

NEVADA NATIVE CLOTHING

SHAWL

Long, pretty -
swinging, swaying, moving
To the drums beat
Blanket

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3rd Grade, Mrs. Jim, 1987
Owyhee Combined Schools

NEVADA NATIVE CLOTHING

UNIT GOALS:

To understand that the Natives of Nevada made their clothes using natural materials found in their environment.

To understand that the clothes making process required specific abilities, hard labor and time (Some items were completed in a day and others took months to complete depending on available materials and their necessary preparations.)

PAGES

CL-2 - CL-3 Nevada Native Clothing
(Cooperative Lesson and Student Worksheet)

CIA - CL-7 Western Shoshone Buckskin Work
(Teacher, Information and Student Worksheets)

NEVADA NATIVE CLOTHING

LESSON GOAL

To understand that the Natives of Nevada made their clothing from materials found in their natural environment.

LESSON OBJECTIVE

Students will design clothing using only those materials found in their given ecosystems.

MATERIALS

Native Nevadan Clothing worksheet
Student Information workbooks
Native Tribes of Nevada Tribal Comparison chart
(Blackline Masters)

INTRODUCTION

1. Explain to the students the lesson objective.
2. Divide the students into their same tribal groups.
3. Ask from what materials are the students' clothes made. Chart their responses.
4. Show examples of Nevada Native clothing (Student Information workbooks). Ask what are the native's clothes made from. Chart responses.
5. Make a comparison of the types of material used to make present and past clothing.
6. Explain that Nevada Native clothing was made from material found in their living environments.
7. Review the types of ecosystems the Natives of Nevada lived in (mountains, foothills, desert flats and wetlands). Use pictures from Shelters - SH-13.
9. Explain that they will pick one ecosystem, draw the ecosystem, design their clothes using only materials found in that ecosystem and draw the clothes on the Nevada Natives on the worksheet
10. Do the worksheet

FOLLOW-UP - Discuss the students' designs.

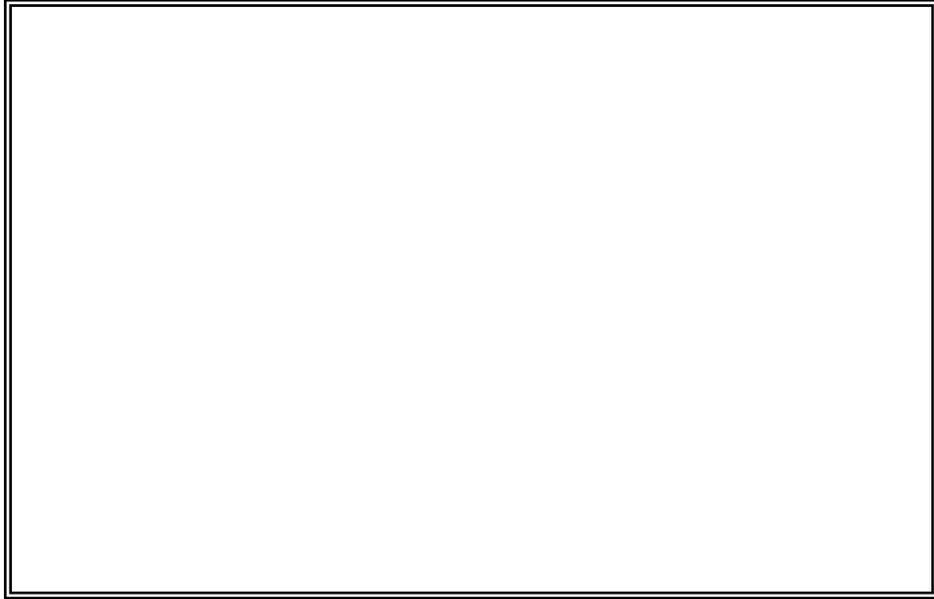
EVALUATION Completion of clothes design.
 Participation in discussion.

ADDITIONAL ACTIVITIES

1. Visit a local museum to see clothes made by Western Shoshone or other local tribes (Churchill Co., Nevada State, Northeastern Nevada Museums).
2. Have a Western Shoshone or other tribal member come in and show their native clothing and other items.
3. Make a life-size model of their clothing design.

NEVADA NATIVE CLOTHING DESIGNS

Directions: Using one of the ecosystems that the Natives of Nevada lived in more than 200 years ago, draw a Native man and woman. Then, design some clothes for them using only materials found in that ecosystem. In the background, draw the ecosystem that they lived in.



ECOSYSTEM _____

List the materials used to make the clothing.

Explain why you used these types of materials for their clothing.

BUCKSKIN WORK

LESSON GOALS

- Students will understand that the Western Shoshone used a series of organized processes in preparing animal hides into buckskin.
- Students will understand that the Western Shoshone used buckskin for material to be made into clothing and other house hold items, such as blankets or robes, bags, and covers for cradleboards.

LESSON OBJECTIVE

- Students will identify the sequence of steps used in the buckskin-making process.
- Students will write the sequence of steps for making buckskin.
- Students will make a sequence map of the steps used in making buckskin.

MATERIALS

- Pictures or articles of buckskin clothing or items.
- Worksheet on Steps for Buckskin Processing.
- Deer Hunting and Sequence of Steps for Buckskin Processing.
- Large sheets of paper and markers.

INTRODUCTION

1. Suggested Introduction Questions:
 - a. Ask where did the Western Shoshone get the material to make their clothes?
 - b. Ask how the Natives made the buckskin?
 - c. What animals did the buckskin come from?
2. Show students pictures of buckskin clothing or real buckskin if you have access.
3. Ask how did they make animal skin into buckskin?
4. Write their sequence on the board.
5. Read Deer Hunting and the Sequence of Steps used for Buckskin Processing to the students.
6. Discuss/compare their sequence to the actual steps.

STUDENT ACTIVITY # 1

Give worksheet of buckskin process to students.
Ask to number paragraphs in order, from 1-6.
Have students rewrite paragraphs in order.

STUDENT ACTIVITY #2

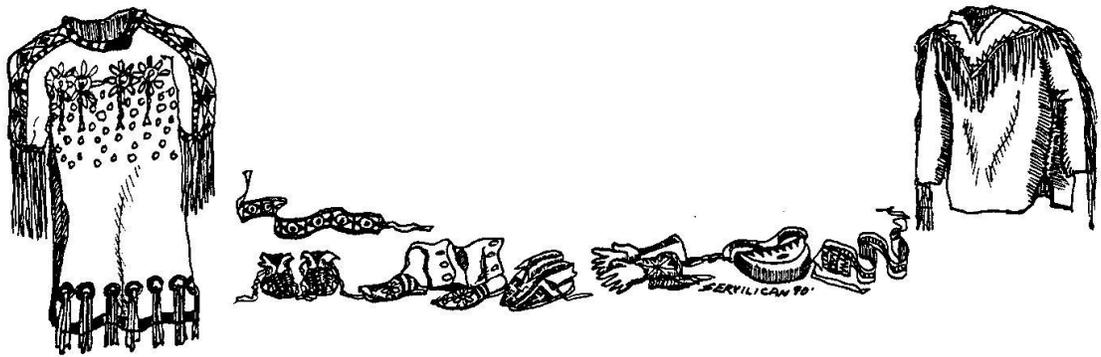
Have the students Illustrate the process. They may use pictures from the W. Shoshone Workbook

EVALUATION

- Work samples.
- Observation of children as they work.
- Student input in discussion.

ADDITIONAL RESOURCES and MATERIALS:

Have a Native elder come in to discuss or demonstrate the process.
Read Margaret Wheat's *Survival Arts of the Primitive Paiutes*



WESTERN SHOSHONE

Deer Hunting and the Sequence of Steps in Buckskin Processing

In late summer, the Western Shoshone of Nevada would hunt deer high in the Ruby Mountains. It was rocky terrain with aspen, spruce, fir, and ponderosa forests and thickets of scrub oak. Since the only weapons the Shoshone had were spears and bow and arrows, it was difficult to catch the fast and sure-footed deer. The Shoshone would work together to catch their deer, using the advantages of nature. They built deer chutes along the rocky mountain walls. They would build a wall of logs opposite rocks or cliffs with a wing-like opening leading to the chute. Having stalked and studied the movements of the deer, the hunters would then set fires to the areas of brush that they knew the deer were hiding in. They would surround the deer and drive them towards the narrow opening in the chute. This was known as intercept-strategy hunting. As the deer entered the narrow part of the chute, the hunters hiding on the outside of the logs would then spear the deer. After killing the deer, they would get the dead animal out of the way by pulling it under the logs and out of the chute. This way more deer could be driven into the chute. Bighorn sheep were also hunted this way.

Once killed, the deer hunters would slit the animal's throat and drink the blood from the deer. It was believed that the animal's blood when consumed immediately would provide strength and vitality to the hunters. Then the entire stomach was removed and washed out. The heart, liver, kidneys and lungs were placed in the stomach container, to be eaten after returning to camp. Fresh deer meat was usually not eaten. They usually ate the organs and intestines first. The intestines were a delicacy but were also used for containers. They saved and used all parts of the deer. The brains were for tanning and the bones for a variety of tools, charms and ornaments. They even saved the hoofs and horns to be made into "tinklers" or pendants or boiled for glue.

After cleaning their kill, the hunters would take the meat and extras back to the main camps. Here the women would finish the preparation of the meat. They would skin the deer by cutting the skin away from the meat. They would remove the fat from the meat and store it separately. Usually, they divided up the kill for all members of the band.

They would cut the meat into thin strips, dry it, and store it in a cool, dry place out of the sun's rays. They used bags woven from sagebrush bark or made from skins to store dried foods.

Once the skin was removed from the deer, the hide was rinsed, then hung or stretched out until it was dry. They would then clean the epidermis, the outer layer of skin, off. The epidermis could be easily scraped off, usually with a deer's rib bone. It took skill to scrape the epidermis off without cutting into the hide, if the epidermis is not scraped off, then it left a hard and drawn area on the softened buckskin. If the person wanted the hair left on the hide, immediately after cleaning it, they would comb the inside of the hide with a currie-like rock and stretch it so it would soften, if the hair was to be removed, it would be soaked in water for about a week. Water loosened the hair from the skin so that the hair could also be easily scraped off with a rib bone.

With all the hair and epidermis removed, it was ready to be soaked in the tanning solution. The solution was made from the deer's brains and spinal cord. The brains were boiled, sieved to remove the blood vessels, and made into a paste like solution. It was rubbed all over the hide and hung out to dry over night. By morning, the hide was swollen and bleached by the solution. It was then rinsed and wrung out so that it could be stretched. It took much stretching and pulling of the hide until it was completely dry. It was important that all parts of the hide be pulled and stretched to prevent hardening or thickening when it dried, If pulled too much in one area, that part of the hide became too thin and tore when used.

Once the hide was dry and softened, it would be smoked to give it the golden tan color by which it is known as buckskin. A small fire made with cedar chips was built, but left smoldering. The hide was sewn into a conical fashion and hung over the smoldering fire so that the smoke went up the hide, giving it that golden color and special fragrance.

Now the buckskin was ready to make into clothing. Using personalized techniques, the women would fit the hide to the person and cut out clothing, or moccasins. To sew, they used specialized bone needles and awls and thread made from the sinew of the deer. To make coverings for cradleboards, they would have to make the board first, then fashion the buckskin around the board and sew it around the board. Once sewn, the buckskin item, then was decorated with bone, juniper and other natural seed beads, feathers, or shells.

Today much of this process has changed. Very few people tan hides because it takes too much time, work, and effort. After the white men came to this country, the Shoshone traded for and used metal knives and guns to help kill and scrape the hides. Many Shoshone even stopped hunting the deer or when they did, they did not save the hide or use all the parts of the deer. Very few are even tanning the hides, since they are able to buy what they need from stores or from other people. Even metal and glass beads now decorate their wearing apparel and items. Tanning has now become a specialty craft among the Shoshone of Nevada.

WESTERN SHOSHONE
Buckskin Work

Number and rewrite the paragraphs in their correct order

The hide was smoked to get a tan color and special fragrance. 1. _____

They soaked the hide in a special animal brain solution. 2. _____

Hunters stalked, killed and gutted the deer on the spot. 3. _____

The hide was pulled and stretched until it was soft and pliable. 4. _____

Buckskin was fitted, cut out and sewn into clothes and other items. 5. _____

The hide was soaked then the hair was scraped off. 6. _____
