



NEVADA NATIVE SEASONAL ACTIVITIES

UNIT GOALS: To understand that the four (4) Native Tribes of Nevada:

1. Respected and depended on their natural environments.
2. Based their daily lives, clothes, and food on the four seasons of the year.
3. Had a pattern of annual movement.
4. Lived in different locations during different seasons of the year.
5. Engaged in different seasonal activities (Hunting, gathering, or social activities)
6. Honored nature during the different seasons of the year through ceremonies

PAGES

SE-2 - SE-3	Nevada Native Seasonal Activities (Cooperative Lesson and Student Worksheet)
SE-4	Northern Paiute Writing Interpretation Activity
SE-5	Southern Paiute Summer Activity Comparison
SE-6	Southern Paiute Hulling Seeds
SE-7 - SE-8	Washoe Seasonal Cycle (Student Information and Worksheet)
SE-9 - SE-10	Washoe Annual Cycle (Teacher and Student Worksheet)
SE-11	Western Shoshone Storybooks

NEVADA NATIVE SEASONAL ACTIVITIES (Cooperative Lesson)

ACTIVITY GOALS:

Students will identify the four seasons of year and the daily activities the Natives performed throughout the year.

Students will identify probable locations the Natives lived in during different seasons of the year.

MATERIALS:

Four (4) Student Information Workbooks
Seasonal Activities Chart (Blackline Masters)
Nevada Map (Blackline Masters)
Tribal Comparison Chart (Blackline Masters)

PROCEDURES:

1. Explain to the students the activity goals 1-3.
2. Divide the students into their same tribal bands.
3. Identify the four (4) seasons using a transparency or map.
4. Have students decide which season they would like to work on for these activities.
5. Write the topic questions on the board/chart.
 - a. Where in Nevada was your tribal band located (N, W, E, S) throughout the year?
 - b. What type of areas did you live in (mountains, foothills, deserts, woods, plains or near water)?
 - c. Were you hunting, fishing, gathering, or farming?
 - d. Did your band live in large or small groups?
 - e. How many people were with your band at this time of the year (estimate)?
6. Students will meet in their cooperative groups, plot out activities on worksheet and speaker will only present information for their designated season.
7. Record the information on a comparison chart as each group speaker presents their information.
8. Compare & discuss the charted information.

ADDITIONAL ACTIVITIES OF LESSON:

1. Students can compare the entire year's activities
2. Students can put the principal foods on the timeline.
3. Students can compare present day to past activities.

SEASONAL ACTIVITIES

	Winter	Spring	Summer	Fall
Locality				
Social Group				
Activity				
Other Activities				

**NORTHERN PAIUTE WRITING INTERPRETATIONS
OF SEASONAL ACTIVITIES**

DIRECTIONS: Write an interpretation of each activity the Northern Paiutes are engaging in.



SOUTHERN PAIUTE SUMMER ACTIVITY COMPARISON

Materials needed:

Chart paper
markers

Procedure:

1. Divide chart paper in half, lengthwise.
2. Identify activities the Nuwuvi did in the summer on one half.
3. Identify activities that your students do in the summer on the other half.
4. Are these activities the same? Different?
5. Are they for entertainment? Are they to earn a living?

SOUTHERN PAIUTE HULLING SEEDS

Materials needed:

Grinding stones

Whole seeds (including shells) examples - pinenuts,
pumpkin seeds, or sunflower seeds.

Winnowing tray (optional)

For this activity, you will need a grinding device. Two rocks- a larger flat rock for the bottom and a smaller, hand-sized rock to grind with. A winnowing tray device can be made but is not necessary for this activity.

1. Place a handful of seeds on the grinding stone. Tap the seeds with the hand stone and break the shells.
2. Pick out the larger pieces of shells, and place the remaining nutmeats in the winnowing tray.
3. Toss the nuts into the air and gently blow the shells and chaff away.

(*NOTE: Directions for making and using a winnowing tray are given in lesson T-3, Southern Paiute Winnowing Tray Activity.)

Students should practice winnowing with beans or other materials before trying to winnow the seeds. If you do not use a winnowing tray, pick out all the nutmeats and throw away the shells.

SEASONAL CYCLE OF THE WASHOES

Write the activities of the Washoe people in the appropriate seasons on the following worksheet.

The southern Washoe used snowshoes in the mountains.

The men hunted fat and healthy animals.

Gathered plants.

They traveled to Lake Tahoe.

Repaired tools, clothing, baskets, and housing.

The Washoe gathered pine nuts for four (4) to six (6) weeks.

Caught trout.

They gather new grown plants.

Hunted and fished during warm spells.

A five day ceremony for pinenuts was held.

Appointed “bosses” to search for areas that had abundant food.

They catch white fish.

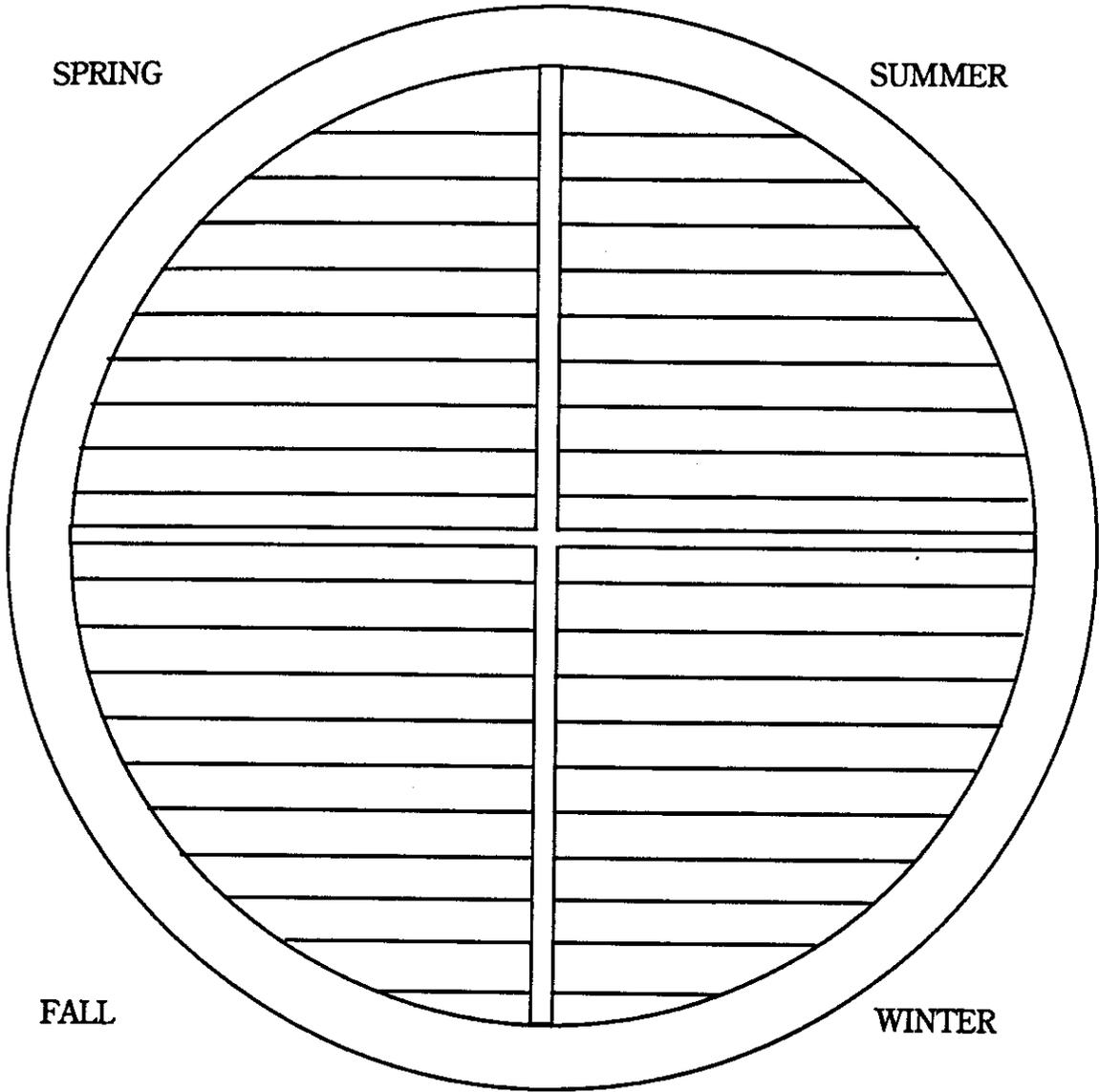
The snow begins to melt.

Blessed the lake and the people.

Moved to the pinenut hills to the east

Relied on food stores.

**THE SEASONAL CYCLE
OF THE WASHOES**



**ANNUAL CYCLE
OF THE WASHOES**
(Teacher Key)

Write the name of the season that matches the activities of the Washoe.

* _____ (Spring)

The snow begins to melt
They catch white fish and trout
They gather new grown plants.
They traveled to Lake Tahoe.

* _____ (Summer)

Blessed the lake and the people.
Appointed “bosses” to search for areas that had abundant food.
Caught trout
Gathered plants.

* _____ (Fall)

Moved to the pinenut hills to the east
A five day ceremony for pinenuts was held.
The Washoe gathered pinenuts for 4 to 6 weeks.
The men hunted fat and healthy animals.

* _____ (Winter)

The southern Washoe used snowshoes in the mountains.
Repaired tools, clothing, baskets, and housing.
Hunted and fished during warm spells.
Relied on food stores.

ANNUAL CYCLE OF THE WASHOES

Write the name of the season that matches the activities of the Washoe.

* _____

The snow begins to melt
They catch white fish and trout.
They gather new grown plants.
They traveled to Lake Tahoe.

* _____

Blessed the lake and the people.
Appointed "Bosses" to search for areas that had abundant food.
Caught trout
Gathered plants.

* _____

Moved to the pinenut hills to the east
A five day ceremony for pinenuts was held.
The Washoe gathered pinenuts for 4 to 6 weeks.
The men hunted fat and healthy animals.

* _____

The southern Washoe used snowshoes in the mountains.
Repaired tools, clothing, baskets, and housing.
Hunted and fished during warm spells.
Relied on food stores.

WESTERN SHOSHONE STORYBOORS

Lesson Goals: Students will understand the Western Shoshone culture by identifying basic components of their daily life.

Students will understand how to design, write, illustrate and compile a storybook.

Lesson Objectives: Students will design, write, illustrate and compile a storybook using the information on the daily life of the Western Shoshone.

Materials: Student Information Workbooks
Construction and writing paper for stories
Markers, pen or crayons for illustrating

Introduction

1. Ask the students how a book is made. Chart or Illustrate the process on the board.
2. Explain to them that they will be making a storybook
3. They are to use one of the main topics: People, Food, Homes, Plants and Animals
4. Explain the main components of a book
 - a. Cover the name and Illustration.
 - b. Title page with author's name
 - c. Story sequence of events
 - d. Illustrations
5. Have the students individually make a book
6. (Optional) Read it to a younger person or class.

EVALUATION: Construction of a storybook
Reading of the story to another student or the class.

ADDITIONAL ACTIVITIES:

1. Have the students make a class picture book by dividing the class into groups. Each group will write a different part of the story.
2. Have the class write a book together then type out the story and have each person do their own Illustration of the same story