



The Nez Perce Seasonal Round

The National Park Service [NPS] *Teaching with Museum Collections* provides lesson plans for teachers to use NPS museum collections in student-centered educational activities. Collections tell the story of America; its peoples, cultures, varied habitats, significant events, and ideas that continue to inspire the world. *Teaching with Museum Collections [TMC]* emphasizes the links between the ‘real things;’ the collections, and the sites where those collections were found, collected, or used. NPS collections include cultural objects, natural history specimens, archival documents and photographs. Lesson plans link to national education standards.

A. Header

- ❑ **Lesson Unit Plan Title:** **The Seasonal Round: a strong influence on the Daily Pulse of the Nez Perce.**
- ❑ **Developers:** Urban Wassmuth, 4th grade teacher, Prairie Elementary, Cottonwood, Idaho; Danette Horrocks, 4th grade teacher, Highland Elementary, Craigmont, Idaho; Denise Hammrich, 4th grade teacher, St. Stanislaus Tri-Parish School, Lewiston, Idaho.
- ❑ **Grade Level:** Grades 3 - 5
- ❑ **Length of Lesson/Lesson Units:** This is an adaptable unit that could have a minimum of one 45 minute lesson. It could be extended to a two week long unit depending on teacher preference of extension activities.

B. Overview of this Collection-Based Lesson Plan

- ❑ **Park Name:** Nez Perce National Historical Park
- ❑ **Description:** The purpose of this unit is for students to investigate and identify gender roles of the Nez Perce. Students will also develop an understanding of how changes in the season determine daily life and their culture.
- ❑ **Theme:** The daily pulse of the Nez Perce was dictated by the seasonal round. The seasons determined not only daily life but much of the Nez Perce culture is derived from what occurred throughout the year. This included band and family roles, leadership, communication, and gender roles food gathering/preparation.
Essential question: What were the gender roles of the Nez Perce? How did the season’s impact food gathering and preparation within the Nez Perce daily life and culture. And how did these activities relate to and influence gender roles?

C. Museum Collections Used in this Lesson Plan

- ❑ *Objects, specimens, documents, photographs* from the Park museum collection.

*** Required**

| Catalog Number | Object | <u>Gender</u> |
|-----------------------|-------------------|----------------------|
| *NEPE 142 | Flat Bag | woman |
| NEPE 159 | Digging Stick | woman |
| NEPE 354 | Pestle | woman |
| NEPE 372 | Sinker | man |
| NEPE 1629 | Toy Cradleboard | woman |
| NEPE 1758 | Bow | man |
| NEPE 1944 | Flat Bag | woman |
| NEPE 2166 | Ceremonial Club | man |
| NEPE 2252 | Sinker | man |
| NEPE 2323 | Bow | man |
| NEPE 2347 | Cedar Root Basket | woman |



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| | | |
|---------------|-------------------|-------|
| NEPE 4588 | Mortar | woman |
| NEPE 6197 | Fish Gauge | man |
| NEPE 8774 | Fishing Spear | man |
| NEPE 9668 | Fish Net | man |
| NEPE 34572 | Cedar Root Basket | woman |
| BIHO 623 | Bow | man |
| *BIHO 3562-64 | Arrow | man |

| <u>Catalog Number</u> | <u>Photograph</u> |
|-----------------------|---|
| HI-C33590 | Nez Perce man wearing beaded moccasins |
| HI-C6424 | Nez Perce woman gathering wood |
| HI-C8525 | Nez Perce woman preparing Salmon |
| HI-2805 | Longhouse and tipi |
| HI-0161 | Nez Perce woman processing hide |
| HI-0783 | Nez Perce man fishing |
| HI-0773 | Nez Perce woman preparing camas |
| HI-0701 | Nez Perce man fishing at Celilo Falls |
| HI-0452 | Nez Perce women using tucas to gather roots |

D. National Educational Standards

Social Studies

Standard I.e – Culture: Students will give examples and describe the importance of cultural unity and diversity within and across groups.

Standard II.b – Time, Continuity, and Change: Students will demonstrate an ability to use correct vocabulary associated with time such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships.

Standard III.f – People, Places, and Environment: Students will describe and speculate about physical system changes such as seasons, climate and weather, and the water cycle.

Standard IV.e– Individual Development and Identity: Students will identify and describe ways family, groups, and community influence the individual’s daily life and personal choices.

Standard VI.a – Power, Authority, and Governance: Students will examine the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class.

Standard VIII.a – Science, Technology, and Society: Students will identify and describe examples in which science and technology have changed the lives of people, such as in homemaking, childcare, work, transportation, and communication.

English Language Arts



Standard 1 – Students will read a wide range of print and nonprint text to build an understanding of text, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment.

Standard 3 – Students will apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate text they draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other text, their word identification strategies, and their understanding of textual features.

Science

Standard A: Science as Inquiry – Students will ask questions about objects, organisms, and events in the environment. Students will use data to construct a reasonable explanation.

E. Student Learning Objectives

The student will be able to:

- Critically analyze objects from the Nez Perce collection to identify gender role and/or purpose
- Use the analysis to develop an understanding about the use and significance of these objects
- Create inferences about the Nez Perce lives by examining photographs of personal objects that are linked to this site.
- Make a connection between your own life and the life of the Nez Perce people
- Analyze how the seasons affected the daily life of the Nez Perce
- Gain an appreciation for the preservation of artifacts

F. Background and Historical Context

The traditional roles of woman & men in the Nez Perce culture were centered on the good of the group, the family and then the band, several families living and working together. To that end women and men had very distinct and for the most part, very separate roles. Men were in charge of hunting, fishing, ceremonies, leadership, protection, and knowing how to make all of the tools and equipment they needed. Women raised the children, were in charge of all of the plant foods, gathering, cooking, and preserving foods. They took care of the home, children, made the clothes, the home, and made all of the tools needed for their work.

The tribes of the Plateau region, which includes the Nez Perce, used the seasons of the year as a means to keep track of time and to guide the major activities & celebrations in their culture. This is often referred to as “the seasonal cycle” or the “seasonal round”, see lesson appendix chart “Seasonal Cycle of Plateau tribes...”. They did not use a 12 month calendar or watches like we use today. The length of a particular season would vary from year to year depending on; when cold or warm weather arrived, how dry or wet it was, when plants matured, when fish ran, etc. Having lived on dried foods all winter spring was a time to gather the early greens and roots growing in the low river valleys that made good winter home sites. The men began fishing as soon as the run of spring Chinook started up the river. The snow would be



starting to melt out of the mountains and as the run of salmon ended the bands would begin moving to higher elevations. Woman and younger children concentrated on harvesting whatever plants were in season and ripe. Woman cooked the foods and preserved extra by drying it. Nez Perce woman also were in charge of the home. They gathered the materials needed to make it, prepared them, made it, put the home up, took it down and moved it as needed. Large game would become more accessible for hunting by the men as the snow retreated through the spring and summer. Men were also ready at all times to protect their family and band if the need arose.

Bands began to move toward the end of spring, and through the summer they would often meet other Nez Perce bands. It was a good time for socializing with friends and relatives you might not have seen for a year. Through the summer, as some of the bands stayed in the mountains to continue gathering and hunting, others would return to the rivers to fish the summer run of Chinook. As fall approached, gathering foods and supplies for winter became the primary concern. Everything needed to make winter clothes, new tools, and other items would be collected during the fall.

Winter brought with it a return to the deep, warmer river valleys where the rivers and streams provided needed water and wood for fuel. Winter was a quieter time; a time to stay at home, to make tools and other items, pass on the ancient stories and conduct ceremonies.

For additional information, see the virtual exhibit at www.nps.gov/nepe

G. Materials Used in this Lesson Plan

- ❑ **Similar items [objects].** Items may include some of the following: handbag (purse), produce bag, brown paper bag, duffel bag, bookbag, briefcase, diaper bag; toy or authentic arrow which can be purchased at a toy or archery shop.
- ❑ **Other materials:**
 - *Documents and photographs.*
 - *Forms and Charts:* KWL chart, Venn diagram, Pretest / Posttest
*For extension activities: Present day calendar / Nez Perce seasonal calendar (See seasonal round activity included in this lesson), cordage diagram and directions.)
 - *Writing materials*
 - *Art-making materials* **Bag Design Project:** paper or cloth for bag, coloring medium, photograph of Nez Perce bag, scissors, glue **Cordage:** raffia, markers or paint, picture of fish net (Cordage could also be used for handles on the bag)
 - *Technology:* Digital Camera, computer with power point (if available) -Wrap- up activity

H. Vocabulary

Abundance: A great quantity or amount; a plentiful supply.

Bow: A device for shooting arrows made from a flexible wood or other materials and is connected at both ends by a bow string.

Band: A group of families living and working together as a unit



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Camas: A root related to the lily family that was gathered by the Nez Perce. The bulb was dug, peeled, and baked.

Cradleboard: A board with an animal hide framework that is used to transport infants and small children.

Hemp: A plant that has tough fiber used to make cordage and cloth.

Hopper basket: A conical basket that fits over a mortar used to process food.

Kouse / cous: A root gathered by the Nez Perce in the spring time also call biscuit root because small palm sized ‘biscuits’ were formed & pressed together in the hand.

Mortar: A vessel or trough that is used to pound or mix various substances.

Pestle: A tool used to pound or grind substances. Used in conjunction with a mortar.

Quiver: A case for holding arrows.

Seasonal round: Many tribes harvested the plants and animals that nature provided. This usually required them to move from place to place as the seasons change

Tucas / tu-kes (digging stick): A traditional Nez Perce digging tool that is used to dig up and gather roots such as camas and kouse.

Wailing (keening): To utter a prolonged mournful cry in grief or suffering

I. Teacher Tips

- ❑ Make one copy of Pretest for each student. (Activity 1) This same test may also be used as a post-test evaluation.

- ❑ Download object images and pictures, preferably in color, and laminate.

For Activity 1 use NEPE 142 and BIHO 3562-64. Note that there are two pictures for NEPE 142, the front and the back of the same bag. Teacher will need to bring some similar objects to the class that may include; handbag (purse), produce bag, brown paper bag, duffel bag, bookbag, briefcase, diaper bag; toy or authentic arrow which can be purchased at a toy or archery shop.

- ❑ There are eighteen artifact pictures available that can be used for your students.

- ❑ Print out and laminate the historic photographs.

- ❑ Have chart paper to record student responses. (All Activities).

- ❑ Have multiple books of the Nez Perce on hand for student resource.

- ❑ Use internet as a resource for information on the Nez Perce culture.

- ❑ All activities can be adapted for age appropriateness and lesson length; feel free to adapt lessons and ideas to meet your teaching needs.

- ❑ Resources can include but are not limited to internet, books, and encyclopedia.

- ❑ Big Hole National Battlefield website: www.nps.gov/biho

- ❑ On line park teacher guide for Nez Perce National Historical Park

www.nps.gov/nepe/Education/Education_Intro.htm - see legend “*The Glutton*” in lesson resources.

- ❑ National Park Service Museum Management Program Nez Perce National Historical Park virtual exhibit at www.cr.nps.gov/museum

- ❑ There is caption information in the virtual exhibit at www.nps.gov/nepe and www.cr.nps.gov/museum/ describing each object and historic photo used in this lesson unit plan.

J. Lesson Implementation Procedures

- ❑ ***Activity 1: Introduction and Warm Up***



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- ❑ Printout copies of Pretest and have students complete. This can also be used as the post test.
- ❑ The purpose of this activity is to prepare the students for Activity 2. One of the main focuses of this activity is to identify gender roles. The teacher will show the pictures of the bag and arrows (NEPE 142 and BIHO 3562-64) to the students. The students will make inquiries about each picture such as: What is the object? What was the object used for? Could it have more than one function? Would a man or a woman have used it? What is it made of? How is it decorated? What season would it be used in? How has it changed over time? The teacher will record student responses on *What do you know? What do you want to know? and What did you learn?* Chart, KWL (see attached KWL chart) and display for future reference.
- ❑ The teacher will now show students the modern day bags and arrows that represent the objects. Students will compare and contrast those objects to the ones shown in the pictures.

- ❑ **Activity 2: (This activity may take two class periods.)**
- ❑ Distribute a photograph from the collection and a KWL chart to each student or group of students. You may choose one photograph to distribute to all students or choose multiple photographs of objects to divide among individuals or groups.
- ❑ Allow students to view picture of object and make inferences about it in their, KWL chart. The same format will be followed as in Activity 1. Inquiries might include: What is the object? What was the object used for? Could it have more than one function? Would a man or a woman have used it? What season would it be used in? What is it made of? How is it decorated?
- ❑ Teacher roves around the classroom facilitating discussion with each student or group of students about their object. Guide the students into the discussion of gender roles.
- ❑ After initial observations are complete, students will research their object using the printed descriptions printed from Nez Perce National Historical Park’s website, Teaching with Museum Collections link. If computers are available, the students may go online to view these descriptions. While doing this, students will complete their KWL chart.
- ❑ Students brainstorm modern day objects that have similar uses today.

- ❑ **Activity 3:**
- ❑ Teacher displays and leads discussion on use of modern day calendars and how the pictures depict the seasons. Students will brainstorm a list of activities that they do during the different months and seasons of the year.
- ❑ Teacher will then hand out a copy of the Seasonal Cycle, handout in lesson resources *Seasonal Cycle....*. Students will analyze and comment on the features of this calendar. Some questions of inquiry could include: What were the Nez Perce doing during the different seasons? How did the seasons affect the food supply and choices? How is the Nez Perce calendar different from the traditional 12-month calendar? How are the calendars similar? What would account for the difference in abundance of food? How was the concept of time different for the Nez Perce people?
- ❑ Students will then complete the Venn Diagram, see lesson resources, comparing and contrasting the Nez Perce Seasonal Cycle calendar to the traditional 12-month calendar.
- ❑ *Extension Activity:* Students can draw an outer ring on their copy of the Seasonal Cycle calendar. In this circle, they will list different foods they eat and activities they participate in during the different seasons.



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- ❑ **Activity 4:**
- ❑ Teacher breaks up the class into small groups and passes out one or two photographs from the park's historic image collection. Along with photographs, pass out a KWL chart.
- ❑ Based on what was learned from the previous activities, have each group identify what is going on in each photograph, again asking questions like: What is the object? What was the object used for? Could it have more than one function? Would a man or a woman have used it? What season would it be used in? What is it made of? How is it decorated?
- ❑ As each photograph is analyzed, have the students fill out the KWL sheet and share the results with the class.

- ❑ **Wrap Up Activity and Discussion**
Museum Exhibit – Students and their families will choose a personal item (clothing, toys, food preparation utensils, tools, dishes, etc) to create a classroom artifact exhibit.
 - ❑ Teachers will take a photograph of the child's object.
 - ❑ Students will write a description of their object, answering the questions listed above.
 - Physical characteristics including: size, color, texture, smell, shape, etc.
 - Purpose and use of the object
 - Age of item
 - Previous and current owners
 - Monetary and personal value
 - Significance the item could have in the future
 - Who would you like to pass this item on to?
 - Why would this item be important to that person?

- ❑ Teacher leads a discussion on preserving artifacts such as: lying clothing items flat, using acid free materials, avoiding light and moisture, proper temperature and humidity.

The science of caring for artifacts, objects made and modified by people, consists of two disciplines; curation and conservation. Curation is the art of caring for, or managing, museum objects and collections. Descriptions of work include, Collections Manager, Registrar, Curator, Museum Specialist and Technician, Exhibit designer, etc. Conservation is the science of providing specialized care to stabilize, prepare (for transport, storage, or exhibition) or treat museum objects. It is based on a scientific understanding of the properties of an object and the effects the environment can have on them. Ancient tools, clothing, and personal items are by their very nature fragile and need special care. This may include limiting light, keeping out insects, preventing mold, and other influences that will harm the item. Museums are institutions that preserve, exhibit, and make available for research a variety of objects; from art, ancient cultures, photos, films, music, etc.

Archival work stems from library science. It preserves and makes available for research documents, books, photographs, and other paper forms.

- ❑ Exhibit and information will be published using a power point presentation to share with classmates and family. The exhibit could also be published on the school website.



K. Evaluation/Assessment for Measurable Results

- Assess each student on his/her active participation in analyzing the photographs of the Nez Perce objects and in comparing and contrasting it to the modern representation.
- Students will complete the Pre and Post test evaluation.
- Students will complete the KWL chart to assess understanding for Activity 2.
- Students will complete the Venn Diagram for Activity 3.
- Students will show appreciation for museum artifact exhibits by completing a presentation.

L. Extension and Enrichment Activities

- ❑ ***Optional Activities***
- ❑ Students will select an item from home that is a modern representation of a photographed object to share with the class.
- ❑ Students will create a display to present to the class. It could include KWL chart, digital picture of the item brought from home (or the actual item), and the photographed item accompanied with a descriptive paragraph.
- ❑ Students will complete a more detailed written report on their object.
- ❑ Students will perform a skit depicting how their object was used by the Nez Perce.
- ❑ Students will compare and contrast gender roles of traditional Nez Perce and today's families.
- ❑ For weekend homework, students will interview an elderly family member, friend, or neighbor about changes in gender roles throughout their life. Questions? Pictures?
- ❑ Art Project – Bag Design – Students will create and decorate a cloth or paper bag similar to those used by the Nez Perce women while gathering roots. (See project photos of bags) For cordage bag handles, see Activity 6. Link to cordage diagram
- ❑ Students will use raffia to make cordage, diagram and directions in lesson appendix. Cordage may also be used for bracelets and can be identified in the fish net photograph. NEPE 9668- Fish Net
- ❑ Students will research the preparation of camas root.
- ❑ Research how animal hides were prepared for clothing. Create an informational poster showing the steps.
- ❑ Look at constellation patterns throughout the seasons. Make a chart to determine changes or have students devise a method to mark the changes in both location & constellations themselves.

M. Resources

- ❑ ***Bibliography***
Ackerman, Lillian. A Necessary Balance: Gender and Power among Indians. Norman, OK: University of Oklahoma Press, 2003.
James, Caroline. Nez Perce Women in Transition. Moscow, Idaho: University of Idaho Press, 1996.
Landeem, Dan and Alan Pinkham. Salmon and His People: Fish and Fishing in Nez Perce Culture. Lewiston, ID: Confluence Press, 1999.
Marshall, Alan. Nez Perce Social Group: an Ecological Interpretation. Ph.D diss. Washington State University, 1977.



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Raymer, Dottie. Welcome to Kaya's World 1764: Growing Up in a Native American Homeland. Middleton, Wisconsin: Pleasant Company Publications [American Girls Collection], 2003.

Schrimsher, Scott L. Native foods Used by the Nez Perce Indians of Idaho. MA thesis, University of Idaho, 1967.

❑ **Annotated related web sites with url addresses**

Nez Perce Tribe web site: <http://www.nezperce.org>,

Nez Perce National Historical Park: <http://www.nps.gov/nepe>

Confederated Tribes of the Colville: <http://www.colvilletribes.com/>

Confederated Tribes of the Umatilla: <http://www.umatilla.nsn.us/>

N. Site Visits

- ❑ **Pre-visit:** Before the visit, have the students visit the virtual museum web site and look at the online exhibit and complete activity one, how to read an object. After completing activity one, choose two more objects and analyze those. Also, have the children come prepared to analyze one of two objects of their choice on display in the museum.
- ❑ **Site visit:** Call the park to make arrangements to visit. The staff can be reached at 208-843-2261, ext. 199. Have the students pick an object in the museum and analyze it using the knowledge gained in how to read an object.
- ❑ **Post-visit:** Have the students write down their reactions to what they learned about how museum objects can tell stories. Select an extension activity from the lesson to have the students complete.



Seasonal Cycle Chart

Seasonal Cycle of Plateau Tribes Activities, Social Group & Food Supply

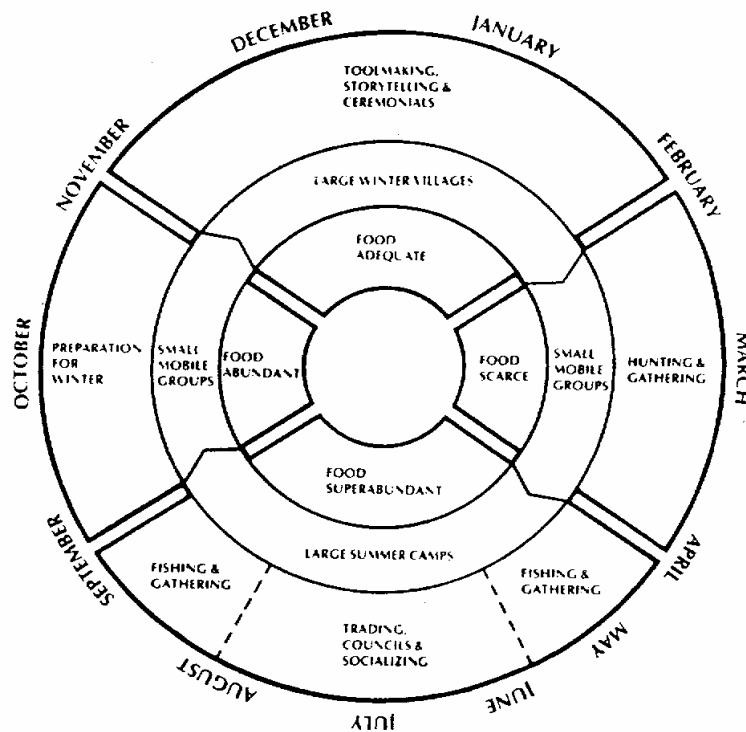


CHART: SEASONAL CYCLE OF PLATEAU TRIBES

The times on this chart are approximate. In any given year at any given locale, transition times depended on when the seasons actually changed; when plants matured, when fish ran, when cold weather arrived, et cetera.



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Cordage diagram, directions, and photographs

Close up details of a Nez Perce fishing net made from Dogbane cordage.





Nez Perce fishing net made from Dogbane cordage.



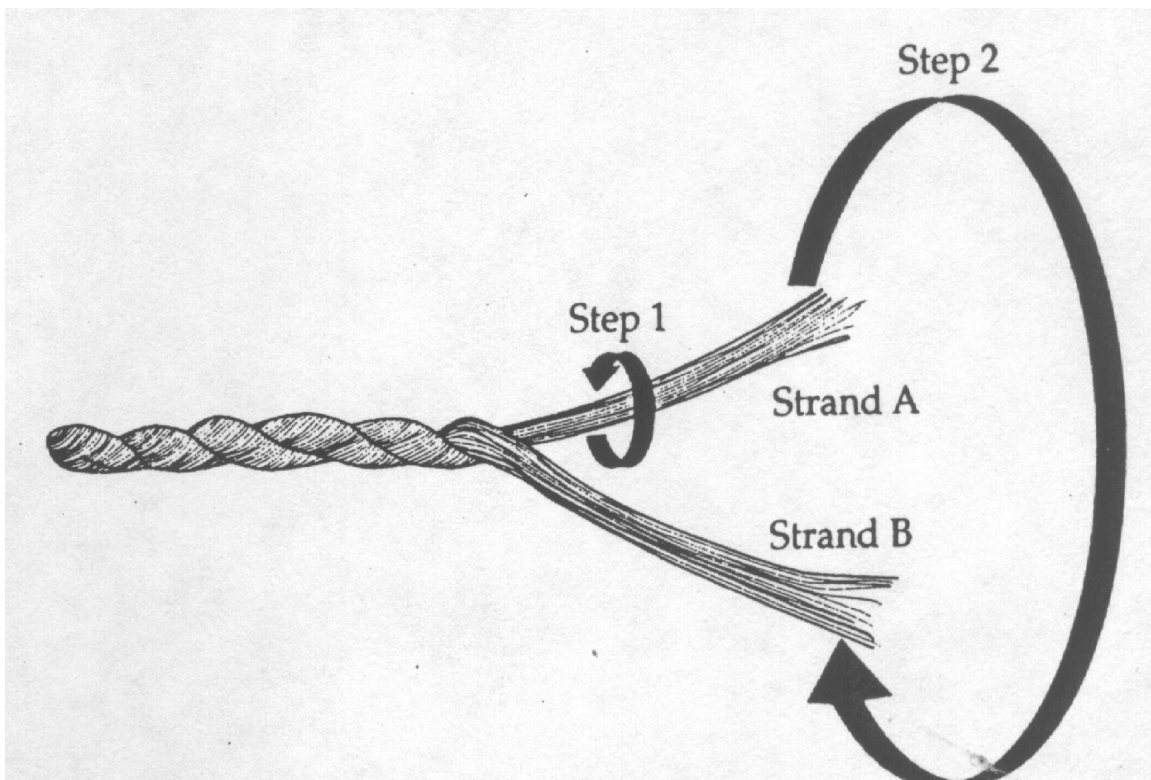
Making Cordage

If possible show students natural fibers used for cordage: year old dead stalks of milkweed (carefully break open stalks and strip the fiber away); bark from dogbane, sage, or juniper, and yucca leaves.

Demonstrate how to make cordage with raffia, this can be purchased at a craft store, following the steps below. Divide the class into groups of 3 or 4 students. Give each student 2, 15-inch pieces of raffia. Assist each group; also have students help each other.

Tie one end of Strand A and one end of Strand B together. Hold both strands side-by-side, in your left hand between your forefinger and thumb (if right-handed, vice-versa if left-handed). Pick up Strand A between your right forefinger and thumb, and twirl the strand away from your body (clockwise), Step 1 on figure.

Figure 1



Take the twisted Strand A and bring it toward your body, over and then under Strand B, Step 2 on figure.



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Hold Strands A and B between your left forefinger and thumb about where you crossed A over B, repeat the twirling and crossing sequence: pick up Strand B, twirl it away from your body, and cross it over and under Strand A.

Continue these steps. The twirling in one direction and crossing in another direction forms an interlocking pattern like that of machine-made rope. If the cordage looks all twisted in the same direction, then the locking twist is not taking place, and usually the strands are being twirled in the wrong direction.



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Object: _____

Name: _____

| K | W | L |
|-------------------|---------------------------|---------------------|
| What do you know? | What do you want to know? | What did you learn? |
| | | |

Resources Used:



Name _____

Date _____

Gender Roles

Pre-test

Post-test

In Nez Perce culture, the men and women had traditional roles to insure the good of the tribe. Decide whether men or women would be responsible for the tasks listed below.

Directions: Using “**M**” for Men, “**W**” for Women, and “**B**” for both, write the letter of the correct gender on the line provided.

- _____ 1. gathers roots
- _____ 2. plans ceremonies
- _____ 3. hunts and fishes
- _____ 4. wears beaded moccasins
- _____ 5. cuts and carries firewood
- _____ 6. puts up and takes down teepee
- _____ 7. responsible for serving food during meals
- _____ 8. decorates clothing
- _____ 9. weaves baskets
- _____ 10. processes hides
- _____ 11. prepares the meals
- _____ 12. picks berries



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