

HUNT AND GATHER

READ AND COMPREHEND TEXT ON NATIVE AMERICAN RESOURCE USE, ANSWER QUESTIONS BASED ON TEXT

Fourth Grade NGSS DCI Addressed:

[ESS3.A](#) Natural Resources

HS.4.2.1, RI.4.2, W.4.8

Pre-Trip Information/Activities

[Native Americans of the Yokut tribe Video](#)

Materials:

- Six of each: pie tin, dice, laminated informational resource card
- Worksheets, clipboards, pencils

Objective:

- Learn about some of the food sources used for survival by local Native American tribes
- Interactive teamwork in small group format
- Each team is racing to complete all six resource stations and be able to answer questions about each one

Set Up:

- Choose six sites on the lawn area, scattered apart as far as possible. Each site will be a food station. At each station place a food card, one die, and a pan or plate for rolling the die.

Introduction:

The Mono and Yokut Native American people did not collect food, they gathered it. This is a distinction that is important to understand. "Gathering," according to Ron Goode, North Folk Mono, "implies respectfully taking only what you need and respectfully giving back what you take . . . collecting implies a more wanton, thoughtless hoarding, with no attention paid to the method used or quantity taken." By gathering respectfully our native people guaranteed future harvests which in turn guaranteed their own future. A sense of stewardship with the land was passed along to each new generation along with the sacred (and secret) gathering sites that were not to be disclosed except to chosen family or clan members.

The native people consider natural resources (water, food, wildlife, soil, etc.) to be cultural resources. "We refer to natural resources as cultural resources because we feel that everything has life or spirit, therefore is respected as such. When gathering foods, medicines or materials resources, we ask permission to gather. We voice or visualize the 'good' gathering will do, ask permission to gather only what we need and not over harvest."

- Source: Ron Goode, local Mono Tribal Chair

Activity:

- Explain to the students that they will work in small groups, traveling from resource to resource based on what number they roll on the dice.
- Each station gives information about a resource and how the Native Americans used it. Each small group is to write one small fact from the info sheet, roll the dice and travel to the designated station and repeat the process.
- If the group travels to a resource they have already been to, write down another small fact from that station, roll dice and move on.
- Once the group has visited all six stations (some more than once) they report to the activity leader.
- The activity leader will ask the students a series of questions covering all 6 resources. If the students can answer them they have won. If they reach a question they can not answer, they must return to that station to write down the answer and report back.

SALMON

Salmon was an important part of the native diet along the San Joaquin River. Each fall, when the salmon migrated up the river from the Pacific Ocean, tribal fishermen caught the fish with fishing spears. Indian women cooked it fresh or cut it into strips and sun dried the meat for winter food.



ACORNS

Acorns were the most important food crop for the Yokuts and Mono Indians. Gathering the acorns was women's work, although all the children helped with this task. The best gathering methods were learned from the elder members of the family, and each woman had a special tree or cluster of trees that she gathered from. Acorns were gathered in the fall, then sorted and dried for use later in the year.



BLACKBERRIES

Blackberries were gathered by the Yokuts and Monos from August through October. Some were eaten fresh and others were dried for use in the winter. Fresh berries were pounded to form cakes or mixed with dried meat and fat. Also, dried berries were added to acorn flour for added nutrition.



CATTAILS

Native Americans ate many parts of the cattail. Tender young stalks could be boiled and eaten fresh. Pollen from the cattails was gathered to make cakes and mush. The underground parts of the cattail were gathered in the summer, dried, and made into flour for small cakes.



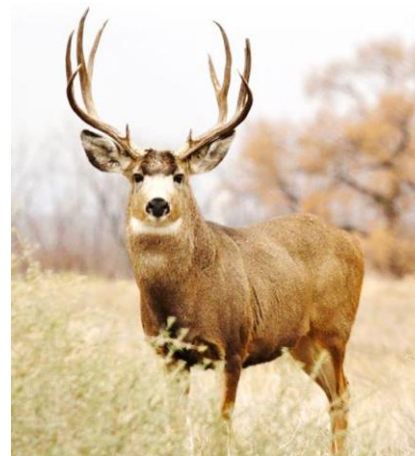
PINE NUTS

Pine Nuts were gathered from several different kinds of pine trees from spring through fall. The pine cones were heated and knocked with rocks to release the seeds. The seeds were then eaten raw or roasted, or made into a soup for babies.



DEER

Deer was an important source of meat for the native people. It is also important to remember that they used every bit of the animal to make items for household use, including the hide (for blankets), antlers (knives), and stomach (water bottle). Men hunted the deer with bows and arrows, although sometimes traps were used. Hunters would often wear a deer head and skin over their shoulders to hide themselves from the deer so they could get close enough to kill it.



INFORMATION PAGE

As your team visits each food source, read the information carefully and write down one small bit of information about each one.

1. **ACORN:**

2. **SALMON:**

3. **DEER:**

4. **PINE NUTS:**

5. **CATTAILS:**

6. **BLACKBERRIES:**

QUIZ SHEET

After a team has visited each food source and recorded information about each one, ask the team the following questions. If no one on the team can answer a question, send them back to the food source to discover the answer.

1. How did tribal fishermen catch salmon?
(answer: fishing spears)
2. Which tribe members were responsible for gathering acorns?
(answer: women and children)
3. What did Indians sometimes add to acorn flour for added nutrition?
(answer: dried blackberries)
4. What part of the cattail was gathered to make cakes and mush?
(answer: pollen)
5. What kind of nut was used to make soup for babies?
(answer: Pine Nuts)
6. How would deer hunters disguise themselves?
(answer: they would wear a deer head and skin over their shoulders).