

NEVADA NATIVE LANGUAGES

I LOVE BEING INDIAN!

Being Indian means:

**good, tasty, make-your-mouth-water Indian tacos
grandmother's handmade cradleboards with small**

sleeping, smiling, babies

our Shoshone-Paiute language

brown, round, frybread

dancing, happy people with powwows

colorful, bright, like the daylight costumes

Indian People to love

Fat, husky horses in the golden valleys

I love my wonderful Indian Heritage

I enjoy being Indian

God bless all of the Indian People on earth

I'm glad to be what I am

INDIAN!!!

Vicki Harney

8th Grade, Mrs. Savage, 1998

Owyhee Combined School

NEVADA NATIVE LANGUAGES

UNIT GOALS:

To understand that the 4 Native Tribes of Nevada spoke different languages.

To understand that three of the Nevada Native Tribes spoke a similar Numic Language, while the Washoe language was in the Hokan Language Family.

To understand there was no written language for any of the Nevada Native Tribes.

PAGES

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|-------------------|---|
| L-2 | Language of the 4 Tribes of Nevada
(Cooperative Lesson) |
| L-3 | 4 Tribes of Nevada Story Problems
(Student Worksheet) |
| L-4. | Northern Paiute Activity (Student Worksheet) |
| L-5...L-6. | Western Shoshone "Newe" Bingo Game
(Teacher & Student Worksheet) |

LANGUAGE OF THE FOUR TRIBES OF NEVADA

ACTIVITY GOALS:

Students will identify and pronounce number words from each one of the 4 Native Tribes of Nevada.

MATERIALS:

**Four (4) Student Information Workbooks
Tribal Comparison Chart (Blackline Masters)
Nevada Tribal Map (Blackline Masters)
Four (4) Tribes of Nevada Story Problems Worksheet**

PROCEDURES:

- 1. Explain to the students activity goal # 1.**
- 2. Divide the students into their same tribal groups.**
- 3. Name and show students the number words of the Four (4) Tribes of using a transparency or wall map.**
- 4. Have the students make up 5 story problems using the words and vocabulary from their tribe's information workbooks and using these topic questions:**
 - a. What numbers will you use?**
 - b. Will you add, subtract, multiply or divide?**
 - c. Which words from the unit workbook will you use?**
- 5. Other students are to work out problems as each group speaker presents their information.**
- 6. Then compare & discuss the Nevada Native languages.**

ADDITIONAL ACTIVITIES OF LESSON:

- 1. Play Nevada Native Number Bingo (Blackline Masters)**
- 2. Have students illustrate a number book using the numbers and pictures for younger children.**
- 3. Using additional word lists, you could have students practice making sentences. Discuss differences between English and Native sentence structure.**
- 4. Have a Native Elder come in and teach the language.**

FOUR TRIBES OF NEVADA
Story Problems

Make up 5 story problems using Native number and vocabulary words from the 4 Tribes of Nevada Student workbooks.

1. _____

2. _____

3. _____

4. _____

5. _____



NORTHERN PAIUTE ACTIVITY

Have students illustrate words/numbers: 1-deer, 2-ducks, 3-fish and so on. This counting activity can also be used to write a poem using numbers and whatever items the children choose to illustrate.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

"NEWE" BINGO GAME

LESSON GOALS –

Students will understand the Western Shoshone speak a Numic language, much different than English.

Students will understand that the Western Shoshone language is made up of different dialects, much like the English language.

Students will understand that the Western Shoshone language contains different categories such as numbers, persons, animals, and seasons.

LESSON OBJECTIVE –

Students will use Western Shoshone number, person, animal, and season vocabulary words to play Bingo.

MATERIALS –

"NEWE" Bingo worksheet.

Western Shoshone number and vocabulary words.

INTRODUCTION –

1. Put "NEWE" on the board. Ask students to read and define the word.
2. Explain the difference. Western Shoshone speak a language other than English. It is a Numic branch of the Uto-Aztecan language (Spoken by most Great Basin, Intermountain and Southern tribes).
3. Do a mapping activity with the words "being happy". Ask the students to give other words that have the same meaning. Emphasis how we can say the same thing but use words that are different.
4. Explain the Western Shoshone language is much the same. There are many different dialects of their language because of the vast geographic area that they lived in. Some areas use different words or pronunciations of the same word.
5. Since the Western Shoshone language was basically a spoken language, this is one version of the words. There may be different spellings or pronunciations of these words on different lists. As noted by previous historians, even if several persons tried to indicate the same word, no two words would represent it in the same manner or by the same letters since it is based on the peculiarity of one individual's utterance.
6. Explain that they will use number and vocabulary words from their student information workbooks to make-up a card to play "NEWE" Bingo.

FOLLOW-UP - Play "NEWE" Bingo. (Teacher needs to use word lists to make slips for number and vocabulary combinations).

EVALUATION - Participation in discussion and game.

ADDITIONAL ACTIVITIES –


1. Have a Tribal elder come in to demonstrate the language.
2. Practice reading and reciting the words.

WESTERN SHOSHONE

Language Bingo

DIRECTIONS:

Using the following Bingo "NEWE" card, fill in each box with a Western Shoshone number & vocabulary word to play BINGO. EXAMPLE- sim'ah Newe (meaning one Western Shoshone).

After you fill-in all the blanks, trade with a friend or classmate, then play Bingo.