluctant to mix with Apaches from other settlements." True False

Explain: _____

Pg 32

Using the event in 1942 or in 1958, describe the effectiveness of Cibecue Apache medicine men ceremonials.

Who is probably the most widely renowned medicine man to appear among the Western Apache since the turn of the century? _____

Describe the prediction he made regarding vehicles

Although Western Apache recognizes medicine, explain two areas that the white doctor is woefully deficient.

Worksheet 7

Week 3

The Realm of Power pg 36-42

Describe power (*diyi*) according to the Western Apache (Basso 1966:150)

“At a very general level, the Western Apache partition their universe into three classes of phenomena.”

Name the three using their Apache names.

_____ , _____ , _____

Describe the following types of power

1. “*Gan Power*”

2. “Changing woman, her power”

3. “Root power”

Apaches believe that a power is a _____ and _____ thing to have, that it can make life _____, more rewarding, and even _____ it.

“Apaches say that the surest way to maintain effective contact with a power is to accord it the same courtesy customarily extended to human beings. For example, instructions given by a power, however onerous, _____ or suppressed ill feeling. When making requests, the power should be _____ and spoken to in a low, unhurried key; it should never be "bossed around." Having rendered a service, it should be given _____, either with _____, or by _____. In short, viable and productive interaction with a power, like viable and productive interaction with other people, _____. It cannot be taken for granted. Failure to observe the appropriate social forms can engender hostility and this, in turn, can lead to termination of the relationship.”

Describe how an Apache feels when he loses power _____

Explain the two ways by which an Apache may acquire power

1. _____

2. _____

Appendix 3: Research Questionnaire

DISHCHII'BIKOH HIGH SCHOOL

PO BOX 80068 CIBECUE

AZ, 85911

ATTENTION: To whom it may concern,

I am a World History History student at Dishchii'bikoh High School. This is my History research project focusing on the present day Cibecue Apache. The answers you give will be treated as confidential and will be used for my academic use only. You do not have to indicate your name on this paper.

Please check the box with the most appropriate answer and provide your explanation in the space provided.

Section A

i) Kindly indicate your gender: Male Female Transgender Non-binary

Other (please specify) _____ Prefer not to

answer

ii) What is your age bracket:

Below 10 Years 10-19 Years 20-29 30-39 40-49 50-59 Above 60

Section B

1. Apache Language

a) Do you speak the Apache language? Yes No

b) If so, where did you learn it?

2. Clans

a) Are you part of a specific Apache clan? Yes No

b) What activities do you do together as a clan?

c) Being part of a clan gives me a strong sense of identity.

[1] Strongly Disagree [2] Disagree [3] Neutral [4] Agree [5] Strongly Agree

3. Cuisine (Traditional Food)

a) What are some traditional Apache foods you enjoy?

b) Who taught you how to cook or eat these foods, and when do you usually eat them?

c) Traditional foods help connect me to my culture.

[1] Strongly Disagree [2] Disagree [3] Neutral [4] Agree [5] Strongly Agree

4. Traditions

a) Can you share one important Apache tradition that your family practices?

b) Apache traditions are important in my life today.

[1] Strongly Disagree [2] Disagree [3] Neutral [4] Agree [5] Strongly Agree

5. Dressing

a) What kinds of traditional clothes do Apache people wear during ceremonies or special events?

b) Do you have any traditional clothes? Yes No

b) When do you wear

them?

c) Wearing traditional clothing makes me feel proud of my culture.

[1] Strongly Disagree [2] Disagree [3] Neutral [4] Agree [5] Strongly Agree

6. Age Identity

a) Are there special roles or responsibilities that come with being a child, teenager, or elder in Apache culture? Yes No

b) I understand my role or responsibility at my age in Apache culture.

[1] Strongly Disagree [2] Disagree [3] Neutral [4] Agree [5] Strongly Agree

c) List two roles/responsibilities you play in your age

7. Heroes

a) Who are some Apache heroes or role models you admire—either from history or today?

b) Why do you admire them?

8. Education & Career Pathways

a) What careers or jobs do you think are important in the Apache community today?

b) I think education is important for the future of the Apache people.

[1] Strongly Disagree [2] Disagree [3] Neutral [4] Agree [5] Strongly Agree

c) I want to use my career to help my community.

[1] Strongly Disagree [2] Disagree [3] Neutral [4] Agree [5] Strongly Agree

9. Historical Trauma

a) Have you learned about hard times in Apache history, like boarding schools or land loss?

Yes No

b) How do those events still affect people in your community today?

10. Social Class

a) How are respect and leadership shown in your community? _____

b) I understand how respect and leadership work in my community.

[1] Strongly Disagree [2] Disagree [3] Neutral [4] Agree [5] Strongly Agree

c) I feel respected in my community.

[1] Strongly Disagree [2] Disagree [3] Neutral [4] Agree [5] Strongly Agree

11. Gender Roles

a) Are there specific roles or responsibilities for men and women in Apache culture?

Yes No

b) Do you think those roles are changing? Yes No

c) Why or why not? _____

12. What Is Being Lost?

a) What parts of Apache identity do you think are being lost today?

b) What do you think can be done to protect or bring back those parts?

Thank you

Appendix 4

Apache Identity Response Analysis - Summary Tables and Templates

This document contains tables and instructions for analyzing responses from the Apache Identity Questionnaire. It includes tally sheets, Likert scale summaries, and open-ended response organizers.

1. Demographic Summary Table

<i>Category</i>	<i>Option</i>	<i>Number of Respondents</i>
Gender	Male	
Gender	Female	
Gender	Transgender	
Gender	Non-binary	
Gender	Other	

Gender	Prefer not to answer	
Age	Below 10	
Age	10–19	
Age	20–29	
Age	30–39	
Age	40–49	
Age	50–59	
Age	60+	

2. Likert Scale Summary Template

For each Likert scale question, tally how many respondents selected each option (1–5).

Question	Score 1	Score 2	Score 3	Score 4	Score 5	Average
Clan Identity						
Traditional Foods Connection						
Traditions in My Life						
Cultural Pride Through Dressing						
Age Role Understanding						

Educational Importance						
Community Career Help						
Leadership Understanding						
Community Respect						
Gender Roles Changing						

3. Yes/No Questions Summary table

Question	Respondents	
	Yes	No
1a) Do you speak the Apache language?		
2a) Are you part of a specific Apache clan?		
5b) Do you have any traditional clothes?		
6a) Are there special roles or responsibilities that come with being a child, teenager, or elder in Apache culture?		
9a) Have you learned about hard times in Apache history, like boarding schools or land loss?		
11a) Are there specific roles or responsibilities for men and women in Apache culture?		
11b) Do you think those roles are changing?		

4. Open-Ended Response Organizer

Use the following format to summarize themes in open-ended responses.

Example:

Question: What parts of Apache identity are being lost?

- Theme 1: Language loss (12 mentions)
- Theme 2: Fewer traditional ceremonies (8 mentions)
- Theme 3: Youth disconnection (5 mentions)

Question: How can these be protected or revived?

- Theme 1: More language classes
- Theme 2: Community events and ceremonies
- Theme 3: Elders teaching youth

1b) Where did you learn Apache?

2b) What activities do you do together as a clan?

3. Cuisine (Traditional Food)

a) What are some traditional Apache foods you enjoy?

b) Who taught you how to cook or eat these foods, and when do you usually eat them?

4. Traditions

a) Can you share one important Apache tradition that your family practices?

5. Dressing

a) What kinds of traditional clothes do Apache people wear during ceremonies or special events?

b) When do you wear them?

6. Age Identity

c) List two roles/responsibilities you play in your age

7. Heroes

a) Who are some Apache heroes or role models you admire—either from history or today?

b) Why do you admire them?

8. Education & Career Pathways

a) What careers or jobs do you think are important in the Apache community today?

9. Historical Trauma

b) How do those events still affect people in your community today?

10. Social Class

a) How are respect and leadership shown in your community?

11. Gender Roles

c) Why or why are they not changing?

12. What Is Being Lost?

a) What parts of Apache identity do you think are being lost today?

b) What do you think can be done to protect or bring back those parts?

Teacher:

Grade and Subject: HS World History Dates: Week 1

	Monday	Tuesday	Wednesday	Thursday
Arizona StateStandards:	Strand 2 - Concept 9: Contemporary World The nations of the contemporary world are shaped by their cultural and political past. Current events, developments and issues continue to shape the global community.			
Learning Goal:	I will be able to describe the Economic and Social organization of the Post- Reservation Western Apache Society.			
Vocabulary Words:	<ul style="list-style-type: none">• Modern economy. Traditional economy. Barter trade. Currency• a gowa. a gota. Phatry. Material culture. Non-material culture			
Teacher Input and Activities:	TOPIC The Apache physical space - Introduction - Labelling USA Map of regions - Labelling Arizona Map of counties - Labelling Arizona Map of reservations - Review and closing	TOPIC Apache economic organization Post-Reservation - Define vocabularies - Distribute boards, marker pens and erasers. - Ask students to list organizations offering employment in Cibecue.	TOPIC Apache Social organization Post-reservation - Watch and analyze <i>brothers share one wife: Brothers share one wife - Fraternal Polyandry</i> - Define Key words - Guided notes on the social organization of the Apache Post Reservation.	TOPIC Apache Marriage & Religion Post-Reservation - Introduction - Class reading - Guided notes - Review and closing

Assessment of Learning Goal:	Identify the physical space occupied by the White Mountain Apache Tribe	Outline the economic activities of the Cibecue Apache, pre -reservation	Describe the social organization of the Cibecue Apache, pre-reservation	Explain the kinship structure & role of religion among the Cibecue Apache, pre-reservation
Materials:	Unit 1B Packet, USA and Arizona map templates	Unit 1B Packet: Worksheet 1	Unit 1B Packet: Worksheet 2	Unit 1B Packet: Worksheet 3

REFLECTION: What will be some of your challenges?/ How have you prepared for them?

SPED learners might trail in class activities. I will differentiate the tasks and work with the SPED teachers to effectively support them.

REFLECTION for previous week: Choose (1) of the following:

<ul style="list-style-type: none"> • Did I see evidence of student learning? What did it look like? • What were some of your successes? • How did I have an impact on student learning? 	<ul style="list-style-type: none"> • What didn't work? What would you modify in a lesson or assignment that didn't meet the learning goal?
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What were some of your successes?

Majority of the learners are aware of class expectations and following them accordingly

Principal Feedback- Date:



Teacher:

Grade and Subject: HS World History

Dates: Week 2

	Monday	Tuesday	Wednesday	Thursday
Arizona State Standards:	Stand 2 - Concept 9: Contemporary World The nations of the contemporary world are shaped by their cultural and political past. Current events, developments and issues continue to shape the global community.			
Learning Goal:	I will be able to describe the Economic, Social and Political organization of the Post- Reservation Western Apache Society.			
Vocabulary Words:	<ul style="list-style-type: none"> • Modern economy • <i>Gowa, Gota, Phathy</i> • Material and non-material culture 			
Teacher Input and Activities:	TOPIC Visual Display Project - Introduction - Listing items on Apache Culture - Create a poster of your Apache identity - Review and closing	TOPIC Apache economic organization Post-Reservation - Watch and analyze One Day in the Coldest Village on Earth -71°C (-95°F) Yakutia, Siberia - Cibecue Massacre recap	TOPIC Apache Social organization Post-reservation - Recap social organization pre-reservation - Class reading - Guided notes	TOPIC Apache Religion & Power Post-Reservation - Introduction - Class reading - Guided notes - Review and closing

		<ul style="list-style-type: none"> - Guided notes - Review and closing 		
Assessment of Learning Goal:	Create a visual display of a personal Apache Identity	Outline the economic activities of the Cibecue Apache, post-reservation	Describe the social organization of the Cibecue Apache, post-reservation	Explain the kinship structure & role of religion among the Cibecue Apache, post-reservation
Materials:	Posters, Colored pencils	Unit 1B Packet: Worksheet 4 Cibecue Apache by Keith Basso 17-31	Unit 1B Packet: Worksheet 5 Cibecue Apache by Keith Basso 17-31	Unit 1B Packet: Worksheet 6 Cibecue Apache by Keith Basso 36-42

REFLECTION: What will be some of your challenges?/ How have you prepared for them?

SPED learners might trail in class activities. I will differentiate the tasks and work with the SPED teachers to effectively support them.

REFLECTION for previous week: Choose (1) of the following:

<ul style="list-style-type: none"> ● Did I see evidence of student learning? What did it look like? ● What were some of your successes? ● How did I have an impact on student learning? 	<ul style="list-style-type: none"> ● What didn't work? What would you modify in a lesson or assignment that didn't meet the learning goal?
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What were some of your successes?

Majority of the learners are aware of class expectations and following them accordingly

Principal Feedback- Date:

Teacher:

Grade and Subject: HS World History

Dates: Week 3

	Monday	Tuesday	Wednesday	Thursday
Arizona State Standard/s:	Strand 2 - Concept 9: Contemporary World The nations of the contemporary world are shaped by their cultural and political past. Current events, developments and issues continue to shape the global community.			
Learning Goal:	I will be able to describe my experience as an Apache Youth Differentiate types of data			
Vocabulary Words:	<ul style="list-style-type: none"> • Modernism, post-modernism • Primary & secondary data, quantitative & qualitative data 			
Teacher Input and Activities:	TOPIC My experience as an Apache Youth - The meaning of modernism & post-modernism - Essay prompts - Guide essay writing with rubrics	TOPIC Apache Artwork - Guide the completion of Apache drawings	TOPIC Primary vs Secondary data - Define primary and secondary data - Note taking - Review and closing	TOPIC Qualitative vs quantitative data - Define qualitative and quantitative - Note taking - Review and closing

Assessment of Learning Goal:	Describe my experience as an Apache Youth	Illustrate an Apache traditional homestead or drawing describing anything uniquely Apache	Differentiating between primary and secondary data	Differentiating between qualitative and quantitative data
Materials:	Journals/Notebooks	Colored pencils, Poster papers	Journals/Notebooks	Journals/Notebooks

REFLECTION: What will be some of your challenges?/ How have you prepared for them?

SPED learners might trail in class activities. I will differentiate the tasks and work with the SPED teachers to effectively support them.

REFLECTION for previous week: Choose (1) of the following:

<ul style="list-style-type: none"> • Did I see evidence of student learning? What did it look like? • What were some of your successes? • How did I have an impact on student learning? 	<ul style="list-style-type: none"> • What didn't work? What would you modify in a lesson or assignment that didn't meet the learning goal?
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What were some of your successes?

Majority of the learners are aware of class expectations and following them accordingly

Principal Feedback- Date:

Teacher:

Grade and Subject: HS World History

Dates: Week 4

	Monday	Tuesday	Wednesday	Thursday
Arizona State Standard/s:	SP3: Gathering, interpreting, and using evidence — develop claims & answer questions with support			
Learning Goal:	I will be able to gather, analyze and interpret data			
Vocabulary Words:	<ul style="list-style-type: none">• Primary and Secondary Data• Qualitative and quantitative data			
Teacher Input and Activities:	TOPIC Today's Apache identity - Interview guidelines - Administering questionnaires guide	TOPIC Today's Apache identity - Guide data analysis - introduction to Heroes of Cibecue: Purple hearts of Cibecue	TOPIC Federal vs Tribal government - Introduce Executive order 14112 of Dec 2023 - Class reading	TOPIC Apache Youth Heroes today - Introduction to National History Day Arizona - Introducing project work by Carmen & Imani

Assessment of Learning Goal:	Conduct a short interview/administer a questionnaire	Analyse and interpret data	Describe the potential effects of the order	Articulate a social, political or environmental challenge in the community
Materials:	Questionnaires. Interview guides	Response Analysis sheets	Executive Order 14112 of Dec 2023	<i>Screams from the woods: MMIW Rights & Responsibilities</i>

REFLECTION: What will be some of your challenges?/ How have you prepared for them?

SPED learners might trail in class activities. I will differentiate the tasks and work with the SPED teachers to effectively support them.

REFLECTION for previous week: Choose (1) of the following:

<ul style="list-style-type: none"> • Did I see evidence of student learning? What did it look like? • What were some of your successes? • How did I have an impact on student learning? 	<ul style="list-style-type: none"> • What didn't work? What would you modify in a lesson or assignment that didn't meet the learning goal?
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What were some of your successes?

Majority of the learners are aware of class expectations and following them accordingly

Principal Feedback- Date: