

Lesson Plans - Grades 7-Higher Education

Apache 8



Subject Areas:
Social Studies • Native American Studies
Reading and Language Arts • Art • Women's Studies



NAPT

Native American Public
Telecommunications

Procedural Notes for Educators

Film Synopsis

Apache 8 tells the story of an all-women wildland firefighter crew from the White Mountain Apache Tribe, who have been fighting fires in Arizona and throughout the U.S., for over 30 years. The film delves into the challenging lives of these Native firefighters.

Four extraordinary women from different generations of the Apache 8 crew share their personal narratives with humor and tenderness. They speak of hardship and loss, family and community, and pride in being a firefighter from Fort Apache. *Apache 8* weaves together a compelling tale of these remarkable firefighters, revealed for the first time.



A Note to Educators

These lesson plans are created for students in grades 7 through higher education. Mostly, lessons are designed to be 15-20 minutes in length, although all would benefit from more time. Each lesson can be adapted to meet your needs.

Cheryl Bones, Apache 8 Crew Boss.
Image Courtesy of David Hocs.

Objectives and Curriculum Standards

Objectives

These activities are designed for students to become more familiar with White Mountain Apache history and life ways, and to gain a deeper understanding of the experiences and strength of character of the women in the Apache 8 crew.

Students will:

1. **Learn** about the history of the White Mountain Apaches, the resources and perils of living in a mountainous forest region and the experiences of women on the Apache 8 wildlands fire crew.
2. **Explore** what it takes to accomplish goals, how stereotypes and biases may get in one's way, and what resources and steps are needed to become successful.
3. **Analyze** the role of ceremonies and the importance of being part of community in forming who one is.
4. **Apply** ideas about strength in character, determination and dedication to their own lives.

Curriculum Standards

National Geography Standards

■ NSS-G.K-12.2 Places and Regions

1. Understand the physical and human characteristics of places.
2. Understand how culture and experience influence people's perceptions of places and regions.

National Art Standards

■ NA-VA.9-12.3 Choosing and Evaluating a Range of Subject Matter, Symbols and Ideas

1. Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
2. Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.
3. Students describe the origins of specific images and ideas and explain why they are of value in their artwork and in the work of others.
4. Students evaluate and defend the validity of sources for



Apache 8 in the smoke.

Image courtesy of Beranda Gregg.

"You never knew what you were going to face. You were with a bunch of women who could handle anything."

— Cheryl Bones, Apache 8 Crew Boss

"The Sunrise Dance [ceremony] helped me prepare for the biggest challenges in my life, like being a wildland firefighter."

— Nita Quintero

content and the manner in which subject matter, symbols, and images are used in the students' works and in significant works by others.

■ **NA-VA.9-12.4 Understanding the Visual Arts in Relation to History and Culture**

Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.

■ **NA-VA.9-12.4 Reflecting Upon And Assessing The Characteristics And Merits Of Their Work And The Work Of Others**

1. Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.
2. Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.

National Physical Education Standards

■ **NPH.K-12.4 Physical Fitness**

Achieves and maintains a health-enhancing level of physical fitness.

■ **NPH.K-12.4 Understanding Challenge**

Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects

■ **Reading: Integration of Knowledge and Ideas**

Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

■ **Writing: Text Types and Purposes**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

■ **Writing: Production and Distribution of Writing**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

■ **Writing: Research to Build and Present Knowledge**

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

■ **Speaking and Listening: Comprehension and Collaboration**

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

■ **Language: Vocabulary Acquisition and Use**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

National Education Technology Standards for Students

■ **Creativity and Innovation**

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Procedures & Materials/ Resources Needed by Activity

VisionMaker



1

Did You Know?

Procedural Steps: Distribute student handout and use discussion questions to guide a class discussion.

Objectives: To learn about the history of the Apache peoples including knowing that the White Mountain Apache tribe is part of the Western Apache groups and that their reservation sits on traditional homelands, but that its formation by the US Government caused a distinct change in tribal lifeways.

Materials/Resources Needed: Student handout of historical overview, timeline, discussion questions.

Estimated Time Required: 20 minutes.



**Nita Quintero, Apache 8 Crew Member
(Currently, Crew Boss Trainee).**

Image courtesy of Nita Quintero.

2

Vocabulary

Procedural Steps: After watching the film, distribute the Student Handout sheet. Ask students to answer the questions and then discuss the answers as a class.

Objectives: To use the stories of the film *Apache 8* to begin examining stereotypes and what makes a strong person.

Materials/Resources Needed: Student Handout Sheet, paper/pen or computers to write.

Estimated Time Required: 15 minutes.

"We did the same thing the male firefighters are doing, working all day long, in the smoke, in the heat, in the rain, in the snow, climbing ridges, chasing after hot spots. I think to become a firefighter that you have to take a look at yourself first and see—can I do this job? I heard it's a very hard job. Can I go out there 10 to 8 to 12, 14 hours a day and be in the smoke, which was very hard. Can I really do it?."

— Cheryl Bones, Apache 8 Crew Boss.

3

Ideas for Action

Procedural Steps: Distribute the Student Handout. For question one, as a class, define the characteristics that define a dependable worker. Then have students work on their own to analyze their own characteristics and determine how they can become more dependable. For question 2, have students work on their own to describe their success, then have them work in pairs to share their



stories. For questions 3 and 4 students work on their own. Have them work in small groups to obtain input from other students as to how their plans could be stronger.

Objectives: To use examples from the film to help students look at themselves and identify the characteristics, skills, resources and steps they need to be successful in life.

Materials/Resources Needed: Student Handout, paper, pen or computers to write.

Estimated Time Required: 50 minutes (Question 1: 10 minutes, Question 2: 15 minutes, Questions 3 & 4: 20 minutes)

4

Writing Exercise

Procedural Steps: Distribute the Student Handout. Students may work on this on their own, but it will be more powerful if you guide them through the process. While they have their eyes closed visualizing the fire, read them each of the phrases 1-6, leaving pauses for visualizing. Once you get through number 6 have them open their eyes and write as quickly as they can what they visualized. Tell them not to worry about spelling or grammar at this point. You can prompt their memories by repeating some of the phrases in 1-6. Then have them close their eyes again and revisit the fire they originally visualized. When they open their eyes, they silently read their descriptions and add to them anything they left out. Again have them close their eyes and read them phrase 9. Ask them to write what they thought about. Afterwards, divide them into groups of three to share their writings and get feedback from their peers. They then edit their writings making them into prose stories or poems. Note: You can break this exercise into three parts if time demands—1) original visualizations and rough writing, 2) peer review, 3) revisions: creation of prose story or poem.

Objectives: To use visualization to feel what a wildland fire looks like and what those fighting it are going through; to use the film as a catalyst for descriptive writing.

Materials/Resources Needed: Paper/pen or computer to write on.

5

What Would You Do?

Procedural Steps: Distribute Student Handout. Break the class into small groups of 3-5 students each and have them discuss the questions.

Objectives: To use the experiences of the women in the film as a catalyst for students to think about their own lives and how circumstances and cultural and community practices help shape who they are, as well as identifying how they can be contributing members of their communities in the future.

Materials/Resources Needed: Student Handout sheet.

Estimated Time Required: 20-40 minutes.

6

Art Exercise

Procedural Steps: Distribute Student Handout. For Exercise 1, distribute art materials. For Exercise 2, students work alone or in pairs. After everyone has analyzed their images, bring the class together and have each student project one photograph and talk about it. The first half of this activity could be assigned for homework. For Exercise 3 students can use colored markers.

Objectives: To create illustrations to complement the images described in the students' writings; to gain visual analysis skills for viewing, interpreting and composing photographs; to create a symbol that will act as a visual reminder of characteristics needed to be successful in life.

Materials/Resources Needed: Art supplies—may include watercolors, watercolor paper, paint brushes, drawing paper, markers, drawing pencils, charcoal, pastels, collage materials such as colored paper or old magazines, glue; computer or cellphones with Internet access, paper and pen or computer to write on; LCD, smartboard or other way to



project digital images.

Estimated Time Required: 20-60 minutes.

7 Digital Exploration

Procedural Steps: Distribute the Student Handout sheet. Discuss what kinds of questions you might ask about the life path of a woman—what are her values, accomplishments, how did she get to do what she has done, what obstacles existed and how did she overcome them, etc. Have students brainstorm potential interviewees in the community. Have them work in pairs to create interview questions, conduct the interview, and edit it into a podcast.

Objectives: To learn to conduct an interview and create a podcast; to be inspired by women's stories.

Materials/Resources Needed: Paper/pen, computer, digital recorder (can be iPod with microphone, cell phone or digital recording machine), editing software (Garageband or Audacity).

Estimated Time Required: 1 to 2 weeks, depending on interview schedule (1 hour for discussion and creating interview questions, 1 hour for practicing interviewing, 1 hour for interview along with travel time, 3 hours for editing).

8 Physical Education Exercise

Procedural Steps: Distribute Student Handout. Have items that together weigh 15 pounds, 30 pounds, 45 pounds. If you have enough for all students, then everyone can do this at the same time. Otherwise break them down into smaller groups or teams. Fill backpacks with weights and go to the track to test your strength, speed and endurance.

Objectives: To get a feel for the fitness level of an extreme wildland firefighter and to increase students' own fitness level.

Materials/Resources Needed: Items that can be used as weights, backpacks, stop



Katy Aday, Apache 8 Crew Member (currently, a commander in the Navy).

Image courtesy of David Hocs.

watch/timer, track (or any place to walk one mile).

Estimated Time Required: 15 minutes each segment, can build up to 45 minutes.

9 In Review

Procedural Steps: Ask the students to write down four things they got out of the film. Then in a class discussion, share their lists. Distribute the Student Handout and have students read through the eight takeaways. Are any items listed that did not come up in the class discussion? As a final reflection, ask the students to write the answer to the three questions in the Exploratory Activity. As a class discuss the reflection quote and question.

Objectives: To review the main ideas in the film and the students' expanded knowledge about Apache history and culture, Apache women and wildland firefighting.

Materials/Resources Needed: Paper/pen or computers to write.

Estimated Time Required: 20-30 minutes.

Educator Assessment

Student Assessment

- A variety of assessments can be created for each lesson, depending on the teacher's instructional goals.

We'd Love to Hear From You

- Please take a moment to complete our Educational Survey online at www.visionmaker.org/edusurvey.

Additional Resources to Consider

- White Mountain Apache Tribe
<http://www.wmat.nsn.us>
- US Forest Service: Interagency Hotshot Crews
http://www.fs.fed.us/fire/people/hotshots/IHC_hist.html
- Arizona State Museum, *Paths of Life* exhibit
http://www.statemuseum.arizona.edu/exhibits/pol/w_apache1.shtm
- Arizona State Museum, *Angie Hoffman interview podcast*
http://www.statemuseum.arizona.edu/podcasts/ep030_hoffman-angie.shtml
- The Peabody Museum, The Children of Changing Woman exhibit
<http://140.247.102.177/maria/Cwoman.html>
- Becoming Woman: The Sunrise Ceremony: Apache Female Puberty Ceremonies in the Apache Tribe
<http://www.webwinds.com/yupanqui/apachesunrise.htm>



Ericka Hinton, Apache 8 Crew Member (Currently, Helitak Crew).

Image courtesy of David Hocs.

Name: _____

Date: _____

Apache 8 Activity 1: Did You Know?

Apaches: Not One, But Many

The White Mountain Apache tribe is one of the five Western Apache (Ndee or Indé) tribes living in the mountainous region of eastern Arizona: White Mountain, San Carlos, Cibecue, Northern Tonto and Southern Tonto. Western Apaches are also related to the Apaches of the Southwest and Plains: Chiricahua, Jicarilla, Mescalero, Lipan and Kiowa-Apaches. Apaches speak an Athapaskan language that is similar to that of the Navajo and some Canadian First Nations people. Because of language similarities with Athapaskan speakers in Canada, anthropologists believe Apaches migrated to their present location from the north around 1400.

Mountain Resources

Prior to American expansion in the mid through late 1800s, the Western Apaches lived in small bands or family groups who shared resources and traditions, but were not tied together politically with an overall leader. They knew how to identify and use the diverse plant and animal resources their mountainous region provided, traveling widely to take advantage of them to sustain themselves. Men hunted deer, antelope, elk, turkeys, rabbits and other game. Women collected wild plants such as the fruit of cactus, agave, acorn and piñon nuts, mesquite bean pods, grass and sunflower seeds. Together men and women cultivated corn, beans and squash. When resources were low, the men raided their O'odham, Navajo, and Mexican neighbors to obtain cattle, horses, and other foods. Their mountain homeland also provided objects associated with spiritual power, stories related to the land that guided them

in how to be Apache, and a home to the Gaan spirits who teach the Apache people the correct way to live.

American Invasion

During the 1850s and 1860s increasing numbers of American military, ranchers, miners, and other Anglo settlers moved onto Apache territory. The Apache tradition of raiding, the American desire to dig mines, and other misunderstandings caused hostility and violent conflict, which led to the establishment in 1870 of a U.S. military post, Fort Apache, on White Mountain Apache lands and the establishment of the reservation the next year. Thus a truce was called with the White Mountain and Cibecue groups. It was from the White Mountain Apaches that the US Military recruited Apache Scouts to help subdue other bands of Apaches. In a further effort to subdue and control the Apaches, by 1875 most Apaches had been forcibly relocated to the San Carlos Reservation, bringing together diverse Western and Southwestern Apaches bands in one locale. For the White Mountain Apaches, the mountainous region had always provided food, medicine, building materials and spiritual guidance; fertile valleys allowed cultivation, and canyon walls provided protection, but they were no longer permitted free access to their traditional homeland's resources or ways of life.

After being released from San Carlos, the White Mountain Apaches were forced to live on the reservation around the army post. At the turn of the century, their numbers were estimated at 1,800 and they subsisted on a combination of hunting and gathering, increased agriculture, and government

commodities. In an effort to further assimilation, government and mission schools were established on the Ft. Apache and San Carlos reservations. Apache children were taught “American ways” including to speak, read and write English and were punished for speaking Apache.

Life Today

Today there are approximately 15,000 members of the White Mountain Apache tribe living at the Ft. Apache Indian Reservation and across the United States. The reservation consists of 1.6 million acres and ranges in elevation from 2,600 feet to 11,400 feet. Whiteriver is the seat of the tribal government and where the majority of tribal members live. Poverty is high on the reservation and jobs are limited. Many tribal members suffer from drug and alcohol addiction. Some tribal members leave to pursue higher education and professional jobs in cities, while others find employment with tribal enterprises dealing with wildlife and outdoor recreation (fishing, hunting, boating, hiking, climbing, camping, horseback riding, skiing, and the like), or work at the Hon-Dah Resort Casino, Sunrise Park Ski Resort, or Hon-Dah Home Center. Other positions include cattle ranching, working in education and with interagency firefighting crews. Although English is the primary language, the Apache language is still spoken and efforts are being made to increase the number of young learning the language. While not being held as frequently due to economic restraints, community traditions such as the Sunrise Dance ceremony continue.

Discussion Questions

1. Is there only one Apache tribe?
2. The White Mountain Apache tribe is part of which Apache group?
3. Before the United States' expansion into Apache lands, what resources did the mountainous region provide the Western Apaches?
4. Try to place the resources on a seasonal calendar showing traditional ways of subsistence for the Western Apaches.
5. What were some causes of conflict between the Western Apaches and US military, ranchers, miners and settlers?
6. How did the U.S. government change the way of life for the Western Apaches?
7. How does the White Mountain Apache homeland's resources provide for them today?



Nita Quintero at her Sunrise Ceremony in Apache 8.

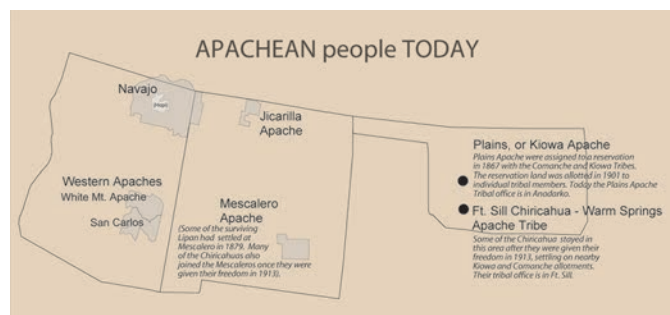
Photo: Bill Hess / National Geographic Stock

Timeline of Apache History

1400	Anthropologists believe the Apache and other Athapaskan speaking people migrated to central and northern Arizona from western Canada in the early part of the 1400s.
1821	Mexico gains independence from Spain and Apache homelands are now considered part of Mexico.
1848	Treaty of Guadalupe Hildago between the US and Mexico makes most of Arizona and New Mexico, including Apache traditional lands, part of the United States.
1853	Gadsden Purchase transfers the rest of Arizona to the United States from Mexican ownership.
1850s - 1860s	American soldiers, miners, and ranchers expand into Apache lands and claim its resources.
1863	Gold is discovered in Northern Tonto Apache country, causing more friction between Apaches and Anglos including the formation of "Indian hunting parties."
1864	Camp Goodwin is established on the Gila River in White Mountain Apache territory; peace offerings are agreed to by White Mountain Apache leaders.
1869	Brevet Colonel (Major) John Green of the U.S. 1st Cavalry leads a scouting expedition of more than 120 troops into the White Mountains area—finding over 100 acres of Apache cornfields along the White River.
1870	United States military 21st Infantry and 1st Cavalry troops begin construction of Camp Ord, later renamed Camp Mogollon, Camp Thomas, and finally officially named Camp Apache in 1879. Its purpose was to subdue and control the Apaches.
1871	US Executive Order establishes Fort Apache Indian Reservation (for White Mountain Apache and Cibecue), along with reservations at Camp Verde (for Northern and Southern Tonto and some Yavapai), Camp Grant (for San Carlos Apache), and near Ojo Caliente, NM (for Chiricahua).
1871	General George Crook comes to Fort Apache and recruits 50 White Mountain Apache men to serve as US Army Apache Scouts in their campaign against Tonto and Chiricahua Apaches.
1874	US Department of Interior "Indian Removal Program" is used to justify forcibly concentrating all Western Apache, Chiricahua Apaches and Yavapai on the San Carlos Apache reservation. Some Apaches, such as Geronimo's band, escape and are hunted by the US government.
1883	The US Bureau of Indian Affairs establishes the Indian Religious Crimes Code, laws which ban Native American spiritual practices and rituals, including the Sunrise Dance ceremony, the Apache puberty ceremony for girls.

Timeline of Apache History (Continued)

1886	Chiricahua Apache leader Geronimo and his band surrender to General Miles at Skeleton Canyon, near present day Douglas, Arizona. Geronimo, along with 40 other Chiricahua Apaches and Apache Scouts are taken into US custody and sent to prison in Florida. Classified as “prisoners of war,” they were moved to Fort Still, Oklahoma in 1894, where Geronimo lived until his death at age 85 in 1909.
1922	US Army abandons Fort Apache. Apache Scouts are transferred to Fort Huachuca in Southern Arizona.
1923	Fort Apache becomes Theodore Roosevelt Indian Boarding School, run by the Bureau of Indian Affairs. Today it serves as a middle school, administered by a school board appointed by the White Mountain Apache Tribal Council.
1934	Indian Reorganization Act of 1934 allows self-governance by tribes and grants them management of their own assets (primarily land).
1947	Last three Apache Scouts retire from service.
1969	White Mountain Apache Cultural Center opens.
1974	Apache 6 all-women wildland fire crew is started.
1978	The American Indian Religious Freedom Act is passed, protecting Native American sacred sites and the right to openly practice such ceremonies as the Sunrise Dance puberty ceremony.
1981	Apache 6 changes name to Apache 8. Cheryl Bones takes over as Crew Boss of the 45 all-women crew.
2002	(June 18-July 7) Rodeo-Chediski Fire burns 468,638 acres of woodlands on the Fort Apache Indian Reservation, the Apache-Sitgreaves National Forest and the Tonto National Forest.
2005	Apache 8 wildland fire crew becomes integrated.



Map courtesy of Amerind Museum.

The Sunrise Dance Ceremony and Apache Vocabulary

The Sunrise Dance Ceremony

On the White Mountain Apache Reservation, there exist four different versions of NA'ÍÍ'EES, the girls puberty ceremony. After a girl's first menstruation, the girl is massaged and prayed for by an elder female relative. Then, the girl's family decides which ceremony will be sponsored, which medicine man to choose, and whom to ask to be her godparents and cosponsors of the ceremony. The family can choose between 16, 32, or 64 song contracts. There are two versions of the 64 song contract, the White Mountain and the San Carlos version, differing mainly in the Painting Ceremony on Sunday. It takes several months before everything is prepared for the ceremony.

During the week before the ceremony, two food exchanges take place that involve the girl's family and her godparent's family. On Friday afternoon, the Dressing Ceremony takes place: the girl is dressed up by her godmother with an eagle feather, an abalone shell, and a buckskin dress. The eagle feather symbolizes a long, healthy life, and the abalone shell pendant on her forehead is the sign of Changing Woman and represents the girl's purity. Then, the medicine man hands the sacred cane to the girl. During the ceremony, the girl takes on the role of Changing Woman. From the beginning of the ceremony to its ending, the girl is not allowed to take a bath/shower, to scratch her skin with her hands and, therefore, has to use a scratching stick, and she has to drink through a yellow reed only. In the course of the ceremony, the girl recapitulates the four Apache life objectives through symbolic action: physical strength, good disposition, prosperity, and a sound, healthy, uncrippled old age. On Friday evening, social dances take place. The Sunrise Dance starts on Saturday morning. In the evening, the GAAN appear. On Sunday, the Painting Ceremony takes place: in the White Mountain Apache version, the girl is painted by her godfather; in the San Carlos Apache version, she is painted by the GAAN. In the afternoon, the crowns and the swords of the GAAN are blessed in the girl's camp and another food exchange takes place. On Monday morning, the girl is "undressed."

Text courtesy of White Mountain Apache Cultural Center.

Apache Vocabulary

English	Apache
Hello	Dago't'éé
How are you?	Haago ant'ééé?
I am fine.	Doo dansht'éé dah/ Nzhóó
Woman	Isdzán
Women	Isdzáné
Man, men	Ndee
Fire	Ko'
Forest fire	Godilth'/Godiltah
Pine tree	Nilchi'/dilchi'
Juniper	Gad
Manzanita bush	Dinos
Mountain	Dził
Water	Tu
Sky	Yaa
Sun	Ch'ugona'al
Rain	Nagoltih
Clouds	Yaak'os
Ashes	Ilch'iih
Earth	Ni'gosdzán
Shovel	Be'okaahá
Axe	Ícha/ácha
Strong	Nalwod
Prayer	Okaah

Name: _____

Date: _____

Apache 8 Activity 2: Vocabulary

1. **Stereotypes** can negatively or positively define people. The Apache 8 crew got started in the 1970s during a time when women across America were fighting for equal rights. Katy Aday relates a story about a non-Apache male fire fighter who was leading the Apache 8 crew up the mountain and kept stopping for them to rest. This bothered the crew and finally they decided to override him and march ahead in order to expediently get their job done. What stereotype of women were they being subjected to in this instance?

Read the statements below and then answer the question: In what ways were women on the Apache 8 crew breaking stereotypes of women?

"This whole concept of having women was rather taboo in this local area. The society here depends on the men folk in having the jobs. It could have really presented a potential issue of strife between the men and women [crews], but it turned out totally different. From what I can tell the women were totally accepted as a firefighting crew. ...They recognized [that] they're out there competing in a man's world. And they actually can come back and say they're out performing the men." -- Robert Lacapa

"It was an uphill battle. The public was not open to women firefighters. We had to fight for the right to fight fires as women." --Margorie Grimes

"We ran into a couple of crews from Montana and they go, 'Man, we hear a lot of stuff about how [a crew with] nothing but ladies can out-works some of these men.' And we're like 'yah, [we] pretty much can'." -- Steffi Kinney

2. **Discipline** and hard work are important to the success of the Apache 8 crew in their jobs as firefighters. Cheryl Bones' sister says that when they were children their mother made them do all their chores before playing, inferring that this helped form the discipline in Cheryl that she relied upon in shaping the Apache 8 crew into a effective fire fighting crew. How would you define discipline?

3. **Strong** can just mean physical strength, but it can also mean spiritual or mental strength. What does it mean to say someone is strong? How have the Apache people been strong? How have the women of Apache 8 illustrated strength?

4. How did the **Apache 8** and **Apache Hot Shots** wildland fire crews differ? How were they the same?

5. What is the purpose of a **Sunrise Dance ceremony**?



Butch Gregg and Ericka Hinton on Helitack crew.

Image courtesy of David Hocs

Name: _____

Date: _____

Apache 8 Activity 3: Ideas for Action

Please answer the following discussion questions:

1. Apache 6 (and later Apache 8) grew out of the need for dependable workers. If you were hiring and wanted a dependable worker, what characteristics would you look for? Make a list. Do these characteristics describe you? If not, how might you develop them?

2. Discipline, hard work and determination characterize the women of the Apache 8 crew. Is there something you do that you are successful at because of being disciplined and determined? Describe how you have managed to be successful.

Discussion questions continued on next page.

3. What is something you want to accomplish? Write down your goal and make a promise to yourself that you will be successful. Now, create a plan to help you accomplish this goal: (1) Create an action plan listing the steps you need to do to make it become reality. (2) List what obstacles you may have to overcome. (3) Address how will you deal with the obstacles and what resources exist to help you.

4. Katy Aday took it as a challenge when she was told she was too small and weak to handle the job. Is there something you are interested in doing that someone thinks you can't handle? Describe why they are wrong. Explain how you can accomplish this task despite their ideas to the contrary. List the steps you will take to make your desire a reality.

Name: _____

Date: _____

Apache 8 Activity 4: Writing Exercise

With words, paint a story of a wildland fire...

Create a palette of words that you will be able to use later. Start by closing your eyes and visualizing a wild fire in a mountain forest. Then start writing:

1. What is there—plants, animals, people, paths, roads, buildings, other things?
2. Think about what colors are there—how are they changing as the fire gets hotter and spreads?
3. What sounds do you hear?—use action words to describe the sounds.
4. What does the fire, the trees, the earth smell like?
5. If you were to taste the fire, the trees, the earth, the sky, what flavors would they have?
6. How does the area feel, both physically and emotionally?
7. Use your word palette to write a description of what you visualized.
8. Close your eyes again. Visualize the fire you described in writing—did you include everything?
9. Now think about the Apache 8 crew. How do you think they must feel as they approach fighting the fire? What will they do save their mountain homeland? How would you feel if this were your home? If you were a firefighter charged with protecting it?
10. Write your thoughts down.
11. Take these rough writings and rewrite them, editing for grammar, spelling, and punctuation. Feel free to add new thoughts.
12. Get into groups of three and share your writings. As each person reads, think about which sentences or phrases are the most powerful and tell the writer. Where is it confusing or doesn't have enough emotional or descriptive flavor? Tell the writer.
13. With the input from your group revise what you have written. Rework your draft into either a polished story or a poem.

Name: _____

Date: _____

Apache 8 Activity 5: What Would You Do?

Please answer the following discussion questions:

1. Cheryl said, *"After Rick's accident I just didn't want to go out anymore. But [it was] at least a year after it happened that I finally went back and this past season I finally committed myself that, 'okay, if this is my job, I need to go back and face it, and face fire'."*

If you were in the same situation, would you be able to go back to that job? Why or why not. How might you approach going back?

2. Nita Quitero explained, *"The Sunrise dance helped to prepare me for the biggest challenges in my life, like being a wildland firefighter."* She describes the puberty ceremony's purpose as blessing a girl with a long life and preparing her so *"she can gain wisdom, knowledge, understanding and prayers."*

Look at the vocabulary sheet to learn more about the Sunrise Dance ceremony. A fuller description can be read at <http://www.webwinds.com/yupanqui/apachesunrise.htm>.

In your culture, is there a coming of age ceremony that is practiced? What is its purpose? What are the components of it? How does it reinforce the values of your community and prepare you for your role as an adult? If you do not have one, design a ceremony that you think will reinforce the values of your community and prepare you for your role as an adult.

3. Katy Aday was taken from her family and placed with a foster home so she could learn English and get an education. When she returned to her home on the Fort Apache Indian Reservation she joined Apache 8 and worked to protect her homelands from the ravages of fire. She later became a Commander in the Navy and earned a Master's degree in Social Work. She currently serves on the school board hoping to influence the future of her tribe through ensuring that children receive a quality education. When she retires she hopes to be a judge to further serve her community.

Katy stated: "When the Army tried to teach me about loyalty I was like 'no way.' This is something the tribe has taught me since the day I was born. Integrity, something they taught since the day I was born. We already know that. That's who we are. That's what made us. If we are going to succeed as a tribe and the tribe keeps saying we're a sovereign nation, if they really mean that, then sovereign nation means we stand on our own. Education is the only way. The future is truly our children and I want to make sure that they are around to be able to succeed so that we can have a tribe 300 years from now and still be able to move forward and hold our own and be proud of who we are. ...The kind of pride I experienced with the women of Apache 8, they were strong, hard-working women who looked out for each other."

Katy's daughter, Jovanna Aday, has learned respect for her community and pride in culture. Like her mother, she has developed the desire to do something to help the White Mountain Apache tribe continue to be strong in the future.

Jovana explains, "When I come home [from college?], I want to be able to implement different programs and change different things because a lot of the things that are here don't work. And trying to change things scares everybody here—like change is just like taboo almost. To work that in [new programs] traditionally, to work that in with just everyone here within the culture, it's going to take time. I want to be able to do it and do it right. But I still come home and I still participate in all the traditional ceremonies and I do all the things my parents have taught me. Everyone's like, 'You're just like your Mom'."

Do you feel a loyalty to a community you belong to (ethnic, religious, cultural, family, neighborhood or another specific group)? How has your community helped shape who you are? What might you do to give back to your community and ensure a strong, healthy future for the youth? How will you look after others?

Name: _____

Date: _____

Apache 8 Activity 6: Art Exercise

Exercise 1

Transform your words from Activity 4 into an illustration. Read the piece you wrote, visualizing it clearly, then create an art piece to illustrate it. Feel free to use watercolors, markers, pencil, charcoal, pastels, or even create a collage using pieces of cut or torn colored paper or magazine pages. Your piece can be abstract or realistic but should convey the feeling of what you described in your writing.

Exercise 2

Search the Internet for photographs of wildland fires and wildland fire fighters. (See nativetelecom.org/apache_8 for some of these photos.) Look at the photographs from the Apache 8 film documentation and compare them with those found on the Internet. Choose three images from the Internet and from the Apache 8 photographs and create a digital file with them. Now analyze each photograph by answering these questions:

- Who do you think took this photograph?
- Why was this photograph taken—what is the purpose of the photograph?
- What do you see in the image?
- What about it attracted you to chose it?
- Is it close-up or taken from a distance?
- What angle is it shot from?
- What is the main subject of the image?
- Where are the subjects?
- How are the colors balanced?
- What shapes and angles work in the photograph?

- Is the image focused or blurry—does that make it a stronger image?
- What emotions do you see in the photograph?
- What is the main message the photograph conveys?
- What one word describes this photograph?

Pick your favorite of the photographs to share with the class. Be prepared to describe the message the photograph holds and how the photographer illustrates that message.

Exercise 3

Create a symbol for yourself that will remind you of the characteristics you need to be strong and successful as you go through your life journey.

Name: _____

Date: _____

Apache 8 Activity 7: Digital Exploration

Apache 8 is not as much about the Apache tribe and its culture nor about fire fighting as it is about women's stories of being strong, being dedicated to doing your best on a job, being disciplined and determined, balancing family, and being true to the values of the culture you grew up in. Women across cultures can tell similar, yet unique stories. To hear them, you just have to ask respectfully and then listen. To share stories, digital technology is at your fingertips.

Questions to Ask

What kind of questions would you ask someone to learn their story, a story of achievement? Think about the questions the filmmakers probably asked the women in Apache 8 in order to gather their stories. Some of those were:

- How did you get into fire management?
- Can you explain what it was like to become a part of Apache 8? Tell us when you started and what it was like for you to join an all-women's crew.
- Can you talk about the most dramatic and dangerous fire situation you have been in? We have no idea what it is like being out in a fire. Give as many details as you can, like what it sounded like, what it looked like, what it smelled like.
- What are some of the leadership qualities that Cheryl communicated to you as a Crew Boss?

Conducting an Interview

The best interviews are the ones where you do the listening and the interviewee is given the space and

respect to talk. Do some research about the person before you interview them. It will help you come up with good, relevant questions. Do create a list of questions to guide you, but don't be dogmatic about using them. Listen and use follow-up questions to their answers. Be silent after asking a question to give them time to think and respond. Don't tell them all you know; let them tell you all they know. Be polite. Sometimes interviews can get emotional. Respect your interviewee if she asks you to turn off the recorder or not to share publically what she has shared. Do use a release form if you plan to share the podcast beyond the classroom. Sample release forms that you can modify for your project can be found on the Internet. Try to keep your interview to no more than 30 minutes.

Recording the Interview

Recording an interview is easy. To record it, you can use a digital recorder or an iPod, even some cell phones allow you to use apps to record voices. Pick a place that is quiet to record your interview. Background noise can make it difficult to understand a recording. Be sure to test your equipment with a classmate before going on an actual interview. Do a practice session with your classmate ahead of time. Take turns being the interviewee and the interviewer, using the equipment, and doing the release form. This will make you more confident when conducting the actual interview.

Editing the Interview

Once you've recorded the interview, you will need to upload your digital file onto a computer for editing and conversion to a MP3 file. Many people find

Audacity (free to download) or Garageband (for Apple computers) simple to use to edit your podcasts. Tutorials for using Audacity to edit are available at <http://www.how-to-podcast-tutorial.com/17-audacity-tutorial.htm> and <http://www.computingunplugged.com/issues/issue200807/00002199002> among others and a good starting place for Garageband is <http://mac.appstorm.net/how-to/music/creating-a-podcast-using-garageband/> or <http://www.glnl.k12.va.us/resources/gb/page9.html>. (A simple Internet search will reveal many sites about this.)

An Interview with Angie Hoffman

For an example of another White Mountain Apache woman's story of determination listen to or read the transcript for Angie Hoffman's podcast interview by Maria Suarez on the Arizona State Museum website:

http://www.statemuseum.arizona.edu/podcasts/ep030_hoffman--angie.shtml.

Ms. Hoffman felt it was important to teach youth and to use the Apache language. Listen to her interview and learn how she obtained the skills she needs to nourish the next generation of White Mountain Apaches.

Interesting Thought: Angie Hoffman also served as a crewmember of Apache 8.

Online Resources for Conducting Oral History Interviews

- *Smithsonian Family Folklife and Oral History Interview Guide*
<http://www.folklife.si.edu/resources/pdf/interviewingguide.pdf>
- *Louisiana Voices: An Educators Guide to Exploring Our Communities and Traditions*
http://www.louisianavoices.org/Unit2/edu_unit2_fieldworkbasics.html

Name: _____

Date: _____

Apache 8 Activity 8: Physical Education Exercise

*Are you fit enough to be an elite wildland firefighter?
Can you pass the **Pack Test**?*

To be a crewmember with Apache 8 or with any of the interagency Hot Shots crews you have to be able to pass a Pack Test. For this you must carry 45 pounds for 3 miles and complete it in 45 minutes *without running*. Do you think you're tough enough to do that?

Use the track at your school (4 times around should be a mile).

Start off by filling a backpack with 15 pounds of weights (or you could use books, bricks, water bottles, or any other heavy item.) See if you can walk one mile in 15 minutes. If that is easy then double the number of weights so you are carrying 30 pounds. Still walk one mile only. Can you do it in 15 minutes? After that triple it to 45 pounds of weights and try to walk one mile in 15 minutes.

The next stage is to increase the distance you are walking. Can you carry 15, 30 or 45 pounds and walk 2 miles in 30 minutes? If you can walk two miles in 30 minutes with 45 pounds on your back then you're ready for the final test. Try carrying 15, 30, or 45 pounds and walk three miles in 45 minutes.

You may want to try building up the weight or distance over a number of days.

Remember to be supportive. The Apache 8 crew worked together to help the crew as a whole be successful in firefighting. They helped each other. If this exercise is easy for you, think how you can positively encourage those for whom it is more difficult.



Irene Hinton and Nita Quintero, Apache 8 Crew Members.

Image Courtesy of David Hocs.

Name: _____

Date: _____

Apache 8 Activity 9: In Review

Top 8 Takeways to Remember

- 1 The Apache 8 wildland firefighter crew was a strong group of women. Cheryl Bones stated, *"You never knew what you were going to face. You were with a bunch of women that could handle anything."*
- 2 The Apache 8 crew was successful because the women were determined, disciplined and dedicated to protecting their homelands from the ravages of fire and they were loyal to their crew and tribe.
- 3 The Apache 8 crew operated like the male interagency Apache Hot Shots crew. They are both elite wildlands firefighters responsible for protecting Apache lands from fires and did the same work. They are also on call to fight fires throughout the country.
- 4 The Apache 8 women were considered dependable and were respected for their selfless service to their tribe and America. One reflected, *"My people respect me because I'm putting my life on the line to protect what is ours, the beauty of the reservation."*
- 5 The Sunrise Dance ceremony prepares a girl to be an Apache woman through rituals and blessings that make her physically and spiritually strong. She takes on the responsibility of seeing to the health of her community. Nita Quintero explained, *"The Sunrise Dance helped me prepare for the biggest challenges in my life, like being a wildland fire fighter."*
- 6 Apache women broke cultural and societal barriers and proved that women can work professional jobs and still have a family and practice cultural traditions.
- 7 The White Mountain Apache reservation is 1.6 million acres, much of it forestlands. There are approximately 15,000 White Mountain Apache tribal members.
- 8 White Mountain Apaches are part of the five Western Apaches tribes. Geronimo was not; he was Chiricahua Apache.

Exploration Activity

What was one thing new you learned about Apaches?

What one thing in the film or through your work on the activities that surprised you? Why?

Describe the characteristics a woman needs to survive and be successful as a member of the Apache 8 crew.

Reflection

"A few of them [Apache 8 crewmembers] have retired. Some are still working. Some may have changed to different professions, but firefighting, being on that Apache 8 [crew], gave them the stepping stone that they needed to further enhance themselves. And I know that if given the opportunity, they would do it again." – speaker?

Consider how the women's experience being part of the Apache 8 crew shaped their belief in themselves and fostered a desire to help their community.

Credits

About the Author



Lisa Falk is director of education at the Arizona State Museum, a part of the University of Arizona, and a teaching affiliate at the College of Education with the Teaching, Learning and Sociocultural Studies department. She has over 25 years experience developing and producing informal

learning programs for cultural institutions, including having worked for the Smithsonian Institution.

She has trained teachers and students in how to do cultural documentaries and museum education projects across the country. Falk is author of Cultural Reporter, a student resource book for documenting and presenting about cultural traditions. She is also the principal author of Bermuda Connections: A Cultural Resource Guide for Classrooms published by the Center for Folklife and Cultural Heritage, Smithsonian Institution, a copy of which is in every classroom in Bermuda. She holds a BA in anthropology from Oberlin College and an MAT in museum education from George Washington University. Photo by Lloyd Wolf



About the Producer/ Director

Sande Zeig directed and produced three films including the short Central Park, which premiered at Sundance in 1994, the feature The Girl, based on a short story by French writer Monique Wittig,

which premiered at Toronto and Berlin, and the documentary Soul Masters: Dr. Guo & Dr. Sha, which was released in April 2008. In 2009 the film (DVD format) will be distributed by the LA-based company Beyond Words Distribution. Zeig is President of Artistic License Films, a film distribution company that has distributed over a hundred films including films by Ismail Merchant, Michel Negroponte, Jim Stark, Kore-eda Hirakazu, Theo Angelopoulos, Agnes Jaoui, Jeanne Jordan & Steve Ascher, Josh Aronson & Roger Weisberg, DA Pennebaker & Chris Hegedus, Kirby Dick and Jennifer Fox.

About VisionMaker

VisionMaker, a service of Native American Public Telecommunications, Inc. (NAPT), with major funding from the Corporation for Public Broadcasting (CPB), is the premier source for quality Native American educational and home videos. Profits from video sales are invested in new NAPT productions. NAPT shares Native stories with the world through support of the creation, promotion and distribution of Native media.

- www.nativetelecom.org
- www.visionmaker.org
- www.pbs.org
- www.cpb.org

