There was a pow wow and a whole bunch of people were dancing around a big giant log of wood. There were men dancing with feathers on their head and crystals in the middle of their necklaces.

I was dancing, too. Me and my friend were running around in a circle. I wore a dress. It had beads on it. My mommy made it for me. And I had some slippers on that were kind of like shoes.

Then I went to the store and I got a hamburger for my friend and me and we got sodas. We were hungry.

Ashley Eisenhour
1st Grade, Cynthia Richardson, 1990
Roger Corbett Elementary, Reno
NEVADA NATIVE MAP UNIT

UNIT GOAL: To familiarize students with the locations of Nevada’s Native tribal bands and territories.

PAGES

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INTRODUCTION

The following map activities can precede a Nevada Indian unit. The four units following this map introduction will point out some major similarities and differences within each tribe. This section is designed to help the teacher and students identify geographical locations of each tribe and its reservations and/or colonies.

Nevada Indians

Within Nevada four tribes are recognized: Southern Paiute, Northern Paiute, Washoe and Western Shoshone. Various bands within Nevada are also part of these tribes. Bands will be dealt with more extensively within the individual units.

Members of these tribes may live on colonies and/or reservations or in urban areas in Nevada.

Reservations/Colonies

Reservations are lands that have been set aside by the federal government or private landowners for Native American people to live on. Much of the land, however, used for reservations was inhabited by Native Americans before the federal government or private owners took it overt.

Many tribes in the U.S. were placed on land that was barren or difficult to live on. Some tribes, however, were relocated to land with mineral, water, or timber resources. Many reservations in Nevada were established in the late 1800s and early 1900s. Today, many Native Americans do not live on reservations but have family residing there and feel a strong bond with their ties there.

Colonies are small parcels or acres of land usually donated by private landowners for Native American use. Dresslerville Colony in Gardnerville is an example of this.
NEVADA RESERVATIONS AND COLONIES

Identifying Locations / Map Activities

SOUTHERN PAIUTES

The Southern Paiutes live in the southern part of Nevada. The reservations and colonies include:

Reservations:

Moapa Band of Southern Paiutes

Las Vegas Paiute Reservations

Colonies:

Las Vegas Colony

Activities:

Have students identify where the Southern Paiute reservations and colonies are located on the map.

Have students find out what the geography is like where the Southern Paiutes reside today. How did that geography affect them in the past?
NORTHERN PAIUTES

The Northern Paiutes live mainly in the northern part of the Nevada. Some however, reside in eastern Nevada. Northern Paiute reservations and colonies include:

Reservations:

Campbell Ranch
Fort McDermitt
Pyramid Lake
Summit Lake
Stillwater (Fallon)
Walker Lake

Colonies

Antelope Camp
Benton Station
Bridgeport
Fallon
Lovelock
Reno/Sparks
Winnemucca
Yerington

ACTIVITIES:

Have students plot on the map where the Northern Paiute reservations and colonies are located.

Identify towns and/or cities near the Northern Paiute reservations or colonies.
WASHOE

The Washoe live in the western part of Nevada and eastern part of California. Their colonies include:

Colonies:

Antelope Camp
Carson Colony
Dresslerville
Reno/Sparks
Stewart
Woodfords

ACTIVITIES:

Have students locate Washoe colonies on the map.

Have students find out in what towns Carson, Stewart and Dresslerville Colonies are located and how large they are.
WESTERN SHOSHONE

The Western Shoshone live in the eastern part of Nevada. Their reservations and colonies include

Reservations:
Duckwater
Duck Valley
Goshute
Ruby Valley
Southfork
Stillwater
Yomba

Colonies:
Battle Mountain
Elko
Ely
Fallon
Wells
Winnemucca

ACTIVITIES:
Have students locate the Western Shoshone colonies and reservations on the map.
Identify the towns closest to the Western Shoshone colonies or reservations.

ADDITIONAL ACTIVITIES:
Have students graph the locations of all the Nevada reservations and colonies.
In what part of the state are the most reservations or colonies located?
NEVADA NATIVE TRIBAL MAPPING
(Cooperative Lesson)

ACTIVITY GOALS:
Students will identify, locate, and describe the four (4) Native Tribes of Nevada.
Students will identify the locations of Nevada Native tribal bands and territories.

MATERIALS:
Four (4) Student Information Workbooks
Tribal Comparison Chart (Blackline Masters)
Nevada Tribal Map (optional - wall map or transparency)
Tribal Band maps from each tribe
Optional - Geographic map of Nevada

PROCEDURES:
1. Explain to the students the activity goal.
2. Divide the student into the four groups.
3. Name and write the four tribes using a chart, transparency, or wall map.
4. Have the students decide which tribe and band of that tribe they would like to be for this activity.
   (Optional: Divide students in four groups. Using masking tape, make an outline of the state of Nevada. Have the groups decide which part of the state they will be working on for their activities. Then identify the four tribes of Nevada. Students in that location will be working on that tribe.)
5. Write the topic questions on the board/chart
   a. Where in Nevada was your tribe located (N, W, E, S)?
   b. What types of areas did you live in (mountains, foothills, deserts, woods, plains, or near water)?
   c. Were they hunters, fishers, gatherers, or farmers?
   d. Did your people live in cities, villages, or small groups?
   e. How many people were in the tribe (estimate)?
6. Students meet in their cooperative groups to find information regarding their tribal band using Student Information Workbooks or maps.
7. Record the information on the Tribal Comparison Chart as each group speaker presents his or her information.
8. Compare and discuss the charted information.

ADDITIONAL ACTIVITIES OF LESSON:
1. Have students find the present-clay location of that band and decide which town or community that band would be living in.
2. Discuss how present-day life changed from hunters, gatherers, etc.
KEY
▲ Colonies
■ Reservations

**Maps**

M-10
NORTHERN PAIUTE

Map Skill Activities

After reading the background information on Northern Paiute, use the Northern Paiute Band Map worksheet to complete the following activities:

1. Label the map with the name of the bands living in their respective areas.
   - Cattail Eaters
   - Cui-ui Eaters
   - Fish Eaters
   - Grass-nut Eaters
   - Ground squirrel Eaters
   - Jack rabbit Eaters
   - Rock-chuck Eaters
   - Trout Eaters

2. Have the students label the map with a compass rose for directions.

3. Label the lakes shown on the map.
SOUTHERN PAIUTE
BAND MAP A

LOCATION: Seventeen identifiable groups of Southern Paiute were located in the southern Nevada, southern Utah, southern California, and northern Arizona.

Names for these bands are listed next to the communities they are near. The original names for the bands were based upon the type of food gathered or the animals hunted in that area.
LOCATION: Seventeen identifiable groups of Southern Paiute were located in the southern Nevada, southern Utah, southern California, and northern Arizona. Names for these bands are listed next to the communities they are near. The original names for the bands were based upon the type of food gathered or the animals hunted in that area.
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Names for these bands are listed next to the communities they are near. The original names for the bands were based upon the type of food gathered or the animals hunted in that area.
WASHOE MAP SKILLS

Use the Washoe Territory map to complete the following map activities.

A. Label the map WASHOE TERRITORY.

B. Draw a compass on the map to identify north, south, east, and west.

C. Use a map of Nevada (such as an encyclopedia map) and write the following lake names on the map:
   - Honey Lake
   - Pyramid Lake
   - Winnemucca Lake
   - Carson Sink
   - Carson Lake
   - Washoe Lake
   - Lake Tahoe
   - Walker Lake
   - Mono Lake

D. Write the names of the three Washoe groups in the areas they lived. (Descriptions given in the Washoe Student Information Workbook)
   - Northern Washoe
   - Eastern Washoe
   - Southern Washoe

E. Write Washoe Homeland and Washoe Hunting and Gathering area in the designated area by reading the key.
*Cut out the labels and match the names to the symbols.
*Paste the names on the correct spaces.
western shoshone band map a
LESSON GOAL- Students will identify the place, band names, reservations and colonies of the Western Shoshone.

LESSON OBJECTIVE - Student will complete the student word find by finding the given names.

Find the following words:

WESTERN SHOSHONE  NEWE  SAGEBRUSH KNOLLS
BANDS  NEVADA  TULE EATERS
TEMOK  RUBY VALLEY  SEED EATER
SOUTHFORK  CARLIN FARMS  SQUIRREL EATERS
ELKO  DEATH VALLEY  CATTAI EATERS
WELLS  DUCK VALLEY  GREASE WOOD PEAK
BATTLE MOUNTAIN  YOMBA  ROOT EATERS
ELY  STILLWATER  WINNEMUCCA
GOSHUTE  FALLON

EVALUATION - Completion of the worksheet.

FOLLOW-UP ACTIVITIES- 1. Have the students research one of the areas in which the Western Shoshone lived. 2. Visit one of the areas closest to you, compare how it has changed, both physically and socially.
WESTERN SHOSHONE PLACE AND BAND NAMES

Find the following words:

WESTERN SHOSHONE

BANDS

TEMOK

SOUTHFORK

ELKO

WELLS

BATTLE MOUNTAIN

ELY

GOSHUTE

NEWE

NEVADA

RUBY VALLEY

CARLIN FARMS

DEATH VALLEY

DUCK VALLEY

YOMBA

STILLWATER

FALLON

SAGEBRUSH KNOLLS

TULE EATERS

SEED EATER

SQUIRREL EATERS

CATTAI EATERS

GREASE WOOD PEAK

ROOT EATERS

WINNEMUCCA