



Growing, Gathering and Hunting Stories

STORIES ABOUT GROWING FOOD AND
HARVESTING TRADITIONAL FOODS



**USING NARRATIVE STORIES TO UNDERSTAND
TRADITIONAL ECOLOGICAL KNOWLEDGE IN THE
GREAT BASIN**

DR. TAMARA WALL, WESTERN REGIONAL CLIMATE CENTER, DRI
TAMARA.WALL@DRI.EDU

TRADITIONAL ECOLOGICAL KNOWLEDGE (TEK)

- * CULTURALLY
SENSITIVE
- * TRANSLATION TO
WESTERN-
CULTURAL
MANAGEMENT
PRACTICES





BISHOP PAIUTE TRIBE FOOD SOVEREIGNTY PROGRAM

SUPPORTING TRIBAL SOVEREIGNTY THROUGH HEALTHY EATING HABITS AND PROMOTING TRADITIONAL FOODS

GATHERING CULTURALLY SENSITIVE INFORMATION

- gathering stories before they are lost
- passing knowledge between generations
- barriers to healthy eating
- asking how knowledge should be communicated
- concerns related to traditional foods



STORY PROMPTS:

TELL ME ABOUT A TIME WHEN YOU WENT OUT WITH YOUR FAMILY/OR A GROUP AND COLLECTED OR HUNTED FOOD THAT WENT REALLY WELL OR WAS A MAJOR DISAPPOINTMENT...WHAT HAPPENED?

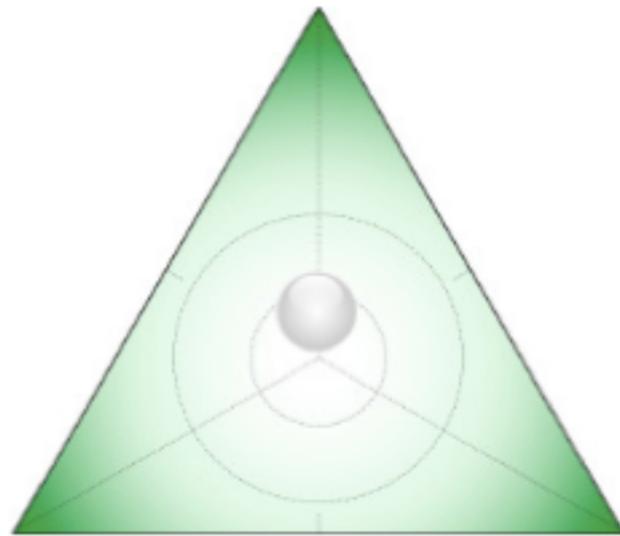
TELL ME ABOUT A TIME YOU REMEMBER WORKING IN A PARENT WHERE IT WAS REALLY SPECIAL OR FELT LIKE A CHORE. WHAT HAPPENED?



Please click inside the triangle and move the marker to where you think the story fits. If the triangle details don't relate to your experience, select N/A.

In this story, how did you learn about growing food or traditional foods/knowledge?

friends / neighbor



family member

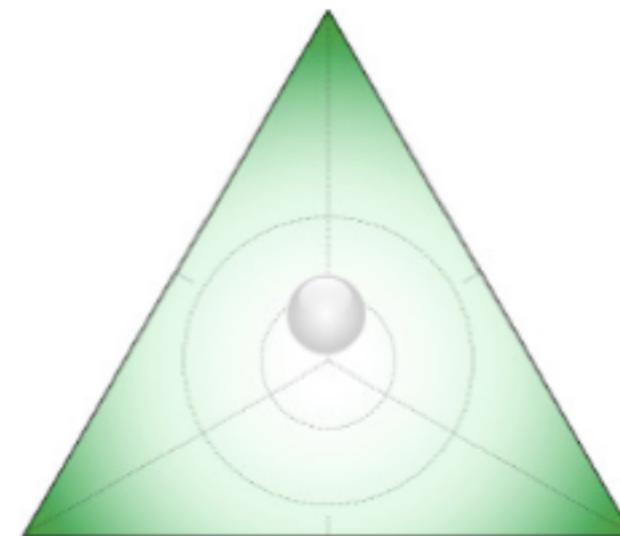
classroom

N/A



Thinking about this story, was it hard to gather, hunt or grow food because of . . .

no one to go with



lack of time

no good places

N/A



CONTEXTUALIZING NARRATIVES

LOOKING FOR PATTERNS

Please read each question below and drag the bubble on the slider to where it matches your story. If it doesn't relate to your experience, click N/A.

In this story, what was more important to achieve?

being self-sufficient



sharing knowledge

N/A

Thinking about this story, people gathered, hunted, or had gardens because...

they needed food



they enjoyed it

N/A

CONTEXTUALIZING NARRATIVES

END POINTS ARE SIMILAR IN TONE

What are the traditional foods that are important to you (check all that apply)

- Tuba (Pine Nuts – *Pinus monophylla*)
- Nipichi (Yerba Manza – *Anemopsis californica*)
- Tahida (Mule Deer – *Odocoileus hemionus*)
- Pugwi (Fish – any)
- Pehduzi (wild onion)
- Elderberry
- Buckberries
- Brine Shrimp
- None of the above
- Taboose (Nut Grass – *Cyperus esculentus*)
- Nahavita (Blue Dicks – *Dichelostemma capitatum*)
- Cuma (Jack Rabbit – *Lepus californicus*)
- Tanukah (California Quail – *Calipepla californica*)
- Piuhga (caterpillar)
- Wye (rice/wild grain)
- Ground Cherries
- Seeds past down from elders from family gardens

What tribe are you with? (select up to 3)

Walker River Paiute Tribe

INTERPRETATION AND ANALYSIS

DEMOGRAPHIC DATA

firstbloom

PLANT OF THE MONTH

Bishop Paiute Name: wiaapühiya
Scientific Name: Ribes cereum
Common Name: Wax Currant



Gooseberries, or currants, were widely collected during the summer months by the Great Basin tribes. These berries were usually cooked in small amounts of water. The berries were eaten fresh in June and July, or dried and stored for later use. Jelly was made when the berries were boiled with sugar. Have you ever tried wiaapühiya?

DATA COLLECTION APPROACHES

FIRST BLOOM, NASA STUDENTS, STORY CIRCLES, DIRECTED INTERVIEWS

TIMELINE

- * DATA COLLECTION CONTINUES THROUGH NOV. 30
- * SENSE MAKING WORKSHOP JANUARY?
- * FINAL REPORT AND EVALUATION OF METHOD



END-OF- PROJECT QUESTIONS

CAN THE RESULTS INFORM
MANAGEMENT DECISION
CONTEXTS?

DOES IT HELP THE BPT FOOD
SOVEREIGNTY PROGRAM WITH
PROGRAM DEVELOPMENT?

CAN THIS FRAMEWORK BE USED
IN OTHER TRIBAL COMMUNITIES?





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