

**The Desert Speaks**  
*#502 The Mayo Tribe*  
Teacher Information Sheet

### Program Description

Examine the work of two researchers as they study and document the ways in which the Mayo Indians of Sonora, Mexico, make use of their native plants.

### Teaching Tips

1. Discuss vocabulary words
2. Introduce the episode by giving a brief summary of the program and telling students what information you would like for them to gain from viewing the program.
3. Review the information on the viewing sheet prior to watching the episode.
4. Allow time at the conclusion of the program for discussion and the completion of the viewing sheet.
4. Investigate the related web sites listed below.

**Note:** You may want to explain to students that in parts of the video the Mayo Indians are speaking in their native language and the English translation is provided as a caption at the bottom of the screen. You may want to pause the tape during these spots to make sure students are able to understand the context in which this captioning is being used. You may also want to prepare students for some of the unusual names that the Mayo Indians have for some of their plants.

### Vocabulary Words

- botanical                    pertaining to or derived from plants
- Ethnobotany                the study of how native people use plants

### Related Web Sites

**Catholic Encyclopedia: Mayo Indians**  
<http://www.newadvent.org/cathen/10089b.htm>

**Directory of U.S.-Mexico Borderlands Research at the University of Arizona**  
<http://udallcenter.arizona.edu/programs/border/directory/southwest.html>

**Arizona-Sonora Desert Museum: Research Projects Directory**  
<http://www.desertmuseum.org/research/projectl>



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Student Viewing Sheet

1. Where do the Mayo Indians live? \_\_\_\_\_
2. Name one reason why the Mayo Indians may still be so closely tied to their land.  
\_\_\_\_\_
3. What do the scientists use to help preserve the samples of plants that they take? \_\_\_\_\_  
\_\_\_\_\_
4. What two main seasons does a tropical deciduous forest have and when do they occur?  
The \_\_\_\_\_ season which occurs in the \_\_\_\_\_ **and**  
the \_\_\_\_\_ season which occurs in the \_\_\_\_\_.
5. Why do the scientists want to complete their study of the Mayo plants quickly? (hint: Who knows the most about the Mayo plants?) \_\_\_\_\_
6. Name 3 things the Mayo Indians believe are affected by the fullness of the moon?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. The researchers who are conducting the study of the Mayo plants are not only interested in the plants but they want to learn about \_\_\_\_\_ as well.
8. The Mayo men and women use plants differently. The men use them for \_\_\_\_\_  
and the women use them for \_\_\_\_\_.
9. What prevents the Mayo Indians from selling the Pitaya fruit at the market in order to earn an income?  
\_\_\_\_\_
10. Name some changes that are taking place on the Mayo Indian's land.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



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Answer Key

1. in the southern end of the state of Sonora, Mexico
2. they still live on their ancestral lands and have not been moved to reservations
3. a field press
4. dry; spring, early summer            wet; winter
5. they want to complete it while the elders are still living
6. when trees are planted, when they are cut or pruned, and the strength or brightness of dyes
7. the people
8. men: construction                      women: the house, in medicines and to make dyes
9. they don't have any way to transport the fruit to the market
10. there is less game, the climate is hotter and it is more difficult to continue their traditional way of life

***Compare and Contrast***

**Answers will vary. Teachers may want to consider allowing students to illustrate their ideas in a Venn Diagram or in some other conceptual map.**