



# GILA RIVER INDIAN COMMUNITY

SACATON, AZ 85247

## RESOLUTION GR-08-09

**A RESOLUTION AMENDING RESOLUTION GR-153-79, WHICH SUPPORTED THE DEVELOPMENT OF AN OFFICIAL ORTHOGRAPHY, AND APPROVING THE METHOD OF TEACHING THE AKIMEL O'OTHAM (PIMA) AND PEE POSH (MARICOPA) LANGUAGES**

**WHEREAS,** the Gila River Indian Community Council (the "Community Council") is the governing body of the Gila River Indian Community (the "Community"); and

**WHEREAS,** the Community Council is empowered, under the Constitution and Bylaws of the Gila River Indian Community, Article XV, Section 1(a)(9) to promote and protect the health, peace, morals, education, and general welfare of the Community and its members; and

**WHEREAS** the School Boards, Staff, Elders, the Cultural Resources and the Education Standing Committee recognize the need to amend Resolution GR-153-79; and

**WHEREAS,** the Community recognizes that the Akimel O'otham (Pima) and Pee Posh (Maricopa) languages are endangered, and that many Community members have become limited in speaking the Akimel O'otham and Pee Posh languages at home; and

**WHEREAS,** the Community recognizes that substantial work has been done updating the orthography to cultivate a curriculum that can be utilized by both adult Community Members and their children; and

**WHEREAS,** the Community has initiated a program for revitalization and restoration of the Akimel O'otham and Pee Posh languages as demonstrated by the:

- 1) Collection of information on the current vitality of the Akimel O'otham and Pee Posh languages;
  - 2) Development of long-range goals, established and affirmed by the Community, for preserving and revitalizing its traditional languages;
  - 3) Design and implementation of teacher training programs in order to build an internal language teaching capacity;
  - 4) Development and implementation of a community-based language program;
- and

**WHEREAS,** the United States of America, in the Native American Languages Act of 1990, P.L. 101-477 (October 30, 1990), recognized that traditional languages of Native Americans in the United States are an integral part of their cultures and identities, and adopted a federal policy to protect, preserve and promote the rights and freedom of Native Americans to use, practice and develop their languages; to encourage and support the use of Native American languages as an instructional medium as a right of Indian tribes; to recognize the rights of Indian tribes to give official status to their languages; and to encourage all institutions of elementary, secondary and higher education to include Native American languages in their curriculum; and

**WHEREAS,** the Community Council has determined that it is in the best interests of the Community to actively support efforts to increase the teaching of the Akimel O'otham and Pee Posh languages.

**NOW, THEREFORE, BE IT RESOLVED,** that the Community Council hereby amends Resolution GR-153-79, and adopts the attached updated alphabet and materials that have been shared with the School Boards, Staff, Elders, the Cultural Resources and Education Standing Committees.

**BE IT FURTHER RESOLVED,** that the Community Council affirms the teaching of the Akimel O'otham and Pee Posh languages by:

- 1) Supporting the provision of instruction of the Akimel O'otham and Pee Posh children in the Community school settings, and to Community members who desire to learn;
- 2) Requesting that culturally sensitive issues involving the Akimel O'otham and Pee Posh be appropriately addressed at the direction of Community Elders and Community members knowledgeable about the culture of the Akimel O'otham and/or Pee Posh;
- 3) Supporting the teaching of a second language methods, techniques, and strategies, such as dual language, immersion, total physical response (TPR) and other appropriate techniques to teach fluency in the Akimel O'otham and Pee Posh languages;
- 4) Supporting immersion programs that will assist in the fluency of our Akimel O'otham and Pee Posh children and adults; and
- 5) Supporting increased funding, for the teaching of the Akimel O'otham and Pee Posh languages.

**BE IT FINALLY RESOLVED,** that the Governor, or in his absence, the Lieutenant Governor, is hereby authorized to sign any other documents or take any other actions necessary to carry out the intent of this Resolution.

**CERTIFICATION**

Pursuant to authority contained in Article XV, Section 1, (a) (7), (9), (18), and Section 4 of the amended Constitution and Bylaws of the Gila River Indian Community, ratified by the Tribe January 22, 1960, and approved by the Secretary of the Interior on March 17, 1960, the foregoing Resolution was adopted on the **7th** of **January 2009**, at a regular Community Council Meeting held in **District 3, Sacaton, Arizona** at which a quorum of **15** Members were present by a vote of: **15** FOR; **0** OPPOSE; **0** ABSTAIN; **2** ABSENT; **0** VACANCIES.

**GILA RIVER INDIAN COMMUNITY**

  
GOVERNOR

ATTEST:

  
COMMUNITY COUNCIL SECRETARY



## O'otham / English Orthography

ALPHABET	O'OTHAM SOUND	English Sound
1. <b>A, a</b>	<u>a</u> sh – laugh	<u>w</u> as
2. <b>B, b</b>	<u>b</u> an – coyote	<u>b</u> ear
3. <b>Ch, ch</b>	<u>ch</u> uchul – chicken	<u>ch</u> icken
4. <b>D, d</b>	J <u>d</u> om – bear	<u>d</u> eer
5. <b>D, d</b>	ma <u>d</u> – mother's child	stoppe <u>d</u>
6. <b>E, e</b>	<u>e</u> sh – chin	<i>Own distinct O'otham Sound</i>
<b>Ff</b>		
7. <b>G, g</b>	<u>g</u> a:th - gun	<u>g</u> un
8. <b>H, h</b>	<u>h</u> u:ñ – corn	<u>h</u> orse
9. <b>I, i</b>	<u>i</u> pod – dress	<u>f</u> ish
10. <b>J, j</b>	<u>J</u> u:kam – Mexican/Hispanic	<u>j</u> uice
11. <b>K, k</b>	<u>k</u> e:k – standing	<u>k</u> ite
12. <b>L, l</b>	<u>l</u> u:lsi – candy	Spanish 'r'
13. <b>M, m</b>	<u>m</u> u:val – fly / bee	<u>m</u> oney
14. <b>N, n</b>	<u>n</u> a:k – ear	<u>n</u> achos
15. <b>Ñ, ñ</b>	<u>ñ</u> e:ñ – tongue	pin <u>i</u> on
16. <b>O, o</b>	<u>o</u> :g – father	<u>s</u> aw
17. <b>P, p</b>	<u>p</u> a:n – bread	<u>p</u> ottery
<b>Qq</b>		
<b>Rr</b>		
18. <b>S, s</b>	<u>s</u> e:pith – cold	<u>s</u> oup
19. <b>Sh, sh</b>	<u>sh</u> u:shk – shoe	<i>tongue touches roof of mouth</i>
20. <b>Th, th</b>	<u>th</u> othoñ – ant	<u>th</u> row
21. <b>U, u</b>	<u>u</u> 'us – sticks	<u>m</u> oon
22. <b>V, v</b>	<u>v</u> onam – hat	<u>v</u> ote
23. <b>W, w</b>	<u>w</u> ippo – eyelashes	<u>w</u> ater
<b>Xx</b>		
24. <b>Y, y</b>	<u>y</u> a:v - key	<u>y</u> ellow
<b>Zz</b>		





## O'OTHAM VOWELS

	Vowels	O'OTHAM SOUND	English Sound
1.	<b>A, a</b>	<u>a</u> sh – laugh	<b>f<u>a</u>ther</b>
		a:li – baby añilo – ring asuga – sugar auppa – cottonwood	
2.	<b>E, e</b>	<u>e</u> sh – chin	<i>Own distinct O'otham Sound</i>
		e'es – plants e:kthag – shadow elthag – skin esh – chin	
3.	<b>I, i</b>	<u>i</u> pud – dress	<b>F<u>i</u>sh</b>
		i'iks shu:shk – tennis shoes i'ispul – spurs ipud – dress i:vak – spinach	
4.	<b>O, o</b>	<u>o</u> :g – father	<b>S<u>o</u>w</b>
		on – salt o:o – bone(s) o'hon – letter, book, magazine o:og – tears	
5.	<b>U, u</b>	<u>u</u> ' <u>u</u> s – sticks	<b>m<u>oo</u>n</b>
		uv – girl u:k hi'himtham – airplane u'u – bullet uvig/uhig – bird	















**DIPHTHONGS**  
COMBINATION SOUNDS / Go:k Eve:m Kaidag

	Go'k Eve:m Kaidag	<u>O'othamach</u>	O'otham Words	Milganach
1.	<b>ai</b>	(sounds like 'eye') <u>hai</u>	<b>hai</b> <b>bai</b> <b>kai</b>	break cooked/ripe seed
2.	<b>ei</b>	(sounds like '---') <i>O'otham unique sound</i> <u>Bei</u>	<b>bei</b> <b>ei</b> <b>kei</b>	to get to plant to stand
3.	<b>ia</b>	(sounds like 'yeah') <u>mia</u>	<b>mia</b> <b>bia</b> <b>ñia</b>	near to get helping/spoon food to wake
4.	<b>io</b>	(sounds like 'ee yaw') <u>hiosik</u>	<b>hiosik</b> <b>tha:pio</b> <b>u:pio</b>	to bloom / flower to iron skunk
5.	<b>iu</b>	(sounds like 'ee you') <u>svegium</u>	<b>svegium</b> <b>giumtham</b> <b>biuk</b>	pink match hungry (plural)
6.	<b>oi</b>	(sounds like 'boy') <u>koi</u>	<b>koi</b> <b>voi</b> <b>shoig</b>	to sleep to lay/lie poor
7.	<b>ua</b>	(sounds like 'wa') <u>kua</u>	<b>kua</b> <b>hua</b> <b>suam</b>	forehead basket brown, tan, yellow or orange
8.	<b>ui</b>	(sounds like 'we') <u>kui</u>	<b>kui</b> <b>wui</b> <b>kuinth</b>	tree across from count





## Diacritics

Symbol	Sound it makes	O'otham	Milgan sound
 colon	Vowel before  , is prolonged / dragged	ke:k - stand vo:g - road ko:sh - asleep vo:k - stomach	/
 apostrophe	 breaks word, Short break (glottal stop) in between letters	a'al - children u'u - bullets je'e - mother e'es - plants	
 tilde	(  ) on top of the 'n' makes the 'ny' sound	ñe'e - singing ñui - buzzard ñe:ñ - tongue ñeithakud - mirror	Canyon pinion
 Period/dot	(  ) under the 'd' makes the 't' sound	hujud - lizard thaikud - chair amjid - from jeved - land/earth	But
 dash	(  ) after the s, (S-) will be used when you hear the 'h' sound, or when followed by ch (s-ch)	<b>s-h</b>	<b>s-ch</b>
		S-hekig - happy S-hotham -hurry, S-hassig - to be difficult S-havk - to be light S-he:pith - cold S-ho:hith - like	S-chuk - black color S-che:thag - green/blue color S-chu:gam - dark-cannot see S-cho:dag - rough (skin) S-chu' - night S-chuk'chu - Black person

**Silent 'i' is an aspiration\***, there is usually a breve (*cup*) on top of the (i).

This silent 'i' **will not** be used as it confuses learner.

thobi      thob  
 tothoni    tothon  
 svegi      sveg

\*pronunciation accompanied by breathing/wind escaping from the mouth



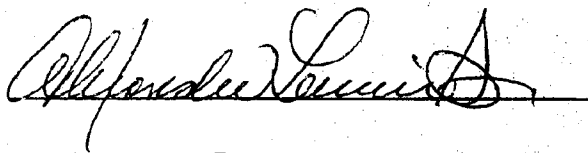
GILA RIVER INDIAN COMMUNITY  
RESOLUTION GR-153-79

- WHEREAS, The language is an important part of the culture of a people; and
- WHEREAS, Surveys and comments have shown community support for the development of an Orthography and teaching materials for the Pima Language; and
- WHEREAS, The Board of Trustees, Sacaton Public School District #18, has expressed support for the work of the Orthography Committee; and
- WHEREAS, Substantial work has been done in the development of the Orthography and Teaching materials; and
- WHEREAS, Many materials developed to date have been shared with the Board, staff, parents, and the Standing Education Committee of the Gila River Indian Community Council;
- NOW, THEREFORE, BE IT RESOLVED; That the Gila River Indian Community Tribal Council supports the continued development of the Pima Language, including teaching materials, and incorporation of the language into the school curriculum.

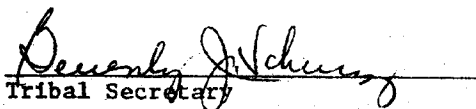
CERTIFICATION

Pursuant to authority contained in Article XV, Section 1 (a) (9) (12) and Section 4 of the amended Constitution and Bylaws of the Gila River Indian Community ratified by the Tribe, January 22, 1960, and approved by the Secretary of the Interior, March 17, 1960, the foregoing resolution was adopted this 7th day of NOVEMBER, 1979, at a REGULAR Council meeting held in District Three, Sacaton, Arizona, at which a quorum 14 members were present by a vote of 13 FOR; 0 OPPOSE; 1 ABSTAIN; 3 ABSENT; 0 VACANCY.

GILA RIVER INDIAN COMMUNITY



ATTEST:

  
Tribal Secretary

