

Valley Nisenan People of California

WebQuest Description: Students will be able to identify California Native Indians in the Valley Nisenan Tribe and many aspects of their life. They will gain the knowledge of housing, food, clothing, hunting/gathering and more.

Grade Level: 3-5

Curriculum: Social Studies

Keywords: California, Native, Indians, Indian Hut, Hunting, Gathering, Valley Nisenan people

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Introduction

Description: Hop in the time machine and explore. All you need is your notebook and pencil. You were sent back in time to a Native American village. You know nothing about the tribe, how or where they live in California. You have no idea what the weather is like, how they make their houses, what kind of clothing they wear, what type of hunting is done or how they hunt. You must learn how to fit in as a tribe member by learning all you can about them before they figure out you are not one of them! YOU MUST SURVIVE TO REPORT BACK TO YOUR CLASS!!! BE SAFE!!! And GOOD LUCK!!!

Tasks

Your task is to write down detailed notes about the village, villagers and how they live. The class needs to know as much information as you can write down. I know you will be tired from hunting/gathering/cooking/playing/fishing and so forth but this task is important! You will be reporting back to your class with a written or oral report so make sure you have tons of notes! Research the California Nisenan Indians including information on 8 to 10 sections of these categories: Location in California where they lived. Climate and environment they lived in. Clothing they wore and what they used to make it out of. Houses/Huts how they were made and what they were made of. Natural resources they used to live. Arts and crafts they made to pass the time. Food- how did they hunt? What did they hunt? How did they cook it? Interesting facts you find along the way Tools and/or Weapons they used for cooking, hunting and/or used for anything else. Toys for young children. What were they? How did they make them? Language (choose at least four words, write California Nisenan Indian word, its translation, and illustrate) How are the California Nisenan Indians remembered today. If you can draw pictures of information that would be great fantastic! Include if possible: Indians, houses, clothes, weapons, animals, food and whatever else you can think of. The class only gets information from you! Do not let the tribe know that you are not one of them. You must get out alive and report back to your classmates.

Process

1. You will start out by learning as much as you can about the California Nisenan Indians. Take a lot of notes! Look at each website, pictures, and videos to get the information needed. Use the study guide list below to help guide you so you know what information to look for. You may draw pictures of items. Please include your name on all work to include reports, note cards, and drawings. 2. After note taking: You may group with others in the class that are researching the same subject to compare notes and drawings. Write down anything you may have missed on your own. Don't forget to share your notes with others doing the same project. 3. Write or type a 2 page paper, double spaced, any font, with the information you found put on it in a nice order as listed below in the guide. Check for spelling and proper punctuation! Please include any pictures stapled to your paper. Or you may do a 3 to 5 minute oral presentation in front of the class. If you choose to do an oral presentation please be prepared to answer questions from the class. You may use note cards during the presentation if needed. Please have any pictures you have drawn ready before presentation. The pictures will be put on the board as you do your presentation this way the class can see the pictures while you are speaking. The more information you have, the better your grade will be!

Study Guide Name of Tribe? When were they around? Where did they live? What climate and environment they lived in? Was it wet and raining or hot and dry? Did they wear clothing? If so describe what they wore and what they used to make it out of. Describe the houses/huts. How they were made and what they were made of. What natural resources did they used to live. (Such as rocks, plants, animals, trees and so forth.) Were any arts and crafts made to pass the time. If so describe what they were made from and what they were used for. HINT: If you find a place on the lesson or any sources where Nisenan is spelled wrong let me know and you will receive 10 points toward your total grade!

Evaluation

You will be graded on how much information (facts) you bring back to class. If you do a written report, it will also be graded on Grammar and proper punctuation so dot those i's and cross your t's! Also you will have a quiz to assess your knowledge and see if you put all this information in your brain as well as on paper (I am sure it is in your brain but quizzes are fun!). See the Rubric below to know how your findings and quiz will be graded.

Category and Score	Beginning 1	Developing 2	Very Good 3	Exemplary 4	Score
Students will collect enough data to have an understanding of the Nisenan Indians	Student had barely any data on the Nisenan Indians.	Student had information that only covered one or two sections.	Student had a good amount of information for sections	Student had information from ten sections.	%25
Student will give report that gives enough information supported by facts from sources.	Paper or oral report only gives an opinion with no facts or evidence of their findings.	Paper or oral report gives an opinion with one or two facts from sources to support their findings.	Paper or oral report gives an opinion with three to five facts to support their findings.	Paper gives an opinion with six or more pieces of evidences or facts to support their findings.	%25
Students will use time effectively	Student did not stay on task and did not complete whole assignment. Student had a lot of grammar and punctuation mistakes.	Student had to be reminded more than twice to stay on task. Student did not check grammar or have proper punctuation	Student stayed on task to complete assignment but did not check all of grammar or have proper punctuation.	Student stayed on task and completed assignment on time. Proper grammar and punctuation.	%25
Quiz	One to three questions answered correctly.	Four to six questions answered correctly.	Seven to nine questions answered correctly.	All answers correct.	%25
				Total Score	%100

Conclusion

After this research project you will have an understanding of how the California Nisenan Indians lived. You will be able to explain in writing or orally where they lived to include location and climate. You will be able to demonstrate to the class by writing, orally, or in drawings what the housing was like, how they hunted, what they ate, how they made food and clothing and what their tools were and how they were made. You will be able to tell the class about the language and say a few words in the Nisenan language (or have it written down do demonstrate on the board). It is important to learn about the California Nisenan Indians because they were a part of California history. You will be able to report back to your fellow classmates and tell them how current tribe members get together and have activities today.

Teacher Page

This website is about the California Nisenan Indians. This webquest will take approximately 5 days for oral presentation or 7 days to complete for report and give presentation . Day 1 will be reading the lesson and answering any questions.Day 2 Research websites and videos while taking notesDay 3 Research Websites and Videos while taking notesDay 4 Compare with another student on the same subject, start putting information together for presentationDay 5 Finish writing or typing presentation. Start drawings. (If oral report put information on index cards).Day 6 finish drawing pictures - Day 7 Give Presentation

Standards

Standards:

3rd Grade: Continuity and Change

Standard 3.1, 3.2

Credits

I would like to thank Linda Cassel for the opportunity to go on a fieldtrip to learn about the Nisenan Indians. Without the fieldtrip, I would have never known about the tribes existence.

I would also like to thank Mrs. Charlene Stone for giving me the opportunity to do this project to share my knowledge with others.

Other