

NEVADA NATIVE LEADERS

FRYBREAD

It's delicious with melted butter
And chokecherry jam on top.
It's warm and creamy
And the butter feels soft against your tongue.
Just after it's pulled out of the grease it's
cooked in.

It's delicious when you have it with
A bowl of chili beans
When you dunk it in the beans
And bite it off you feel a real great sensation
Against your tongue.

It's delicious when you eat it under chili beans,
Lettuce, tomatoes, and cheese.
It's called an Indian taco.

After having frybread any old way
Whether it's just with butter and jam,
Dipped in beans, or as an Indian taco,
Frybread makes you feel warm and happy inside.

After eating it any old way
You feel a great satisfaction.

Alicia Paradise
12th Grade- Gwen Anne Thacker
Owyhee High School

NEVADA NATIVE LEADERS

UNIT GOAL:

To understand that Nevada Native leaders played key roles in retaining their lands and rights, rebuilding their lands, strengthening ties among their people, retaining their heritage, educating others of their culture, and providing direction for their people.

PAGES

LE-2	Past Notable Natives of the four (4) Tribes of Nevada (Cooperative Lesson)
LE-3	Native Nevadan (Student Worksheet)
LE-4	Present Notable Natives of the 4 Tribes of Nevada (Cooperative Lesson)
LE-5	Native Voices (Student Worksheet)
LE-6...LE-7	Northern Paiute Crossword (Teacher & Student Worksheet)
LE-8	Southern Paiute Roleplaying
LE-9	Southern Paiute Forming Classroom Government
LE-10	Washoe Biographical Activities
LE-11...LE-12	Western Shoshone Mystery Names (Teacher & Student Worksheet)
LE-13	Western Shoshone of the 1800's
LE-14...LE-15	Western Shoshone Crossword (Teacher & Student Worksheet)
LE-16	Western Shoshone of the 1900's
LE-17	Western Shoshone Enterprises

PAST NOTABLE NATIVES OF THE 4 TRIBES OF NEVADA

ACTIVITY GOALS: Students will identify and present contributions of notable Natives of Nevada, of the 1800's.

Students will understand that these people played key roles in retaining their lands and rights, rebuilding their lands, strengthening ties among their people, retaining their heritage, educating others of their culture, and providing direction for their people.

MATERIALS: Four (4) Student Information Workbooks
Comparison chart on chartpaper, transparency or chalkboard
Nevada Tribes Map Transparency or lg. Nevada map
Worksheet of Past Notable Natives of the Nevada Tribes

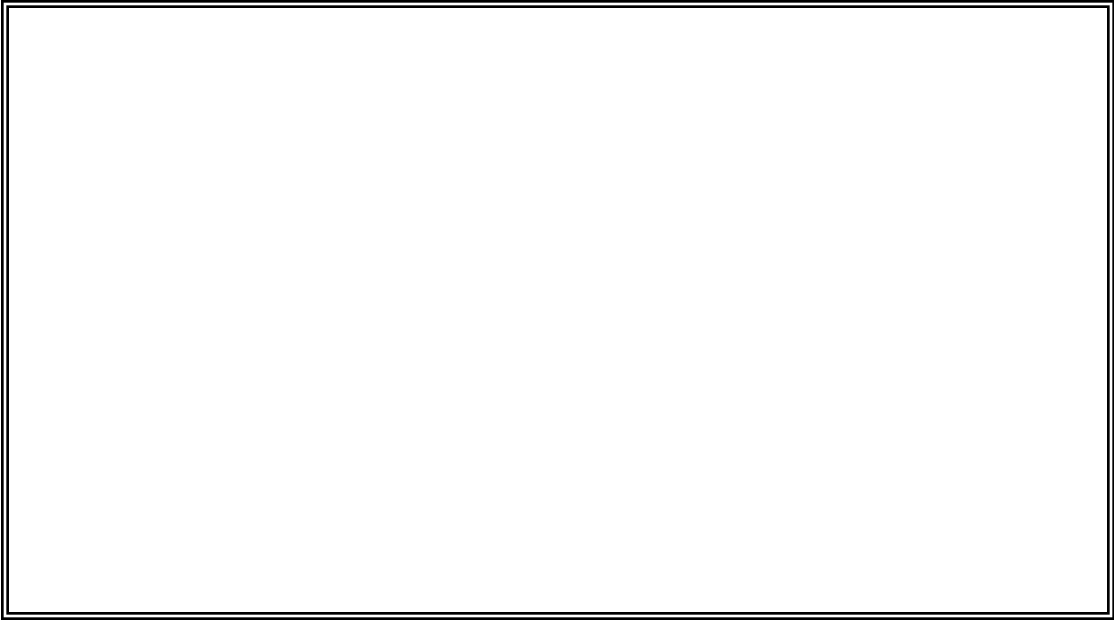
PROCEDURES:

1. Explain to the students activity goal 1.
2. Divide the students into their same tribal groups.
3. Name and identify Notable Natives from each of the four tribes of Nevada using a transparency or wall map.
4. Have each group decide which Notable Native from their tribe they will role play for this activity.
5. Write the topic questions on the board/chart
 - a. Where in Nevada did the person or event take place (N, W, E, S)?
 - b. What type of activity was involved?
 - c. How many people did it involve (estimate)?
 - d. What were you known for (character traits) or what event took place?
6. Students will meet in their cooperative groups & use their information worksheet, plan out the play, pick parts and rehearse.
7. Then discuss information gained from plays:
 - a. What persons are represented in the action?
 - b. Where do you think the action took place?
 - c. What do you think the person was talking about?
 - d. What are some of the feelings you think the characters experienced or you had from the play?
 - e. What would you have done if you were any one of the characters in the same situation?

ADDITIONAL ACTIVITIES OF LESSON:

1. Play a Mystery Person Game. Students list clues for that person and group tries to decide who it is?
2. Compare similarities and differences of the Notable Natives to other Past Americans.
3. Do a Newspaper Interview of a Notable Native.
4. Write or illustrate the life of one Notable Native.

Native Nevadan



Name: _____

Tribe: _____

Born: _____ **Died:** _____

Birthplace: _____

Family: _____

Occupation: _____

Important Events of Life: _____

What made this person exceptional: _____

Why I chose this person: _____

PRESENT NOTABLE NATIVES OF THE 4 TRIBES OF NEVADA

ACTIVITY GOALS: Students will identify and present contributions of notable Natives of Nevada, of the 1900's.

Students will understand that these people are currently playing key roles in retaining their lands and rights, rebuilding their lands, strengthening ties among their people, retaining their heritage, educating others about their culture, and providing future direction for their people.

MATERIALS: 4 Student Information Workbooks

Comparison chart on chartpaper, transparency or chalkboard
Nevada Tribes Map Transparency or lg. Nevada map
Worksheet of Present Notable Natives of the Nevada Tribes

PROCEDURES: 1. Explain to the students activity goal 1.

2. Divide the students into their same tribal groups.
3. Name and identify today's Notable Natives from the four tribes of Nevada using a transparency or wall map.
4. Have each group decide which Notable Native from their tribe they would like to role play.
5. Write the topic questions on the board/chart
 - a. Where in Nevada did the event take place?
 - b. What type of activity was involved?
 - c. How many people did it involve (estimate)?
 - d. What were you known for (character traits) or what event took place?
6. Students meet in their cooperative groups & use their information worksheet, to plan out an interview, pick parts, rehearse and come back to perform interview.
7. Then discuss information gained from plays:
 - a. What do you think the person was talking about?
 - b. What are the feelings you think the person(s) experienced or you had from the interview?
 - c. What would you have done if you were that person in the same situation?

ADDITIONAL ACTIVITIES OF LESSON:

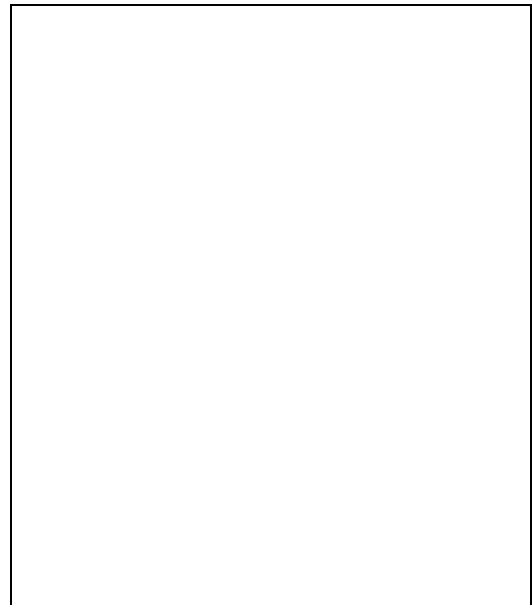
1. Play a Mystery Person Game. Students list clues for that person and group tries to decide who it is?
2. Compare similarities and differences of the Notable Natives to other Past Americans.
3. Do a role play of a Notable Native.
4. Write or illustrate the life of one Notable Native.

Native Voices

Volume I

Date: _____

Meet a Native Of Nevada



Native Nevadan

is shown here

Story by _____



NORTHERN PAIUTE

Crossword Puzzle

Fill in the blanks using the clues below.

										T					
						S				R			P		
			S	A	R	A	H			N	U	M	A	G	A
						O	A			C					I
	P					S		W	O	V	O	K	A		U
F	A	M	O	U	S						E				T
	N				H					P	E	O	P	L	E
	C				A										
	H				R										
	O				D					J					
					I					O					
					N	O	R	T	H	E	R	N			
										E					
										L					
										Y					

ACROSS

1. _____ Winnemucca.
2. Spoke of peace not war.
3. Started the "Ghost Dance".
4. Another word for notable.
5. Groups of men, women, and
6. Opposite of Southern.

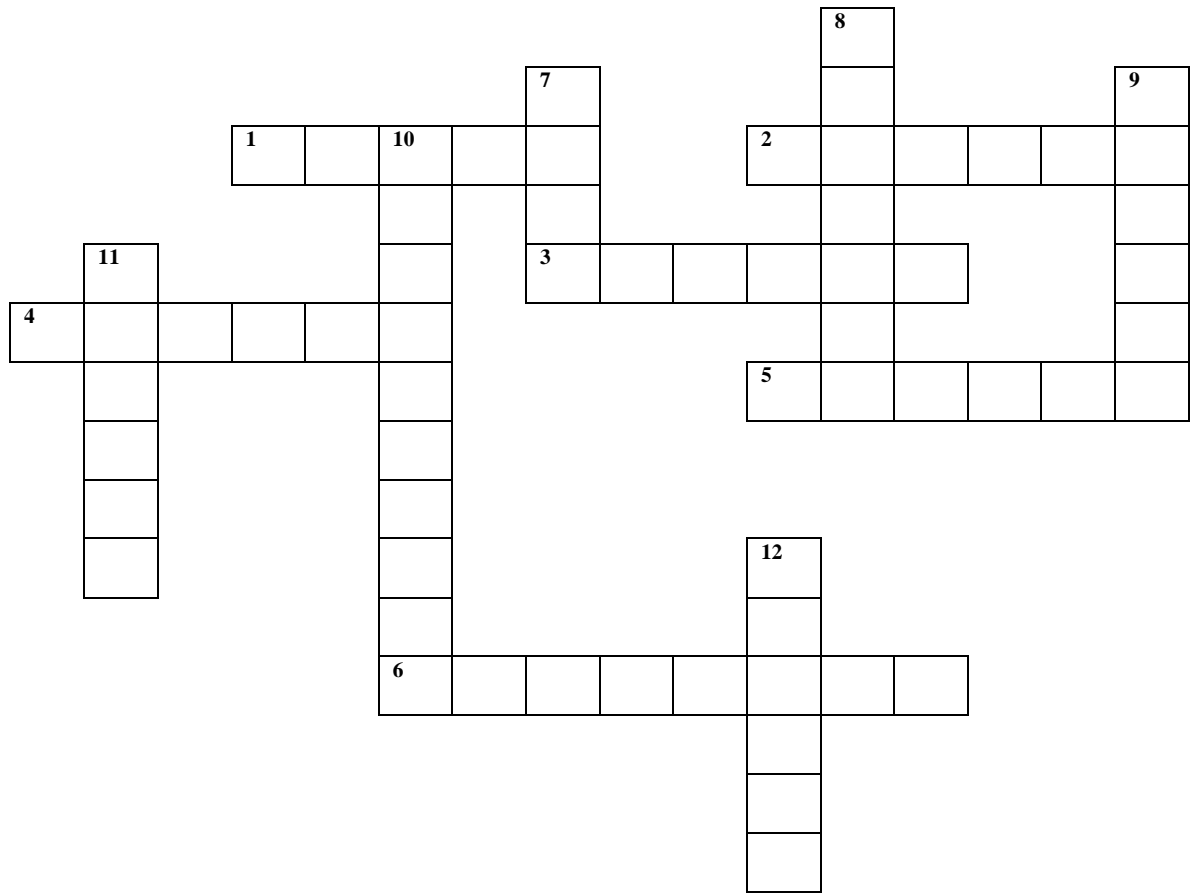
DOWN

7. Nellie _____ Harner.
8. Same name as a river in Nevada.
9. Four major tribes in Nevada are Washoe, Shoshone, Southern and Northern _____.
10. Known as a "Jack of all Trades".
11. Spoke three languages.
12. A Pyramid Lake Tribal Chairman.

NORTHERN PAIUTE

Crossword Puzzle

Fill in the blanks using the clues below.



ACROSS

- 1. _____ Winnemucca.
- 2. Spoke of peace not war.
- 3. Started the "Ghost Dance".
- 4. Another word for notable.
- 5. Groups of men, women, and
- 6. Opposite of Southern.

DOWN

- 7. Nellie _____ Harner.
- 8. Same name as a river in Nevada.
- 9. Four major tribes in Nevada are Washoe, Shoshone, Southern and Northern _____.
- 10. Known as a "Jack of all Trades".
- 11. Spoke three languages.
- 12. A Pyramid Lake Tribal Chairman.

SOUTHERN PAIUTE

Role Playing

Materials needed:

**chalkboard and chalk,
or
chartpaper and markers.**

Procedure:

- 1. Assume your class/group is a band of Nuwuvi.**
- 2. Choose a leader for each of the following activities:**
 - a. Pinenut harvesting**
 - b. Rabbit Drive**
 - c. Mountain Sheep hunting**
 - d. Storytelling**
- 3. List what characteristics made you choose each leader.**
- 4. Are the characteristics the same or different for the different activities? Why? Why not?**
- 5. Was the same person chosen for more than one activity?**

SOUTHERN PAIUTE

Forming Classroom Government

Materials needed:

**chalkboard and chalk
or
chartpaper and markers.**

Procedure:

- 1. Identify several classroom activities that might need a group leader.**
- 2. Choose a class member to be a leader.**

For example: (these can be used or come up with some of your own)

1. Field trips

- Which field trips are available?**
- How many can the class go on?**
- Will fund-raising be needed? What kinds?**

2. Parties-social gatherings

- On what occasions can the class have parties?**
- What activities are needed?**
- Who will bring what is needed? i.e. food, games, music, movies, etc...**

3. Story telling

- What stories will be told?**
- When will the stories be told?**
- Who will tell the stories?**

WASHOE BIOGRAPHICAL ACTIVITIES

*** Pretend you are one of the historical persons. Create a speech that you think this person would have given considering the information you have learned about this person.**

*** Create a puppet for one of the historical persons using the information given.**

*** Make a biographical poster for one of the historical persons. Note when and where a person was born and died. Note important events in the person's life. Note what the person was famous for. Draw a picture of the person using the description given and if there is no physical description given, use your own judgment.**

WESTERN SHOSHONE MYSTERY NAMES

LESSON GOAL - Students will understand that the Western Shoshone people have played important roles in the past and for future generations by the actions they have taken.

LESSON OBJECTIVE - Students will identify the names of Western Shoshone that have played key roles in important issues of the 1800's or early 1900's.

MATERIALS - Western Shoshone Mystery Name Worksheet.
Information sheet on People of the 1800's and 1900's.

INTRODUCTION - 1. Ask for names of famous people in our country.
2. Explain that the Western Shoshone had people who worked for their people and their tribes.
3. Read or give students the fact sheet to read.
4. Discuss the roles of the different people and what they did for their people or tribe.
5. Do the worksheet. (Mystery Names answer key):

- a. Temoak
- b. Shoshone Mike
- c. Ruby Valley
- d. Duck Valley
- e. Tu-Tu-wah
- f. Death Valley
- g. Dann
- h. Captain Buck
- i. Cho-kup
- j. Carlin Farms

FOLLOW-UP - Discuss each of the people.

EVALUATION - Completion of the worksheet.
Participation in discussion.

ADDITIONAL ACTIVITIES -

1. Have the students/groups draw a scene about that person.
2. Do a research paper on one of the people. Check the county and school library for books on the Shoshone or Nevada.
3. Write a fictitious letter to that person with your views on his or her part in Nevada history.

WESTERN SHOSHONE MYSTERY NAMES

Identify the Western Shoshone Mystery Names by using the given clues about issues that dealt with the 1800's or early 1900's.

1. _____
The family name of tribal leaders who served as tribal chairmen and which a consolidated N.E. Tribal council is named after.
2. _____
The leader, who led a last attempt to fight for independence but was pursued and his whole band destroyed in 1911.
3. _____
The place where the signing of the Treaty of 1863 took place.
4. _____
Captain Sam led his people to this area after Carlin Farms was restored back to public domain in 1879.
5. _____
The Western Shoshone leader of the Austin & Reese River Area that worked to arrange peace between the Whites and Shoshone.
6. _____
The southern most band of Western Shoshone, known as Tum'bish, who had lost both summer and winter homes to the U.S. Park Service.
7. _____
The two sisters, along with the W.S. Sacred Lands Association, that legally fought the U.S. Govt. & B.L.M. over land ownership.
8. _____
The Western Shoshone leader succeeded Cho-kup as leader of the White Knife south of the Humboldt River near the Ruby Mountains.
9. _____
One of the leaders of the White Knife band who signed the Treaty of 1855 and was respected by early explorers for his cooperation.
10. _____
A reservation that was established for the Western Shoshone then later rescinded when settlers pressured the U.S. Government.

CLUES:	TU-TU-WAH	CAPTAIN BUCK
	DANN	CARLIN FARMS
	TEMOAK	DEATH VALLEY
	CHO-KUP	DUCK VALLEY
	SHOSHONE MIKE	RUBY VALLEY

WESTERN SHOSHONE OF THE 1800'S & EARLY 1900'S

TEMOAK - Was one of the Western Shoshone, who the Indian agents sought out as a spokesman for his people. He and his people, about five or six hundred, lived east of Ruby Valley and he spoke out for their right to stay there. He was a guide for the whitemen and was the chief negotiator for the Western Shoshone during the signing of the Treaty of 1863 in Ruby Valley. In later years, Muchach Temoak, Frank Temoak Sr. and Jr. inherited the chieftainship and advocated the official return of the Western Shoshone lands.

CHO-KUP OR SHOKUB - Was one of the White Knife Shoshone leaders. He was one of the signers of the 1855 Treaty and had started a farm with the help of the whitemen near South Fork. He was respected and thought of as intelligent and well-behaved by the Whites since his people treated him kindly. He kept his people at peace with the Whites when other bands around him were fighting the Whites. He was always trying to negotiate with the Whites for land, food, and blankets for his people.

CAPTAIN BUCK - Was the Successor to Cho-kup's band of White Knife Shoshones. He was known only around the Ruby Valley area and was one of the signers of the Ruby Valley Treaty of 1863. He had moved his band onto the Carlin Farms then to Duck Valley when the reservation was established there.

CAPTAIN SAM - Was the leader of the Western Shoshone living in the vicinity north of the Humboldt and the Owyhee Rivers. Having first lived on the Carlin Farms Reservation, he had asked for his people to be given land in Duck Valley when Carlin Farms reservation was rescinded. Even against much pressure from his people, he knew that Duck Valley was the best place for his people, since he was born there and his people knew the area well. Even when the Government tried to move them to Fort Hall, he strongly spoke against the move, keeping his people in Duck Valley.

TU-TU-WAH OR TOI-TOI - Was the leader of about 300 of the Reese River and Austin area Western Shoshones. He was sought out by the Whites and dealt with them to arrange peace between his people and the Whites. When the Whites began to take advantage of the Shoshone peacefulness, he spoke out for his people and asked for cooperation from the Whites. He was highly thought of by his people and was known as a man with great character and humanitarian feelings.

SHOSHONE MIKE - Was the last of the Western Shoshones to fight against the Whiteman's intrusion into their lands. Having lost their old ways of living, he refused to accept the new ways. He lived with his band, consisting of 12 people, mostly women & children, in the Black Rock Desert area. A local cattle company had offered a reward for the killings of 4 men, supposedly killed by Shoshone Mike's band, which was never proved, and the final extermination and capture of this band of renegades that lived a wandering, criminal life. A posse set out to capture them, however, it was more of a massacre. All members of the band were killed because they fought back so fiercely against the posse of 22 armed men. Only 4 children survived the shootings.

WESTERN SHOSHONE CROSSWORD PUZZLE

LESSON OBJECTIVE - Students will identify the Western Shoshone and their bands who are continuing to work to improve their communities for future generations while still following traditional ways.

MATERIALS - Western Shoshone Crossword Puzzle.

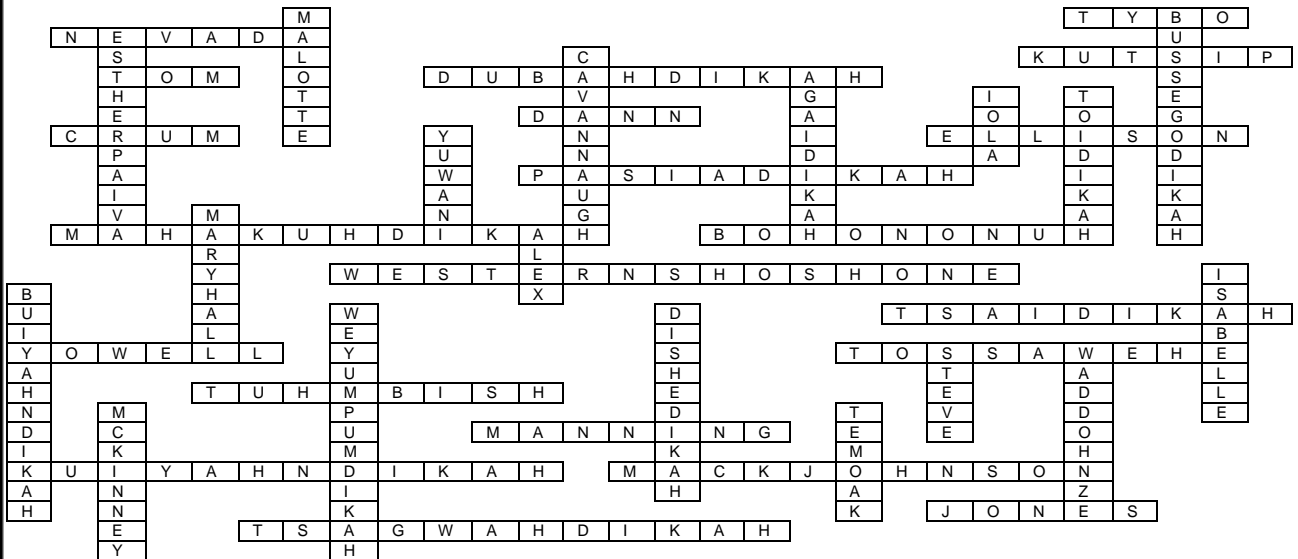
Student Information Workbook.

Fact Sheet on Western Shoshone of the 1800's/1900's & Enterprises

Comparison Chart of the Past & Present (Blackline Masters)

INTRODUCTION –

1. Ask students to name some things that the Western Shoshone did in the past. Write them on a Comparison Chart.
2. Using those items, give examples of the same things that the Western Shoshone are still doing today.
3. Explain that there are Western Shoshone who are today carrying on these same traditions.
4. Read or give fact sheet on Western Shoshone of the 1900's to review names and Enterprise activities.
5. Have students do worksheet on Western Shoshone people.



FOLLOW-UP - Discuss similarities & differences between activities, past/present.

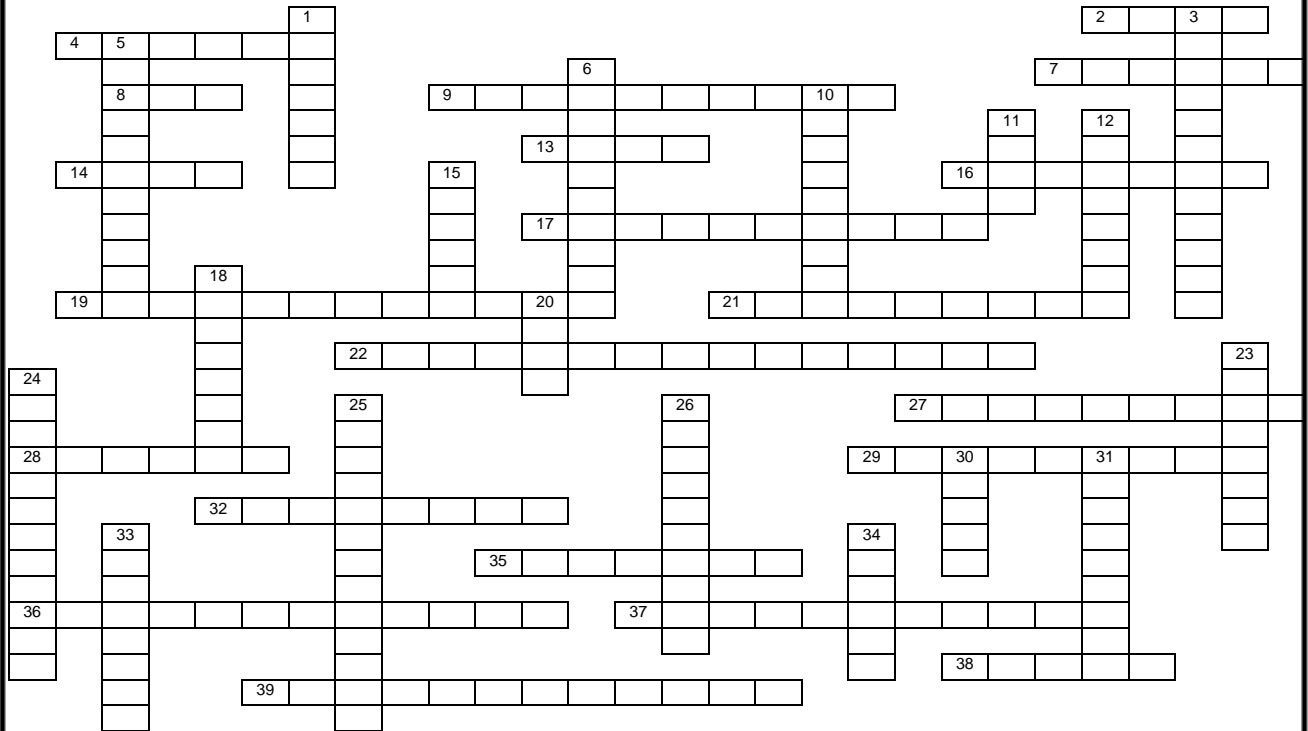
EVALUATION - Completion of worksheet.

Participation in discussion.

ADDITIONAL ACTIVITIES - Visit a local Western Shoshone or Native Community.

WESTERN SHOSHONE CROSSWORD PUZZLE

DIRECTIONS: Fill in the crossword puzzle using the names from the fact sheet on Western Shoshone of the 1900's.



ACROSS:

2. Bert _____ is a rawhide craftsman.
4. The state we live in.
7. The Goshute Tribe
8. Harry _____ was a former Temoak chairman.
9. Pinenut-eaters.
13. The two sisters who have legally fought the U.S.
14. Earl, Beverly & Steve _____, are a family of educators who are translating the Shoshone language
16. Sophie _____ is a basketmaker from Duckwater.
17. Red-topped grass-eaters.
19. Mentzalia seed-eaters.
21. sagebrush knoll dwellers.
22. The "Newe".
27. Tule-eaters.
28. Raymond _____ is a former tribal chairman.
29. The White Knives.
32. People from Death Valley.
35. Claire _____-Dick is an Owyhee educator & former Miss Indian America.
36. Bitter-root eater
37. _____Johnson is a noted artist from Fallon.
38. Albert _____, an Owyhee attorney.
39. Chuckwalla-eaters.

DOWN:

1. Sharon _____ is the name of the 1st medical doctor.
3. Sweet Anise root-eaters
5. _____ is a noted buckskin & beadwork elder from Owyhee.
6. Art _____ is a noted singer of native songs.
10. Salmon-eaters.
11. Willie & _____ Byers own a native arts & craft business.
12. Cattail eaters.
15. Southern dwellers.
18. Mary _____ is a noted basketmaker from Elko.
20. _____ Cleveland, a native doctor.
23. Bud & _____ Decker, buckskin crafts-makers from Battle Mountain.
24. Duck-eaters.
25. Buffalo berry-eaters.
26. Rice grass-eaters.
30. Del _____ is a tribal leader from Fallon.
31. Rye grass seed-eaters.
33. Whitney _____ wrote the History of Duck Valley Reservation.
34. Hereditary leader who signed the Ruby Valley Treaty.

WESTERN SHOSHONE OF THE 1900'S

Today, many Western Shoshones have worked to improve the image and lives of their people, by excelling in many fields such as native and contemporary arts & crafts, education, medicine, business and tribal affairs. Here is but a few of the many people, past & present that have contributed their efforts. For more information, contact individual Tribal Offices. (Due to locations, some may be Sho-Pai or Paiute).

TRIBAL AFFAIRS & BUSINESS

Charlie Malotte Sr.(D)	Owen Tybo (D)	Willy Woods (D)	Carrie & Mary Dann
Frank Temoak Sr. & Jr.	John Couchum (D)	Harry Tom (D)	Del Steve
William (Jack) Woods	Whitney McKinney	Raymond Yowell	Jerry Millett
Guy Manning (D)	Tom Premo (D)	Lewis Dave (D)	Bill Rossi
Leah Manning (D)	John Dick (D)	Jim Paiva	
Art Manning	Felix Ike	Raymond Thacker	

MEDICAL & NATIVE INDIAN DOCTORS

Sharon Malotte, M.D. (1st Professional Doctor)	Alex Cleveland (D)	Willie Dorsey (D)
Josie Carson (D)	Raymond Darrow	Willie Blackeye
		Sylvia Dick (Healer)

NURSES (* X-RAY TECHNICIANS)

Annette Malotte	Barbara J. Ridley	Teresa Moon	Lila G. Sam (D)
Barbara H. Aland	Naomi P. Mason	Edna H. Brady	Frances T. Castello
Delma S. England	Roslyn D. Smith	Darlene Graham	Lillian T. Garcia
*Diane J. Harrington			

LAWYERS

Albert Jones	Ron Johnny
--------------	------------

EDUCATORS

Carol C. Thomas	Margaret C. Walker	Rose Garcia	Nancy Stewart
Antoinette H. Cavanaugh	Leah Brady	Colleen B. Meihack	Nick Archuleta(D)
Gloria T. Jim	Millie Harney	Irene Thacker	Steve Crum
Earl Crum	Beverly Crum	Norman Cavanaugh	Teola M. Hall
Claire M. Dick (Former Miss Indian America)		Mona C. Buckheart	

ARTS & CRAFTS (TRADITIONAL & CONTEMPORARY)

* Baskets, Cradleboards, Buckskin, & Beadwork*	Mary Hall (D)	Esther Paiva (D)
Judy J. Jackson (D)	Alice D. Jackson (D)	Sophie D. Dann (D)
Elsie Hall (D)	Daisy Teller (D)	Lucy Hall (D)
Eva D. Piffero	Minnie Dick	Teresa Temoak
Elizabeth J. Brady	Edward McDade	Mamie Thomas
Leah Brady	Anthony Tom	Francis Hooper
Roger Ike	Angie McDade	Linda George
Bernie Delorme	Debbie Hooper	Tammy L. Knight
* Rawhide, Horsehair, & Leatherwork *	Sammy Dick (D)	Richard Temoak
Sam Johnny (D)	Bert Tybo	Richard Temoak
* Artists *	Jack Malotte	Douglas Carson
Mack Johnson	Anthony Tom	Bernice Lalo
* Singers *	Art Cavanaugh	Sammy Long
Sylvia Dick	Frank Temoak Sr.	Doc Blossom

WESTERN SHOSHONE ENTERPRISES

Many of the Western Shoshone Tribal councils are now engaging in many enterprises. Also, within the communities, individual Natives own or lease their own businesses. The following is a sampling of the types of business enterprises that currently exist:

Elko Colony	Building Rentals to BIA & Southern Bands Clinic Mobile Home Rentals to BIA Smokeshop Fire Station Facilities Senior Citizen Center Tribal Gym Individually Owned Businesses - Food Services
Duck Valley	Rental Homes to Elko Co. School District Fishing & Boating Licenses Leasing out Tribal Farm & Wildhorse Marina Future Plans - Currently building Tribal Gym Individually Owned Businesses - Drug Store Trading Post Recreation Hall & cafe Motel RV Park Store Building Rentals
Battle Mountain	Smokeshop with Arts & Crafts and liquor sales Future Plans for a Truckstop Cafe
Wells Colony	Smokeshop
Ely Colony	Smokeshop Daycare center Cut & sew (Sew clothes & items to businesses) Individually Owned Business - Sports Store
Duckwater	Tribally-Controlled School Cattle Enterprises Leasing out Catfish Hatchery
Fallon & Stillwater	Smokeshop Tribal Farm Tribal Equipment Rental Individually Owned Businesses - Trading Post Heavy Equipment Operators

Contact Individual Tribal Offices for more information.