

## NEVADA NATIVE SHELTERS

### UNIT GOALS:

To identify and describe the types of shelters made by the Nevada Natives.

To understand that shelters were built based on different environmental factors: seasons, difficulty in procuring materials, projected use and duration of stay.

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## **NATIVE TRIBES OF NEVADA SHELTERS** **(Cooperative Lesson)**

### **ACTIVITY GOALS:**

Students will identify and describe the types of shelters made by the four (4) Native Tribes of Nevada.

Students will construct a diorama of the immediate area of one shelter used by the Natives of Nevada.

Students will understand that shelters were built based on differing factors: difficulty in procuring materials, projected use and duration of stay.

### **MATERIALS:**

Four (4) Student Information Workbooks  
Daily Activities chart  
Nevada Tribes Map (Optional)  
Cardboard or box for diorama base  
Natural materials such as soil, grasses, sticks or rocks

### **PROCEDURES:**

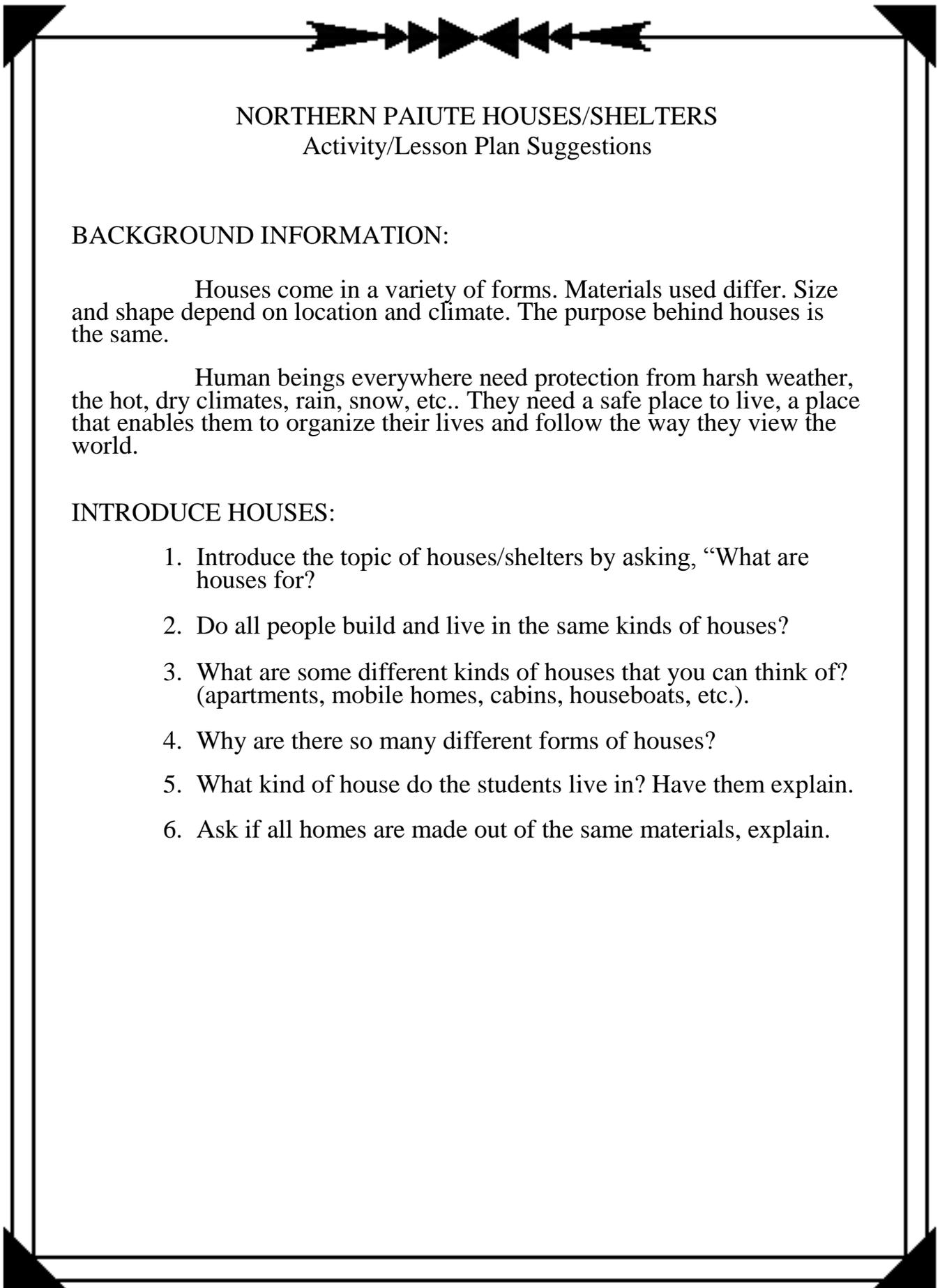
1. Explain to the students the activity goal, 1-2.
2. Divide the students into their same tribal bands.
3. Name and review the different plants and areas using a transparency or wall map of Nevada
4. Have each group decide which type of shelter they would like to work on for these activities.
5. Write topic questions on the board/chart.
  - a. Where in Nevada was your home (N, W, E, or S)?
  - b. What environment are you living in (mountains, foothills, deserts, woods, or near water)?
  - c. Are you hunters, fishermen, gatherers, or farmer?
  - d. What was your shelter made of (wood, grass, mud)?
  - e. How many people lived in your shelter (estimate)?
  - f. What type of tools, household items, animals or food did you have at this shelter?
  - g. What time of the year is it?
  - h. How long will you be staying here?
6. Students will meet in their cooperative groups and make a diorama based on the group's decisions.
7. Record information on comparison chart as each group speaker shows their diorama and presents information.
8. Compare and discuss the charted information.

### **ADDITIONAL ACTIVITIES OF LESSON:**

1. Compare present day homes with past shelters.
2. Discuss the effects of seasons on the types of shelters needed.
3. Add on the Seasonal Timeline chart, the types of shelters based on the seasons.

**NATIVE TRIBES OF NEVADA  
Shelter Comparisons**

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



## NORTHERN PAIUTE HOUSES/SHELTERS

### Activity/Lesson Plan Suggestions

#### BACKGROUND INFORMATION:

Houses come in a variety of forms. Materials used differ. Size and shape depend on location and climate. The purpose behind houses is the same.

Human beings everywhere need protection from harsh weather, the hot, dry climates, rain, snow, etc.. They need a safe place to live, a place that enables them to organize their lives and follow the way they view the world.

#### INTRODUCE HOUSES:

1. Introduce the topic of houses/shelters by asking, “What are houses for?”
2. Do all people build and live in the same kinds of houses?
3. What are some different kinds of houses that you can think of? (apartments, mobile homes, cabins, houseboats, etc.).
4. Why are there so many different forms of houses?
5. What kind of house do the students live in? Have them explain.
6. Ask if all homes are made out of the same materials, explain.



## NORTHERN PAIUTE ILLUSTRATING ACTIVITY

ACTIVITY: Draw a Northern Paiute House

Pretend you are a member of a Northern Paiute family. Think about where the family lived, the location, what they needed to survive, where, and how they spent their time, etc. The house you illustrate must take some of these factors into account.

Consider some of these things:

What is the landscape like? Is it hilly or flat?

Is there a lot of water nearby?

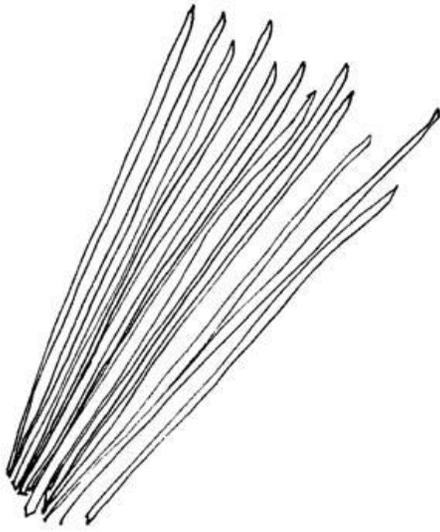
What types of plants and animals are near?

What is the climate like?

Do the people tend to live in one place? Or do they move from place to place?

What materials are used?

Materials needed for houses. Use materials listed below to illustrate a Northern Paiute house.



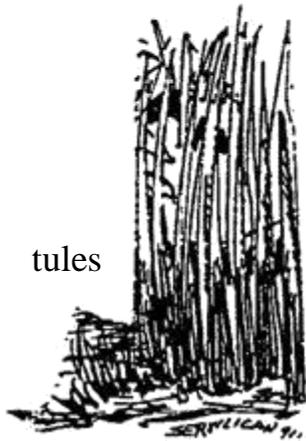
12 long strong willow poles



willows to be used for sides



sagebrush



tules

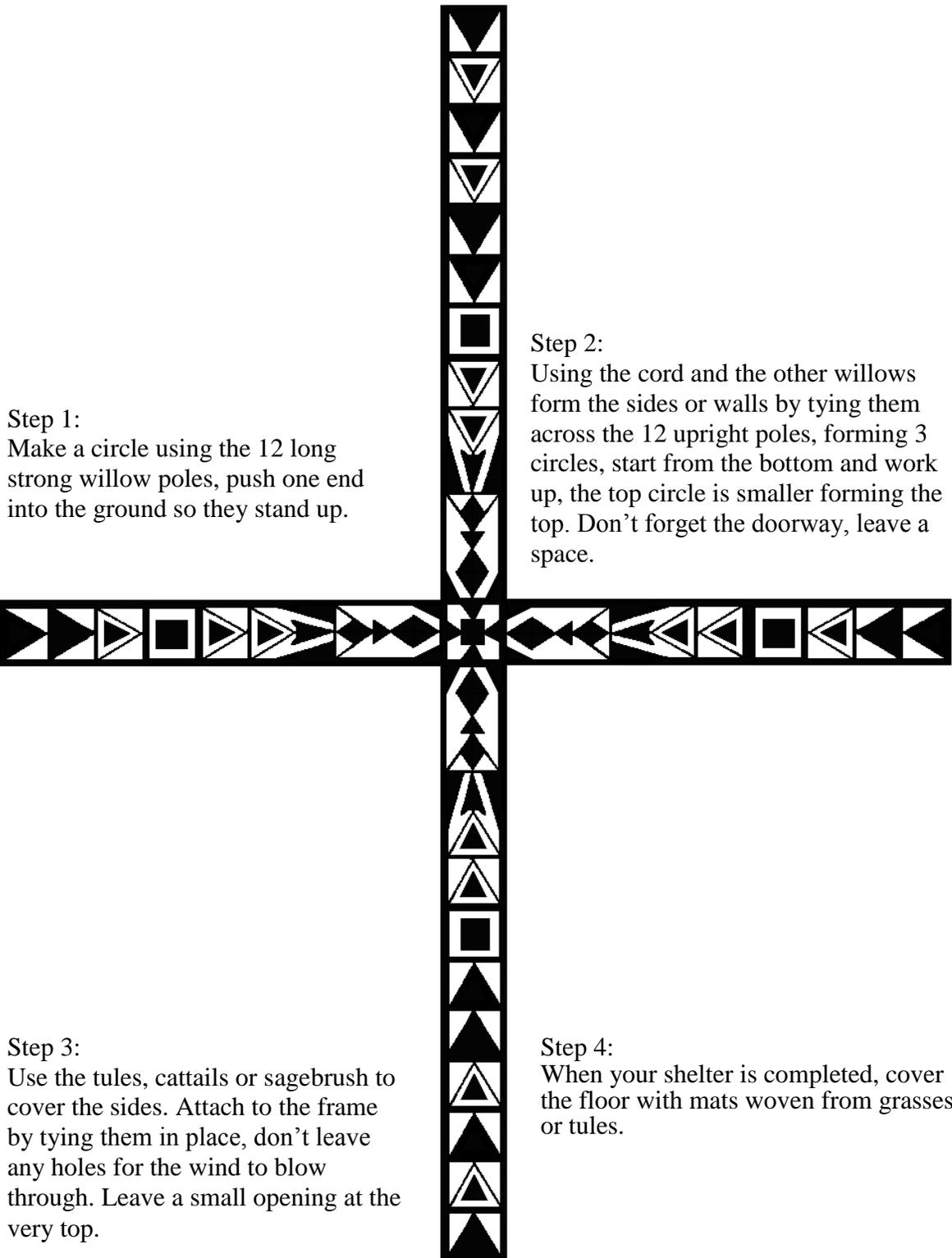


cattails



plant fiber

**Illustrate as you read and follow directions:**



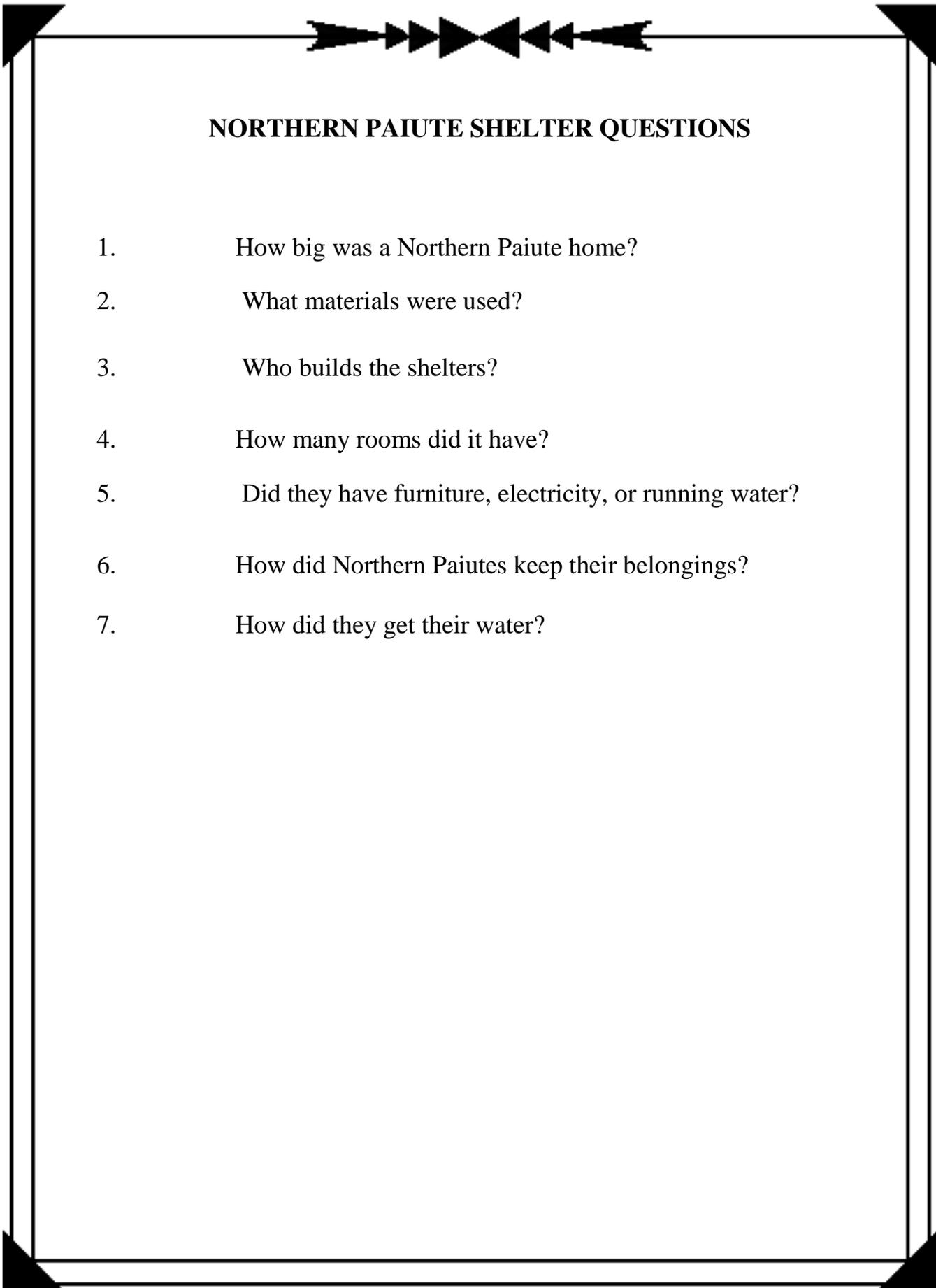
Step 1:  
Make a circle using the 12 long strong willow poles, push one end into the ground so they stand up.

Step 2:  
Using the cord and the other willows form the sides or walls by tying them across the 12 upright poles, forming 3 circles, start from the bottom and work up, the top circle is smaller forming the top. Don't forget the doorway, leave a space.

Step 3:  
Use the tules, cattails or sagebrush to cover the sides. Attach to the frame by tying them in place, don't leave any holes for the wind to blow through. Leave a small opening at the very top.

Step 4:  
When your shelter is completed, cover the floor with mats woven from grasses or tules.

(See/compare illustrations of how a Northern Paiute home looks.



## NORTHERN PAIUTE SHELTER QUESTIONS

1. How big was a Northern Paiute home?
2. What materials were used?
3. Who builds the shelters?
4. How many rooms did it have?
5. Did they have furniture, electricity, or running water?
6. How did Northern Paiutes keep their belongings?
7. How did they get their water?



## NORTHERN PAIUTE SHELTER COMPARISON ACTIVITY

Compare houses of today with those used by the Northern Paiute ancestors.

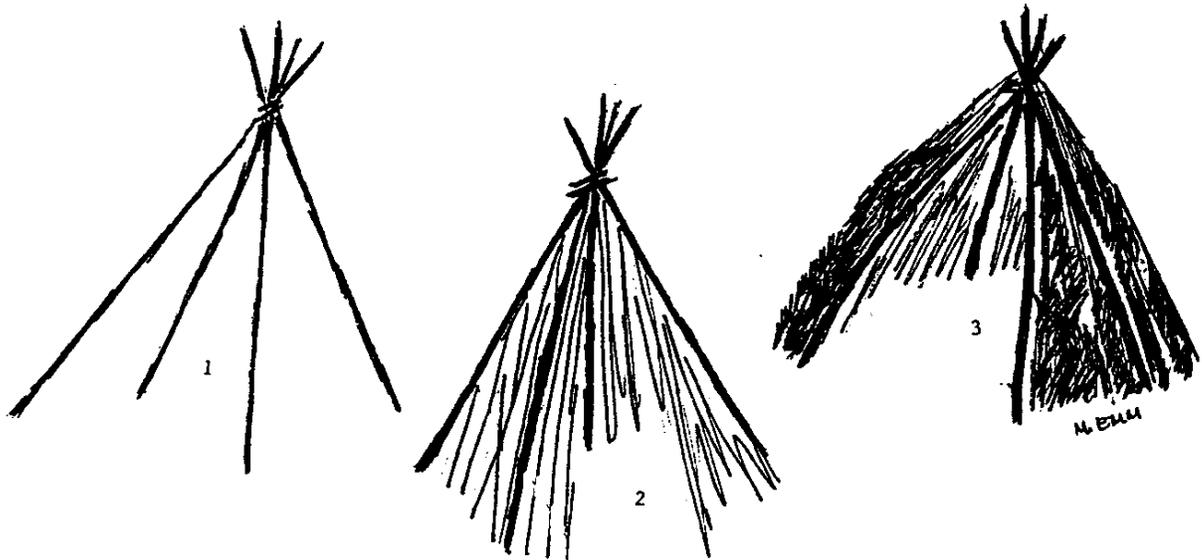
(Houses today are boxlike, using many man-made materials. Parts fit together building codes to follow, carpenters and others are paid for building the home. Many depend on city water, gas, electricity, telephones, doorbells, and in apartments, elevators are needed. Also indicate how today's people value private space and property, individual rooms, doors and windows have locks and security devices)

### COMPARING PAST AND PRESENT

Northern Paiute Shelter	Today's Home
<i>1. Rooms</i>	
<i>2. Size</i>	
<i>3. Materials</i>	
<i>4. Shape</i>	
<i>5. Furnishings</i>	
<i>Conclusion:</i>	

## STEPS TO MAKE A WINTER HOUSE

- A. Interlock three or four poles so that the poles are the same distance apart at the bottom as the poles are long. This gives the frame stability.
- B. The poles of the frame are buried in the ground and tied together at the top with willows.
- C. A number of long willows or poles are leaned against the frame.
- D. The final covering depended upon the materials available. Materials such as cedar bark, bundles of grass or tousel, or cedar boughs.
- E. This layer was tied onto the poles with willows, cattail leaves, or strips of deer hide. The covering was put on in layers doing the bottom row first to shed the rain.
- F. A second covering of sod, branches, or brush was put over the first layer. It was done in a manner similar to the first covering.



## ACTIVITIES FOR A WINTER HOUSE

- \* Make a miniature winter house by following the instructions given.
- \* Write an explanation of how to make a winter house and draw a picture of what a winter house may look like.

## WESTERN SHOSHONE SHELTERS

### LESSON GOAL

Students will understand that the ecosystem of the Western Shoshone played an important role in the design and construction of their shelters.

### LESSON OBJECTIVE

Student will design, describe the steps involved in construction and draw a shelter based on one of the major ecosystems which the Western Shoshone lived.

### MATERIALS

Design a Western Shoshone Shelter Worksheet  
Student Information Workbooks

### INTRODUCTION

1. Ask the students how to build a house and what would they use to build it  
Chart or draw on board.
2. Explain that since the Western Shoshone did not have access to building materials, they needed to use what was available in their immediate living area or ecosystem.
3. Have the students identify the ecosystems that are pictured on the worksheet
4. Tell them that they are going to design a shelter based on one of the ecosystems.
5. Explain that everything they use to design their shelter has to be in their ecosystem and written in their steps.
6. They may use their Student Information Workbooks or ask for help.

### STUDENT ACTIVITY

Have students do worksheet

### FOLLOW-UP

1. Discuss and compare the different shelter designs.
2. Discuss ways of making improvements to the designs.

### EVALUATION

1. Completion of shelter design.
2. Student identifying uses of resources in the ecosystem.

### ADDITIONAL ACTIVITY

1. Go visit one or all of the ecosystems.
2. Build a miniature or life-size model of a shelter design.

## DESIGN A WESTERN SHOSHONE SHELTER

Pick one of the ecosystems, below, that you may have lived in if you were a Western Shoshone living 200 years ago.

Using the materials and resources available to you, design a shelter that your family might have lived in.

List the steps you used to make the shelter.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Explain why you built your shelter this way:

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MOUNTAINS



FOOTHILLS



DESERT FLATS



WETLANDS

CONCLUSION:

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