

Cradleboard
Tan, buckskin
Rocking, holding, caring
A Little Indian child
Basket

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3rd Grade, Mrs. Jim, 1988
Owyhee Schools

NEVADA NATIVE FAMILY LIFE

UNIT GOALS:

To identify different components of the Nevada Native's daily life.

To understand the roles played by different family members.

To understand family traditions.

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NATIVE TRIBES OF NEVADA FAMILY LIFE
(Cooperative Lesson)

ACTIVITY GOALS:

Students will understand that the four Nevada Native tribes engaged in daily activities that were influenced by family members, plants and animals, geographic locations and seasons.

Students will identify and compare daily activities of each Nevada Native tribal group.

MATERIALS:

Student Information Workbooks
Native Tribes of Nevada Information Chart
Nevada Map

PROCEDURES:

1. Explain to the Students the Activity Goal 1.
2. Divide the students into their same tribal bands.
3. Identify which season of the year each group is to use when deciding their activity.
4. Instruct students to describe an activity their band was engaged in on this particular day of the year.
5. Have students pick one of the following options to report on their activity:
 - a. Make a story map of activity.
 - b. Writing and orally reporting on activity.
 - c. Dramatizing the activity (Role-playing).
 - d. Drawing the activity.
6. Students will meet in their cooperative groups, plot out their activity and speaker will present information for their group.
7. Record the information on the information chart as each group speaker presents their information.
8. Compare and discuss the charted information.

ADDITIONAL ACTIVITIES OF LESSON:

1. Students can compare activities from different seasons.
2. Students can compare past and present seasonal activities.

NATIVE TRIBES OF NEVADA
Daily Activities Chart

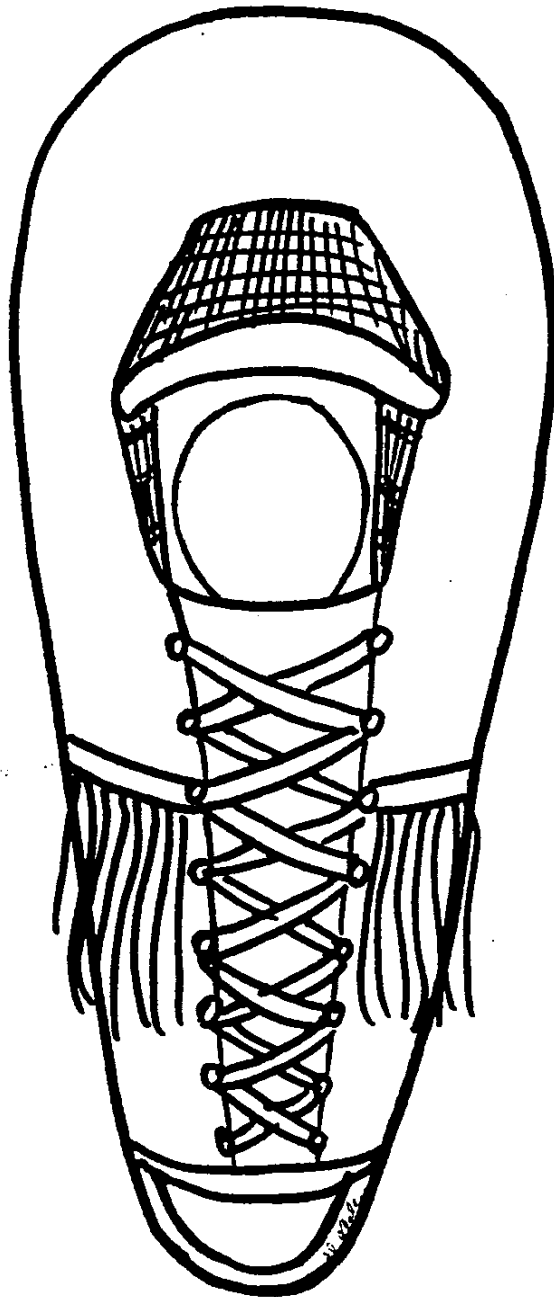
Tribe Name	Locality	Social Group	Activity	Other Activities
Northern Paiute				
Southern Paiute				
Washoe				
Western Shoshone				



NORTHERN PAIUTE CRADLEBOARD DESIGN

NAME _____

Design your own Northern Paiute cradleboard. Use boy or girl designs. Color and draw designs that you would like to have on your cradleboard. Add fringes, hanging beads, etc. Add details to the outline of the cradleboard.





NORTHERN PAIUTE MEMORY/MATCHING GAMES

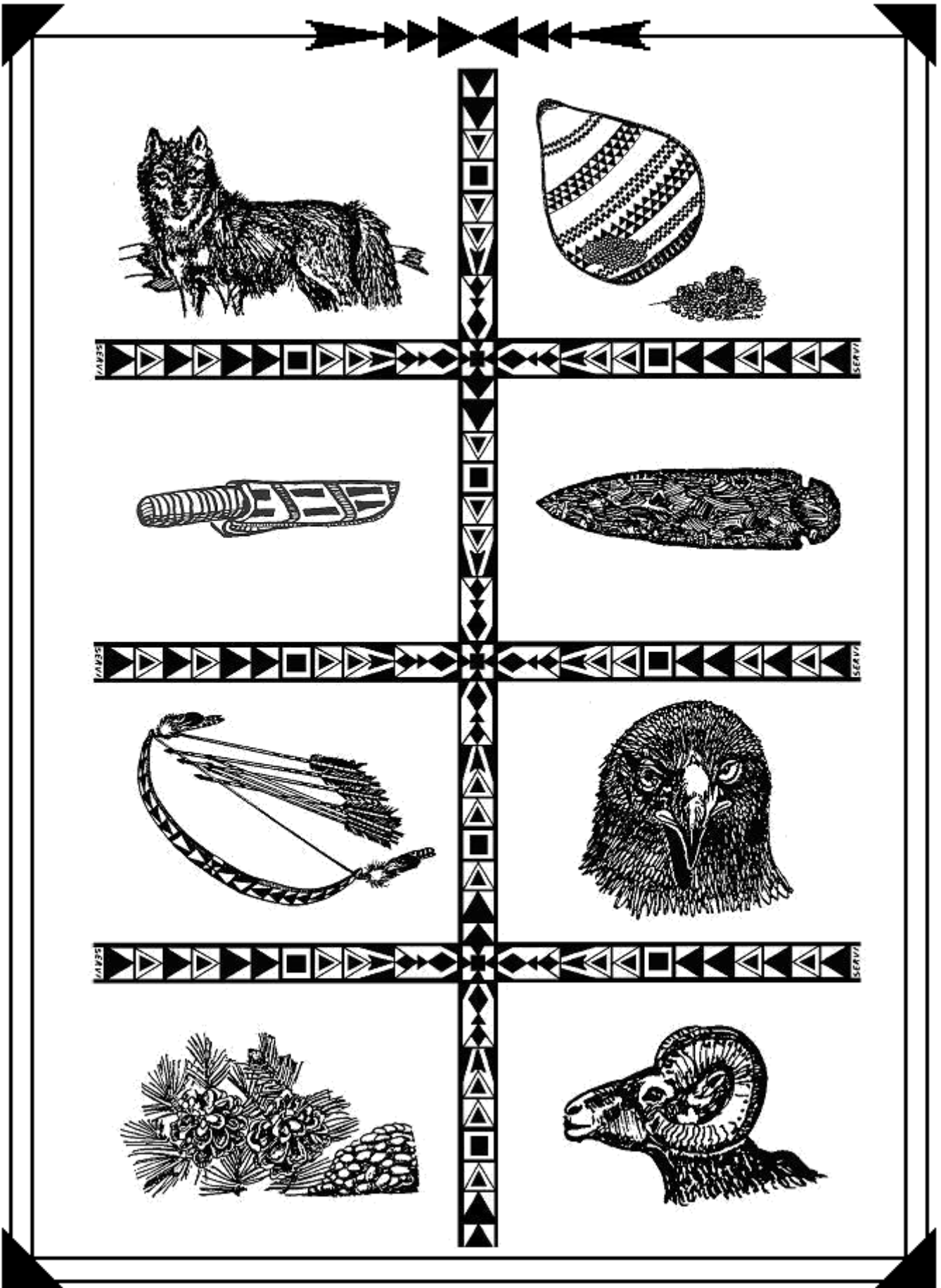
ACTIVITY: Matching Pairs

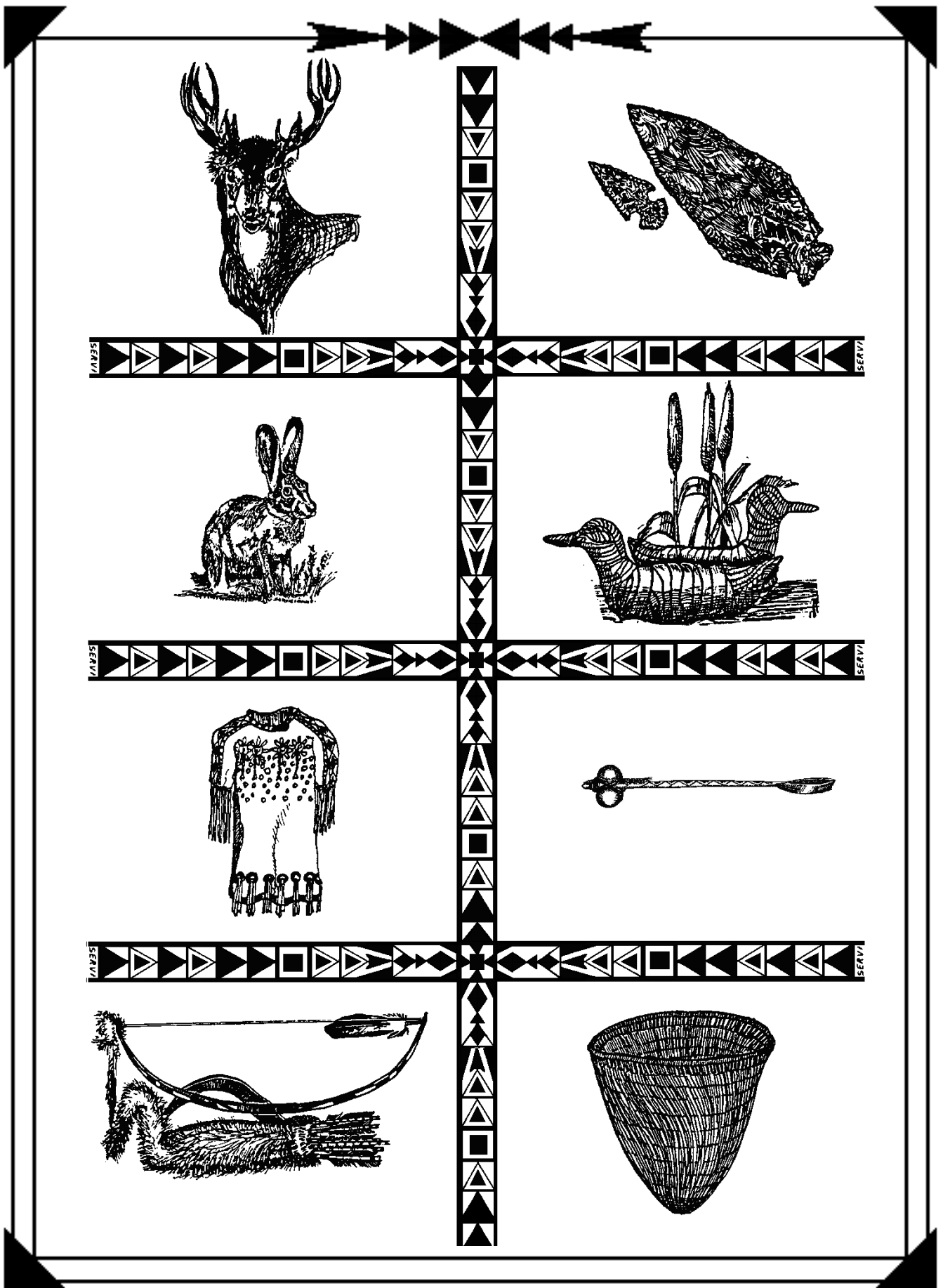
1. Using pictures provided, make two copies of game cards to be used with this matching game.
2. Cut out picture cards and mount on stiff poster board.
3. Mix up cards face down.
4. Each player can choose one card and take turns trying to find the match.
5. See how many matching pairs students can find.



ACTIVITY: Memory Game

1. Using pictures provided make one copy of each page.
2. Cut out pictures and mount on poster board.
3. Place cards face up on a desk or table top.
4. Allow students to look upon pictures for a few minutes. (1-2)
5. Turn all cards face down.
6. Have students list as many pictures as they can remember.





WASHOE GAMES

FOOTBALL (men)

Two teams kick a small buckskin ball through a goal. Each team has a goal to work towards. The game is similar to soccer but non-structured. *Make a leather ball from chamois and stuff with straw or grass to make the game seem more real or use a small playground ball to give the children the general idea.

BALL RACE

Two lines are formed. Each line has a ball. The ball begins at the left end of each line. The purpose of the game is to be the first team to get their ball to their team's goal. Each line would be kicking the ball in the opposite direction.

*To help the students stay in the line, have them put their arms on the shoulders of the person on each side of them.

ROCKJACKS OR JACK STONES

Throw a small rock in the air, pick up another rock with the same hand and then catch the rock thrown in the air with the same hand. Continue picking up rocks in the same manner until you miss or you can hold no more rocks in the same hand. Use rocks that are all about the same size. Then try with larger stones.

*This game is similar to "Jacks" in which you bounce a ball and pick up metal stars.

SHINNY (women)

There are two teams. Each team member has a stick to bat a braided strip. A braided leather strip is used as a ball. The purpose is to get the braided strip into a circular goal. Similar to hockey, but non-structured.

*Caution: students may be placed in field positions for safety. Hockey sticks can be used instead of sticks.

WESTERN SHOSHONE WINNOWING-TRAY GAME

LESSON GOAL - Students will understand that at certain times of the year, the Western Shoshone engaged in recreational activities.

LESSON OBJECTIVE - Students will play a winnowing-tray game, known as We-soy, which was a women's game.

MATERIALS - Winnowing Tray or a substitute tray (So. Paiute Unit)
12 game sticks (popsicle sticks) with one side red
25 markers per player.

INTRODUCTION

1. Ask the students what games they play for fun.
2. Explain how the Western Shoshone played different games:
 - a. Shinny - similar to a stickball game.
 - b. Men's Ball Race - similar to soccer but run around a course.
 - c. Hoop and Pole Game - in which they tried to spear through the middle of the hoop with a pole.
 - d. Team Hand-game - a guessing game using an unmarked stick.
 - e. We-soy - a winnowing-tray game played by women.
3. Explain about We-soy:

We-soy had 2-inch mahogany sticks, painted red on one side. The player shook the 12 pieces in a winnowing-tray, threw them in the air, & caught them on the tray as they fell. If the one, two, or five sticks landed red side up, the player scored points for each of them and threw the sticks again. If any other number of pieces landed on the red side, the player lost her turn. The first player to reach 25 points won the game. (This game was only played during the day, since anyone playing it at night risked losing a loved one.) Points were usually kept by standing a small willow stick in a hole made on a larger willow containing 25 holes.
4. Have the students make their own sticks and counting willow boards (using a real or substitute winnowing-tray.)
5. Play the game.

FOLLOW-UP

Discuss the game and compare with games played today.
Have teams play against other teams.

EVALUATION

Participation in making and playing game.
Participation in discussion.

ADDITIONAL ACTIVITIES

1. Have tribal members come in and demonstrate any of the games.
2. Have students play the other games.

WESTERN SHOSHONE CRADLEBOARDS

LESSON GOALS:

Students will understand the differences between present and past uses of cradleboards.

LESSON OBJECTIVE:

Student will identify & the difference between a present and a past cradleboard by using a Venn diagram.

MATERIALS: Cradleboard Venn diagram worksheet
Cradleboard information sheet

INTRODUCTION:

1. Ask the students, what were they carried in when they were a baby. Chart or illustrate different ways on the board.
2. Read the information sheet on the cradleboards.
3. Explain to the students about a Venn diagram. Discuss how some areas are the same and some different and that they will be writing the similarities and differences within the circle areas that apply.
4. Have the students do the worksheet

FOLLOW-UP ACTIVITY:

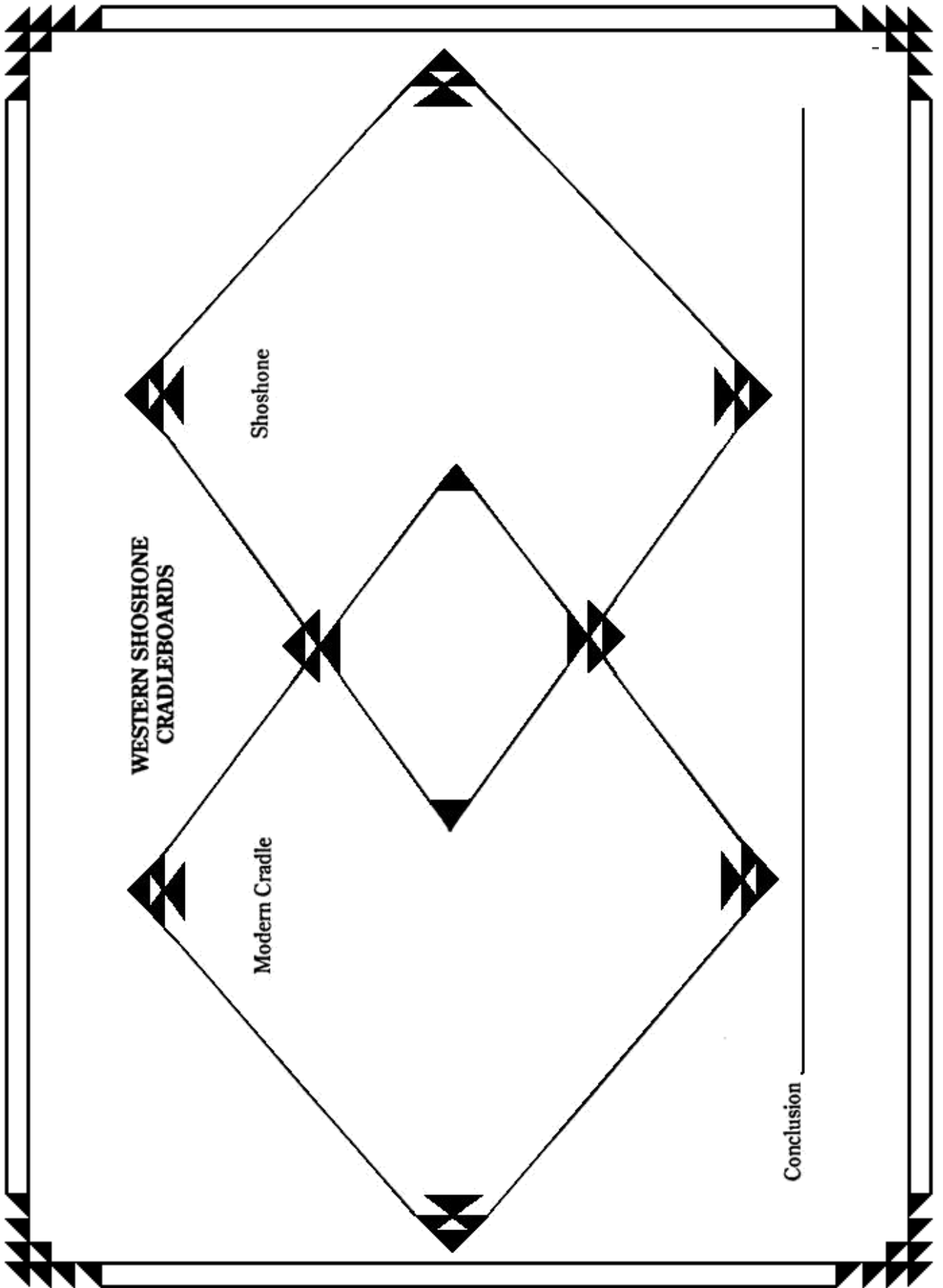
Discuss and compare the answers that the students came up with on their worksheets. Chart or graph on the board.

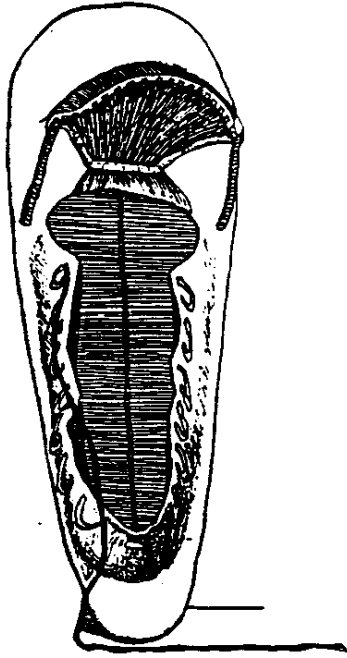
EVALUATION:

Completion of the worksheet
Participation in discussion.

ADDITIONAL ACTIVITIES:

1. Have a tribal elder bring in a cradleboard for the students to see.
2. Have a tribal elder show how to construct a cradleboard.
3. Bring in different types of baby carriers for the child to use while completing the activity.





CRADLEBOARDS

The Western Shoshone babies, when born, were placed in a cradleboard called a koh'noh. There were two types of cradleboards. The boat basket was used by the newborn right after it was born. The hoop basket was used once the baby's neck muscles were strong enough to hold its heads up. The baby would spend its first year in the basket or until the baby began to walk.

The cradleboard provided a secure and safe environment for the small baby. The baby was kept in the cradleboard at all times. This helped to keep the child's backbone and legs straight, further strengthen the neck muscles, and provide an opportunity for the infant to be visually and emotionally stimulated by his environment and family. The child was able to be carried on his mother's back using a strap attached to the back of the cradleboard. This way, the mother could be free to work with her hands. Using the strap, they sometimes hung or propped the basket up, so that the mother could also be within the child's view and communicate with the child. When tired, the infant could be rocked to sleep. Then the child could be laid down without disturbing its body or sleep.

Since willows could only be collected in the winter months, it was necessary for the basketmaker to plan ahead. Once Spring arrived, the willows would have too much water in them and could easily break. The Shoshone used a river willow for the boat cradleboard, which was prepared after the child was born. It was an open-twined weave forming an elliptical head guard for the infant. A rabbit-skin lining was placed inside to cushion the baby's head and body and buckskin laces were used to tie the baby in. Wild dogwood or rosewood willows were used to make the frames for the hoop cradleboard. Once gathered, the larger willows were scraped for the cradleboard frame and backing. The smaller willows would be used for the shade. The other willows, would be split, simultaneously, in three parts to be used for weft thread. The same process was used for making other baskets. Using a warming method, the hoop frame was formed by tying the top and bottom frames together.

After forming the frame, it was tied down to a flat-surface for a couple of weeks, to prevent it from twisting or bending out of shape. Willows were cut to fit the frame. The Shoshone used a horizontal willow backing. The willows were fastened together by one or two vertical willows, using buckskin strips. Once the frame was ready, the ends of the willow backing was fit against the frame and attached the willows to the frame by wrapping the willow-backing with buckskin strips. The frame would then be covered with buckskin.

The frame was placed on the buckskin. The buckskin was fitted around the frame by pulling it snugly towards the center. The center, top and bottom seam was marked. Then the buckskin was cut and sewn with their specialized bone needles and sinew-thread. The outside strings and loops were then added to the front flaps, using a bone awl to make holes and rabbit-skin batting was placed inside for a cushion.

A willow shade was added to the basket. The willow shade was made using river willows. It was woven in an open-twined weave fashion, using a decreasing procedure while weaving. First, the pattern at the top was made, using a naturally-dyed willow weft. The pattern depended on the gender of the baby. A diamond was used for a girl's shade and diagonal lines were used for a boy's shade. This shade not only provided a shade from the sun, but provided protection for the child's face and head if the cradle was knocked over and with a cover, it kept the wind out. The shade was attached to the outside of the basket. It was threaded through two holes and tied onto the backside.

The cradleboard was decorated by adding fringes to the sides and back. A strap was attached to the back of the cradleboard for carrying. A separate buckskin piece was attached to the bottom, so that it could be removed if soiled.

Today, the cradleboard is still being used. Many families have other tribal members or relatives make the cradle for them since many families have not kept up the tradition of making the cradle. Modern changes have been made in the construction of the cradleboard. Many are covered with a canvas-like material, allowing for a cooler, washable and more available cover for the cradle. Yarn is now used on the shade for the patterns and cloth around the edging, adding more color. With the influx of metal and glass beads, the Shoshone beaded around the top of the basket, on the sides, and the shade-edging making a more colorful carrier.

NATIVES OF NEVADA COMMUNAL DRIVES

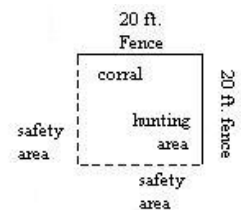
LESSON GOALS: To understand that the Natives of Nevada lived a life based on cooperation.
To understand that communal drives for antelope and rabbits provided food for the whole family or band.

LESSON OBJECTIVE: To play a communal drive game in which students work together to capture food.

ANTELOPE DRIVE

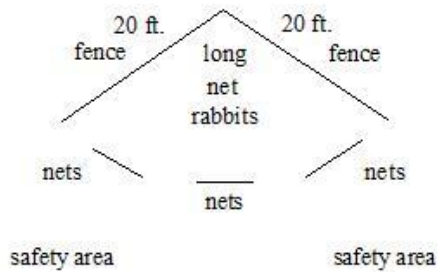
Introduction: During the fall, the antelope drive took place. It required the cooperation of many hunters. The medicine man directed the hunt. Before the hunt, everyone helped to prepare a corral. It was made of sagebrush, cedar trees, and rocks. The corral was two miles long and three or four feet high. Ceremonies promising a good hunt were performed with the hunters, if the signs were not for a good hunt, the hunt was cancelled. If the signs promised a good hunt, then they went through with the hunt. The drive began early in the morning. Traveling twenty miles or more, the physically fittest hunters searched for the herd. First, the hunters searched for the leader of the antelope herd. Once the leader was located and killed, the other antelopes became disorganized. Now the hunters had an advantage over the herd. They could now drive the antelope toward the corral. Once reaching the outer arms of the corral, they drove them into a pen in the center of the corral. Since antelope could not jump, they could not escape, they were left overnight. Then the following day, the people killed enough for all their people and let the remainder go. All parts of the antelope were used for food, clothing or tools.

Materials: flags (optional)
enclosed area (near fence corner)
set boundary lines



Game Instructions:

1. Divide class in half, antelopes and hunters.
2. Send antelopes to their area. Have them pick one antelope to be leader. Don't tell the hunters. Remember other antelopes follow the leader. After picking, spread out to graze for food and wait for the hunters.
3. Have hunters watch the antelopes and try to decide who is the leader of the herd. Once picked, the hunters will spread out and try to catch the leader. To tag/take the flag is a capture.
4. As the hunters guess and try to surround the leader, the real leader should silently try to get to the safety area without the hunters knowing it is him. The other antelopes should be watching the leader and try to follow him, since he is not allowed to call out to anyone.
5. Antelopes stay in hunting area unless the leader gets to safety or if tagged by a hunter, if all antelopes escape, game over.
6. Once leader is captured, all antelopes in hunting area have to go to the corral. Game over.



RABBIT DRIVE:

Introduction: Rabbit drives were held year round. But the best time of the year to hunt was in early fall when the rabbits were fattest and its fur thickest. Everyone, including women, elders, and children, took part in the rabbit drive. A Rabbit Boss was in charge of the drive and called together the people, usually at the upper end of large flats. Most families had their own nets and some had extra long nets for the communal drives. These nets were about 3 feet high and 300 feet long. The people would stretch the nets into a wide semi-circle and walking, slowly, they would drive the rabbits into the longer nets where they would completely surround the rabbits. Once the rabbits were caught in the nets, they were killed by arrows or clubs. Immediately the rabbits were divided up among the people, cleaned, and skinned. The fur skins were cut for the weaving of blankets. The meat was roasted or boiled for a celebration feast and the remainder, dried and/or pounded into meal for later or winter use.

Materials: flags (optional)
 enclosed area (near fence corner)
 set boundary lines

Game Instructions:

1. Divide class in half, rabbits and people.
2. Send rabbits to hunting area.
3. Pick a Rabbit Boss. He will decide how many ropes (students arms linked in a group) are needed, how many people need to be on each rope, where you will start, and how to get all the rabbits into the nets.
4. Have Rabbit Boss tell people to spread out in a semi-circle and begin to drive the rabbits into the longer net (enclosed area).
5. If a rabbit runs into the net (or flag is taken), they are caught and have to join arms with the net.
6. Game is over when all rabbits are captured (flags taken).

FOLLOW-UP:

1. Discuss the results of the hunt
2. Discuss what corrections could be made to make the hunt more successful.

ADDITIONAL ACTIVITIES:

1. Compare hunting methods of the Nevada Natives and today's hunters
2. Compare animal uses of Nevada Natives and today's hunters.
3. Play predator and prey games from Project Wild.