

UNIT 3: HOOGHAN / Hogan

GOALS:

To become knowledgeable of the significance and representation of the Hooghan as it relates to Diné Way of Life.

CONCEPTS:

Ádaa ákoznídzin - Self-image, Self-acceptance, Self-awareness

Hoł ílį́ - Respect of others or things

Ádił jídlį́' - Respect for self

Bee chánah ídlį́ - Creates peaceful

INTRODUCTION:

To become familiar with different types of Navajo hogans, (male/female) and the importance of hogan to the people. The hogan plays a significant role in the Navajo Way of Life. The established traditional standards for behavior as it is found in the Navajo home should be explored. The hogan/home is the foundation where the most important values are developed resulting in positive self image and self acceptance. Know that our home is what we become.

BACKGROUND INFORMATION:

Hooghan Baa hane'

TOPICS:

- I. Emergence of Female and Male Hooghan
 - II. Hooghan Choo' íįgii / Use of Hooghan
 - III. Planning and Construction of Hooghan
 - IV. Health and Safety
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OBJECTIVES:

I. Emergence of Female and Male Hooghan

A. History

The student will:

- Be introduced to the history of the hooghan
- Give the histories of the forked stick hogan, sweatlodge and the round house
- Recall the designs and the histories of the many legged hogan, six or eight-sided hogan and the log cabin.

B. Significance

The student will:

- Be aware of the reason why a hooghan faces east
- Identify the male and female traditional shelters and their purpose
- Identify the sacred stone for each of the four sacred mountains
- Become aware of the four basic elements - air, water, fire, earth

- Identify the four sacred mountains and its purpose
- Become aware of the importance of the initiation practice for boys
- Develop a sense of belonging through kinship
- Express self-identity through the native language, tradition, customs and land base
- Learn the role of a young girl/young man resulting in positive self-identity, self-worth and her/his responsibility as a young adult

C. Construction

The student will:

- Identify the process in constructing a sweatlodge
- Distinguish sides of a hogan. i.e. different types
- State the difference between a modern and traditional hooghan

D. Location

The student will:

- Identify Huerfano Mesa as the home of the First Man & First Woman and Twins
- Identify Gobernador Knob as the birth place and home of White Shell Woman
- Become familiar with the location of Dinéyah, Huerfano Mesa and Gobernador Knob
- Identify Dinéyah as the gathering place of the Diné as their first home in the Four Corners area
- Become aware of the respect for the earth as “Our Mother”

II. Hooghan Choo’íigii / Use of Hooghan

A. Dedicating the Hooghan

The student will:

- Distinguish between white corn and corn pollen
- Be introduced to the blessing of a hooghan
- Become aware of a hogan as a home
- Be introduced to the care of hogans for ceremonial uses

B. Essential Contents of Hooghan_____

The student will:

- Learn about the essential Hooghan contents
 1. Kq’ - fire
 2. Honeeshgish - Fire Poker
 3. Tó - water
 4. Tó ása’ - pottery
 5. Ch’ iy áán - Food - Corn products, Mutton, etc.
 6. Tsé daashjéé’ / tsé daash ch’íní - Upper & Lower Mill Stones
 7. Tsé bee nálzhóóh - Brush for Mill Stones
 8. Ádítsiin - Dark Greasewood Stirring Sticks
 9. Yódi ałtaas’éí - Soft Goods
 10. Nitł’iz ałtaas’éí - Hard Precious Goods
 11. Ts’aa’ - ceremonial basket

C. Family Support and Social Development

1. Oral Tradition

The student will:

- Become aware that every child born of the Diné Nation is a special and unique Child
- Describe the significance of two Diné child rearing customs that are intended to make the Navajo children realize they are special
- Become aware of the importance of a baby's first laugh
- Become aware of what each part of the cradle board represents
- Become aware of the importance of the initiation practice for boys
- Develop a sense of belonging through kinship
- Express self-identity through the native language, tradition, customs and land base
- Learn about the first Kinaaldá of Changing Womans and how it relates to young women of today
- Recognize and value the qualities of bá'ahwiinít'í and biinéí as desirable characteristics in oneself
- Identify cultural restrictions concerning sibling relationships (Teasing, arguments, fighting, respect, values)
- Study and identify the seasonal activities and ceremonies
- Identify and explain the impact of Peyote ceremony, inter-tribal Pow wow and the Social Navajo song and dance on the family and community

2. Family

The student will:

- Be introduced to the differences in family living caused by the changes in the home and family
- Become aware of the need to respect individual property
- Become aware that every child born of the Diné Nation is a special and unique child
- Improve decision-making skills
- Develop a sense of belonging through kinship
- Express self-identity through the native language, tradition, customs and land base
- Understand that a young girl will be cognizant of self-identity, self-worth and her responsibility as a young adult
- Recognize and value the qualities of bá'ahwiinít'í and biinéí as desirable characteristics in oneself
- Identify cultural restrictions concerning siblings relationships (Teasing, arguments, fighting, respect, values)
- Identify and explain the impact of Peyote ceremony, inter-tribal Pow wow and the Social Navajo song and dance on the family and community

3. Social Development

The student will:

- Be aware that feelings are important because they effect how we think and act
- Become aware of the purpose and respect for the opposite sex
- Become aware of the different ways of communication within the home
- Develop the ability to express feelings
- Develop behaviors that enhance friendship
- Improve decision- making skills

- Clarify personal values and attitudes

- Recognize the need for and practice positive sharing behavior
- Understand that rules help us organize our world, making it a better and safer place to live in
- Identify and examine ways of seeking help from others and helping others when dealing with problems
- Identify and explore ways of being a good friend and engage in non-harmful activities through “K’é”
- Develop a positive self concept
- Recognize ways to talk about feelings, to describe them and to identify ways to express them
- Understand that if you respect yourself, you will respect others
- Understand that young girls will be cognizant of self-identity, self-worth and her responsibility as a young adult by learning about or experiencing the Kinaaldá ceremony
- Learn that sharing means to give and to receive that with sharing comes kindness
- Identify and explain the impact of Peyote ceremony, inter-tribal Pow wow and the Social Navajo song and dance on the family and community
- Identify with their local community
- Become aware of the need for respect for local community people and properties

III. Planning and Constructing a Hooghan

A. History _____

The student will:

- Be introduced to the concept of matrilineal land sites, i.e. the history, the problems, the location of family lands, and the designs and the procedure in getting a land site
- Study the male and female styles of hooghan
- Identify traditional ceremonial shelters
- Become aware of the blessing of a home
- Learn that the door always faces East
- Study the significance of the structures: opening for smoke (ch’íládei - when inside looking up / ch’ílayi’ - when outside looking in), door (ch’é’étiin), dirt floor (t’áá ni’gi), four main logs (sahdii)
- Learn the layout of a traditional Navajo residence, i.e. ash pile (Łeeshch’iih nehe’nííl), woodpile (chizh nehe’nííl), brush arbor (chaha’oh), corral (dibé bighan), farm (dá’ák’eh), sweathouse (táchééh)

B. Environment

The student will:

- Be introduced to the concept of matrilineal land sites; i.e. the history, the problems, the location of family lands, and the designs and the procedures in getting a land site
- Understand that our senses help us to respond to our surroundings
- Identify their local community
- Become aware of the need for respect for community people and properties

C. Construction

The student will:

- Identify the materials used to make traditional shelters
- Study the types of hooghan

- Study the number of sides
- Study and identify contemporary construction materials
- Compare the traditional male and female styles of hogan structures
- State the difference between a modern and traditional hogan
- Identify the different styles of modern homes
- Study the direction of the door (east)
- Study the significance of the structures: smoke hole, door, dirt floor, four main logs
- Study the four directions of hogan log placement
- Study the outside objects and its location
- Study the different types of houses

IV. Health and Safety

The student will:

- Learn that good nutrition, plenty of rest, exercise and personal hygiene are important to maintain a healthy body
- Recognize and understand how the senses guide one to remain healthy and have a happy life
- Identify and recognize the four basic food groups as nutrition
- Learn safety habits pertaining to living in a hogan, i.e. care of fire, smokehole, etc
- To promote personal care as a sign of self worth
- Be aware of the consequences of excessive use of sugar, salt and fat
- Know that a combination of an appropriate amount of exercise and rest along with a balanced diet contribute to the development and maintenance of a fit body
- Acknowledge that people do use and abuse tobacco, alcohol and drugs; Recognize that tobacco, alcohol and drugs produce harmful effects on the human body, the family and the environment
- Understand that fear, anger and hate are feelings that may be self-destructive for children and adults if it is not dealt with appropriately
- Recognize and analyze coping skills required to deal with feelings of fear, anger and hate
- Recognize and value the qualities of ba' ahwiinit'i and biinei as desirable characteristics in oneself

ACTIVITIES

Construction / Hadilyaa

- Outline sketch of the hooghan
- Material used
- Number of sides
- Color representation
- Types of homes
- Representation and placement of main logs in four cardinal directions
- Layout of traditional Diné home setting

VOCABULARY

- A'ch'í' adeez'áhá - Fork stick Hooghan (male)
- Ha'astł'inígíí - Stacked logs (female)
- Tsé bee hooghaní - Circular stone Hooghan (female)
- Hooghan Bi' áadii - Four legged Hooghan (female)

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Táchééh - Sweathouse/Sweatlodge (male)

Łeeyi' Hooghan - Underground Hooghan

Chaha'oh - Summer shelter, brush arbor