



1st Grade Lesson Plan #2 (Arizona)

Paiute water baskets

Objective: Students will be able to identify the differences between Paiute families and Mormon families in the late 19th century.

Strand 4 Geography, Concept 5: Environment and Society

PO 1: Identify ways (e.g., clothing, housing, crops) humans adapt to their environment.

Pipe Spring National Monument Theme 2: The history of Pipe Spring is a saga of relationships among different ethnic, political, and religious cultures.

Materials: construction paper, scissors, glue, pictures of baskets, and laminator (optional)

Procedures:

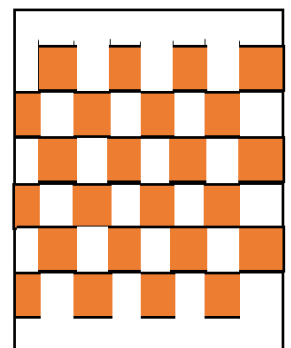
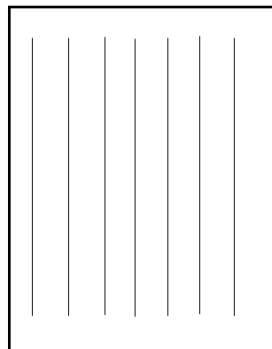
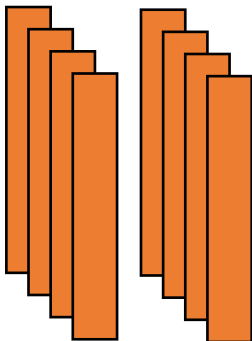
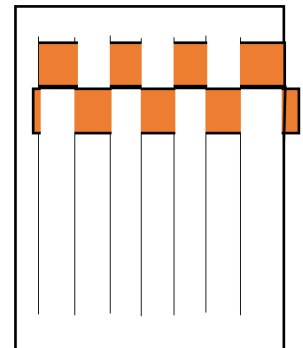
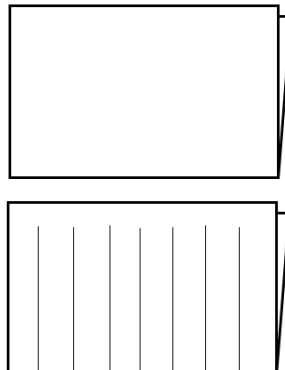
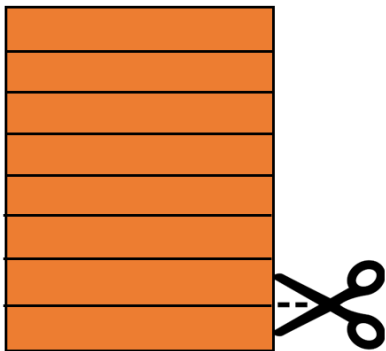
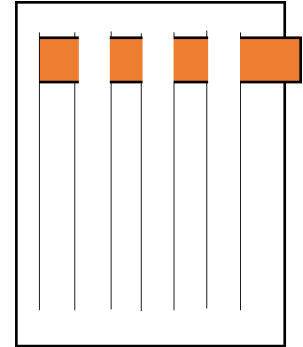
Opening/Introduction: How many of you today carried a water bottle? It's important to drink water every day. What are yours made out of? Plastic! What happens if you drop your bottle, does it break? No, the plastic is flexible, so it doesn't break like glass would. Today, we're going to learn how other groups of people, like the Southern Paiutes, used to carry water. Plastic is a fairly new invention and glass is hard to make, so the Paiutes used something they had all around them to make-willow branches! Show students pictures of Paiute baskets and explain that the Paiutes made their baskets out of plants that grew along the rivers and used these baskets to gather wild plants, seeds, and to carry water. (To hold water, most baskets were lined with tree pitch (*similar to sap, but more solid*), but some were woven together so tightly that pitch was unnecessary.)

Activity: After showing pictures, explain to students that today they are going to learn how to weave like the Paiutes. Pass out construction paper and have students take two different colors. Have students cut one piece of paper into one inch strips. They can measure with their rulers or eye-ball it. Then have students fold the other sheet in half. On the folded paper draw one-inch lines, tell students not to draw the line completely to the edges. Have them stop about one inch on all sides from the edges. Have students carefully use scissors to cut the paper to about one inch from the end using the lines as guide. Have them do this along all the lines. Show the students how to weave in their strips, going up, down, up, down, all the way through the cut paper. For extra creativity, have students cut an additional piece of construction paper for a third design color. The Paiutes added color by weaving in different plants of different colors like Devil's Claw to get their designs. After students have woven in all of their strips, have them glue the end strips to the paper along the edges. Collect the woven mats and have them laminated to create craft placemats they can use later. If not laminated, you can decorate a bulletin board with them, tape them to the sides of students' desks, or simply have students take them home.



Conclusion: Weaving was a very important skill to know how to do. Today, you've learned the basic steps of weaving. The Southern Paiutes were expert weavers and could weave their baskets tight enough to carry water, which is very cool!

Follow-up Activity: Have students color pictures of a basket and draw designs on them.





Color the basket.

Draw designs on it!

