

EDUCATOR'S GUIDE



HALL OF Eastern Woodlands Indians



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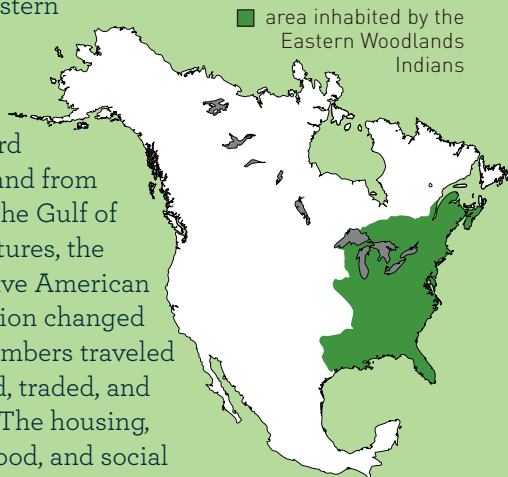
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ESSENTIAL Questions

Who are the people represented in the Hall of Eastern Woodlands Indians?

This hall portrays the lives of the Native Americans in the Woodlands of eastern North America during the time from the 17th century into the early 20th century. Environments ranged from **boreal** pine to temperate birch forests to warm swampland. The Eastern Woodlands Indians inhabited an area that ranged from the Atlantic seaboard to the Mississippi, and from the Great Lakes to the Gulf of Mexico. Like all cultures, the many different Native American societies in this region changed over time. Their members traveled widely, intermarried, traded, and sometimes warred. The housing, ways of obtaining food, and social organization of the Eastern Woodlands Indians differed, but their lifestyles had much in common. In parts of the Eastern Woodlands, aspects of cultures represented in the hall persist today.



What do objects in the hall tell us about how the Indians of the Eastern Woodlands lived?

The Eastern Woodlands Indians developed myriad ways of using natural resources year-round. Materials ranged from wood, vegetable fiber, and animal hides to copper, shells, stones, and bones. Most of the Eastern Woodlands Indians relied on agriculture, cultivating the “three sisters”—corn, beans, and squash. All made tools for hunting and fishing, like bows and arrows and traps, and developed specialized tools for tasks like making maple sugar and harvesting wild rice. All gathered wild greens, seeds, nuts, and fruit.

In addition to being hunters, fishermen, shellfish collectors, and **horticulturalists**, the native populations were also weavers, basket makers, carvers, and stoneworkers. Women tended the crops, made mats for housing, and reared the children. Men prepared the fields, made stone tools and canoes, and hunted. Other activities—basket-making, woodcarving, pottery-making, and fishing—were carried out by both sexes. Housing reflected available materials, climate, and social structure—a **wigwam** typically sheltered a single family, while a **longhouse** would shelter several

related families. Some groups used snowshoes and **toboggans** when wintering in isolated hunting camps; others used dogs to pull sleds, or traveled in canoes. Clothing, often richly decorated, also reflected available materials and climate. **Wampum** was used to record and commemorate specific important events.

Objects in the hall reflect changes that occurred with the arrival of Europeans in the 17th century. Native Americans adapted their traditional dress to incorporate manufactured fabrics, and began using European glass beads for decoration. Iron replaced wood or clay in many tools and household objects, including axe heads, spears, and pots, and the gun almost completely took the place of the bow and arrow. Eventually, Europeans claimed the land, forcing the Indians into restricted areas called reservations.

How do we study culture?

What we call “culture” is everything that makes up the way a group of people live. It includes their beliefs, values, and traditions. Cultural anthropologists are scientists who observe groups of people in the present or recent past in an effort to understand what it would be like to be part of that culture. They read about the people’s history and customs, study how they behave and interact with their environment, learn their languages, find out what they remember and have recorded, and examine the objects they made, used, and left behind. Cultural anthropologists assembled and contextualized the artifacts in this hall, which opened in 1966.

The Arrival of Europeans

When Spanish, French, Dutch, and British **colonists**, as well as African slaves, arrived in the Americas in the 16th and 17th century, they encountered societies as sophisticated and diverse as their own. The interaction took a devastating toll on the Native populations—a huge percentage of indigenous people died from a combination of violence, enslavement, and disease within 100 years of the arrival of Europeans. At the same time, relations between Europeans and Native Americans were extraordinarily complex. Certain groups entered into strategic military and trading alliances with the competing colonial powers, a very successful policy until the close of the “French and Indian Wars” in the 1760s. Many Europeans and Africans married into Native societies, and many northeastern Native people fought in the War of Independence. Processes of cultural exchange continue today.

MAP of the Hall

This hall portrays the material culture of the many groups of Native Americans who lived in the Woodlands of eastern North America from the 17th century into the early 20th century. Each section of the hall is organized around a theme. Although the objects within each section were used for similar purposes, they were collected from different cultural groups and represent various time periods. Each object has a label that identifies the group it came from.

The guided explorations below center on four major themes in the hall: housing, food, transportation, and clothing.

1. Housing

- 1a. Iroquois long house model
- 1b. Seminole, Creek, Ojibwa, and Natchez structures

2. Food

- 2a. Farming
- 2b. Gathering
- 2c. Fishing
- 2d. Hunting
- 2e. Cooking & Storage

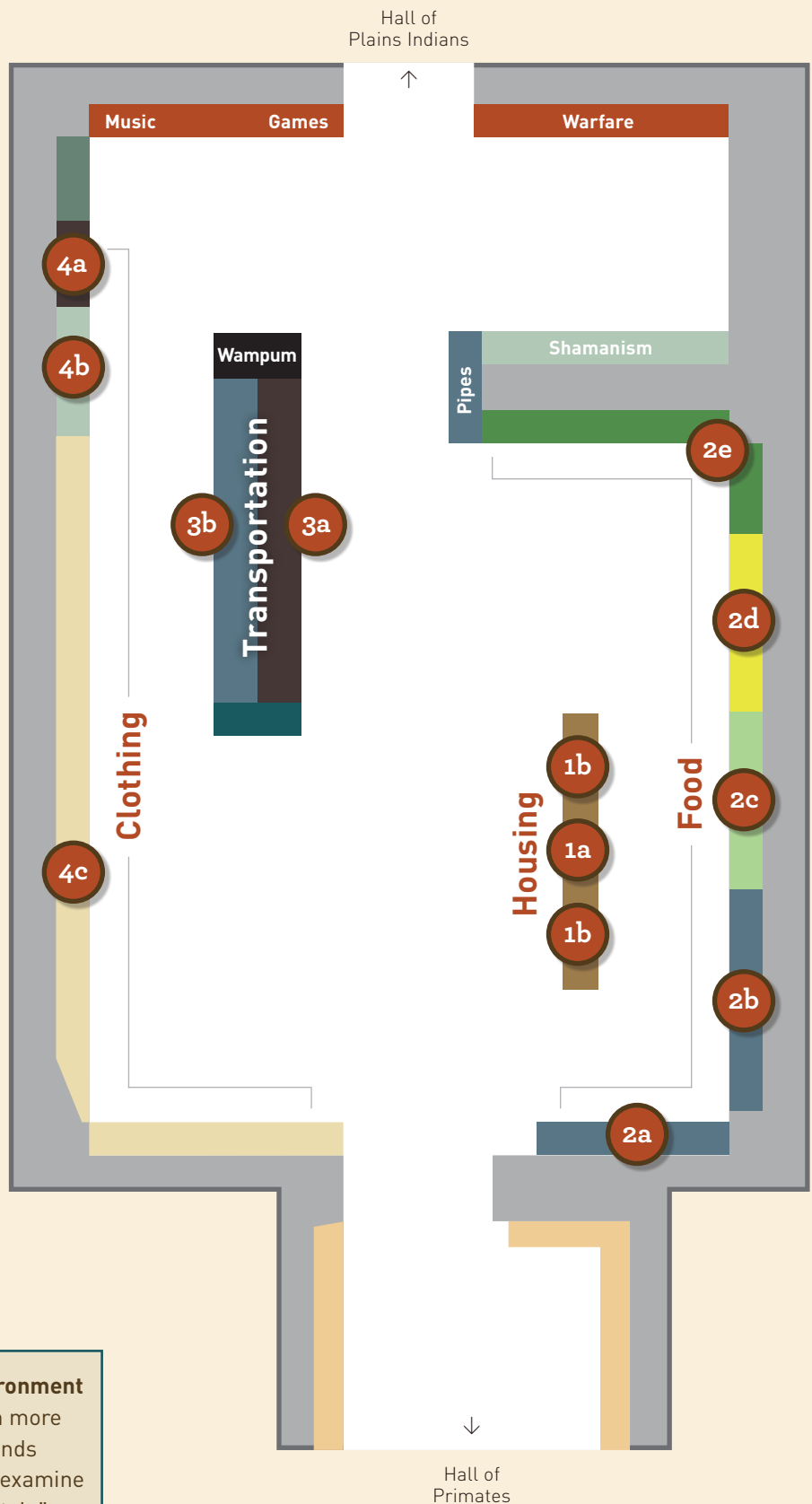
3. Transportation

- 3a. By Land
- 3b. By Water

4. Clothing

- 4a. Hides
- 4b. Textiles & Matting
- 4c. Clothing

Visit the **Warburg Hall of New York State Environment** and use the Teaching in the Hall insert to learn more about an environment that the Eastern Woodlands Indians inhabited. In particular, have students examine the "An October Afternoon Near Stissing Mountain" diorama (Stop 1) to look for birch trees like the ones that Native people used to build canoes.

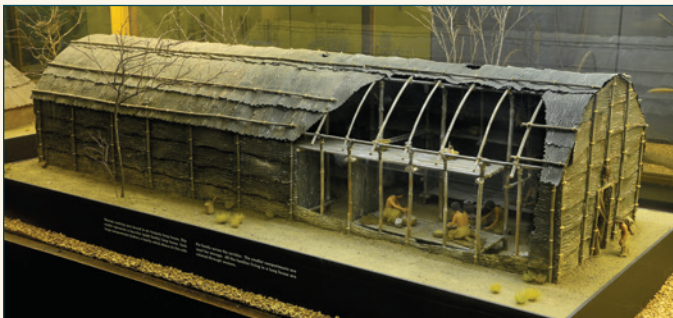


TEACHING in the Hall

1. Housing

The Eastern Woodlands Indians relied mainly on trees to make their homes, using trunks and branches to frame the buildings and bark for covering. They wove reeds into mats for walls and floors. This section contains five models of dwellings built by groups that lived in different climates. Sides and tops are cut away to reveal the interiors.

1a. Iroquois (Haudenosaunee) longhouse model: The Iroquois lived in longhouses—very large buildings made of young trees covered with slabs of tree bark, usually elm. Several related families lived in each longhouse, and shared food, household chores, and childcare. Two families shared each fire. Have students count the smoke holes in the roof to determine how many families lived in this model longhouse (*four smoke holes = eight families*). Have students look inside the structure to see which areas were used for cooking and for storage.



This model represents a four-fire (eight-family) longhouse.

1b. Seminole, Creek, Ojibwa (Anishinaabe), and Natchez structures: Buildings reflect the climates for which they were constructed. Have students look closely at how these structures are built, what they're made of, and the surrounding environment for clues about the local climate. Also have students observe what the people in and around the houses are doing.

2. Food

The Eastern Woodlands Indians depended on farming, hunting, fishing, and gathering wild plants. Some groups, like the Iroquois, farmed much of their food. Those living in colder climates where farming is harder, like the Penobscot, relied more heavily on hunting, fishing, and gathering. This section contains paintings and models of the processes of farming, hunting, and gathering, as well as examples of the tools that were used.

2a. Farming: The main domesticated crops were the “three sisters”—corn, beans, and squash—which were planted together. This exhibit, which consists of three paintings, a model, and objects, shows Iroquois and Cherokee techniques for planting and harvesting corn. First (starting from right to left) ask students to look closely at the three paintings, which show preparing the land (killing the trees by stripping bark), planting, and harvesting. Have students identify the “three sisters” in the last painting (*corn has a long stalk, bean vines are growing up the corn stalks, and squash grows between the rows of corn*). Next have them examine the model and the caption above it to follow the steps involved in turning corn into cornmeal. Then, have them look at the related tools and labels.



Planting different crops together can increase productivity by improving pest control, providing habitat for beneficial species, and enriching the soil for one another. These three foods also provide better nutrition when eaten together.

2b. Gathering: The Indians of the Eastern Woodlands used hundreds of plant species for food, medicine, and raw materials. Where available, wild rice and maple sugar were dietary staples. Have students look at the pictures that illustrate how the Menomini harvested rice and how the Ojibwa gathered maple sap to make syrup.

2c. Fishing: For people who lived near water, fish were an important food source all year long. Some of the catch was dried, to be eaten later in the year. Have students examine the fishing tools in this case, which include hook and line, bow and arrow, nets, traps, and spears.



Cree fishhook and line

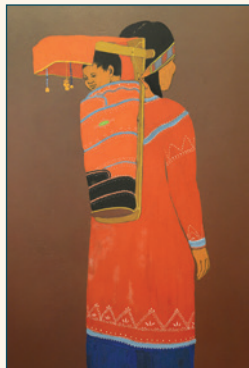
2d. Hunting & Trapping: The Eastern Woodlands Indians developed many tools and techniques for hunting and trapping wild game. First draw students' attention to the model of a trap and have them observe how it's suited for catching grouse. Next, ask them to examine the four paintings of traps and imagine how they would be used to catch bear, rabbit, lynx, and marten. Students can examine other objects such as blowguns and bows and arrows, and consider how these were used.

2e. Cooking & Storage: The Eastern Woodlands Indians used the materials available to them—wood, grasses, bark, and iron after the arrival of Europeans—to make utensils for daily life. Ask students to compare and contrast the cooking methods depicted in these two paintings. In one, a Cree woman uses hot stones to heat food in a wooden bowl. In another, a Penobscot woman boils food in a bark basket directly on the fire.

3. Transportation

These two back-to-back exhibit cases show some ways the Indians of the Eastern Woodlands transported themselves and their possessions.

3a. By Land: Depending on the season and the terrain, they used snowshoes, toboggans, baskets, **burden frames**, cradleboards, and **burden strap**—as well as horses, after European settlers brought them to North America. Have students compare devices for carrying infants to those in use today. Then have them look at the devices designed for travel across snow and discuss how they worked.



board cradle

3b. By Water: The birchbark canoe was one of many types of canoe used in the Eastern Woodlands. This canoe was built to traverse the many rivers and lakes of the heavily wooded northern part of the region. Built from wood and bark, it was light enough to be carried between streams; it could travel across water only a few inches deep; and the largest canoes could hold two to three tons of cargo. First have students look at the paintings that depict the traditional canoe-making process. Then have them examine the finished canoe on display, and look for evidence that it was made after contact with Europeans (*it contains iron nails, which were manufactured by the Europeans*).

4. Clothing

The Eastern Woodlands Indians dressed mainly in clothing made from animal hides that were softened, tanned, and sewn. Their basic wardrobe consisted of soft-soled moccasins, leggings, and a long-sleeved shirt or coat, over which women wore long skirts and men wore **breechclouts** and short kilts. Long robes kept people warm in the winter. These three stops begin from right to left.

4a. Hides: Most animal hides were made into clothes, pouches, and bags. Have students look at the model that shows how the Yuchi people prepared hides, and examine the tools they used.



model of Yuchi people making hides

4b. Textiles & Matting: Across the Eastern Woodlands, women used plant fibers and materials to make bags, burden straps, nets, and mats. After European contact, they augmented these native materials with wool and cotton. Have students look at the model of the Fox (Meskwaki) people making a fiber mat and identify the steps involved in making a mat from basswood bark. Then have them look at the various tools and examples of different textile designs and techniques on display in this case.

4c. Clothing: After the Europeans introduced manufactured cloth, it was often substituted for animal hides in clothing. Glass beads obtained from Europeans generally replaced the dyed porcupine quills and moose hair used for decoration in pre-colonial times. Have student look at the garments and discuss what materials they're made of.

Tips for Exploring Other Sections

Students can explore the physical objects in other sections of the hall: **Music, Games, Warfare, Shamanism, Pipes**. Ask them to identify what materials the items on display were made of, and to imagine how the Eastern Woodlands Indians might have used them in everyday life.

In the **Wampum** section, students can examine these beads made of seashells, which were made by the Indians of the northeastern part of the Eastern Woodlands. Typically woven into belts or strings, wampum recorded speech, guaranteed agreements, and came to be used as currency. Important events like treaties, alliances, marriage, and condolence ceremonies were woven into wampum belts. Wampum was also used in marriage proposals, to ransom captives, and to express condolence at death. Have students examine the wampum belts on display and read about the messages they convey.

Come Prepared Checklist

- Plan your visit.** For information about reservations, transportation, and lunchrooms, visit amnh.org/plan-your-visit/school-or-camp-group-visit.
- Read the Essential Questions** to see how themes in the hall connect to your curriculum.
- Review the Teaching in the Hall** section for an advance look at what your class will encounter.
- Download activities and student worksheets** at amnh.org/eastern-woodlands-indians/educators. They are designed for use before, during, and after your visit.
- Decide how your class will explore the hall:**
 - You and your chaperones can facilitate the visit using the Teaching in the Hall section.
 - Students can use the worksheets and/or maps to explore the hall on their own or in small groups.

Correlation to Standards

Connection to the National Curriculum Standards for Social Studies Themes

Theme 1: CULTURE

Human beings create, learn, share, and adapt to culture.

Theme 2: TIME, CONTINUITY, AND CHANGE

Studying the past makes it possible for us to understand the human story across time.

Theme 3: PEOPLE, PLACES, AND ENVIRONMENTS

The study of people, places, and environments enables us to understand the relationship between human populations and the physical world.

Classroom and Museum visit activities, available online, are correlated to **Common Core State Standards** and **New York State Social Studies Standards**.

Glossary

boreal: northern, characterized by evergreen forests

breechclout: a strip of bark, cloth, or leather passed between the thighs and secured by a belt around the waist

burden frame: a wooden frame for carrying heavy loads

burden strap: a woven strap worn across the forehead, for carrying heavy loads

colonist: a person who leaves their native country to settle in a new place

horticulture: the cultivation of land for food

tapping maple trees and collecting sap



longhouse: a very large building made of young trees covered with sheets of tree bark, usually elm. Today, longhouses are used for religious ceremonies.

toboggan*: a long, narrow, flat-bottomed sled made of a thin board curved upward and backward at the front, used for sliding over snow or ice.

wampum*: beads of polished shell strung in strands, belts, and sashes, for trade, ceremonies, and decoration



Algonquian wampum belt

wigwam*: small, often dome-shaped houses made of a wood pole framework covered with elm or birch bark, or woven and sewn mats of cattails. Larger wigwams housed several related families, while smaller ones held only one.

* These three words come from the language of the Massachusetts, an eastern Algonquian group.

CREDITS

Support for this Educator's Guide is provided by the Dyson Foundation.

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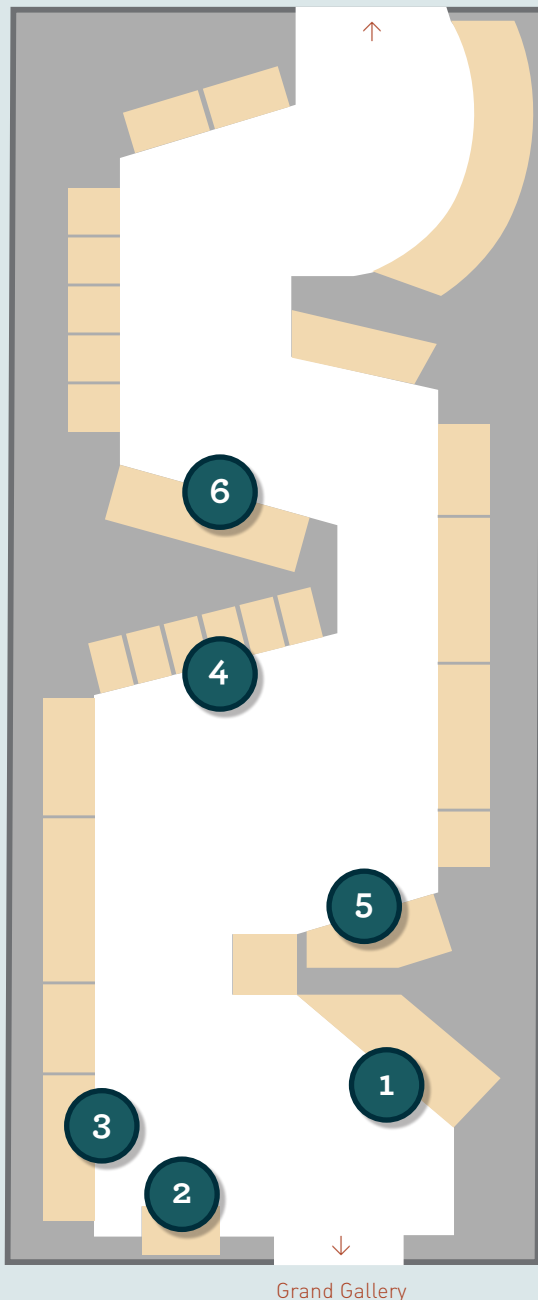


Warburg Hall of New York State Environment

TEACHING in the Hall

This hall uses a particular area—the village of Pine Plains and Stissing Mountain in Dutchess County—as a case study to explore the environment of New York State. This area contains mountains, lakes, forests, and farmland. The following exhibits will help you and your students identify and explore patterns and interactions between abiotic (rocks, water, seasons) and biotic factors (plants, animals).

Hall of North American Forests



Before Your Visit: Have students find a satellite image of Pine Plains online to explore its current geographic features and to figure out its distance from your school.

1. “An October Afternoon Near Stissing Mountain” diorama: This scene introduces students to the region’s geology and ecology, which they will be investigating throughout the hall. Ask students to imagine they’re “on location,” and to identify all the living and nonliving things they see (e.g. *birds, mammals, insects, grass, woodland, lake, mountain*).



2. “A Bird’s Eye View of Stissing Mountain and the Valley of Pine” map: This aerial map shows the area in the 1950s, when the hall was constructed. Have students identify some of the region’s geographic features, such as mountains, lakes, forests, and farmland (point out that there’s no farmland on the mountain). Then invite students to consider what this place might look like today (e.g. *fewer farms, more forests, more towns, more roads*) and in the future.



Support for this Educator’s Guide is provided by the Dyson Foundation.

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 AMERICAN MUSEUM OF NATURAL HISTORY

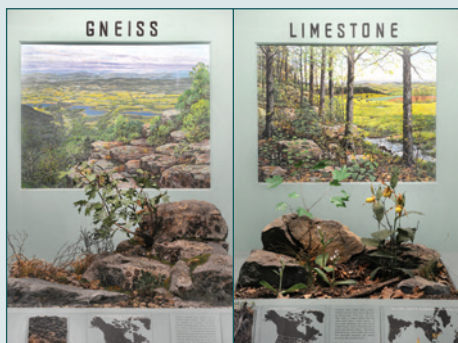
Warburg Hall of New York State Environment

TEACHING in the Hall

3. “Geological History and Structure” exhibit: The cross section at the top illustrates the different kinds of rocks that underlie this region, with corresponding rock specimens displayed below. Tell students that this cross section shows an area much larger than the aerial map they just saw, and ask them to locate Stissing Mountain. Have students share observations about the types of vegetation that grow on the mountain (*forests*) and its surrounding valleys (*crops or pastures*). Then, have them use the chart on the left wall to identify the types of rock that make up the mountain (*Gn = gneiss*) and the valleys (*C-Ow = limestone*), and observe those specimens on display. Point out to students that gneiss is a type of metamorphic rock (formed from other rocks that are changed by heat and pressure underground), and limestone is a type of sedimentary rock (formed from accumulation of sediments such as sand, silt, dead plants, and animal skeletons). Tell them that in the next exhibit, they will explore why farmland is located in the valleys and not on the mountain.



4. “Relation of Plants to Geology and Soil” exhibit: The first two display cases show landscapes shaped by gneiss, which makes up Stissing Mountain, and limestone, which underlies the surrounding valley. To help students explore how the type of rock affects the composition of soil and influences which plants grow where, have them examine the two cases for information about why farmers farm in the valleys and not on the mountain. (*Gneiss weathers into a thin layer of nutrient-poor soil that*



is not suitable for farmland. Limestone weathers into a loose layer of nutrient-rich soil that is excellent for crop growth and pastures.)

5. “Life in the Soil” exhibit: These four display cases explore how animals in two different locations depend on the soil below ground, where the temperature is more constant than on the surface. First, have students examine the two “edge of woodland” cases to compare the animal life during different seasons, winter and spring (*e.g. the chipmunk spends part of the winter hibernating in its nest below the frost line; it emerges above ground in the spring to forage for food while its young stay inside the burrow*). Then, have them look for similar patterns in the “farmer’s lawn” cases (*e.g. the toad overwinters below ground; it is more active above ground in the spring*).



6. “From Field to Lake” diorama: This diorama shows ecosystems transitioning from field to forest to lake, along with a glimpse of what’s underground and underwater. Have students identify the different ecosystems, and then look for examples of interaction between organisms. For example, animals are taking care of offspring (*e.g. Brown Bullhead Catfish in pond*), feeding on plants (*e.g. Common Sulphur Butterfly feeding on flower in field*) or other animals (*e.g. Common Box Turtle catching beetle*), and collecting resources to make shelter (*e.g. Muskrats using cattails*). Also, have students look for evidence of human activity (*e.g. domesticated cattle feeding on land cleared by a farmer for pasture*).



Back in the Classroom: This case study within Dutchess County is just one example of how all plants and animals, including humans, rely on the environment around them. Encourage students to think about and investigate the interactions between living things and the environment where they live.

Science & Literacy Activity

ACTIVITY OVERVIEW

This activity, which is aligned to the Common Core State Standards (CCSS) for English Language Arts and the New York State Social Studies Elementary Standards, introduces students to the culture of Eastern Woodlands Indians before European colonization.

This activity has three components:

- BEFORE YOUR VISIT**, students will read a content-rich article about the Lenape and their ways of life. This article will provide context for the visit, and also help them complete the post-visit writing task.
- AT THE MUSEUM**, students will read and engage with additional texts (including printed text, illustrations, and models). This information will help them complete the post-visit writing task.
- BACK IN THE CLASSROOM**, students will draw on the first two components of the activity to complete a CCSS-aligned explanatory writing task about what they have learned from the reading and during the Museum visit.

Materials in this packet include:

For Teachers

- Activity overview (p. 1-2)
- Pre-reading Activity: Analyzing and Discussing Illustrations (p. 3-8)
- Article (teacher version): "A Year in a Lenape Indian Village" (p. 9-14)
- Answers to student worksheet (p. 15-17)
- Assessment rubric for student writing task (p. 18)

For Students

- Article (student version): "A Year in a Lenape Indian Village" (p. 19-23)
- Student worksheet for the Hall of Eastern Woodlands Indians visit (p. 24-26)
- Student writing task, writing sheets, and rubric (p. 27-31)

1. BEFORE YOUR VISIT

Students will read a content-rich article about the culture of the Lenape. This article will provide context for the visit, and help them complete the post-visit writing task.

Preparation

- Familiarize yourself with the student writing task (p. 27) and rubric (p. 31).
- Familiarize yourself with the teacher version of the article (p. 9-14), and plan how to facilitate the students' reading of the article.

Instructions

- Explain the goal: to complete a writing task about how the Eastern Woodlands Indians used the resources that were available in their environment to meet their needs. You may want to read through the writing task with students at this point.
- Tell students that they will need to read an article before visiting the Museum, and read additional texts during the visit.
- Engage students in the content using the illustrations and a facilitated discussion (p. 3-8).
- Distribute, read, and discuss the article, using the teacher notes to facilitate.

Common Core State Standards

RI.K.1: With prompting and support, ask and answer questions about key details in a text.

RI.K.2: With prompting and support, identify the main topic and retell key details of a text.

W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

New York State Social Studies Elementary Standards

Standard 3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.

- **Key Idea 3.1:** Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography).

2. DURING YOUR VISIT

At the Museum, students will read and engage with additional texts (including printed text, illustrations, and models). The information they'll gather from these multiple sources will help them complete the post-visit writing task.

Preparation

- Review the Educator's Guide to see how themes in the hall connect to your curriculum and to get an advance look at what your students will encounter. (Guide is downloadable at amnh.org/eastern-woodlands-indians/educators)
- Familiarize yourself with the student worksheet (p. 24-26), paying particular attention to facilitation notes on the answer key to student worksheets (p. 15-17) and the map of the hall in the Educator's Guide.

Instructions

- Explain the goal of the Museum visit: to read and engage with texts (including printed text, illustrations, and models), and to gather information to help them complete the post-visit writing task.
- Distribute and review the worksheet and map. Clarify what information students should collect, and where.

Additional Suggestions for Facilitating the Museum Visit

- Have students explore the hall in pairs, with each student completing his or her own student worksheet.
- Provide support for students based on the notes in the student worksheet answer key (p. 15-17).
- Encourage student pairs to ask you or their peers for help locating information. Tell students they may not share answers with other pairs, but may point each other to places where answers can be found.
- For those who may have trouble taking notes in the exhibition, teachers and chaperones may use the included worksheets to transcribe students' observations. Teachers and chaperones may also take photos for students to refer to back in the classroom.

3. BACK IN THE CLASSROOM

Students will use what they have learned from the pre-visit article and at the Museum to complete a CCSS-aligned explanatory writing task about how the Eastern Woodlands Indians used the resources that were available in their environment to meet their needs.

Preparation

- Plan how you will explain the student writing task and rubric (p. 27-31) to students.

Instructions

- Distribute the student writing task and rubric. Explain that they will use it while composing, and also to evaluate and revise what they have written.

Suggestions for Facilitating Writing Task

- Before they begin to write, have students use the writing task to frame a discussion around the information that they gathered at the Museum. They can work in pairs, small groups, or as a class, and can compare their findings.
- Referring to the writing task, have students underline or highlight all relevant passages and information from the article and from the notes taken at the Museum.
- Students should write their essays individually.

Supports for Diverse Learners

This resource has been designed to engage all learners with the principles of Universal Design for Learning in mind. It represents information in multiple ways and offers multiple ways for your students to engage with content as they read about, discuss, view, and write about scientific concepts. Different parts of the experience (e.g. reading texts, or locating information in the Museum) may challenge individual students. However, the arc of learning is designed to offer varied opportunities to learn. We suggest that all learners experience each activity, even if challenging. If any students have an Individualized Education Program (IEP), consult it for additional accommodations or modifications.

Alternate Version of Article

Another version of the same article with a lower lexile level is available for download at amnh.org/eastern-woodlands-indians/educators. You can use this same activity with that article.

PRE-READING ACTIVITY

ANALYZING AND DISCUSSING ILLUSTRATIONS

Standard: CCSS.ELA-LITERACY.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Overview: Viewing and analyzing images is a way to generate student interest in a topic prior to reading about that topic. Additionally, students' thoughts and questions about the illustrations will activate their thinking about the ideas and themes they will encounter in the text.

Instructions

- Begin by inviting the **entire class** to examine each illustration. Use some of the prompts or sentence starters below to facilitate a class discussion about each illustration.
- Then, **divide the class** into four groups and assign an illustration to each group. Have students use the prompts to have a small group discussion. Afterwards, invite students to share out some of their thoughts about the illustrations.

Open-Ended Prompts

- What do you notice? Describe what you see...
- What do you wonder?
- What do you think is happening in the illustration based on what you have noticed?

Prompts with Scaffolding

Who:

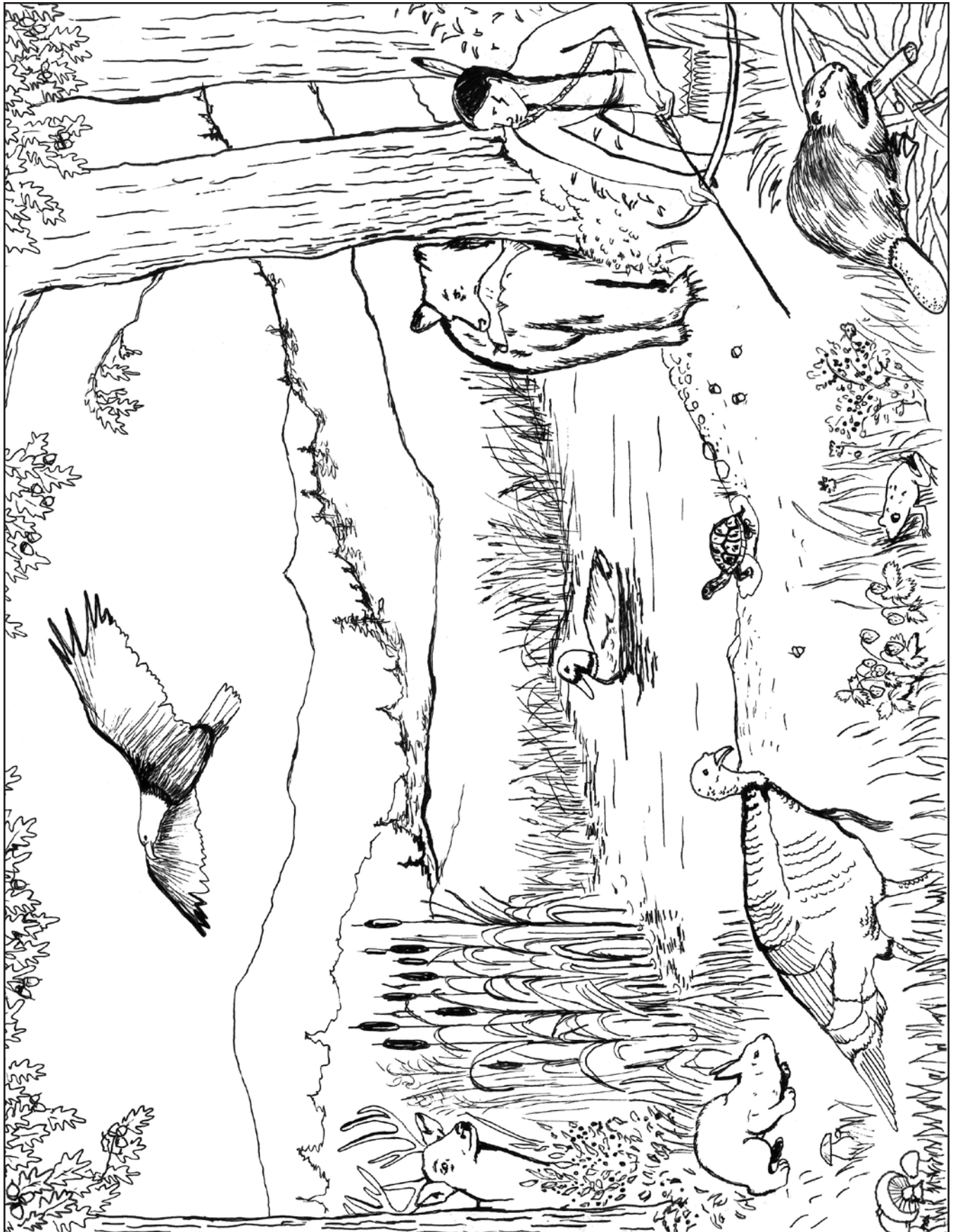
- What do you notice about individuals in the illustration?
- What does that make you think?

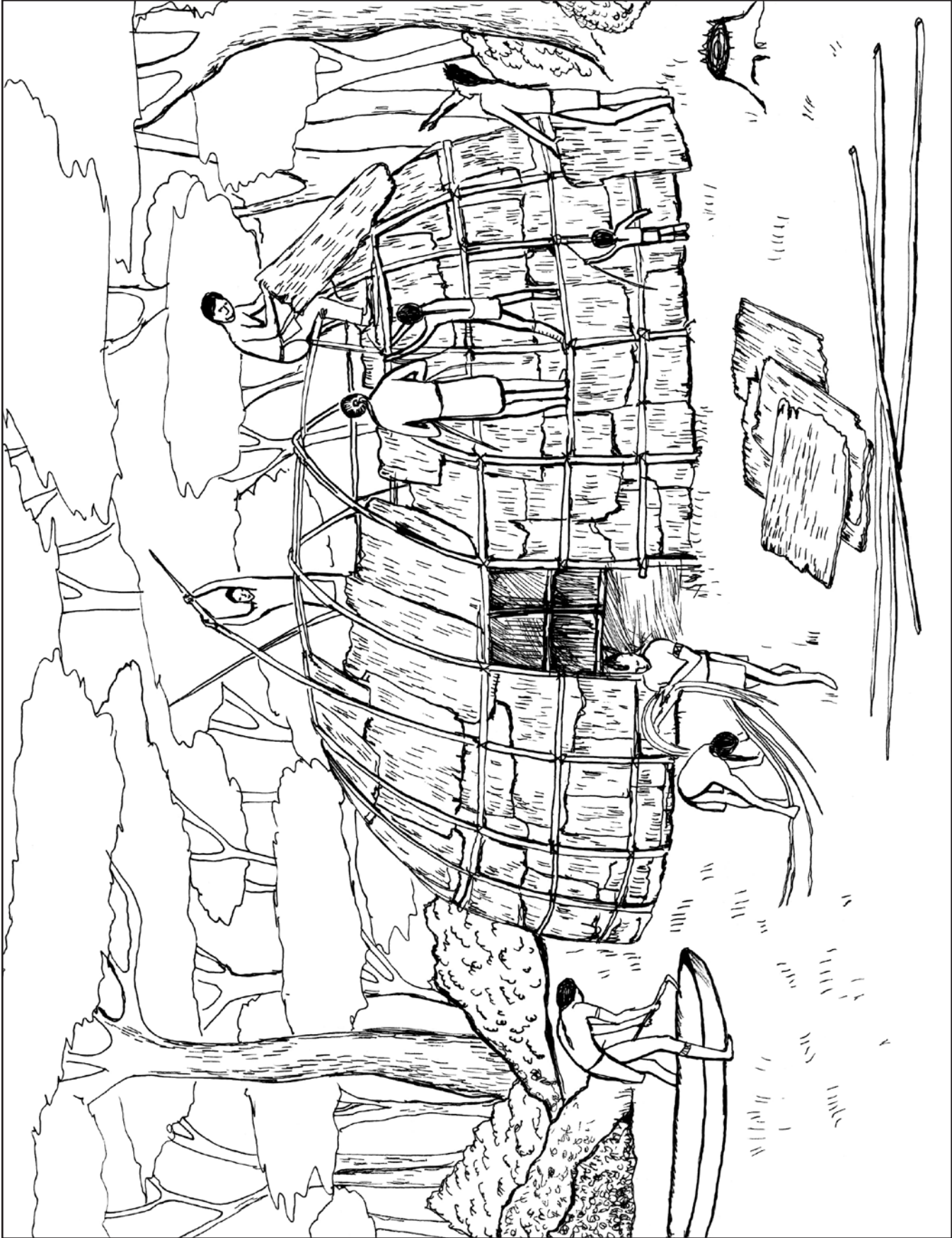
What:

- What actions do you notice are happening in the illustration?
- What does that make you think?

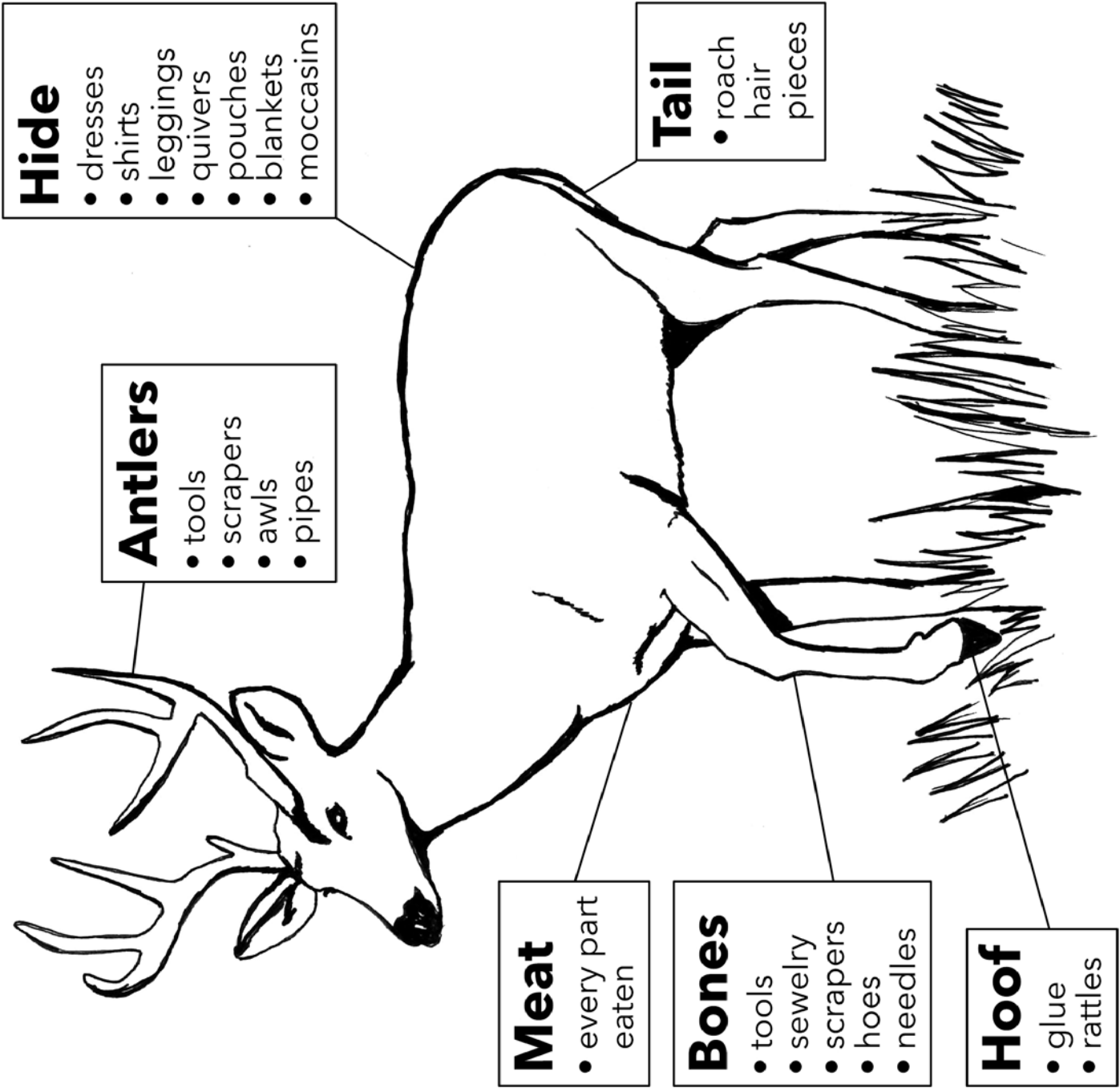
Sentence Starters

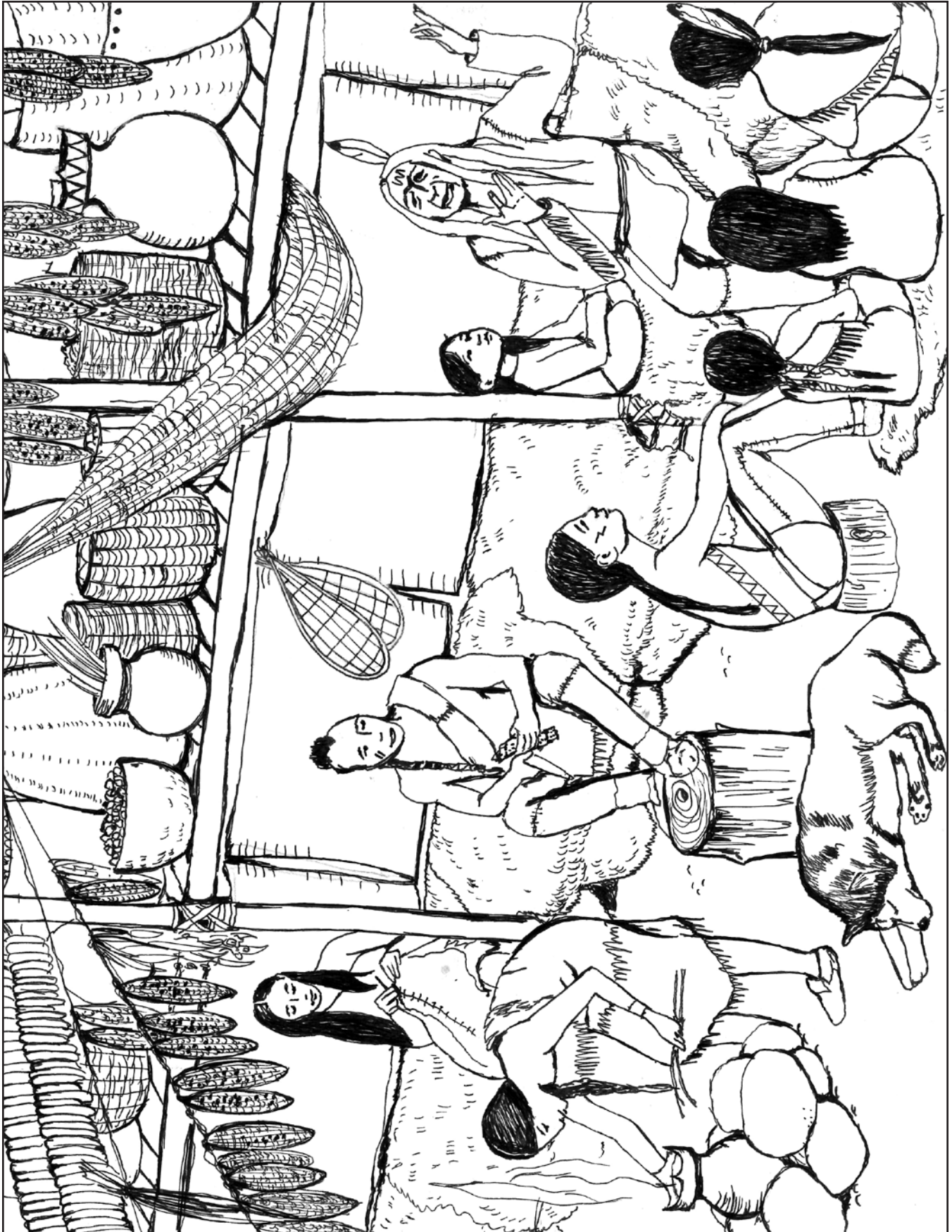
- I see...
- I notice...
- That makes me think...
- I wonder...











ARTICLE: TEACHER VERSION

About this Article

Lexile: 590

Wordcount: 794

Text Complexity: The Lexile level for this text falls at the middle of the 2-3 CCSS grade complexity band. This text is suitable as a read aloud for students in grades K-2. Kindergarten teachers should use their professional judgement and knowledge of students' independent reading levels regarding assigning this text for independent reading.

Note for Teachers: You might opt to scribe notes on a whiteboard or smartboard as you read the text, inviting students to contribute.

Key for Teacher Notes

- **Green text**
specific strategies
- Regular text
instructions for teachers
- *Italicized text*
teacher's instructions to students

STUDENT READING

A Year in a Lenape Indian Village

Native Americans have lived in North America for thousands of years. They were here long before the Pilgrims came to America. There were many groups of Native Americans. They lived all over America. They lived in deserts and on grassy plains. In the eastern part of America, they lived in forests, mountains, and by the sea. One group that lived in the east was called the Lenape (“Leh-NAH-pay”) Indians. They lived around where New York, New Jersey, Delaware, and Pennsylvania are today.

The Lenape used natural resources in their daily lives. Everything they made came from nature: their homes, their clothes, and their art. For food, they hunted, farmed, and fished. Their environment changed every season, so their daily life did too. Let’s go back in time and read about how life in a Lenape village changed over the year.



The Lenape’s way of life is closely connected to the environment.

Think-Pair-Share: If you have a map posted in the classroom (the map should show states and natural features), after reading this first paragraph, invite student volunteers to point out on the map where in the present-day United States the Lenape lived (using the states to identify the area). Coach students as needed.

You may want to ask students to think about what they know about the seasons in this area). Students may point out that in the Northeast there are four seasons, and that weather changes dramatically from one season to the next. Coach students as needed.

Another option is to ask students to identify natural features of the area that are named in the text (“forests, mountains... the sea”) and locate these areas on the map. Give students a moment to envision what this part of the country may have looked like hundreds of years ago (before modern times). You might use **turn and talk** and a brief **whole class discussion** to encourage students to share their thinking.

Think-Pair-Share: *What is this paragraph teaching us about the way the Lenape lived?* Listen in to students’ conversations and invite them to share out. It is important for students to see that the Lenape made all of the items they needed in their daily lives using natural resources from their environment. You may invite students to find the parts in this paragraph that best express how important their environment was to the Lenape.

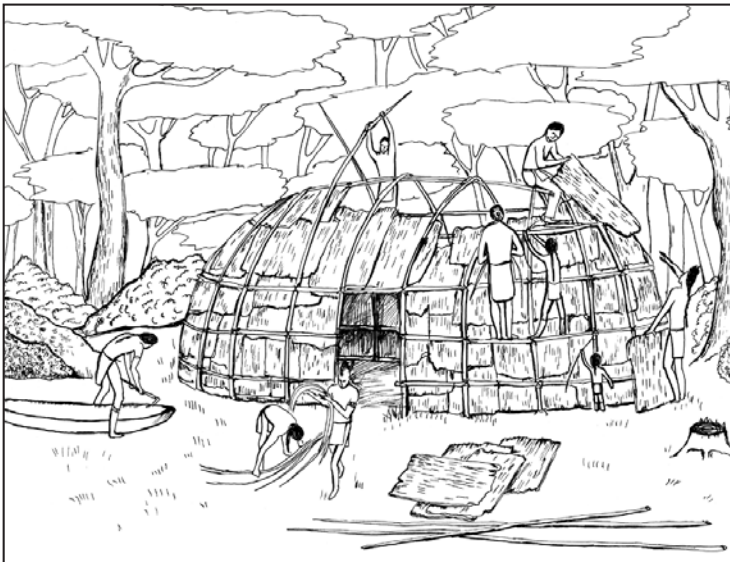
Tell students that in the rest of the article, and in the hall they will visit at the Museum, they will learn more about how the Lenape used natural resources in their environment in their daily lives. Explain that this is their purpose for reading this text. Preview the text, inviting students to notice that there is a section about each season. You may want to have the article on the smartboard or document camera so that you can invite students to refer to specific parts of the text. Instruct students to listen and read along very closely, as you will be stopping to ask what they are learning about how the Lenape used the natural resources of their environment for two major necessities: food and shelter.

Spring

The Lenape spend most of the winter in their warm homes. When the snow melts, there is a lot to do. It is time to get ready for the year ahead!

Spring is the best time for fishing. The fish swim up the river and the Lenape catch them in big nets. They eat the fish right away, but they save some too. These fish are dried in the sun or smoked over a fire. This keeps the food safe to eat later.

The Lenape use things from nature to make their fishing tools. They weave plants into nets. They carve deer antlers into spears. They also dig out big logs to make canoes.



The Lenape use wood and tree bark to build longhouses and canoes.

Along the coast, people catch fish and shellfish. They also search for tiny clam shells. These shells are carved into beads. Sometimes they trade beads for other goods. Or they make beaded belts called wampum.

As summer nears, the air fills with the sound of chopping wood and the smell of smoke. The Lenape are getting the soil ready to plant their yearly crops. The men clear the fields of trees and other plants. Then the women plant the seeds.

Sometimes men and women have different jobs. In the village, women and children make pottery and clothes. They also pick foods from the forest. The men and boys go hunting. Sometimes they catch a bear as it is waking up from its long winter sleep!

At the end of spring, the Lenape prepare to plant crops. First, the men chop down trees and plants to clear a field. Then the women plant seeds.

The Lenape plant three main crops every year: corn, beans, and squash. These crops are called the “three sisters.” They are planted together because they help each other grow. They also give the Lenape healthy food to eat. The plants grow tall in the summer sun. ●.....

Ask students to recall any examples of the Lenape using natural resources for food and/or shelter from the section on “Spring” that they just read. You may want to have the article on the smartboard or document camera so that you can invite students to refer to specific parts of the text.



The Lenape often plant corn, beans, and squash together. These three plants, known as the “three sisters,” help each other grow.

Summer

Women and girls take care of the crops in the sunny fields. They also pick berries, nuts, and other wild foods in the forest. Men and boys spend the summer fishing, hunting, and trading with other tribes.

At the end of the summer, some of the crops are ready to harvest. The Lenape pick ears of corn, bean pods, and squash.

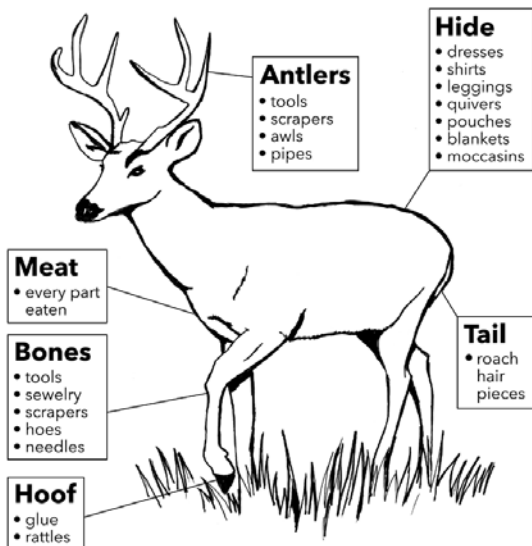
Autumn

The days are cooler in the fall. Women and children pick the last foods from the crops. They fill their baskets with squash, corn, and beans. But the Lenape don't eat all of it. They save some for winter. They hang corn and squash to dry. They bury bags of beans in deep holes.

In the forest, the leaves turn red and yellow. Men and boys hunt in big groups. This way they can catch lots of animals! They hunt big animals with bows and arrows. They set traps to catch small animals and birds.

They use every part of the animal. They eat the meat from animals like deer and rabbits.

They use the fur for clothes. They make shoes from animal skins and tools from bones. They hunt geese for food and feathers.



Think-Pair-Share: We learned in the earlier section that in the spring, the Lenape caught a lot of fish and also planted crops ("the three sisters": corn, beans, and squash). What more have we learned about how the Lenape used the resources of their environment for food to sustain them from the sections on "Summer" and "Autumn"? Be sure to have the article visible (on a screen or in the form of copies). Listen in to students' conversations and invite students to share out. You might start publicly charting a list (see below):

SAMPLE CHART

How the Lenape's Environment Provided Food:

- They caught fish from the river.
 - They ate some right away and saved some for winter.
 - They made boats and fishing tools from natural resources.
- They picked wild foods from the forest.
- They planted crops.
 - They planted "three sisters": beans, corn, and squash.
 - They dried some to save for winter.
- They hunted.
 - They used bows and arrows.
 - They set traps.
- They cooked in clay pots and ate on wooden dishes.

Winter

When winter comes, snow falls on the village. The Lenape spend the cold days close to home. Their homes are made of wood poles and bark. Wigwams are small and round. Longhouses are big enough for several families.

Inside, they cook the food they stored over the year. If they need more, they hunt deer and other animals. They spend time together. They tell stories. They sing and dance.

Everything in their homes is made from nature. They cook in clay pots and eat on wooden dishes. The children play with cornhusk dolls. They make music with drums made of wood and skins. At night, they sleep under warm animal skins and furs.



The Lenape live in longhouses. These large buildings are made of wood from young trees and tree bark. Everything inside is also made from natural resources.

Through the Seasons

All year long, the lives of the Lenape Indians are linked to the land, the wildlife, and the weather. They use plants and animals for their homes, their food, and their clothes. They also use natural resources in their art and music. As the seasons change, their daily life changes too.

Think-Pair-Share: What have we learned about how the Lenape used their environment to help provide shelter? Be sure to have the article visible (on a screen or in the form of copies). Listen in to students' conversations and invite students to share out. You might want to start charting a list (see below):

SAMPLE CHART

How the Lenape's Environment Provided Shelter:

- They made their homes out of wood and bark.
 - ° Wigwams are small and round.
 - ° Longhouses are big enough for several families.
 - ° At night, they sleep under warm animal skins and furs.

Think-Pair-Share: What do you think about the Lenape's way of life? How is it different from or similar to life in the present-day Northeast (New York, New Jersey, Delaware, and Pennsylvania) where the Lenape lived long ago?

(Alternate Option: Have students construct a written response to this prompt as a formative assessment).

Illustrations: ©AMNH/Agnieszka Pierwola

STUDENT WORKSHEET

Name ANSWER KEY

FOOD *(For students who may have trouble taking notes in the exhibition, teachers and chaperones may transcribe students' observations. Teachers and chaperones may also take photos for students to refer to back in the classroom.)*

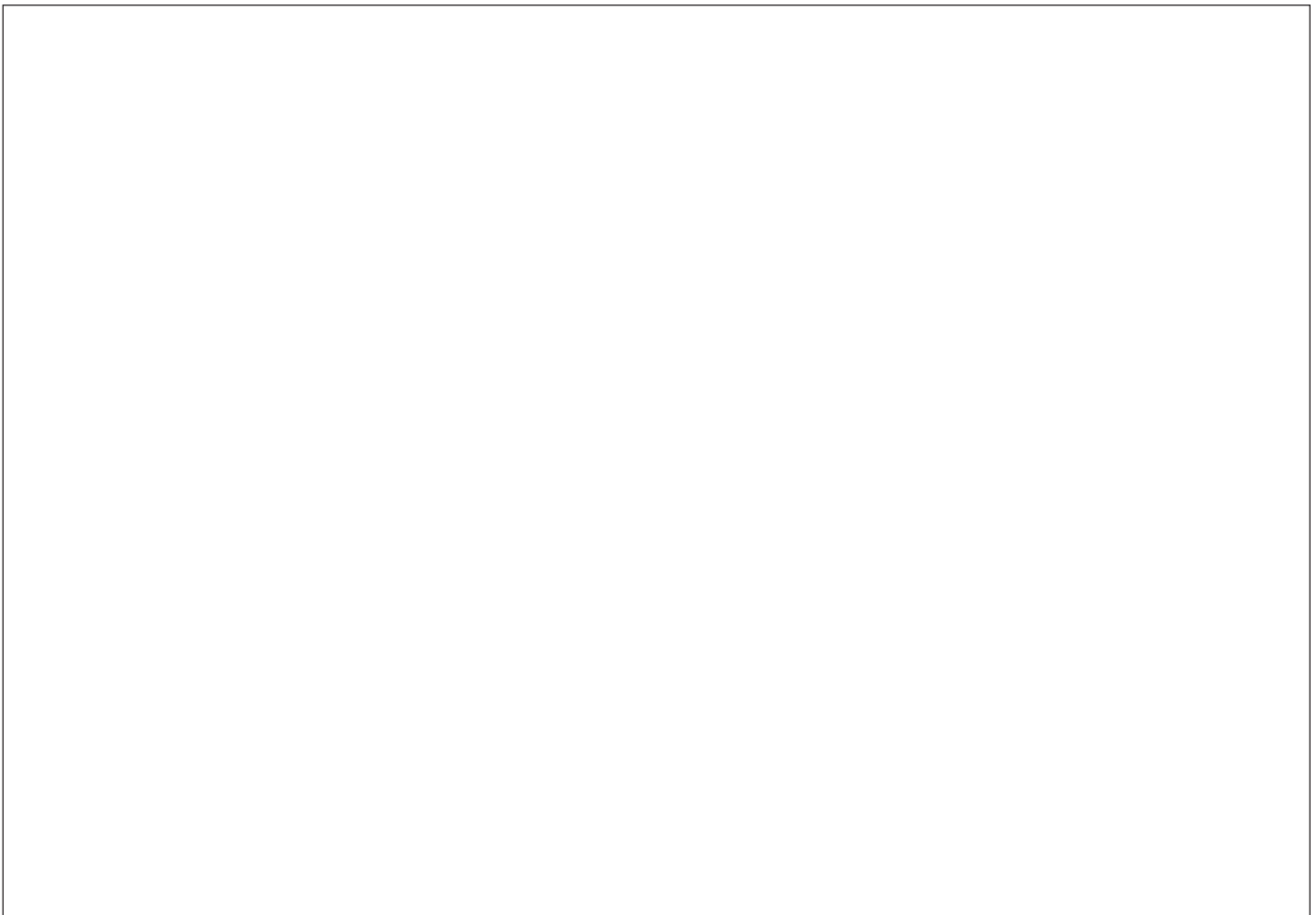
Find an object that the Eastern Woodlands Indians used to catch, gather, or eat food.
What is the item?

(The answer should be an object from the sections on farming, maple sugaring, fishing, hunting, or basket-weaving.)

What materials from nature is the item made of?

(Answers will vary, but possibilities include wood, plant fibers, stone, animal hides, and animal bones)

Draw and **label** the item.



STUDENT WORKSHEET

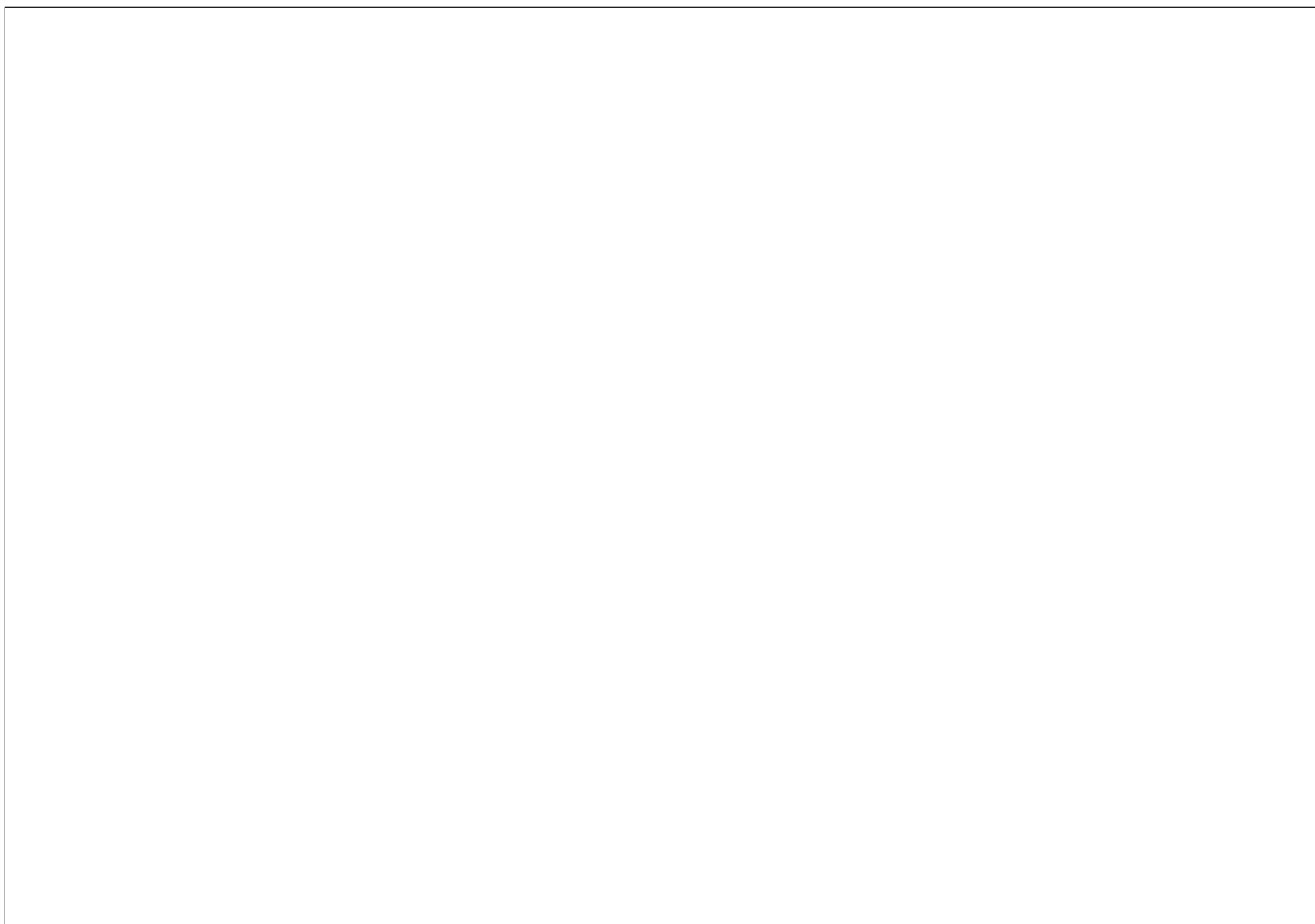
Name ANSWER KEY

SHELTER *(For students who may have trouble taking notes in the exhibition, teachers and chaperones may transcribe students' observations. Teachers and chaperones may also take photos for students to refer to back in the classroom.)*

Look at the longhouse in the glass case.
What materials from nature is the longhouse made of?

(Answers may include: wood, tree bark)

Draw and **label** the longhouse.



What are the people in the shelter doing?

(Answer may include: preparing, cooking corn)

STUDENT WORKSHEET

Name **ANSWER KEY**

AN OBJECT OF YOUR CHOICE

(Teacher note: This section of the worksheet is not necessary for the post-visit writing task and can therefore be omitted if necessary for time constraints/differentiation.)

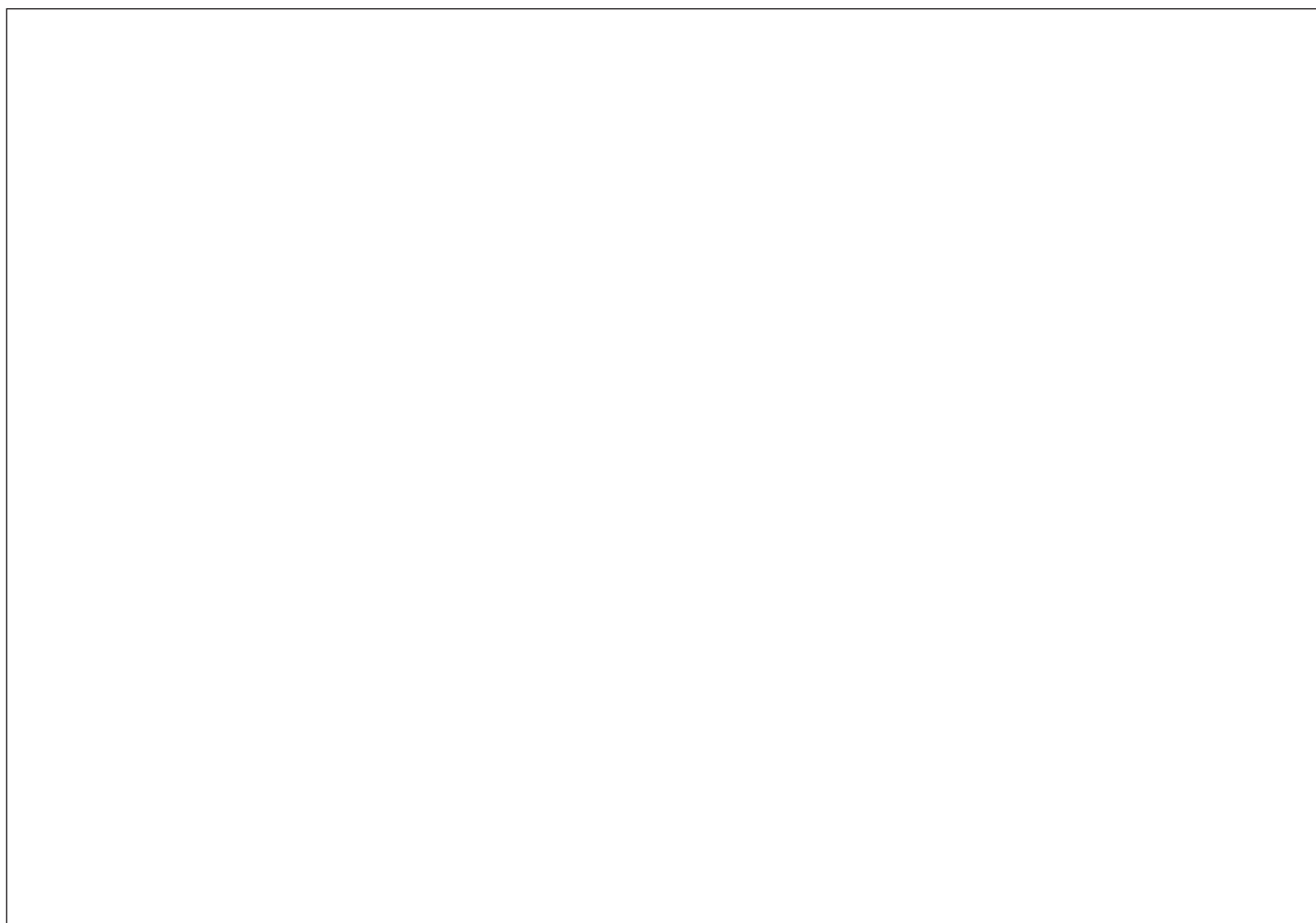
Find an object that is not related to food or shelter that the Eastern Woodlands Indians used. What is the item?

(Answers will vary. Students may choose an item from anywhere else in the hall; we suggest the Clothing, Transportation, or Music and Games sections. If students choose a clothing item, be aware that many of the clothing artifacts in the hall incorporate trade items such as metalwork, glass beads, or manufactured cloth, and therefore don't come "from nature"; encourage students to choose clothing items made exclusively from skins/furs, which work best for this activity.)

What materials from nature is the item made of?

(Answers may include: animal skins/furs, porcupine quills, animal bones/teeth)

Draw and **label** the item.



ESSAY SCORING RUBRIC: TEACHER VERSION

	Exceeds	Meets	Approaches	Needs Additional Support
	4	3	2	1
Research: "A Year in a Lenape Indian Village" Article	Accurately presents information relevant to all parts of the prompt with paraphrased details from the article	Presents paraphrased information from the article relevant to the prompt with sufficient accuracy and detail	Presents information from the article mostly relevant to the purpose of the prompt with some lapses in accuracy or completeness	Attempts to present information in response to the prompt, but lacks connections to the article or relevance to the purpose of the prompt
Research: Hall of Eastern Woodlands Indians	Accurately presents information relevant to all parts of the prompt with paraphrased details from the hall	Presents paraphrased information from the hall relevant to the prompt with sufficient accuracy and detail	Presents information from the hall mostly relevant to the purpose of the prompt with some lapses in accuracy or completeness	Attempts to present information in response to the prompt, but lacks connections to the hall content or relevance to the purpose of the prompt
Explanations	Integrates relevant and accurate social studies content with thorough explanations that demonstrate in-depth understanding about the food and shelter of the Eastern Woodland Indians	Presents social studies content relevant to the prompt with sufficient accuracy and explanations that demonstrate understanding of the food and shelter of the Eastern Woodland Indians	Presents social studies content mostly relevant to the prompt; shows basic or uneven understanding of the food and shelter of the Eastern Woodland Indians; some errors in explanation	Attempts to include social studies content in explanations, but understanding of the food and shelter of the Eastern Woodland Indians is weak; content is irrelevant, inappropriate, or inaccurate
	Uses detailed labeled illustrations of food and shelter	Uses labeled illustrations with of food and shelter	Illustrations are unlabeled	No illustrations
Development	Maintains a strongly developed focus on the writing prompt for the entire essay	Maintains focus on the writing prompt for the majority of the essay	Addresses the prompt but is off-topic some of the time	Does not address the prompt for most or all of the essay
	Essay includes descriptions of food that people obtained from nature and shelter with a great deal of supporting details	Essay includes descriptions of food and shelter	Essay includes descriptions of food and shelter, but lacks sufficient details	Essay does not include descriptions of food and shelter

STUDENT READING

A Year in a Lenape Indian Village

Native Americans have lived in North America for thousands of years. They were here long before the Pilgrims came to America. There were many groups of Native Americans. They lived all over America. They lived in deserts and on grassy plains. In the eastern part of America, they lived in forests, mountains, and by the sea. One group that lived in the east was called the Lenape (“Leh-NAH-pay”) Indians. They lived around where New York, New Jersey, Delaware, and Pennsylvania are today.

The Lenape used natural resources in their daily lives. Everything they made came from nature: their homes, their clothes, and their art. For food, they hunted, farmed, and fished. Their environment changed every season, so their daily life did too. Let’s go back in time and read about how life in a Lenape village changed over the year.



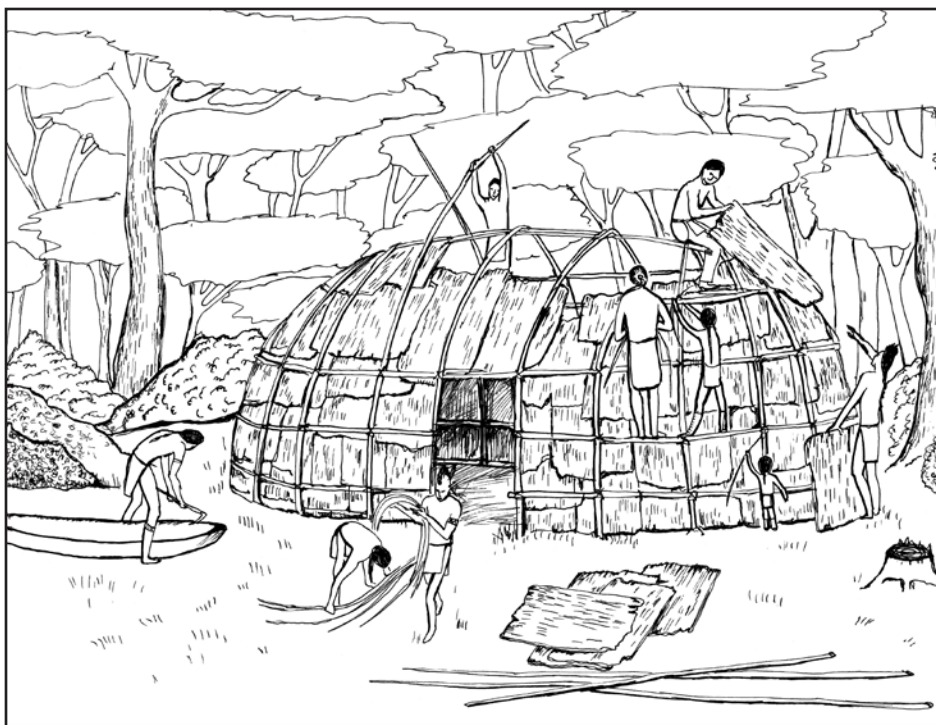
The Lenape’s way of life is closely connected to the environment.

Spring

The Lenape spend most of the winter in their warm homes. When the snow melts, there is a lot to do. It is time to get ready for the year ahead!

Spring is the best time for fishing. The fish swim up the river and the Lenape catch them in big nets. They eat the fish right away, but they save some too. These fish are dried in the sun or smoked over a fire. This keeps the food safe to eat later.

The Lenape use things from nature to make their fishing tools. They weave plants into nets. They carve deer antlers into spears. They also dig out big logs to make canoes.



The Lenape use wood and tree bark to build longhouses and canoes.

Along the coast, people catch fish and shellfish. They also search for tiny clam shells. These shells are carved into beads. Sometimes they trade beads for other goods. Or they make beaded belts called wampum.

As summer nears, the air fills with the sound of chopping wood and the smell of smoke. The Lenape are getting the soil ready to plant their yearly crops. The men clear the fields of trees and other plants. Then the women plant the seeds.

Sometimes men and women have different jobs. In the village, women and children make pottery and clothes. They also pick foods from the forest. The men and boys go hunting. Sometimes they catch a bear as it is waking up from its long winter sleep!

At the end of spring, the Lenape prepare to plant crops. First, the men chop down trees and plants to clear a field. Then the women plant seeds.

The Lenape plant three main crops every year: corn, beans, and squash. These crops are called the “three sisters.” They are planted together because they help each other grow. They also give the Lenape healthy food to eat. The plants grow tall in the summer sun.



The Lenape often plant corn, beans, and squash together. These three plants, known as the “three sisters,” help each other grow.

Summer

Women and girls take care of the crops in the sunny fields. They also pick berries, nuts, and other wild foods in the forest. Men and boys spend the summer fishing, hunting, and trading with other tribes.

At the end of the summer, some of the crops are ready to harvest. The Lenape pick ears of corn, bean pods, and squash.

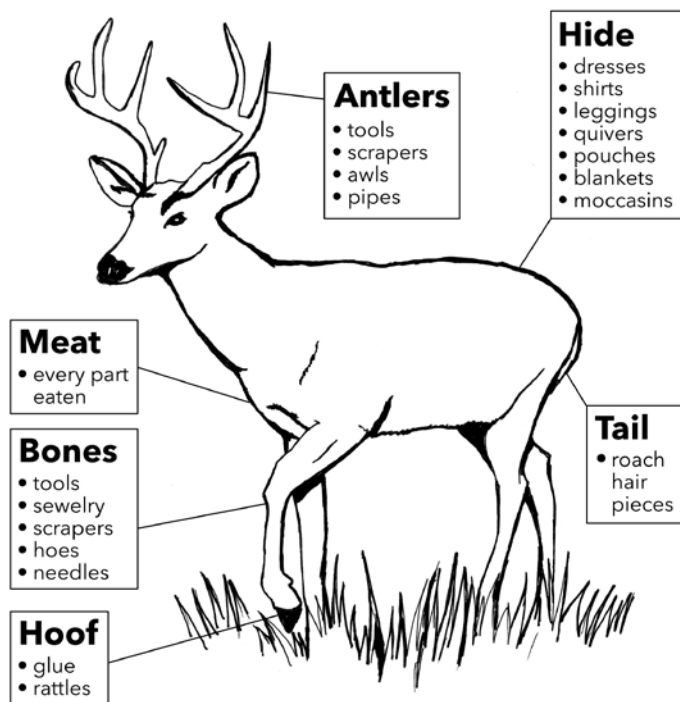
Autumn

The days are cooler in the fall. Women and children pick the last foods from the crops. They fill their baskets with squash, corn, and beans. But the Lenape don't eat all of it. They save some for winter. They hang corn and squash to dry. They bury bags of beans in deep holes.

In the forest, the leaves turn red and yellow. Men and boys hunt in big groups. This way they can catch lots of animals! They hunt big animals with bows and arrows. They set traps to catch small animals and birds.

They use every part of the animal. They eat the meat from animals like deer and rabbits.

They use the fur for clothes. They make shoes from animal skins and tools from bones. They hunt geese for food and feathers.

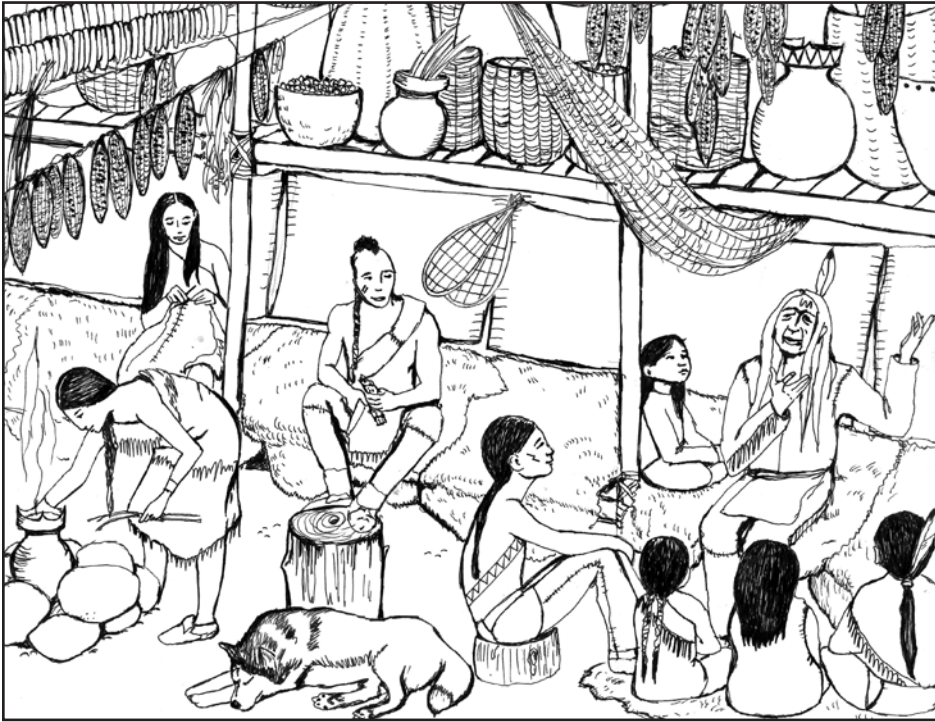


Winter

When winter comes, snow falls on the village. The Lenape spend the cold days close to home. Their homes are made of wood poles and bark. Wigwams are small and round. Longhouses are big enough for several families.

Inside, they cook the food they stored over the year. If they need more, they hunt deer and other animals. They spend time together. They tell stories. They sing and dance.

Everything in their homes is made from nature. They cook in clay pots and eat on wooden dishes. The children play with cornhusk dolls. They make music with drums made of wood and skins. At night, they sleep under warm animal skins and furs.



The Lenape live in longhouses. These large buildings are made of wood from young trees and tree bark. Everything inside is also made from natural resources.

Through the Seasons

All year long, the lives of the Lenape Indians are linked to the land, the wildlife, and the weather. They use plants and animals for their homes, their food, and their clothes. They also use natural resources in their art and music. As the seasons change, their daily life changes too.

Illustrations: ©AMNH/Agnieszka Pierwola

STUDENT WORKSHEET

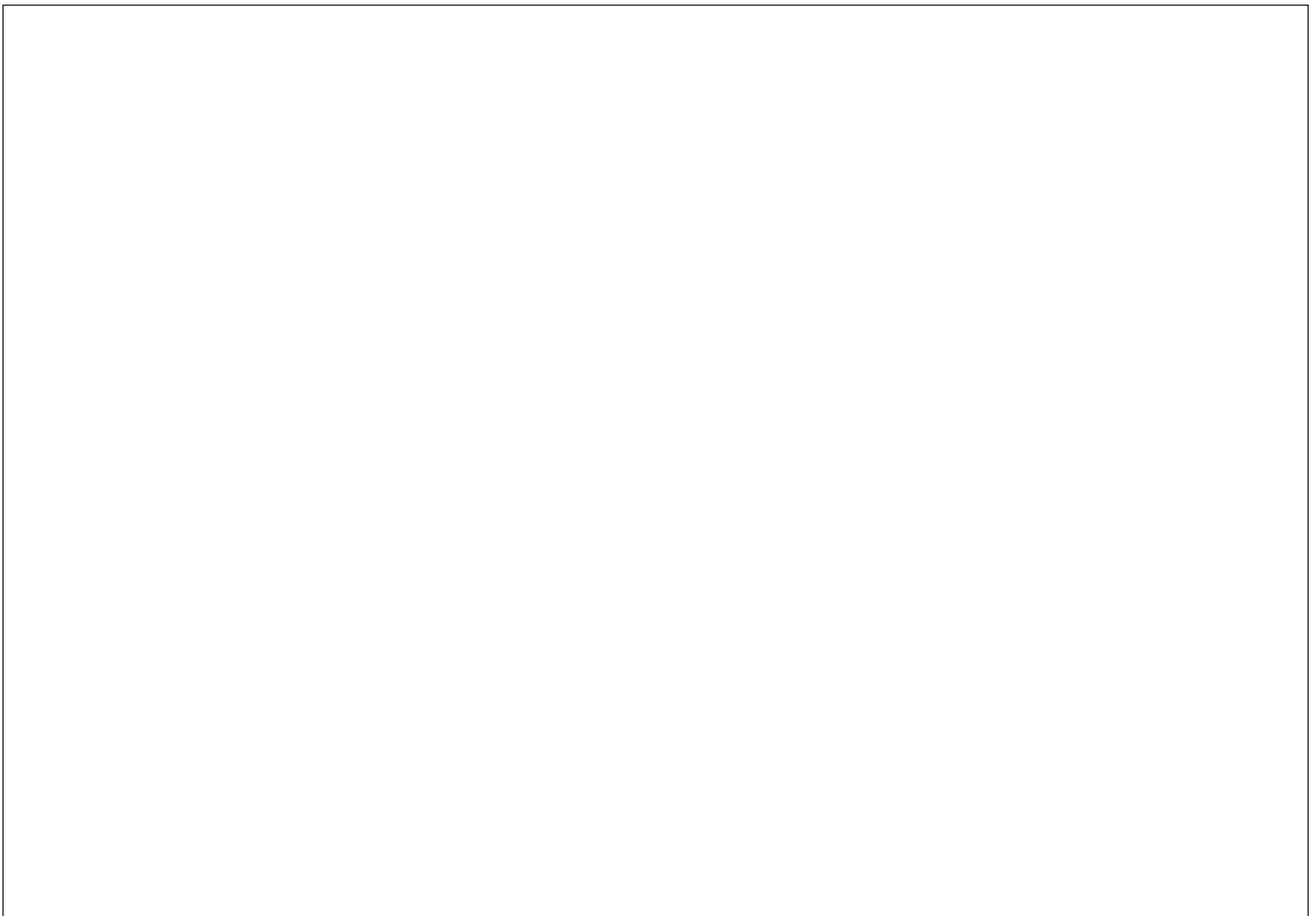
Name _____

FOOD

Find an object that the Eastern Woodlands Indians used to catch, gather, or eat food.
What is the item?

What materials from nature is the item made of?

Draw and **label** the item.



STUDENT WORKSHEET

Name _____

SHELTER

Look at the longhouse in the glass case.
What materials from nature is the longhouse made of?

Draw and **label** the longhouse.



What are the people in the shelter doing?

STUDENT WORKSHEET

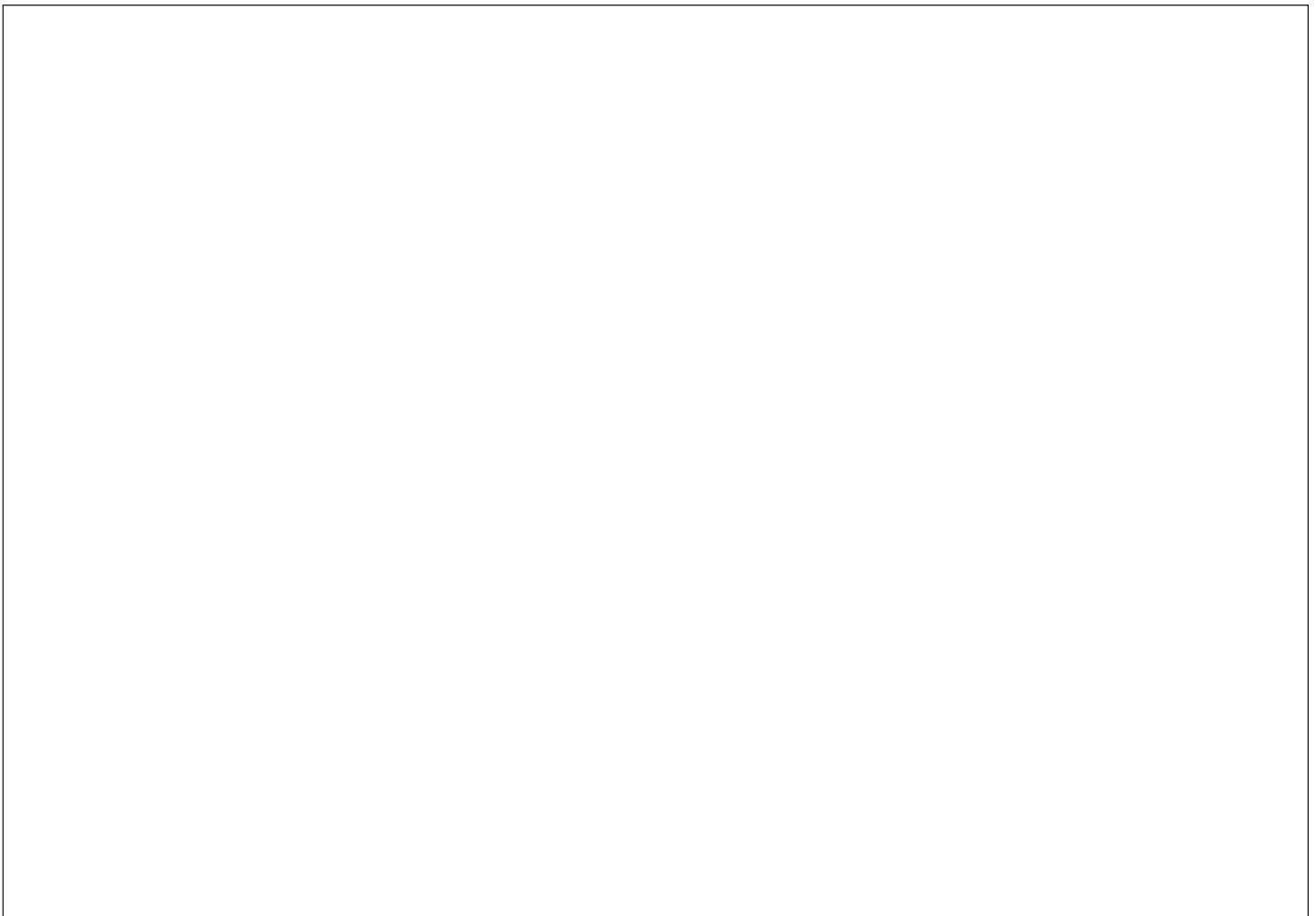
Name _____

AN OBJECT OF YOUR CHOICE

Find an object that is not related to food or shelter that the Eastern Woodlands Indians used.
What is the item?

What materials from nature is the item made of?

Draw and **label** the item.



STUDENT WRITING TASK

You have learned about the Eastern Woodlands Indians by reading “A Year in a Lenape Indian Village” and visiting the Hall of Eastern Woodlands Indians. Now you will make a book to teach your friends about how the Eastern Woodlands Indians used things in their environment to help them live.

On the cover, write the title of your book and your name.

On page 1 of your book, name a food that the Eastern Woodlands Indians got from nature. Next, draw pictures of the food that the Eastern Woodlands Indians ate. Label your picture.

On page 2 of your book, write about a longhouse and what materials it was made from. Draw a picture of the longhouse. Label your picture.

Title of My Book

My Name



Handwriting practice lines consisting of 12 horizontal lines spaced evenly down the page.

ESSAY SCORING RUBRIC: STUDENT VERSION

	Exceeds	Meets	Approaches	Needs Additional Support
	4	3	2	1
Research: "A Year in a Lenape Indian Village" Article	I used what I learned in the article to write a detailed book in my own words	I used what I learned in the article to write my book	I used what I learned in the article to write my book but I am not sure if everything I wrote is correct	I did not use any information from the article to write my book
Research: Hall of Eastern Woodlands Indians	I used what I learned in the hall to write a detailed book in my own words	I used what I learned in the hall to write my book	I used what I learned in the hall to write my book but I am not sure if everything I wrote is correct	I did not use any information from the hall to write my book
Explanations	All of the information I included about the Eastern Woodlands Indians is correct	Most of the information I included about the Eastern Woodlands Indians is correct	Some of the information I included about the Eastern Woodlands Indians is correct	None of the information I included about the Eastern Woodlands Indians is correct
	I drew pictures of the food and shelter that the Eastern Woodlands Indians got from nature, and labeled them to add important information	I drew pictures of the food and shelter that the Eastern Woodlands Indians got from nature, and I included labels	I drew pictures of the food and shelter that the Eastern Woodlands Indians got from nature, but I didn't include labels, OR I only drew one picture	I did not draw any pictures
Development	My whole book is about the food and shelter that the Eastern Woodlands Indians got from nature	Most of my book is about the food and shelter that the Eastern Woodlands Indians got from nature	Some of my book is about the food and shelter that the Eastern Woodlands Indians got from nature	None of my book is about the food and shelter that the Eastern Woodlands Indians got from nature
	I wrote about food and shelter that the Eastern Woodlands got from nature with a lot of details	I wrote about food and shelter that the Eastern Woodlands got from nature	I wrote about food OR shelter that the Eastern Woodlands got from nature, but not both	I did not write about food and shelter that the Eastern Woodlands got from nature

Science & Literacy Activity

ACTIVITY OVERVIEW

This activity, which is aligned to the Common Core State Standards (CCSS) for English Language Arts and the New York State Social Studies Elementary Standards, introduces students to the culture of Eastern Woodlands Indians before European colonization.

This activity has three components:

1. **BEFORE YOUR VISIT**, students will read a content-rich article about the Lenape and their ways of life. This article will provide context for the visit, and also help them complete the post-visit writing task.
2. **AT THE MUSEUM**, students will read and engage with additional texts (including printed text, illustrations, and models). This information will help them complete the post-visit writing task.
3. **BACK IN THE CLASSROOM**, students will draw on the first two components of the activity to complete a CCSS-aligned explanatory writing task about what they have learned from the reading and during the Museum visit.

Materials in this packet include:

For Teachers

- Activity overview (p. 1-2)
- Pre-reading Activity: Analyzing and Discussing Illustrations (p. 3-8)
- Article (teacher version): "A Year in a Lenape Indian Village" (p. 9-14)
- Answers to student worksheet (p. 15-17)
- Assessment rubric for student writing task (p. 18)

For Students

- Article (student version): "A Year in a Lenape Indian Village" (p. 19-23)
- Student worksheet for the Hall of Eastern Woodlands Indians visit (p. 24-26)
- Student writing task, writing sheets, and rubric (p. 27-31)

1. BEFORE YOUR VISIT

Students will read a content-rich article about the culture of the Lenape. This article will provide context for the visit, and help them complete the post-visit writing task.

Preparation

- Familiarize yourself with the student writing task (p. 27) and rubric (p. 31).
- Familiarize yourself with the teacher version of the article (p. 9-14), and plan how to facilitate the students' reading of the article.

Instructions

- Explain the goal: to complete a writing task about how the Eastern Woodlands Indians used the resources that were available in their environment to meet their needs. You may want to read through the writing task with students at this point.
- Tell students that they will need to read an article before visiting the Museum, and read additional texts during the visit.
- Engage students in the content using the illustrations and a facilitated discussion (p. 3-8).
- Distribute, read, and discuss the article, using the teacher notes to facilitate.

Common Core State Standards

RI.1.1: Ask and answer questions about key details in a text.

RI.1.2: Identify the main topic and retell key details of a text.

W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

New York State Social Studies Elementary Standards

Standard 3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.

- **Key Idea 3.1:** Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.

2. DURING YOUR VISIT

At the Museum, students will read and engage with additional texts (including printed text, illustrations, and models). The information they'll gather from these multiple sources will help them complete the post-visit writing task.

Preparation

- Review the Educator's Guide to see how themes in the hall connect to your curriculum and to get an advance look at what your students will encounter. (Guide is downloadable at amnh.org/eastern-woodlands-indians/educators)
- Familiarize yourself with the student worksheet (p.24-26), paying particular attention to facilitation notes on the answer key to student worksheets (p. 15-17) and the map of the hall in the Educator's Guide.

Instructions

- Explain the goal of the Museum visit: to read and engage with texts (including printed text, illustrations, and models), and to gather information to help them complete the post-visit writing task.
- Distribute and review the worksheet and map. Clarify what information students should collect, and where.

Additional Suggestions for Facilitating the Museum Visit

- Have students explore the hall in pairs, with each student completing his or her own student worksheet.
- Provide support for students based on the notes in the student worksheet answer key (p. 15-17).
- Encourage student pairs to ask you or their peers for help locating information. Tell students they may not share answers with other pairs, but may point each other to places where answers can be found.

3. BACK IN THE CLASSROOM

Students will use what they have learned from the pre-visit article and at the Museum to complete a CCSS-aligned explanatory writing task about how the Eastern Woodlands Indians used the resources that were available in their environment to meet their needs.

Preparation

- Plan how you will explain the student writing task and rubric (p. 27-31) to students.

Instructions

- Distribute the student writing task and rubric. Explain that they will use it while composing, and also to evaluate and revise what they have written.

Suggestions for Facilitating Writing Task

- Before they begin to write, have students use the writing task to frame a discussion around the information that they gathered at the Museum. They can work in pairs, small groups, or as a class, and can compare their findings.
- Referring to the writing task, have students underline or highlight all relevant passages and information from the article and from the notes taken at the Museum.
- Students should write their essays individually.

Supports for Diverse Learners

This resource has been designed to engage all learners with the principles of Universal Design for Learning in mind. It represents information in multiple ways and offers multiple ways for your students to engage with content as they read about, discuss, view, and write about scientific concepts. Different parts of the experience (e.g. reading texts, or locating information in the Museum) may challenge individual students. However, the arc of learning is designed to offer varied opportunities to learn. We suggest that all learners experience each activity, even if challenging. If any students have an Individualized Education Program (IEP), consult it for additional accommodations or modifications.

Alternate Version of Article

Another version of the same article with a lower lexile level is available for download at amnh.org/eastern-woodlands-indians/educators. You can use this same activity with that article.

PRE-READING ACTIVITY

ANALYZING AND DISCUSSING ILLUSTRATIONS

Standard: CCSS.ELA-LITERACY.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Overview: Viewing and analyzing images is a way to generate student interest in a topic prior to reading about that topic. Additionally, students' thoughts and questions about the illustrations will activate their thinking about the ideas and themes they will encounter in the text.

Instructions

- Begin by inviting the **entire class** to examine each illustration. Use some of the prompts or sentence starters below to facilitate a class discussion about each illustration.
- Then, **divide the class** into four groups and assign an illustration to each group. Have students use the prompts to have a small group discussion. Afterwards, invite students to share out some of their thoughts about the illustrations.

Open-Ended Prompts

- What do you notice? Describe what you see...
- What do you wonder?
- What do you think is happening in the illustration based on what you have noticed?

Prompts with Scaffolding

Who:

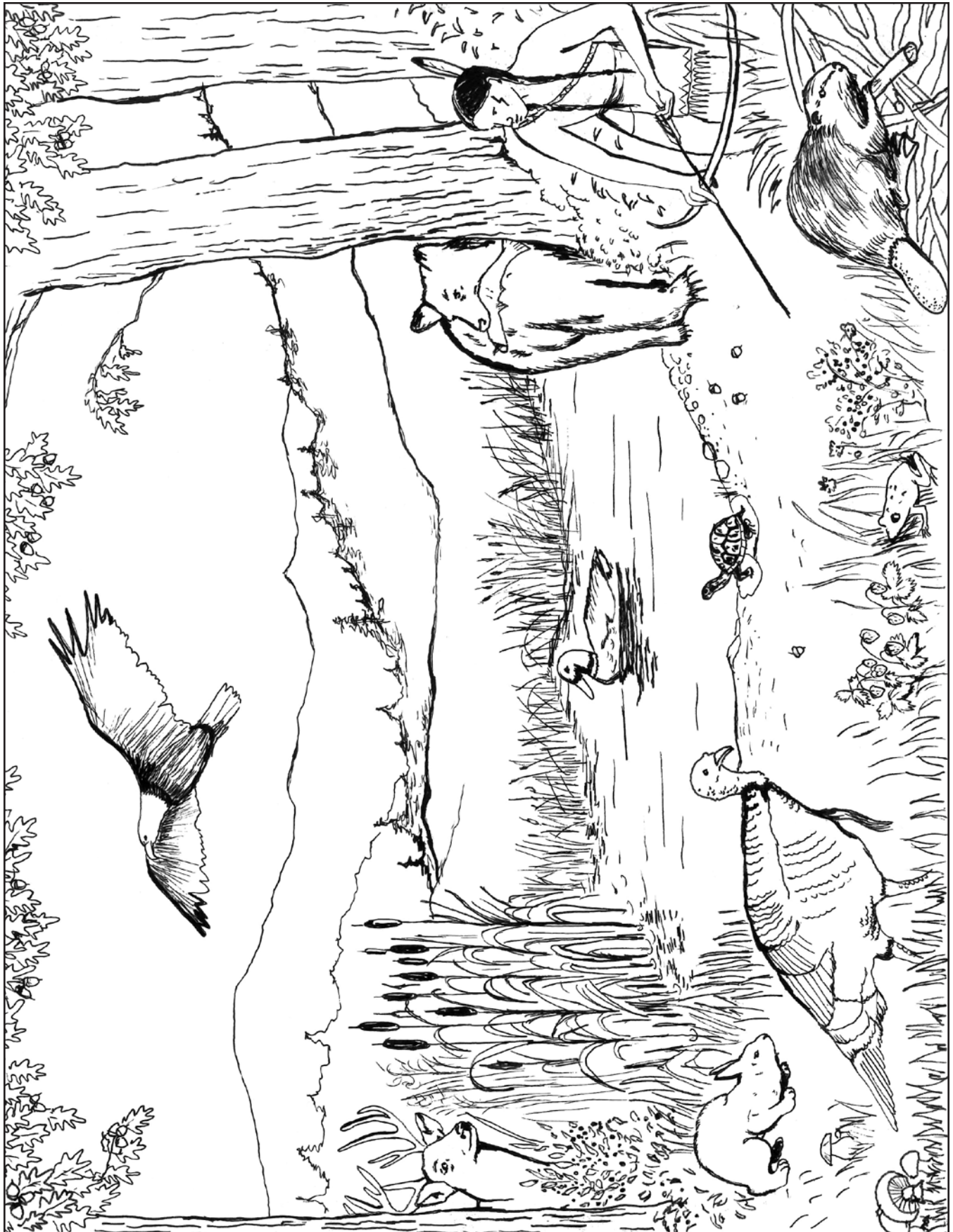
- What do you notice about individuals in the illustration?
- What does that make you think?

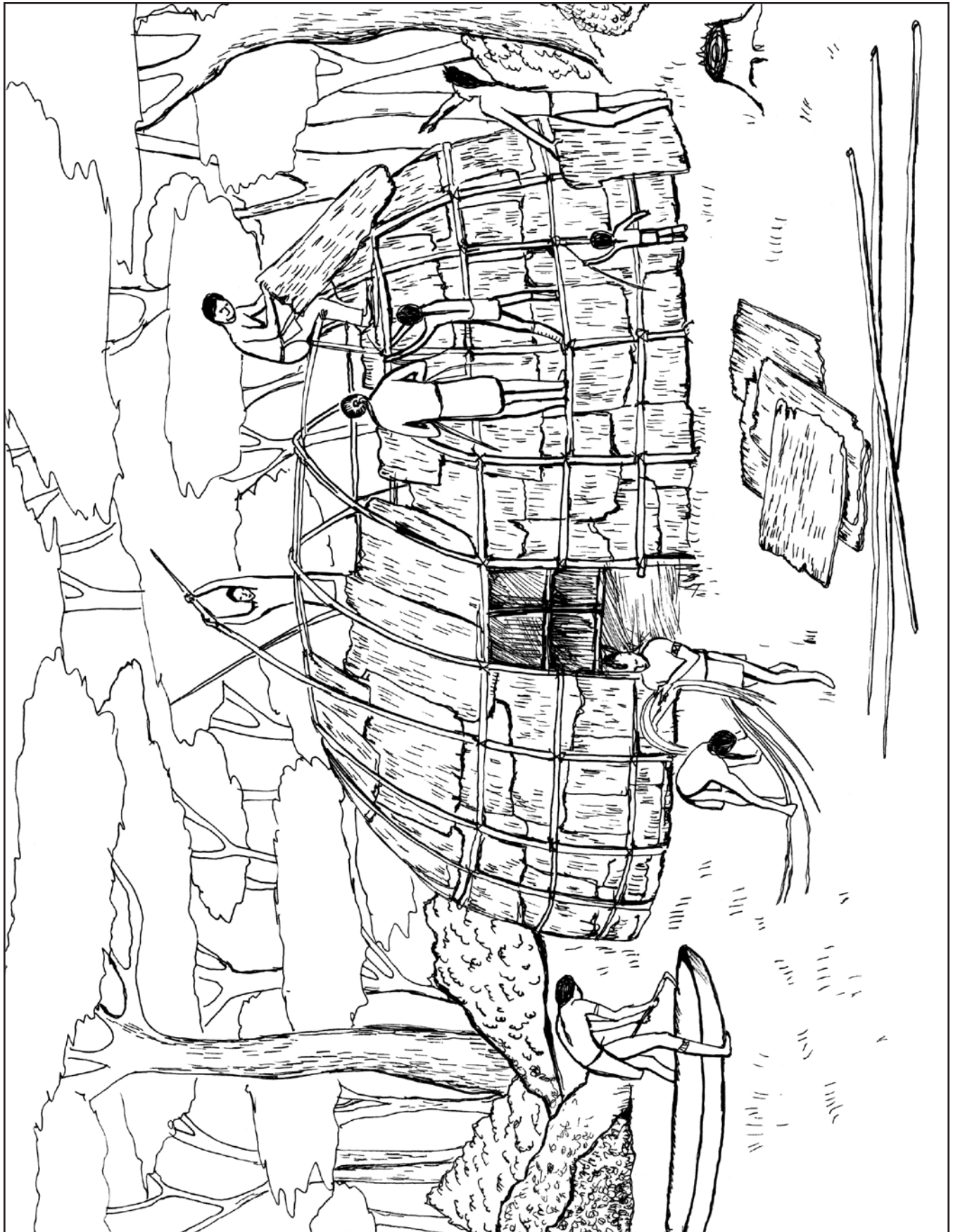
What:

- What actions do you notice are happening in the illustration?
- What does that make you think?

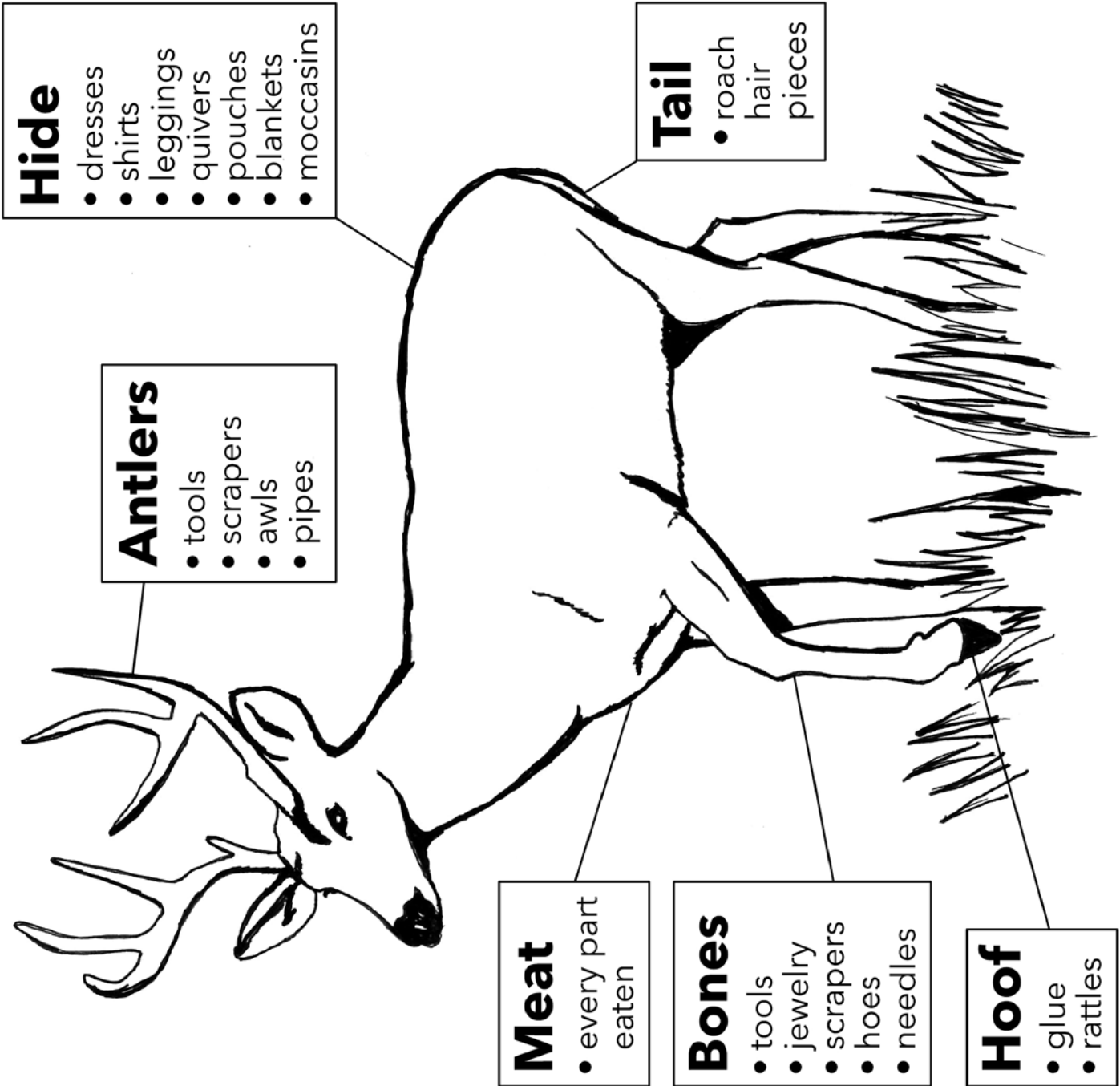
Sentence Starters

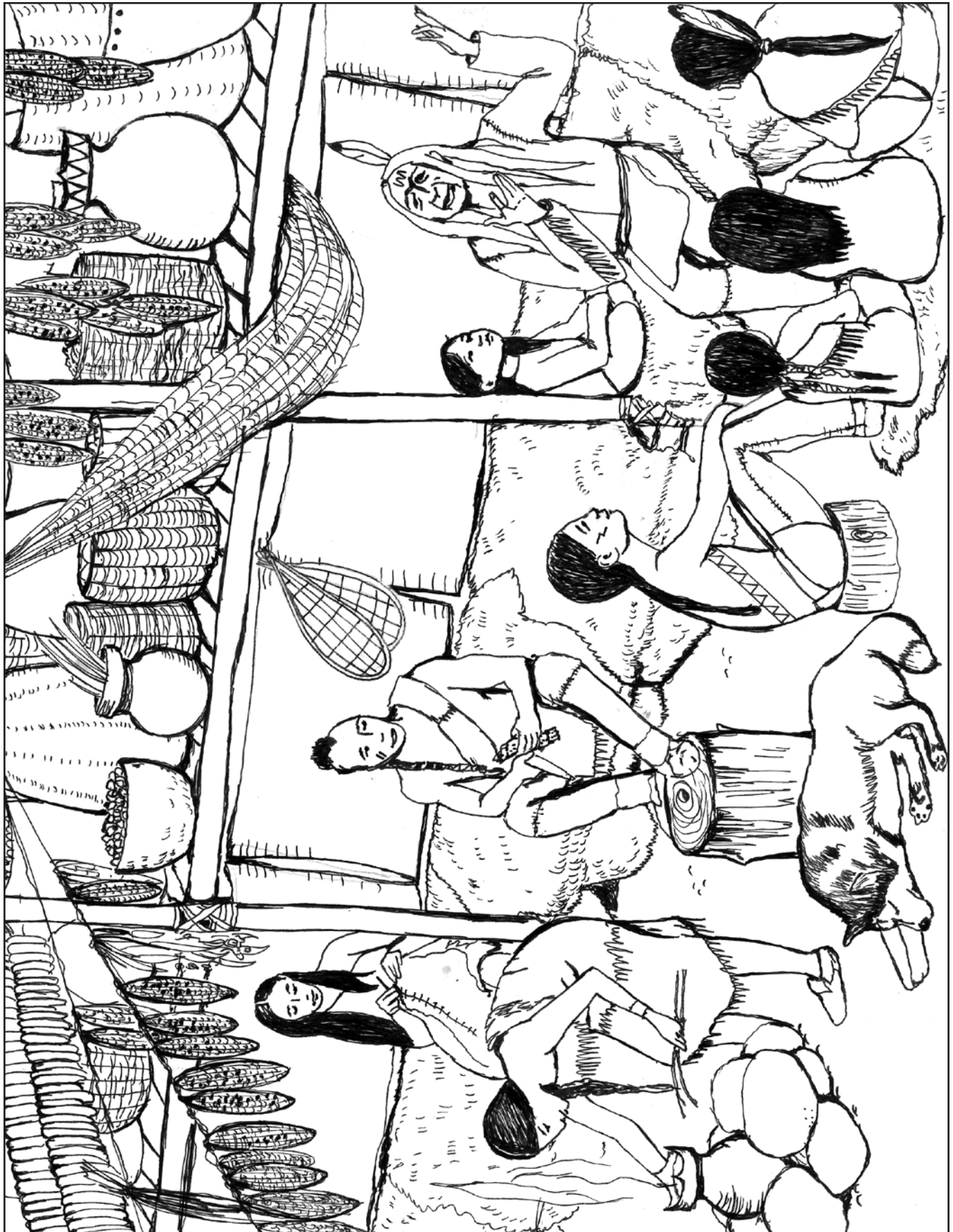
- I see...
- I notice...
- That makes me think...
- I wonder...











ARTICLE: TEACHER VERSION

About this Article

Lexile: 590

Wordcount: 794

Text Complexity: The Lexile level for this text falls at the middle of the 2-3 CCSS grade complexity band. This text is suitable as a read aloud for students in grades K-2. Grade 1 teachers should use their professional judgement and knowledge of students' independent reading levels regarding assigning this text for independent reading.

Note for Teachers: You might opt to scribe notes on a whiteboard or smartboard as you read the text, inviting students to contribute.

Key for Teacher Notes

- *Green text*
specific strategies
- Regular text
instructions for teachers
- *Italicized text*
teacher's instructions to students

STUDENT READING

A Year in a Lenape Indian Village

Native Americans have lived in North America for thousands of years. They were here long before the Pilgrims came to America. There were many groups of Native Americans. They lived all over America. They lived in deserts and on grassy plains. In the eastern part of America, they lived in forests, mountains, and by the sea. One group that lived in the east was called the Lenape (“Leh-NAH-pay”) Indians. They lived around where New York, New Jersey, Delaware, and Pennsylvania are today.

The Lenape used natural resources in their daily lives. Everything they made came from nature: their homes, their clothes, and their art. For food, they hunted, farmed, and fished. Their environment changed every season, so their daily life did too. Let’s go back in time and read about how life in a Lenape village changed over the year.



The Lenape’s way of life is closely connected to the environment.

Think-Pair-Share: If you have a map posted in the classroom (the map should show states and natural features), after reading this first paragraph, invite student volunteers to point out on the map where in the present-day United States the Lenape lived (using the states to identify the area). Coach students as needed.

You may want to ask students to think about what they know about the seasons in this area. Students may point out that in the Northeast there are four seasons, and that weather changes dramatically from one season to the next. Coach students as needed.

Another option is to ask students to identify natural features of the area that are named in the text (“forests, mountains... the sea”) and locate these areas on the map. Give students a moment to envision what this part of the country may have looked like hundreds of years ago (before modern times). You might use **turn and talk** and a brief **whole class discussion** to encourage students to share their thinking.

Think-Pair-Share: *What is this paragraph teaching us about the way the Lenape lived?* Listen in to students’ conversations and invite them to share out. It is important for students to see that the Lenape made all of the items they needed in their daily lives using natural resources from their environment. You may invite students to find the parts in this paragraph that best express how important their environment was to the Lenape.

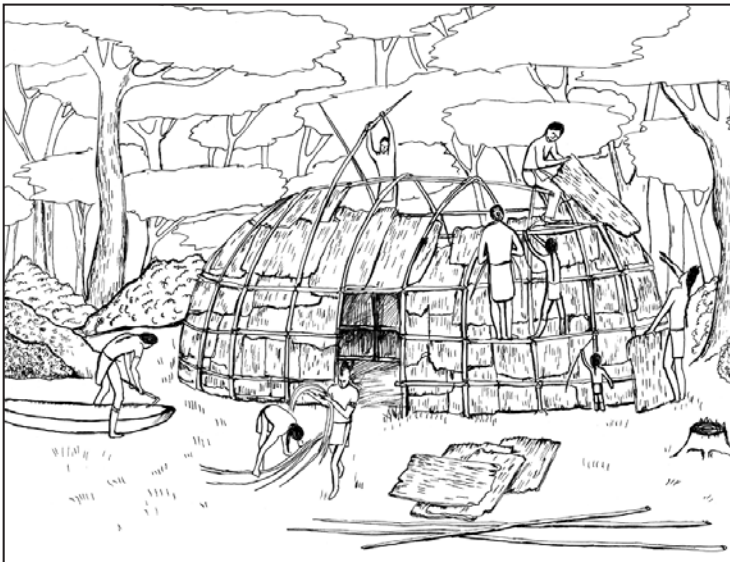
Tell students that in the rest of the article, and in the hall they will visit at the Museum, they will learn more about how the Lenape used natural resources in their environment in their daily lives. Explain that this is their purpose for reading this text. Preview the text, inviting students to notice that there is a section about each season. You may want to have the article on the smartboard or document camera so that you can invite students to refer to specific parts of the text. Instruct students to listen and read along very closely, as you will be stopping to ask what they are learning about how the Lenape used the natural resources of their environment for two major necessities: food and shelter.

Spring

The Lenape spend most of the winter in their warm homes. When the snow melts, there is a lot to do. It is time to get ready for the year ahead!

Spring is the best time for fishing. The fish swim up the river and the Lenape catch them in big nets. They eat the fish right away, but they save some too. These fish are dried in the sun or smoked over a fire. This keeps the food safe to eat later.

The Lenape use things from nature to make their fishing tools. They weave plants into nets. They carve deer antlers into spears. They also dig out big logs to make canoes.



The Lenape use wood and tree bark to build longhouses and canoes.

Along the coast, people catch fish and shellfish. They also search for tiny clam shells. These shells are carved into beads. Sometimes they trade beads for other goods. Or they make beaded belts called wampum.

As summer nears, the air fills with the sound of chopping wood and the smell of smoke. The Lenape are getting the soil ready to plant their yearly crops. The men clear the fields of trees and other plants. Then the women plant the seeds.

Sometimes men and women have different jobs. In the village, women and children make pottery and clothes. They also pick foods from the forest. The men and boys go hunting. Sometimes they catch a bear as it is waking up from its long winter sleep!

At the end of spring, the Lenape prepare to plant crops. First, the men chop down trees and plants to clear a field. Then the women plant seeds.

The Lenape plant three main crops every year: corn, beans, and squash. These crops are called the “three sisters.” They are planted together because they help each other grow. They also give the Lenape healthy food to eat. The plants grow tall in the summer sun. ●.....

Ask students to recall any examples of the Lenape using natural resources for food and/or shelter from the section on “Spring” that they just read. You may want to have the article on the smartboard or document camera so that you can invite students to refer to specific parts of the text.



The Lenape often plant corn, beans, and squash together. These three plants, known as the “three sisters,” help each other grow.

Summer

Women and girls take care of the crops in the sunny fields. They also pick berries, nuts, and other wild foods in the forest. Men and boys spend the summer fishing, hunting, and trading with other tribes.

At the end of the summer, some of the crops are ready to harvest. The Lenape pick ears of corn, bean pods, and squash.

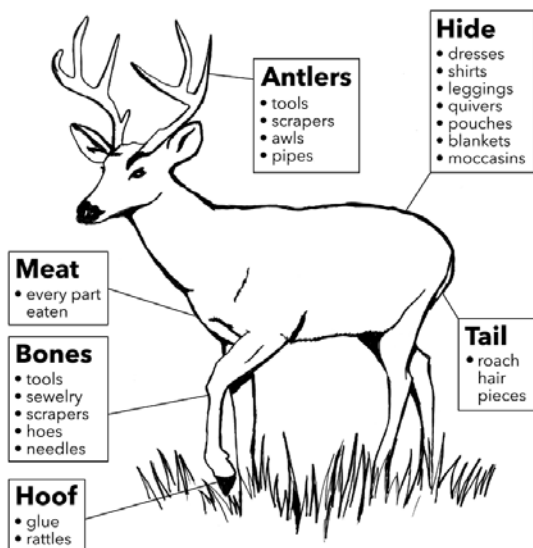
Autumn

The days are cooler in the fall. Women and children pick the last foods from the crops. They fill their baskets with squash, corn, and beans. But the Lenape don't eat all of it. They save some for winter. They hang corn and squash to dry. They bury bags of beans in deep holes.

In the forest, the leaves turn red and yellow. Men and boys hunt in big groups. This way they can catch lots of animals! They hunt big animals with bows and arrows. They set traps to catch small animals and birds.

They use every part of the animal. They eat the meat from animals like deer and rabbits.

They use the fur for clothes. They make shoes from animal skins and tools from bones. They hunt geese for food and feathers.



Think-Pair-Share: We learned in the earlier section that in the spring, the Lenape caught a lot of fish and also planted crops ("the three sisters": corn, beans, and squash). What more have we learned about how the Lenape used the resources of their environment for food to sustain them from the sections on "Summer" and "Autumn"? Be sure to have the article visible (on a screen or in the form of copies). Listen in to students' conversations and invite students to share out. You might start publicly charting a list (see below):

SAMPLE CHART

How the Lenape's Environment Provided Food:

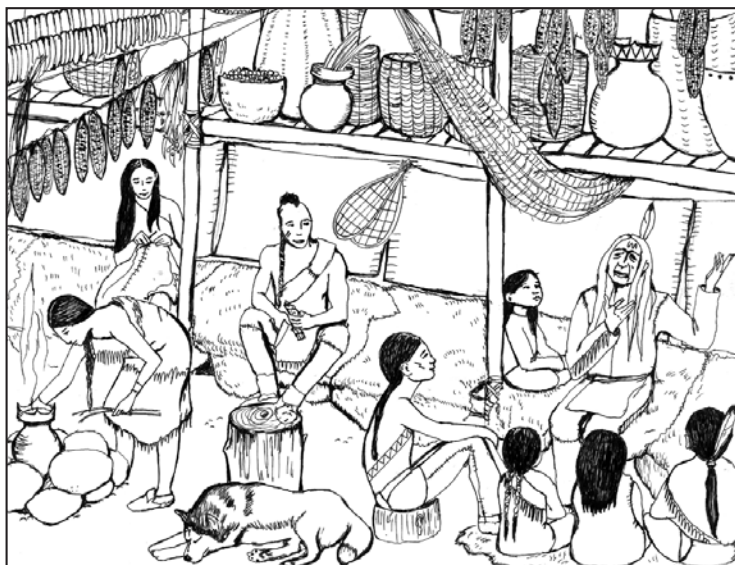
- They caught fish from the river.
 - They ate some right away and saved some for winter.
 - They made boats and fishing tools from natural resources.
- They picked wild foods from the forest.
- They planted crops.
 - They planted "three sisters": beans, corn, and squash.
 - They dried some to save for winter.
- They hunted.
 - They used bows and arrows.
 - They set traps.
- They cooked in clay pots and ate on wooden dishes.

Winter

When winter comes, snow falls on the village. The Lenape spend the cold days close to home. Their homes are made of wood poles and bark. Wigwams are small and round. Longhouses are big enough for several families.

Inside, they cook the food they stored over the year. If they need more, they hunt deer and other animals. They spend time together. They tell stories. They sing and dance.

Everything in their homes is made from nature. They cook in clay pots and eat on wooden dishes. The children play with cornhusk dolls. They make music with drums made of wood and skins. At night, they sleep under warm animal skins and furs.



The Lenape live in longhouses. These large buildings are made of wood from young trees and tree bark. Everything inside is also made from natural resources.

Through the Seasons

All year long, the lives of the Lenape Indians are linked to the land, the wildlife, and the weather. They use plants and animals for their homes, their food, and their clothes. They also use natural resources in their art and music. As the seasons change, their daily life changes too.

Think-Pair-Share: What have we learned about how the Lenape used their environment to help provide shelter? Be sure to have the article visible (on a screen or in the form of copies). Listen in to students' conversations and invite students to share out. You might want to start charting a list (see below):

SAMPLE CHART

How the Lenape's Environment Provided Shelter:

- They made their homes out of wood and bark.
 - ° Wigwams are small and round.
 - ° Longhouses are big enough for several families.
 - ° At night, they sleep under warm animal skins and furs.

Think-Pair-Share: What do you think about the Lenape's way of life? How is it different from or similar to life in the present-day Northeast (New York, New Jersey, Delaware, and Pennsylvania) where the Lenape lived long ago?

(Alternate Option: Have students construct a written response to this prompt as a formative assessment).

Illustrations: ©AMNH/Agnieszka Pierwola

STUDENT WORKSHEET

Name ANSWER KEY

FOOD

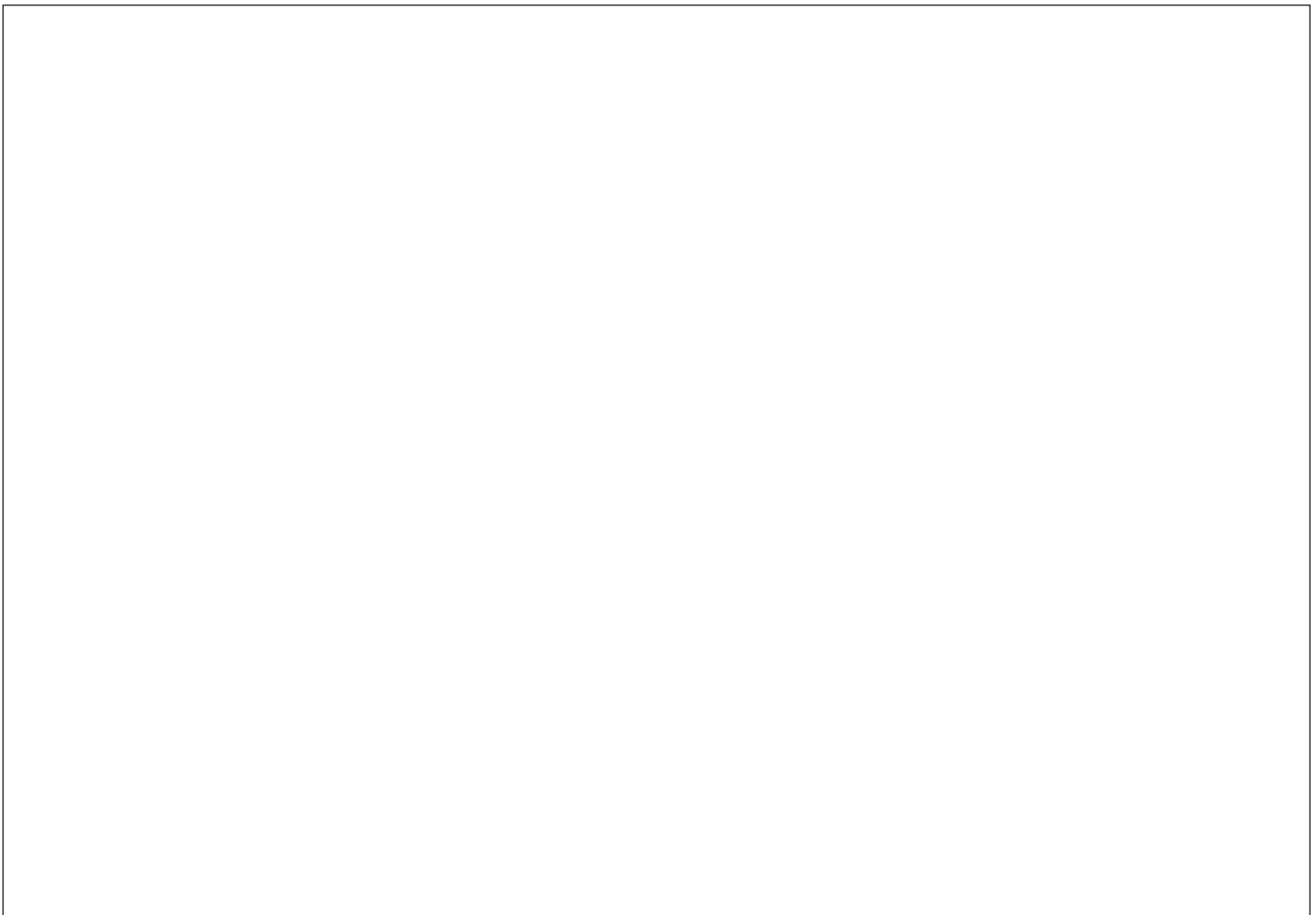
Find an object that the Eastern Woodlands Indians used to catch, gather, or eat food.
What is the item?

(The answer should be an object from the sections on farming, maple sugaring, fishing, hunting, or basket-weaving.)

What materials from nature is the item made of?

(Answers will vary, but possibilities include wood, plant fibers, stone, animal hides, and animal bones.)

Draw and **label** the item.



STUDENT WORKSHEET

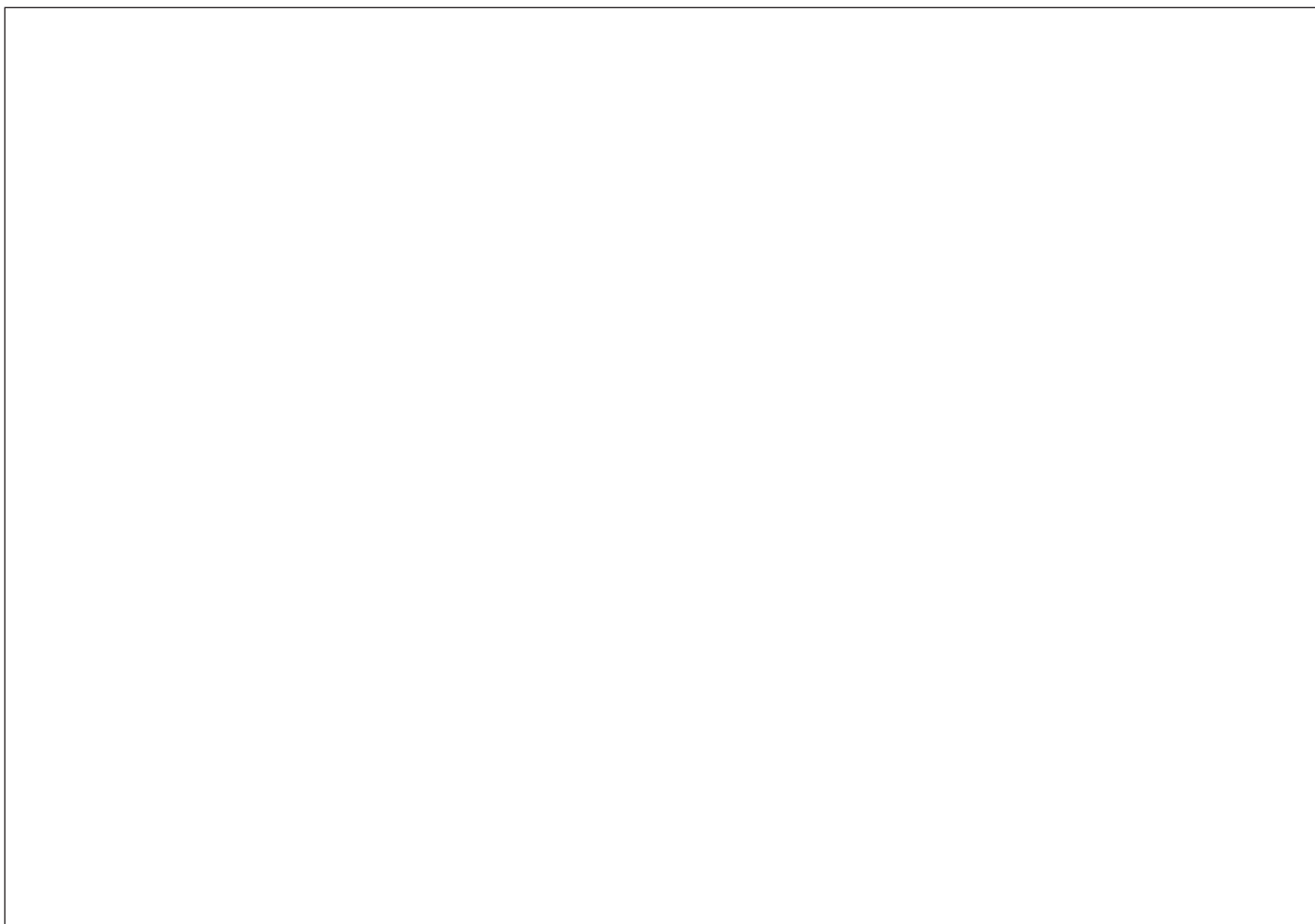
Name ANSWER KEY

SHELTER

Look at the longhouse in the glass case.
What materials from nature is the longhouse made of?

(Answers may include: wood, tree bark)

Draw and **label** the longhouse.



What are the people in the shelter doing?

(Answer may include: preparing, cooking corn)

STUDENT WORKSHEET

Name **ANSWER KEY**

AN OBJECT OF YOUR CHOICE

(Teacher note: This section of the worksheet is not necessary for the post-visit writing task and can therefore be omitted if necessary for time constraints/differentiation.)

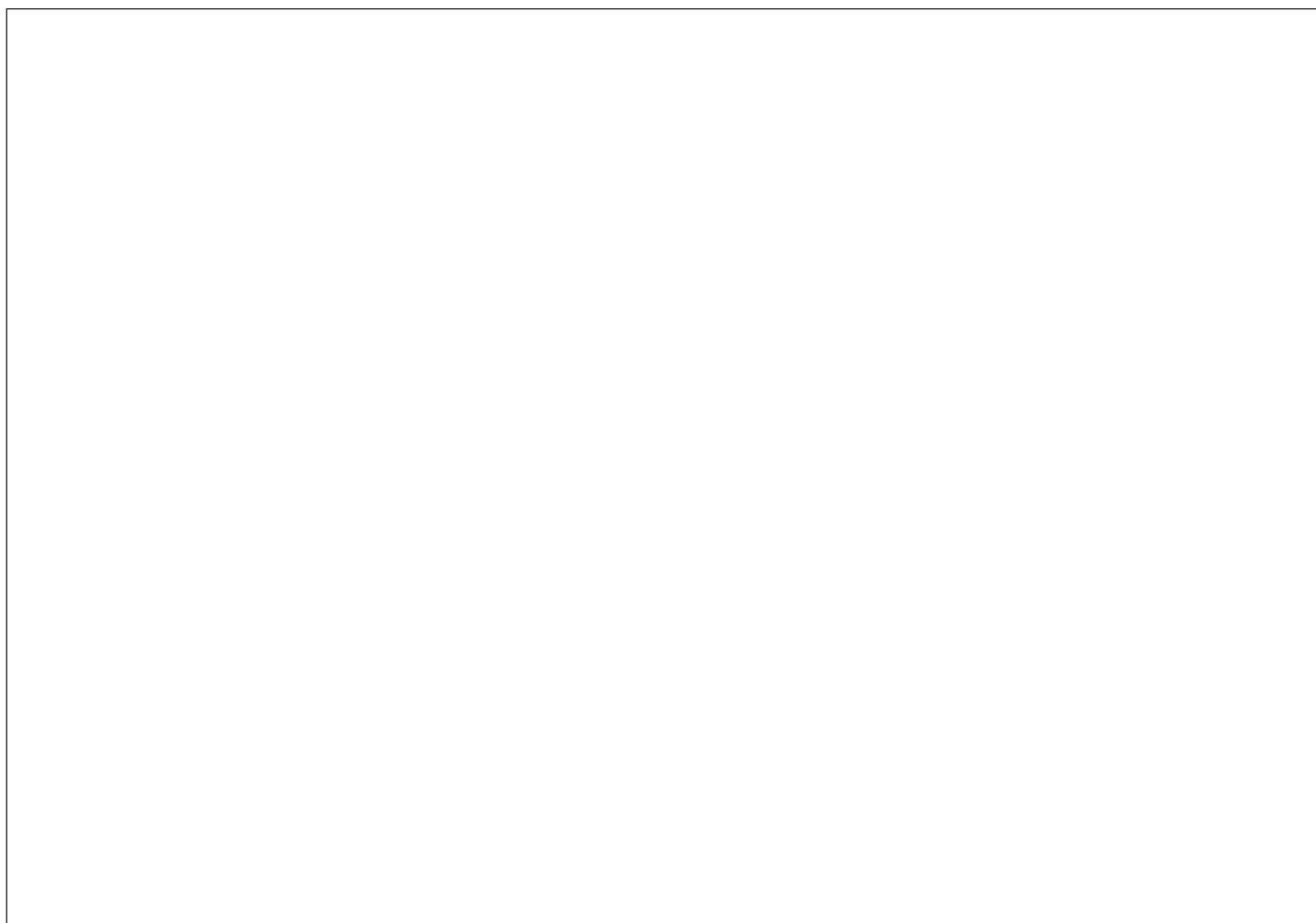
Find an object that is not related to food or shelter that the Eastern Woodlands Indians used. What is the item?

(Answers will vary. Students may choose an item from anywhere else in the hall; we suggest the Clothing, Transportation, or Music and Games sections. If students choose a clothing item, be aware that many of the clothing artifacts in the hall incorporate trade items such as metalwork, glass beads, or manufactured cloth, and therefore don't come "from nature"; encourage students to choose clothing items made exclusively from skins/furs, which work best for this activity.)

What materials from nature is the item made of?

(Answers may include: animal skins/furs, porcupine quills, animal bones/teeth)

Draw and **label** the item.



ESSAY SCORING RUBRIC: TEACHER VERSION

	Exceeds	Meets	Approaches	Needs Additional Support
	4	3	2	1
Research: "A Year in a Lenape Indian Village" Article	Accurately presents information relevant to all parts of the prompt with paraphrased details from the article	Presents paraphrased information from the article relevant to the prompt with sufficient accuracy and detail	Presents information from the article mostly relevant to the purpose of the prompt with some lapses in accuracy or completeness	Attempts to present information in response to the prompt, but lacks connections to the article or relevance to the purpose of the prompt
Research: Hall of Eastern Woodlands Indians	Accurately presents information relevant to all parts of the prompt with paraphrased details from the hall	Presents paraphrased information from the hall relevant to the prompt with sufficient accuracy and detail	Presents information from the hall mostly relevant to the purpose of the prompt with some lapses in accuracy or completeness	Attempts to present information in response to the prompt, but lacks connections to the hall content or relevance to the purpose of the prompt
Explanations	Integrates relevant and accurate social studies content with thorough explanations that demonstrate in-depth understanding about the food and shelter of the Eastern Woodland Indians	Presents social studies content relevant to the prompt with sufficient accuracy and explanations that demonstrate understanding of the food and shelter of the Eastern Woodland Indians	Presents social studies content mostly relevant to the prompt; shows basic or uneven understanding of the food and shelter of the Eastern Woodland Indians; some errors in explanation	Attempts to include social studies content in explanations, but understanding of the food and shelter of the Eastern Woodland Indians is weak; content is irrelevant, inappropriate, or inaccurate
	Uses detailed labeled illustrations of food and shelter	Uses labeled illustrations with of food and shelter	Illustrations are unlabeled	No illustrations
Development	Maintains a strongly developed focus on the writing prompt for the entire essay	Maintains focus on the writing prompt for the majority of the essay	Addresses the prompt but is off-topic some of the time	Does not address the prompt for most or all of the essay
	Essay includes descriptions of food that people obtained from nature and shelter with a great deal of supporting details	Essay includes descriptions of food and shelter	Essay includes descriptions of food and shelter, but lacks sufficient details	Essay does not include descriptions of food and shelter
	Provides a relevant concluding statement/section	Provides a sense of closure	X	Provides no sense of closure

STUDENT READING

A Year in a Lenape Indian Village

Native Americans have lived in North America for thousands of years. They were here long before the Pilgrims came to America. There were many groups of Native Americans. They lived all over America. They lived in deserts and on grassy plains. In the eastern part of America, they lived in forests, mountains, and by the sea. One group that lived in the east was called the Lenape (“Leh-NAH-pay”) Indians. They lived around where New York, New Jersey, Delaware, and Pennsylvania are today.

The Lenape used natural resources in their daily lives. Everything they made came from nature: their homes, their clothes, and their art. For food, they hunted, farmed, and fished. Their environment changed every season, so their daily life did too. Let’s go back in time and read about how life in a Lenape village changed over the year.



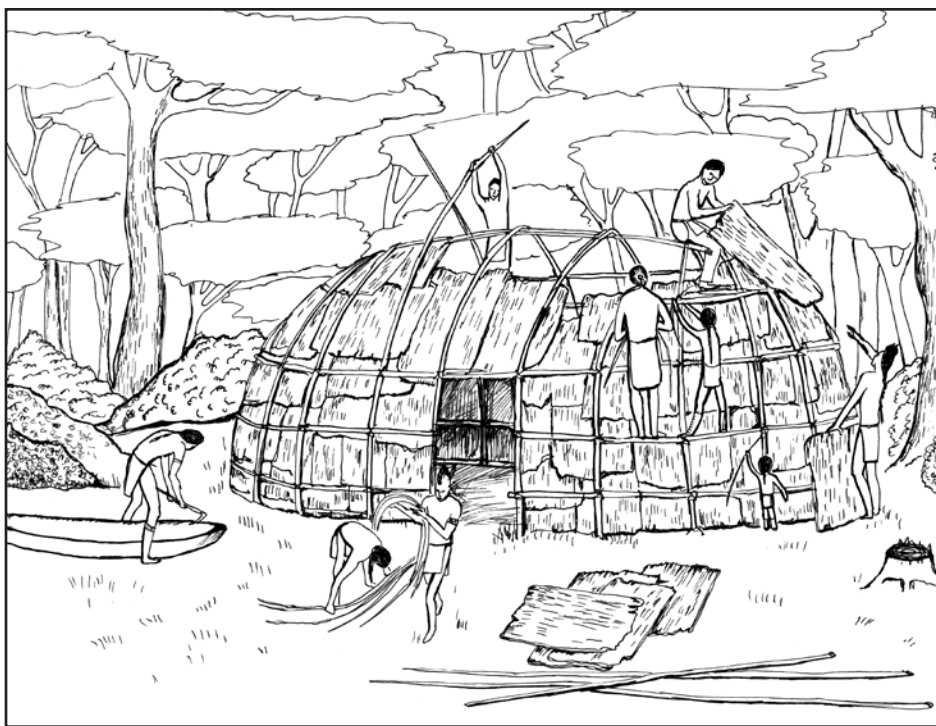
The Lenape’s way of life is closely connected to the environment.

Spring

The Lenape spend most of the winter in their warm homes. When the snow melts, there is a lot to do. It is time to get ready for the year ahead!

Spring is the best time for fishing. The fish swim up the river and the Lenape catch them in big nets. They eat the fish right away, but they save some too. These fish are dried in the sun or smoked over a fire. This keeps the food safe to eat later.

The Lenape use things from nature to make their fishing tools. They weave plants into nets. They carve deer antlers into spears. They also dig out big logs to make canoes.



The Lenape use wood and tree bark to build longhouses and canoes.

Along the coast, people catch fish and shellfish. They also search for tiny clam shells. These shells are carved into beads. Sometimes they trade beads for other goods. Or they make beaded belts called wampum.

As summer nears, the air fills with the sound of chopping wood and the smell of smoke. The Lenape are getting the soil ready to plant their yearly crops. The men clear the fields of trees and other plants. Then the women plant the seeds.

Sometimes men and women have different jobs. In the village, women and children make pottery and clothes. They also pick foods from the forest. The men and boys go hunting. Sometimes they catch a bear as it is waking up from its long winter sleep!

At the end of spring, the Lenape prepare to plant crops. First, the men chop down trees and plants to clear a field. Then the women plant seeds.

The Lenape plant three main crops every year: corn, beans, and squash. These crops are called the “three sisters.” They are planted together because they help each other grow. They also give the Lenape healthy food to eat. The plants grow tall in the summer sun.



The Lenape often plant corn, beans, and squash together. These three plants, known as the “three sisters,” help each other grow.

Summer

Women and girls take care of the crops in the sunny fields. They also pick berries, nuts, and other wild foods in the forest. Men and boys spend the summer fishing, hunting, and trading with other tribes.

At the end of the summer, some of the crops are ready to harvest. The Lenape pick ears of corn, bean pods, and squash.

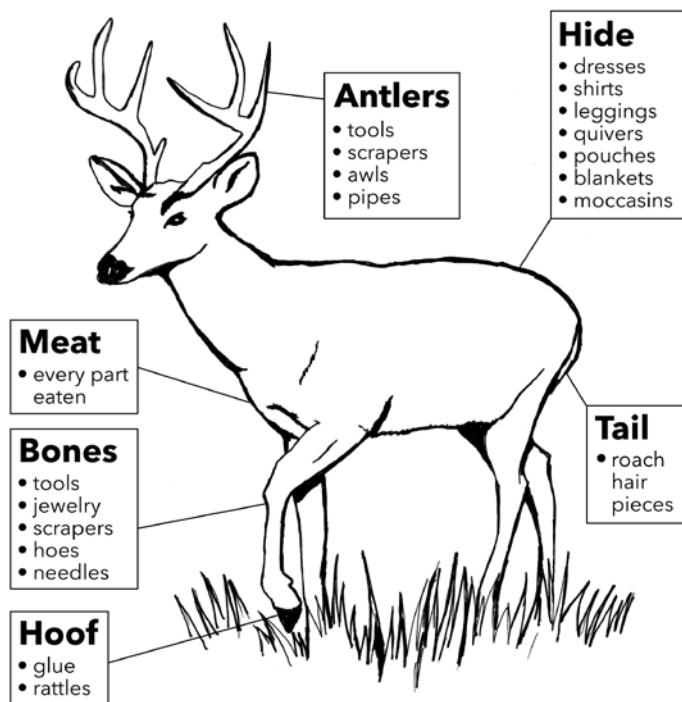
Autumn

The days are cooler in the fall. Women and children pick the last foods from the crops. They fill their baskets with squash, corn, and beans. But the Lenape don't eat all of it. They save some for winter. They hang corn and squash to dry. They bury bags of beans in deep holes.

In the forest, the leaves turn red and yellow. Men and boys hunt in big groups. This way they can catch lots of animals! They hunt big animals with bows and arrows. They set traps to catch small animals and birds.

They use every part of the animal. They eat the meat from animals like deer and rabbits.

They use the fur for clothes. They make shoes from animal skins and tools from bones. They hunt geese for food and feathers.

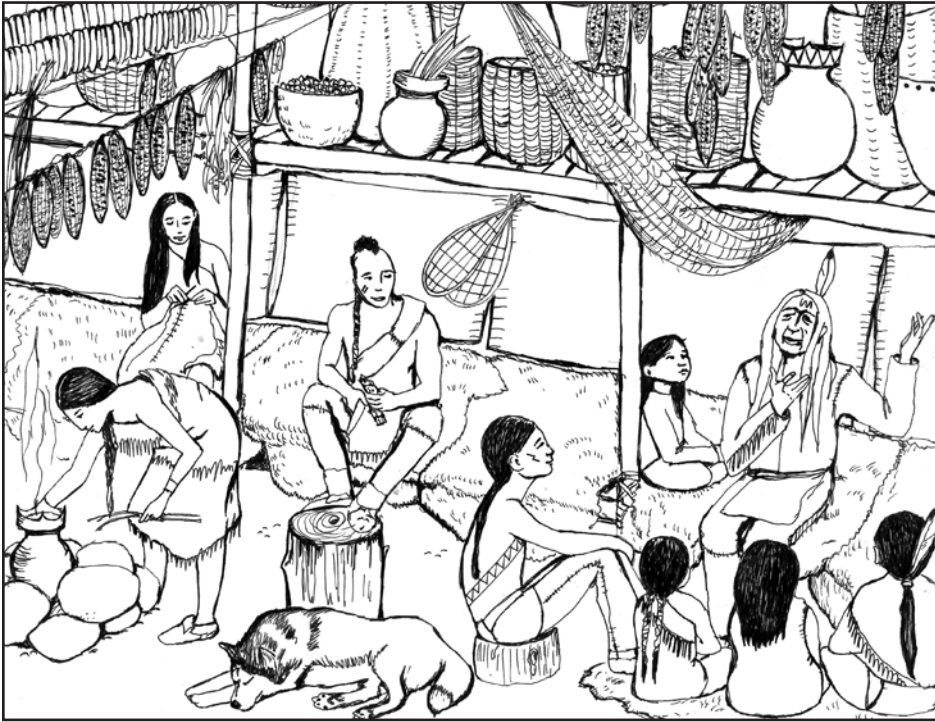


Winter

When winter comes, snow falls on the village. The Lenape spend the cold days close to home. Their homes are made of wood poles and bark. Wigwams are small and round. Longhouses are big enough for several families.

Inside, they cook the food they stored over the year. If they need more, they hunt deer and other animals. They spend time together. They tell stories. They sing and dance.

Everything in their homes is made from nature. They cook in clay pots and eat on wooden dishes. The children play with cornhusk dolls. They make music with drums made of wood and skins. At night, they sleep under warm animal skins and furs.



The Lenape live in longhouses. These large buildings are made of wood from young trees and tree bark. Everything inside is also made from natural resources.

Through the Seasons

All year long, the lives of the Lenape Indians are linked to the land, the wildlife, and the weather. They use plants and animals for their homes, their food, and their clothes. They also use natural resources in their art and music. As the seasons change, their daily life changes too.

Illustrations: ©AMNH/Agnieszka Pierwola

STUDENT WORKSHEET

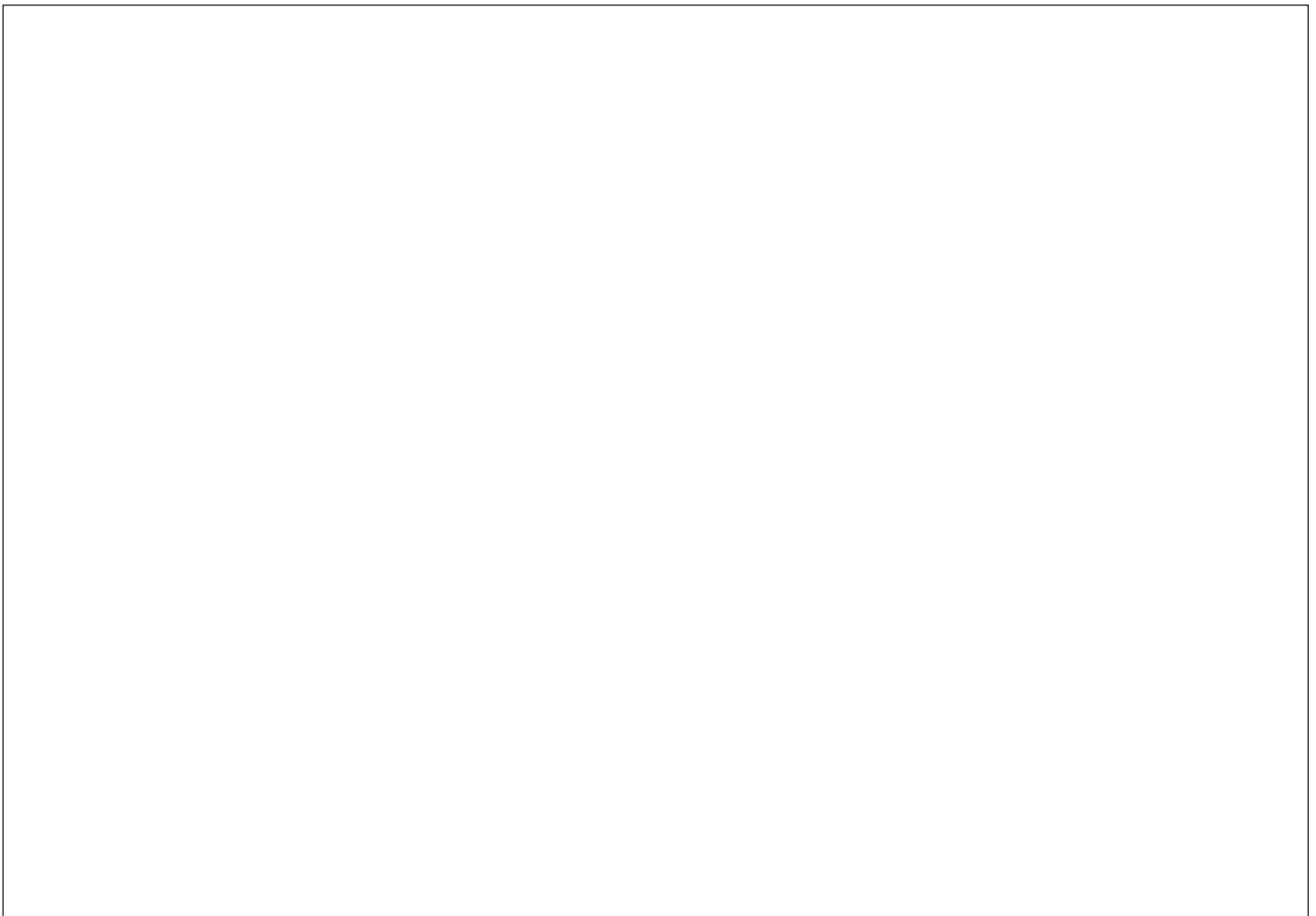
Name _____

FOOD

Find an object that the Eastern Woodlands Indians used to catch, gather, or eat food.
What is the item?

What materials from nature is the item made of?

Draw and **label** the item.



STUDENT WORKSHEET

Name _____

SHELTER

Look at the longhouse in the glass case.
What materials from nature is the longhouse made of?

Draw and **label** the longhouse.



What are the people in the shelter doing?

STUDENT WORKSHEET

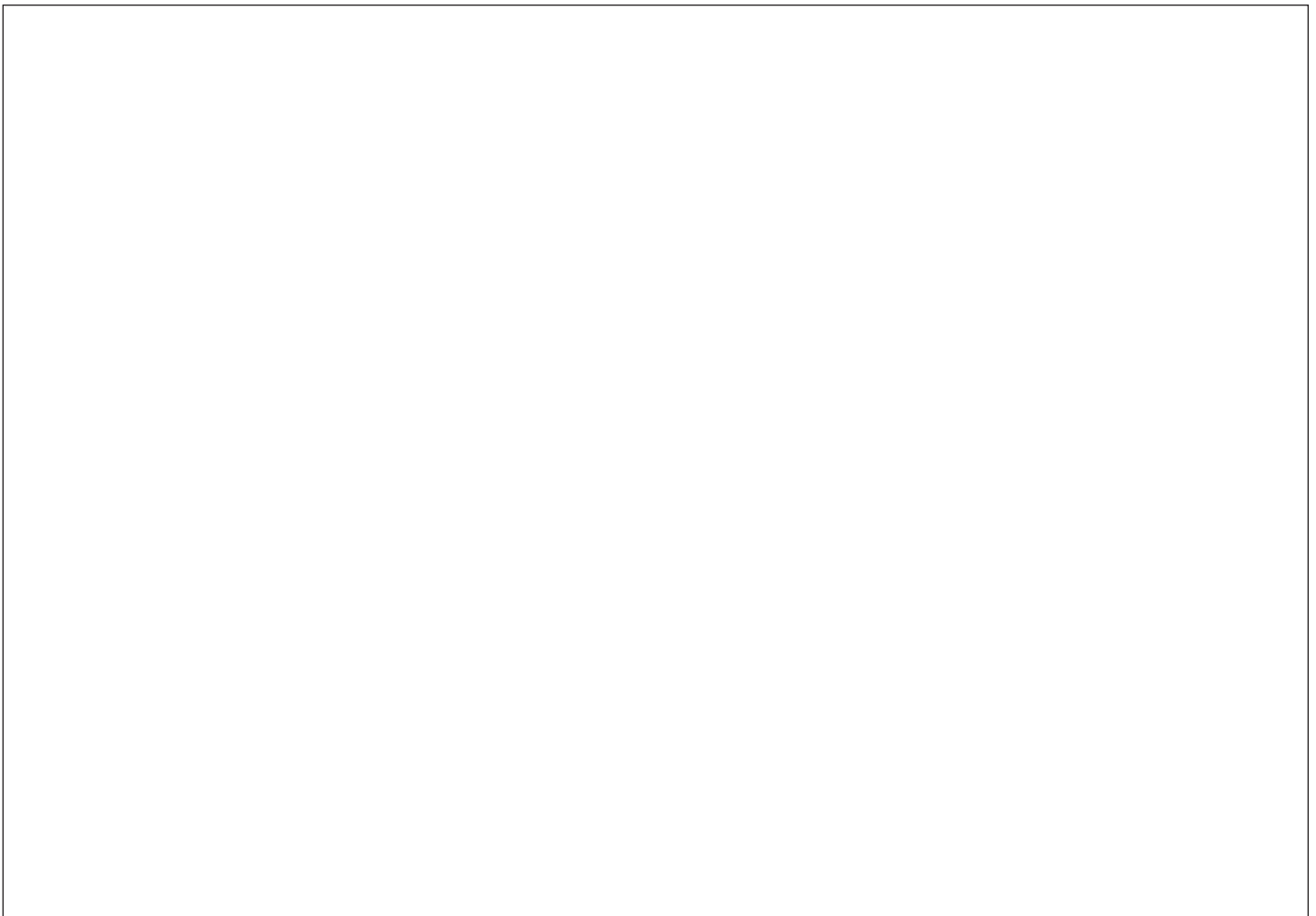
Name _____

AN OBJECT OF YOUR CHOICE

Find an object that is not related to food or shelter that the Eastern Woodlands Indians used.
What is the item?

What materials from nature is the item made of?

Draw and **label** the item.



STUDENT WRITING TASK

You have learned about the Eastern Woodlands Indians by reading “A Year in a Lenape Indian Village” and visiting the Hall of Eastern Woodlands Indians. Now you will make a book to teach your friends about how the Eastern Woodlands Indians used things in their environment to help them live.

On the cover, write the title of your book and your name.

On page 1 of your book, name two foods that the Eastern Woodlands Indians got from nature. Next, draw pictures of the foods that the Eastern Woodlands Indians ate. Label your picture.

On page 2 of your book, write about a longhouse and what materials from nature were used to build it. Draw a picture of the longhouse. Label your picture.

At the end, write a conclusion to your book.

Title of My Book

My Name



Handwriting practice lines consisting of 12 horizontal lines spaced evenly down the page.

ESSAY SCORING RUBRIC: STUDENT VERSION

	Exceeds	Meets	Approaches	Needs Additional Support
	4	3	2	1
Research: "A Year in a Lenape Indian Village" Article	I used what I learned in the article to write a detailed book in my own words	I used what I learned in the article to write my book	I used what I learned in the article to write my book but I am not sure if everything I wrote is correct	I did not use any information from the article to write my book
Research: Hall of Eastern Woodlands Indians	I used what I learned in the hall to write a detailed book in my own words	I used what I learned in the hall to write my book	I used what I learned in the hall to write my book but I am not sure if everything I wrote is correct	I did not use any information from the hall to write my book
Explanations	All of the information I included about the Eastern Woodlands Indians is correct	Most of the information I included about the Eastern Woodlands Indians is correct	Some of the information I included about the Eastern Woodlands Indians is correct	None of the information I included about the Eastern Woodlands Indians is correct
	I drew pictures of the food and shelter that the Eastern Woodlands Indians got from nature, and labeled them to add important information	I drew pictures of the food and shelter that the Eastern Woodlands Indians got from nature, and I included labels	I drew pictures of the food and shelter that the Eastern Woodlands Indians got from nature, but I didn't include labels, OR I only drew one picture	I did not draw any pictures
Development	My whole book is about the food and shelter that the Eastern Woodlands Indians got from nature	Most of my book is about the food and shelter that the Eastern Woodlands Indians got from nature	Some of my book is about the food and shelter that the Eastern Woodlands Indians got from nature	None of my book is about the food and shelter that the Eastern Woodlands Indians got from nature
	I wrote about food and shelter that the Eastern Woodlands got from nature with a lot of details	I wrote about food and shelter that the Eastern Woodlands got from nature	I wrote about food OR shelter that the Eastern Woodlands got from nature, but not both	I did not write about food and shelter that the Eastern Woodlands got from nature
	I wrote an ending to my book that shows what I learned	I wrote an ending to my book	X	I did not write an ending to my book

Science & Literacy Activity

ACTIVITY OVERVIEW

This activity, which is aligned to the Common Core State Standards (CCSS) for English Language Arts and the New York State Social Studies Elementary Standards, introduces students to the culture of Eastern Woodlands Indians before European colonization.

This activity has three components:

- BEFORE YOUR VISIT**, students will read a content-rich article about the Lenape and their ways of life. This article will provide context for the visit, and also help them complete the post-visit writing task.
- AT THE MUSEUM**, students will read and engage with additional texts (including printed text, illustrations, and models). This information will help them complete the post-visit writing task.
- BACK IN THE CLASSROOM**, students will draw on the first two components of the activity to complete a CCSS-aligned explanatory writing task about what they have learned from the reading and during the Museum visit.

Materials in this packet include:

For Teachers

- Activity overview (p. 1-2)
- Pre-reading Activity: Analyzing and Discussing Illustrations (p. 3-8)
- Article (teacher version): "A Year in a Lenape Indian Village" (p. 9-14)
- Answers to student worksheet (p. 15-17)
- Assessment rubric for student writing task (p. 18)

For Students

- Article (student version): "A Year in a Lenape Indian Village" (p. 19-23)
- Student worksheet for the Hall of Eastern Woodlands Indians visit (p. 24-26)
- Student writing task, writing sheets, and rubric (p. 27-31)

1. BEFORE YOUR VISIT

Students will read a content-rich article about the culture of the Lenape. This article will provide context for the visit, and help them complete the post-visit writing task.

Preparation

- Familiarize yourself with the student writing task (p. 27) and rubric (p. 31).
- Familiarize yourself with the teacher version of the article (p. 9-14), and plan how to facilitate the students' reading of the article.

Instructions

- Explain the goal: to complete a writing task about how the Eastern Woodlands Indians used the resources that were available in their environment to meet their needs. You may want to read through the writing task with students at this point.
- Tell students that they will need to read an article before visiting the Museum, and read additional texts during the visit.
- Engage students in the content using the illustrations and a facilitated discussion (p. 3-8).
- Distribute, read, and discuss the article, using the teacher notes to facilitate.

Common Core State Standards

RI.2.1: Ask and answer questions to demonstrate understanding of key details in a text.

RI.2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

W.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

New York State Social Studies Elementary Standards

Standard 3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.

- **Key Idea 3.1:** Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography).

2. DURING YOUR VISIT

At the Museum, students will read and engage with additional texts (including printed text, illustrations, and models). The information they'll gather from these multiple sources will help them complete the post-visit writing task.

Preparation

- Review the Educator's Guide to see how themes in the hall connect to your curriculum and to get an advance look at what your students will encounter. (Guide is downloadable at amnh.org/eastern-woodlands-indians/educators)
- Familiarize yourself with the student worksheet (p. 24-26), paying particular attention to facilitation notes on the answer key to student worksheets (p. 15-17) and the map of the hall in the Educator's Guide.

Instructions

- Explain the goal of the Museum visit: to read and engage with texts (including printed text, illustrations, and models), and to gather information to help them complete the post-visit writing task.
- Distribute and review the worksheet and map. Clarify what information students should collect, and where.

Additional Suggestions for Facilitating the Museum Visit

- Have students explore the hall in pairs, with each student completing his or her own student worksheet.
- Provide support for students based on the notes in the student worksheet answer key (p. 15-17).
- Encourage student pairs to ask you or their peers for help locating information. Tell students they may not share answers with other pairs, but may point each other to places where answers can be found.

3. BACK IN THE CLASSROOM

Students will use what they have learned from the pre-visit article and at the Museum to complete a CCSS-aligned explanatory writing task about how the Eastern Woodlands Indians used the resources that were available in their environment to meet their needs.

Preparation

- Plan how you will explain the student writing task and rubric (p. 27-31) to students.

Instructions

- Distribute the student writing task and rubric. Explain that they will use it while composing, and also to evaluate and revise what they have written.

Suggestions for Facilitating Writing Task

- Before they begin to write, have students use the writing task to frame a discussion around the information that they gathered at the Museum. They can work in pairs, small groups, or as a class, and can compare their findings.
- Referring to the writing task, have students underline or highlight all relevant passages and information from the article and from the notes taken at the Museum.
- Students should write their essays individually.

Supports for Diverse Learners

This resource has been designed to engage all learners with the principles of Universal Design for Learning in mind. It represents information in multiple ways and offers multiple ways for your students to engage with content as they read about, discuss, view, and write about scientific concepts. Different parts of the experience (e.g. reading texts, or locating information in the Museum) may challenge individual students. However, the arc of learning is designed to offer varied opportunities to learn. We suggest that all learners experience each activity, even if challenging. If any students have an Individualized Education Program (IEP), consult it for additional accommodations or modifications.

Alternate Version of Article

Another version of the same article with a lower lexile level is available for download at amnh.org/eastern-woodlands-indians/educators. You can use this same activity with that article.

PRE-READING ACTIVITY

ANALYZING AND DISCUSSING ILLUSTRATIONS

Standard: CCSS.ELA-LITERACY.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Overview: Viewing and analyzing images is a way to generate student interest in a topic prior to reading about that topic. Additionally, students' thoughts and questions about the illustrations will activate their thinking about the ideas and themes they will encounter in the text.

Instructions

- Begin by inviting the **entire class** to examine each illustration. Use some of the prompts or sentence starters below to facilitate a class discussion about each illustration.
- Then, **divide the class** into four groups and assign an illustration to each group. Have students use the prompts to have a small group discussion. Afterwards, invite students to share out some of their thoughts about the illustrations.

Open-Ended Prompts

- What do you notice? Describe what you see...
- What do you wonder?
- What do you think is happening in the illustration based on what you have noticed?

Prompts with Scaffolding

Who:

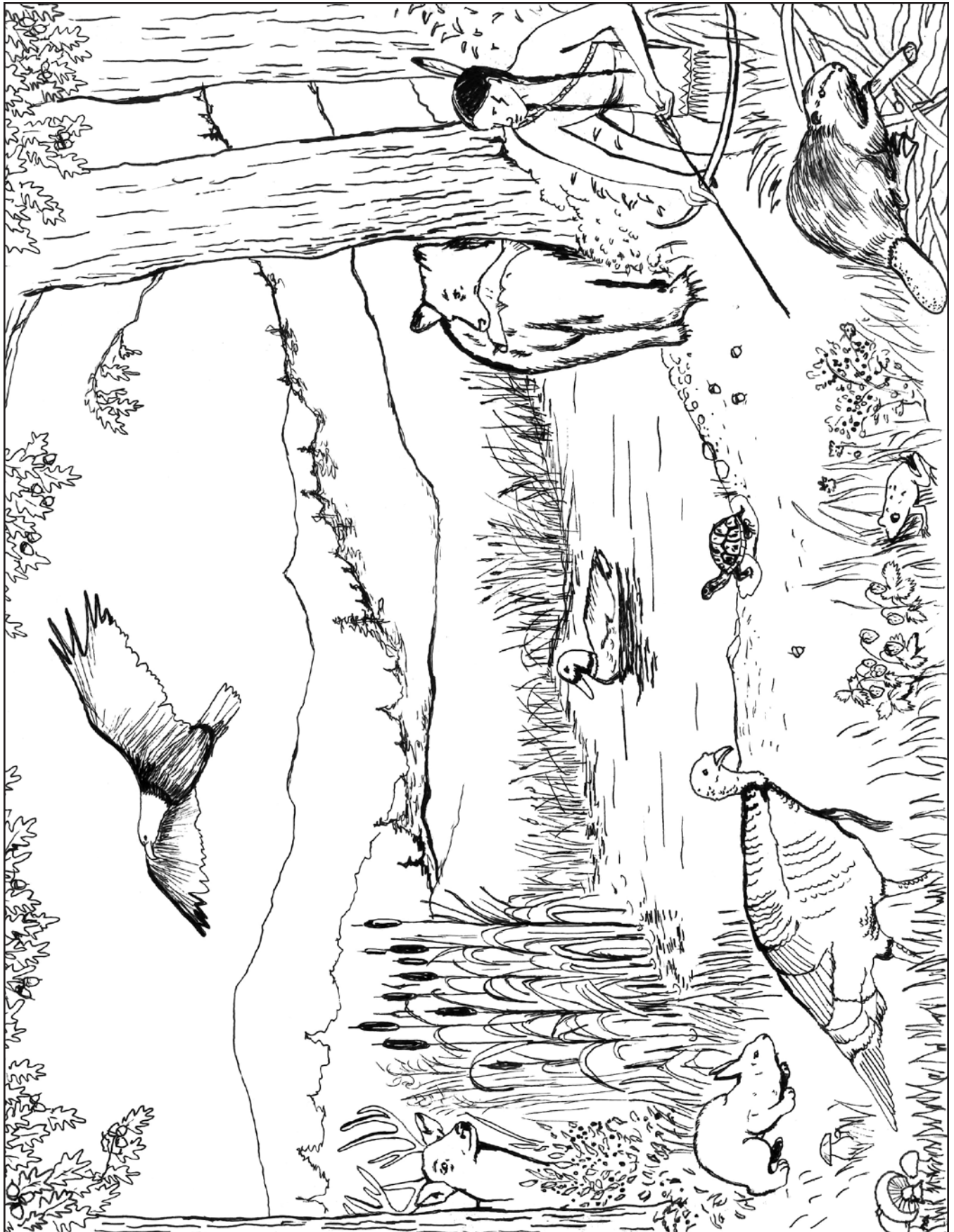
- What do you notice about individuals in the illustration?
- What does that make you think?

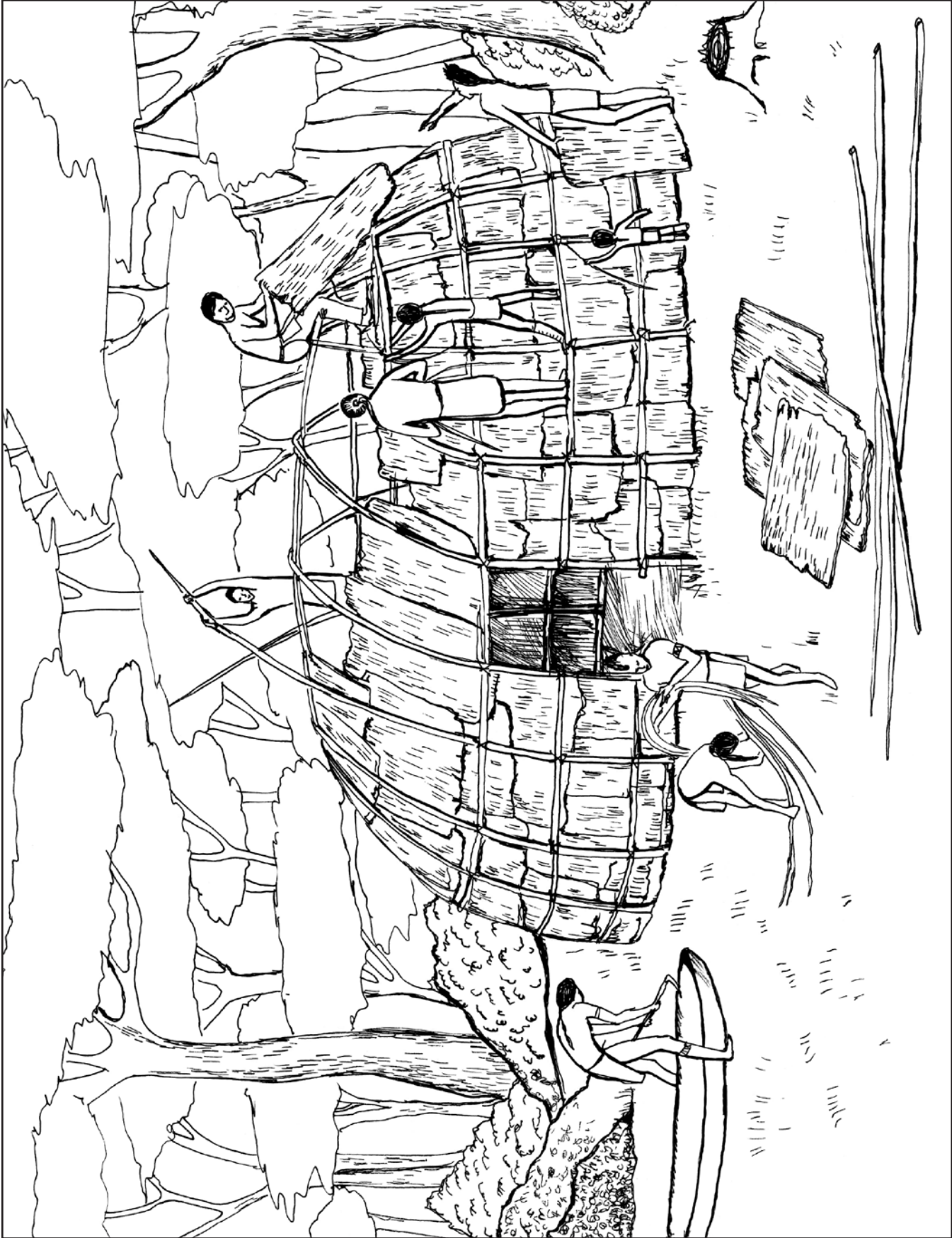
What:

- What actions do you notice are happening in the illustration?
- What does that make you think?

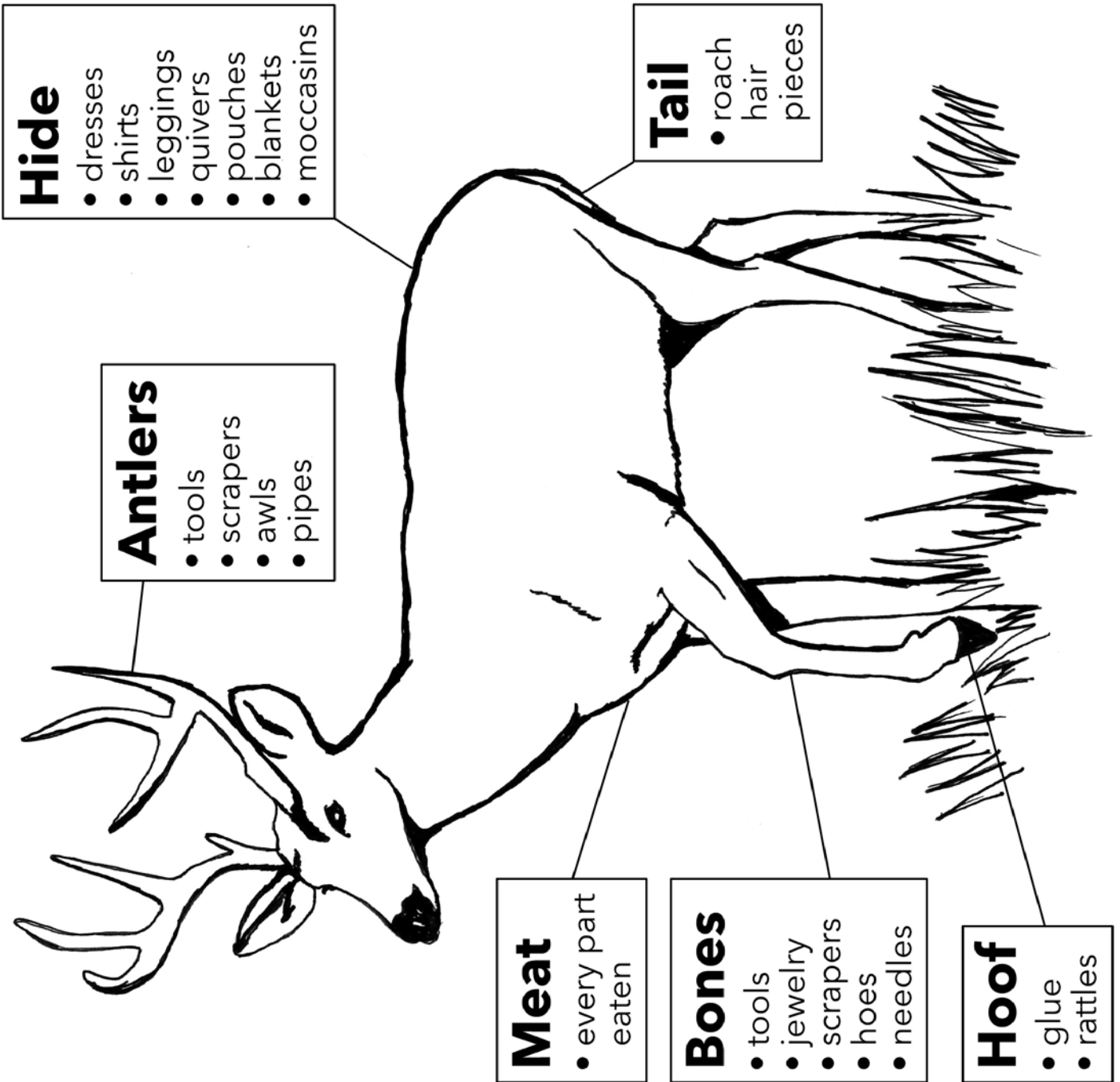
Sentence Starters

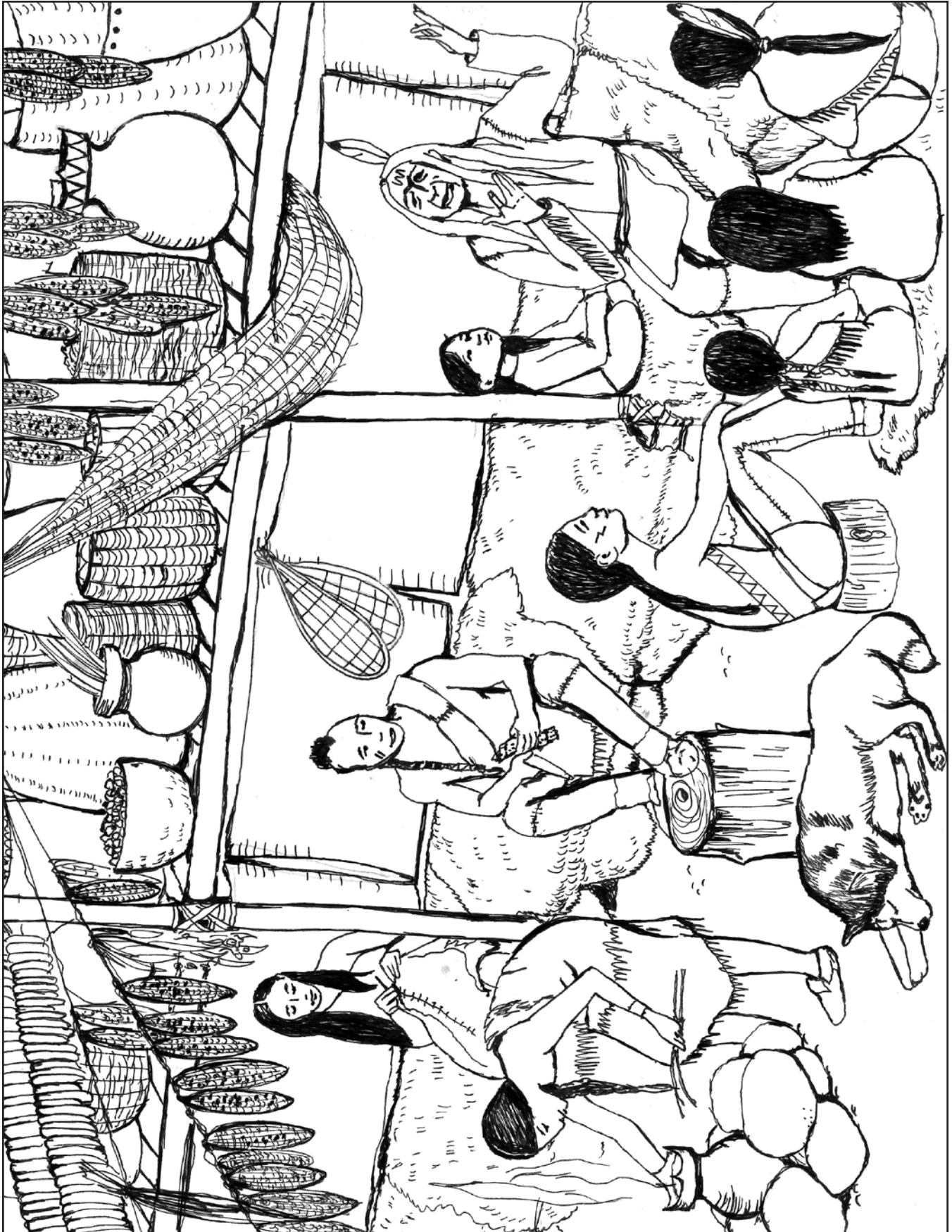
- I see...
- I notice...
- That makes me think...
- I wonder...











ARTICLE: TEACHER VERSION

About this Article

Lexile: 590

Wordcount: 794

Text Complexity: The Lexile level for this text falls at the middle of the 2-3 CCSS grade complexity band. This text is suitable as a read aloud for students in grades K-2. Grade 2 teachers should use their professional judgement and knowledge of students' independent reading levels regarding assigning this text for independent reading.

Note for Teachers: You might opt to scribe notes on a whiteboard or smartboard as you read the text, inviting students to contribute.

Key for Teacher Notes

- *Green text*
specific strategies
- Regular text
instructions for teachers
- *Italicized text*
teacher's instructions to students

STUDENT READING

A Year in a Lenape Indian Village

Native Americans have lived in North America for thousands of years. They were here long before the Pilgrims came to America. There were many groups of Native Americans. They lived all over America. They lived in deserts and on grassy plains. In the eastern part of America, they lived in forests, mountains, and by the sea. One group that lived in the east was called the Lenape (“Leh-NAH-pay”) Indians. They lived around where New York, New Jersey, Delaware, and Pennsylvania are today.

The Lenape used natural resources in their daily lives. Everything they made came from nature: their homes, their clothes, and their art. For food, they hunted, farmed, and fished. Their environment changed every season, so their daily life did too. Let’s go back in time and read about how life in a Lenape village changed over the year.



The Lenape’s way of life is closely connected to the environment.

Think-Pair-Share: If you have a map posted in the classroom (the map should show states and natural features), after reading this first paragraph, invite student volunteers to point out on the map where in the present-day United States the Lenape lived (using the states to identify the area). Coach students as needed.

You may want to ask students to think about what they know about the seasons in this area. Students may point out that in the Northeast there are four seasons, and that weather changes dramatically from one season to the next. Coach students as needed.

Another option is to ask students to identify natural features of the area that are named in the text (“forests, mountains... the sea”) and locate these areas on the map. Give students a moment to envision what this part of the country may have looked like hundreds of years ago (before modern times). You might use **turn and talk** and a brief **whole class discussion** to encourage students to share their thinking.

Think-Pair-Share: *What is this paragraph teaching us about the way the Lenape lived?* Listen in to students’ conversations and invite them to share out. It is important for students to see that the Lenape made all of the items they needed in their daily lives using natural resources from their environment. You may invite students to find the parts in this paragraph that best express how important their environment was to the Lenape.

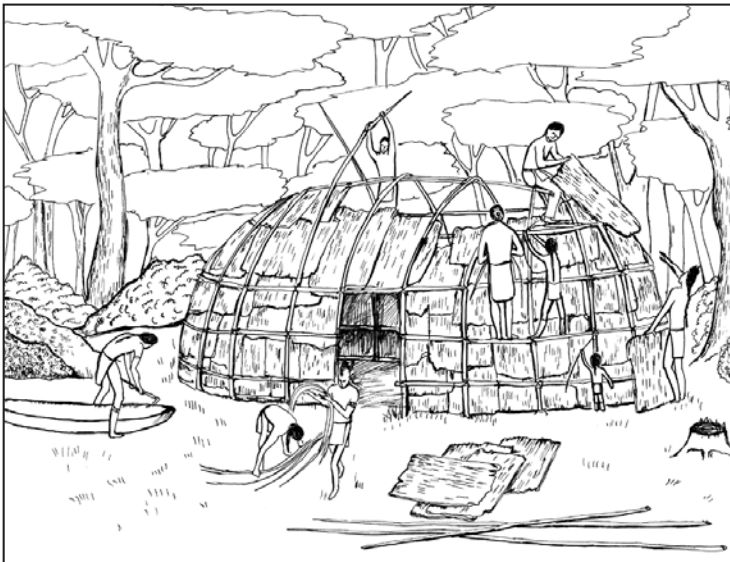
Tell students that in the rest of the article, and in the hall they will visit at the Museum, they will learn more about how the Lenape used natural resources in their environment in their daily lives. Explain that this is their purpose for reading this text. Preview the text, inviting students to notice that there is a section about each season. You may want to have the article on the smartboard or document camera so that you can invite students to refer to specific parts of the text. Instruct students to listen and read along very closely, as you will be stopping to ask what they are learning about how the Lenape used the natural resources of their environment for two major necessities: food and shelter.

Spring

The Lenape spend most of the winter in their warm homes. When the snow melts, there is a lot to do. It is time to get ready for the year ahead!

Spring is the best time for fishing. The fish swim up the river and the Lenape catch them in big nets. They eat the fish right away, but they save some too. These fish are dried in the sun or smoked over a fire. This keeps the food safe to eat later.

The Lenape use things from nature to make their fishing tools. They weave plants into nets. They carve deer antlers into spears. They also dig out big logs to make canoes.



The Lenape use wood and tree bark to build longhouses and canoes.

Along the coast, people catch fish and shellfish. They also search for tiny clam shells. These shells are carved into beads. Sometimes they trade beads for other goods. Or they make beaded belts called wampum.

As summer nears, the air fills with the sound of chopping wood and the smell of smoke. The Lenape are getting the soil ready to plant their yearly crops. The men clear the fields of trees and other plants. Then the women plant the seeds.

Sometimes men and women have different jobs. In the village, women and children make pottery and clothes. They also pick foods from the forest. The men and boys go hunting. Sometimes they catch a bear as it is waking up from its long winter sleep!

At the end of spring, the Lenape prepare to plant crops. First, the men chop down trees and plants to clear a field. Then the women plant seeds.

The Lenape plant three main crops every year: corn, beans, and squash. These crops are called the “three sisters.” They are planted together because they help each other grow. They also give the Lenape healthy food to eat. The plants grow tall in the summer sun. ●.....

Ask students to recall any examples of the Lenape using natural resources for food and/or shelter from the section on “Spring” that they just read. You may want to have the article on the smartboard or document camera so that you can invite students to refer to specific parts of the text.



The Lenape often plant corn, beans, and squash together. These three plants, known as the “three sisters,” help each other grow.

Summer

Women and girls take care of the crops in the sunny fields. They also pick berries, nuts, and other wild foods in the forest. Men and boys spend the summer fishing, hunting, and trading with other tribes.

At the end of the summer, some of the crops are ready to harvest. The Lenape pick ears of corn, bean pods, and squash.

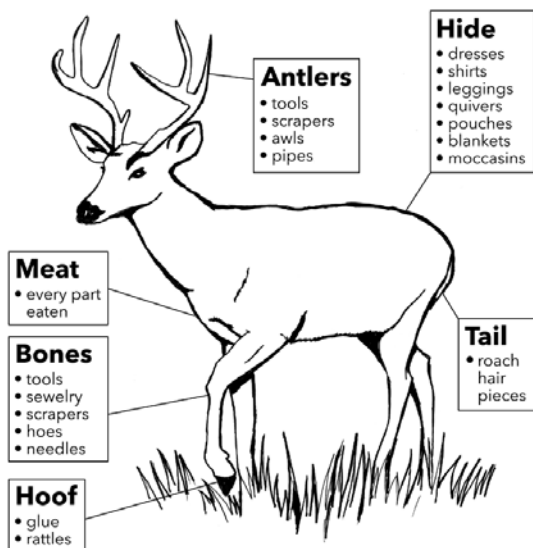
Autumn

The days are cooler in the fall. Women and children pick the last foods from the crops. They fill their baskets with squash, corn, and beans. But the Lenape don't eat all of it. They save some for winter. They hang corn and squash to dry. They bury bags of beans in deep holes.

In the forest, the leaves turn red and yellow. Men and boys hunt in big groups. This way they can catch lots of animals! They hunt big animals with bows and arrows. They set traps to catch small animals and birds.

They use every part of the animal. They eat the meat from animals like deer and rabbits.

They use the fur for clothes. They make shoes from animal skins and tools from bones. They hunt geese for food and feathers.



Think-Pair-Share: We learned in the earlier section that in the spring, the Lenape caught a lot of fish and also planted crops ("the three sisters": corn, beans, and squash). What more have we learned about how the Lenape used the resources of their environment for food to sustain them from the sections on "Summer" and "Autumn"? Be sure to have the article visible (on a screen or in the form of copies). Listen in to students' conversations and invite students to share out. You might start publicly charting a list (see below):

SAMPLE CHART

How the Lenape's Environment Provided Food:

- They caught fish from the river.
 - They ate some right away and saved some for winter.
 - They made boats and fishing tools from natural resources.
- They picked wild foods from the forest.
- They planted crops.
 - They planted "three sisters": beans, corn, and squash.
 - They dried some to save for winter.
- They hunted.
 - They used bows and arrows.
 - They set traps.
- They cooked in clay pots and ate on wooden dishes.

Winter

When winter comes, snow falls on the village. The Lenape spend the cold days close to home. Their homes are made of wood poles and bark. Wigwams are small and round. Longhouses are big enough for several families.

Inside, they cook the food they stored over the year. If they need more, they hunt deer and other animals. They spend time together. They tell stories. They sing and dance.

Everything in their homes is made from nature. They cook in clay pots and eat on wooden dishes. The children play with cornhusk dolls. They make music with drums made of wood and skins. At night, they sleep under warm animal skins and furs.



The Lenape live in longhouses. These large buildings are made of wood from young trees and tree bark. Everything inside is also made from natural resources.

Through the Seasons

All year long, the lives of the Lenape Indians are linked to the land, the wildlife, and the weather. They use plants and animals for their homes, their food, and their clothes. They also use natural resources in their art and music. As the seasons change, their daily life changes too.

Think-Pair-Share: What have we learned about how the Lenape used their environment to help provide shelter? Be sure to have the article visible (on a screen or in the form of copies). Listen in to students' conversations and invite students to share out. You might want to start charting a list (see below):

SAMPLE CHART

How the Lenape's Environment Provided Shelter:

- They made their homes out of wood and bark.
 - ° Wigwams are small and round.
 - ° Longhouses are big enough for several families.
 - ° At night, they sleep under warm animal skins and furs.

Think-Pair-Share: What do you think about the Lenape's way of life? How is it different from or similar to life in the present-day Northeast (New York, New Jersey, Delaware, and Pennsylvania) where the Lenape lived long ago?

(Alternate Option: Have students construct a written response to this prompt as a formative assessment).

Illustrations: ©AMNH/Agnieszka Pierwola

STUDENT WORKSHEET

Name ANSWER KEY

FOOD

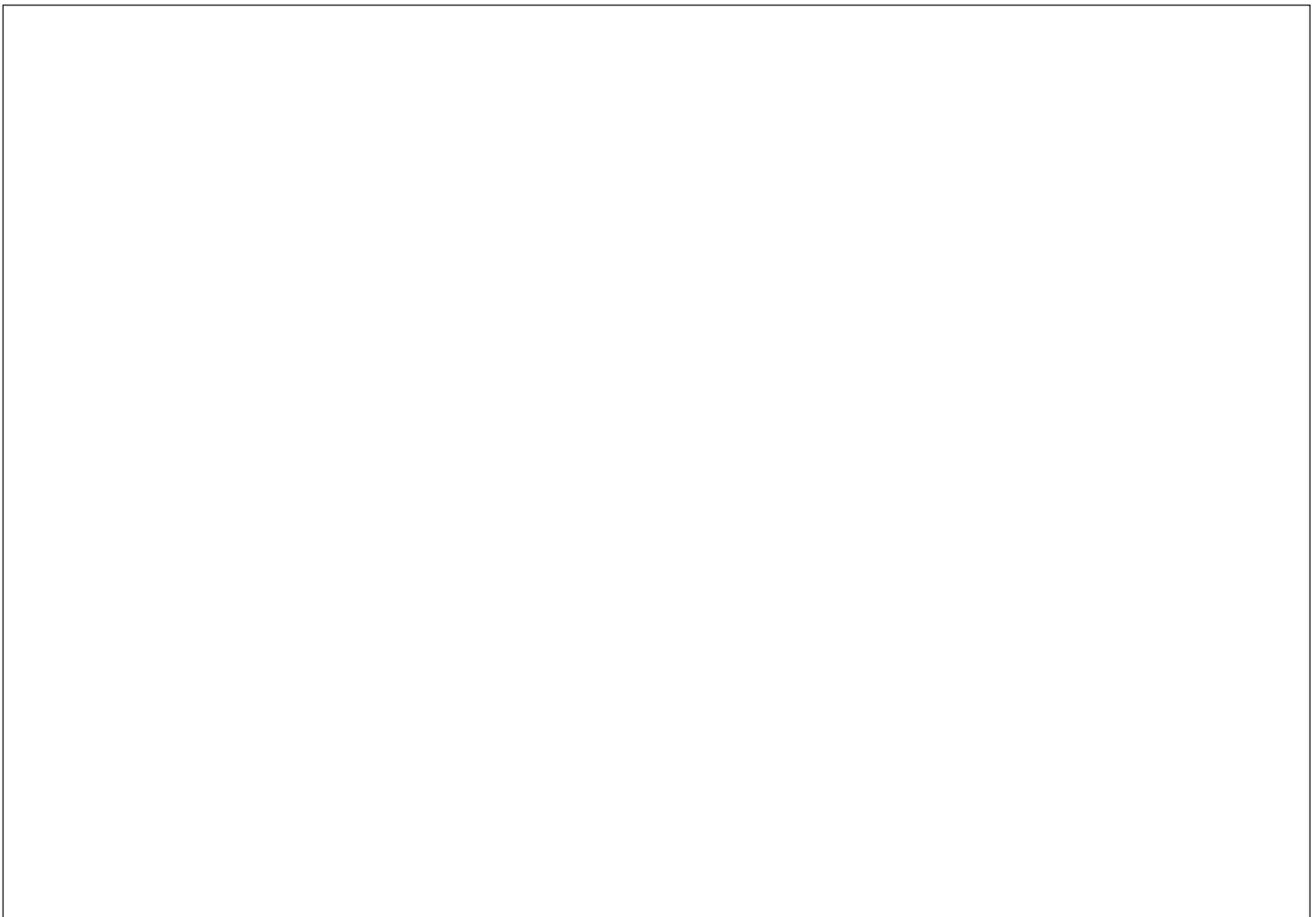
Find an object that the Eastern Woodlands Indians used to catch, gather, or eat food.
What is the item?

(The answer should be an object from the sections on farming, maple sugaring, fishing, hunting, or basket-weaving.)

What materials from nature is the item made of?

(Answers will vary, but possibilities include wood, plant fibers, stone, animal hides, and animal bones)

Draw and **label** the item.



STUDENT WORKSHEET

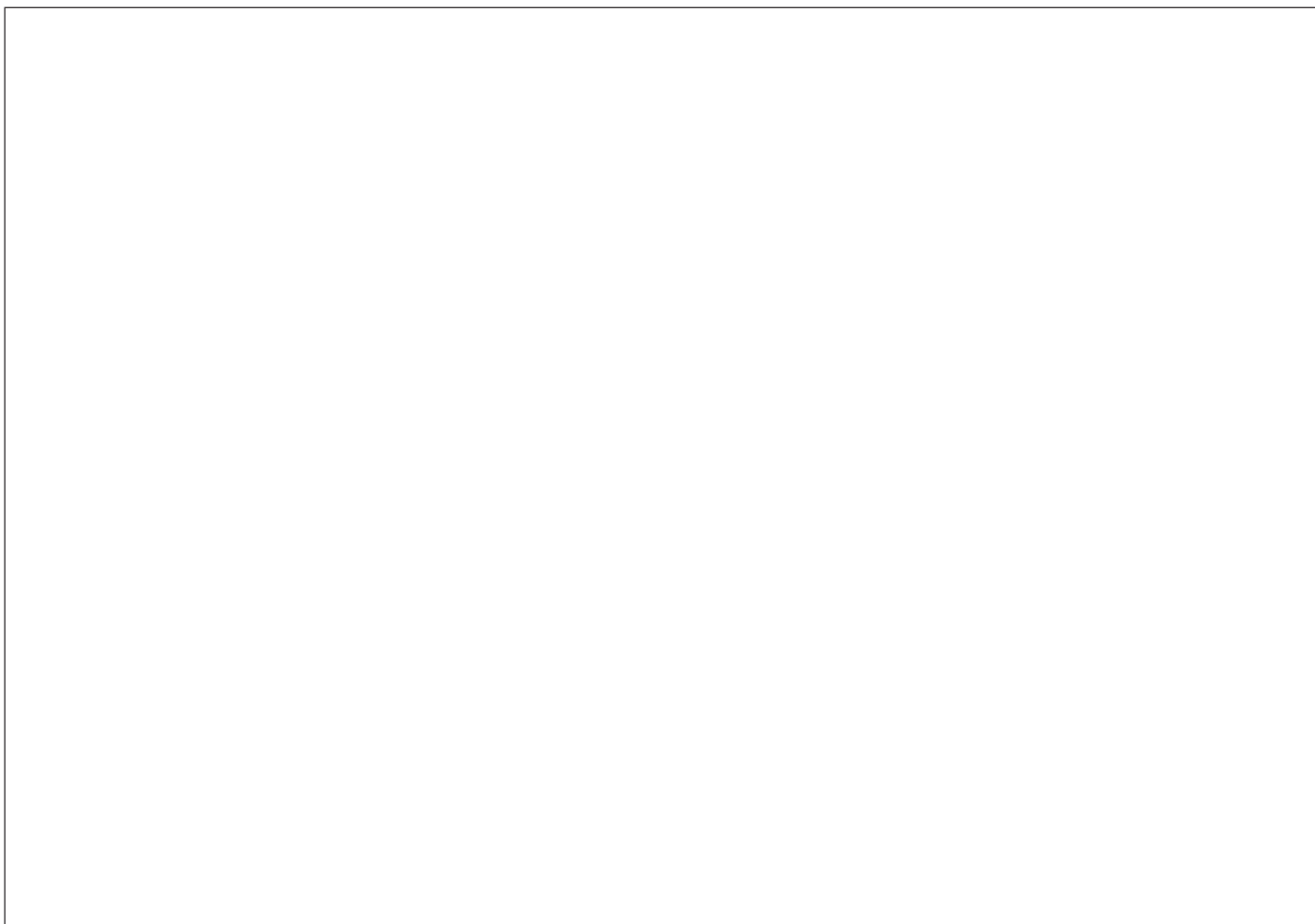
Name ANSWER KEY

SHELTER

Look at the longhouse in the glass case.
What materials from nature is the longhouse made of?

(Answers may include: wood, tree bark)

Draw and **label** the longhouse.



What are the people in the shelter doing?

(Answer may include: preparing, cooking corn)

STUDENT WORKSHEET

Name **ANSWER KEY**

AN OBJECT OF YOUR CHOICE

(Teacher note: This section of the worksheet is not necessary for the post-visit writing task and can therefore be omitted if necessary for time constraints/differentiation.)

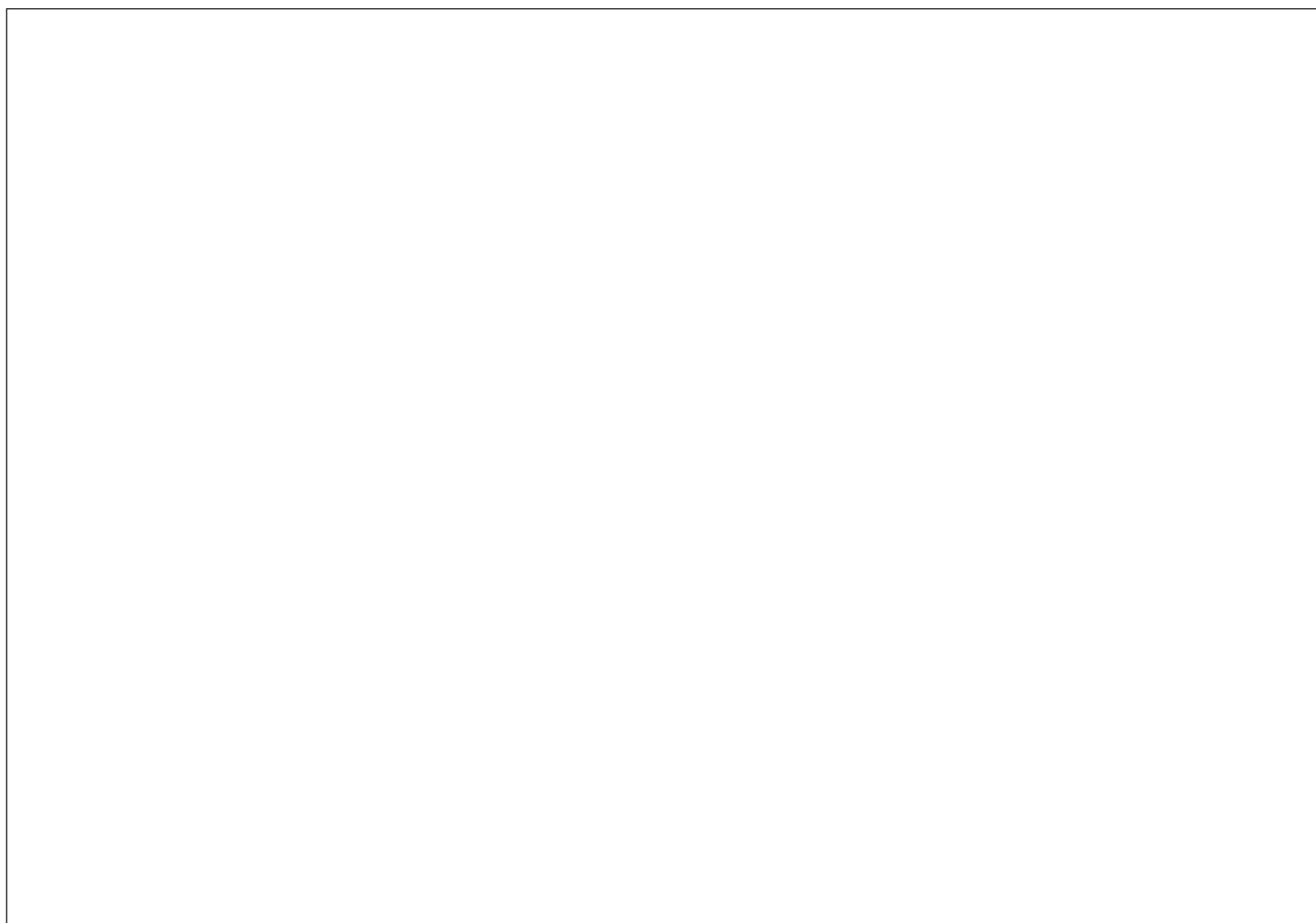
Find an object that is not related to food or shelter that the Eastern Woodlands Indians used. What is the item?

(Answers will vary. Students may choose an item from anywhere else in the hall; we suggest the Clothing, Transportation, or Music and Games sections. If students choose a clothing item, be aware that many of the clothing artifacts in the hall incorporate trade items such as metalwork, glass beads, or manufactured cloth, and therefore don't come "from nature"; encourage students to choose clothing items made exclusively from skins/furs, which work best for this activity.)

What materials from nature is the item made of?

(Answers may include: animal skins/furs, porcupine quills, animal bones/teeth)

Draw and **label** the item.



ESSAY SCORING RUBRIC: TEACHER VERSION

	Exceeds	Meets	Approaches	Needs Additional Support
	4	3	2	1
Research: "A Year in a Lenape Indian Village" Article	Accurately presents information relevant to all parts of the prompt with paraphrased details from the article	Presents paraphrased information from the article relevant to the prompt with sufficient accuracy and detail	Presents information from the article mostly relevant to the purpose of the prompt with some lapses in accuracy or completeness	Attempts to present information in response to the prompt, but lacks connections to the article or relevance to the purpose of the prompt
Research: Hall of Eastern Woodlands Indians	Accurately presents information relevant to all parts of the prompt with paraphrased details from the hall	Presents paraphrased information from the hall relevant to the prompt with sufficient accuracy and detail	Presents information from the hall mostly relevant to the purpose of the prompt with some lapses in accuracy or completeness	Attempts to present information in response to the prompt, but lacks connections to the hall content or relevance to the purpose of the prompt
Explanations	Integrates relevant and accurate social studies content with thorough explanations that demonstrate in-depth understanding about how the Eastern Woodlands Indians used the resources in their environment for food and shelter	Presents social studies content relevant to the prompt with sufficient accuracy and explanations that demonstrate understanding of about how the Eastern Woodlands Indians used the resources in their environment for food and shelter	Presents social studies content mostly relevant to the prompt; shows basic or uneven understanding of how the Eastern Woodlands Indians used the resources in their environment for food and shelter; some errors in explanation	Attempts to include social studies content in explanations, but understanding of how the Eastern Woodlands Indians used the resources in their environment for food and shelter is weak; content is irrelevant, inappropriate, or inaccurate
	Uses detailed labeled illustrations of people using materials from nature for their food and shelter	Uses labeled illustrations with of using materials from nature for their food and shelter	Illustrations are unlabeled	No illustrations
Development	Maintains a strongly developed focus on the writing prompt for the entire essay	Maintains focus on the writing prompt for the majority of the essay	Addresses the prompt but is off-topic some of the time	Does not address the prompt for most or all of the essay
	Includes a relevant opening section	Includes an introduction	X	Does not include an introduction
	Essay includes descriptions of people using materials from nature for their food and shelter with a great deal of supporting details	Essay includes descriptions of people using materials from nature for their food and shelter	Essay includes descriptions of people using materials from nature for their food and shelter, but lacks sufficient details	Essay does not include descriptions of people using materials from nature for their food and shelter
	Provides a relevant concluding paragraph	Provides a concluding statement/section	Provides a sense of closure	Provides no sense of closure

STUDENT READING

A Year in a Lenape Indian Village

Native Americans have lived in North America for thousands of years. They were here long before the Pilgrims came to America. There were many groups of Native Americans. They lived all over America. They lived in deserts and on grassy plains. In the eastern part of America, they lived in forests, mountains, and by the sea. One group that lived in the east was called the Lenape (“Leh-NAH-pay”) Indians. They lived around where New York, New Jersey, Delaware, and Pennsylvania are today.

The Lenape used natural resources in their daily lives. Everything they made came from nature: their homes, their clothes, and their art. For food, they hunted, farmed, and fished. Their environment changed every season, so their daily life did too. Let’s go back in time and read about how life in a Lenape village changed over the year.



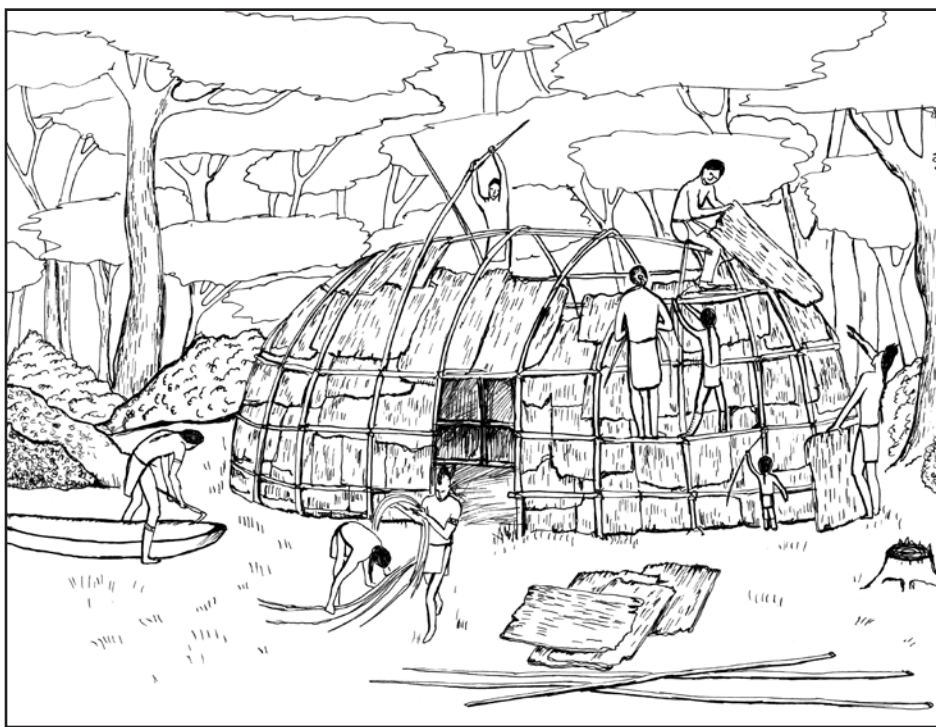
The Lenape’s way of life is closely connected to the environment.

Spring

The Lenape spend most of the winter in their warm homes. When the snow melts, there is a lot to do. It is time to get ready for the year ahead!

Spring is the best time for fishing. The fish swim up the river and the Lenape catch them in big nets. They eat the fish right away, but they save some too. These fish are dried in the sun or smoked over a fire. This keeps the food safe to eat later.

The Lenape use things from nature to make their fishing tools. They weave plants into nets. They carve deer antlers into spears. They also dig out big logs to make canoes.



The Lenape use wood and tree bark to build longhouses and canoes.

Along the coast, people catch fish and shellfish. They also search for tiny clam shells. These shells are carved into beads. Sometimes they trade beads for other goods. Or they make beaded belts called wampum.

As summer nears, the air fills with the sound of chopping wood and the smell of smoke. The Lenape are getting the soil ready to plant their yearly crops. The men clear the fields of trees and other plants. Then the women plant the seeds.

Sometimes men and women have different jobs. In the village, women and children make pottery and clothes. They also pick foods from the forest. The men and boys go hunting. Sometimes they catch a bear as it is waking up from its long winter sleep!

At the end of spring, the Lenape prepare to plant crops. First, the men chop down trees and plants to clear a field. Then the women plant seeds.

The Lenape plant three main crops every year: corn, beans, and squash. These crops are called the “three sisters.” They are planted together because they help each other grow. They also give the Lenape healthy food to eat. The plants grow tall in the summer sun.



The Lenape often plant corn, beans, and squash together. These three plants, known as the “three sisters,” help each other grow.

Summer

Women and girls take care of the crops in the sunny fields. They also pick berries, nuts, and other wild foods in the forest. Men and boys spend the summer fishing, hunting, and trading with other tribes.

At the end of the summer, some of the crops are ready to harvest. The Lenape pick ears of corn, bean pods, and squash.

Autumn

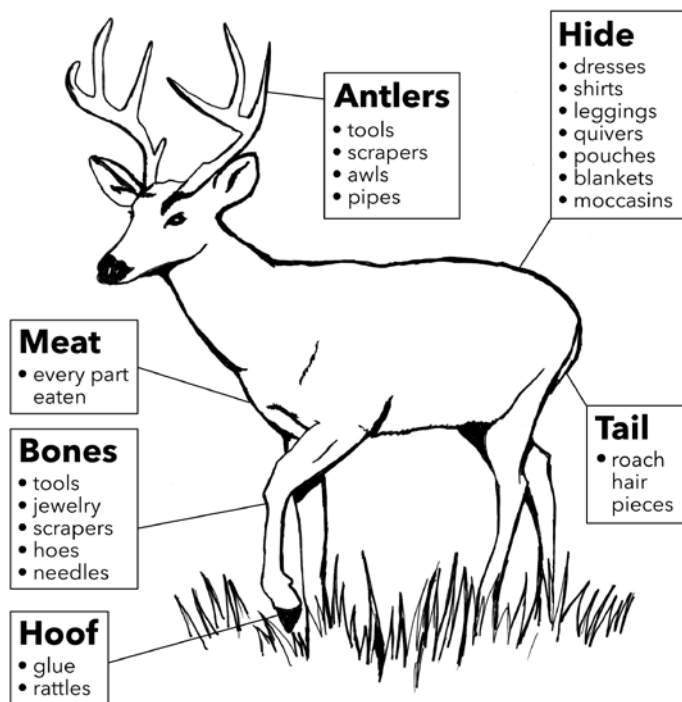
The days are cooler in the fall. Women and children pick the last foods from the crops. They fill their baskets with squash, corn, and beans. But the Lenape don't eat all of it. They save some for winter. They hang corn and squash to dry. They bury bags of beans in deep holes.

In the forest, the leaves turn red and yellow. Men and boys hunt in big groups. This way they can catch lots of animals!

They hunt big animals with bows and arrows. They set traps to catch small animals and birds.

They use every part of the animal. They eat the meat from animals like deer and rabbits.

They use the fur for clothes. They make shoes from animal skins and tools from bones. They hunt geese for food and feathers.

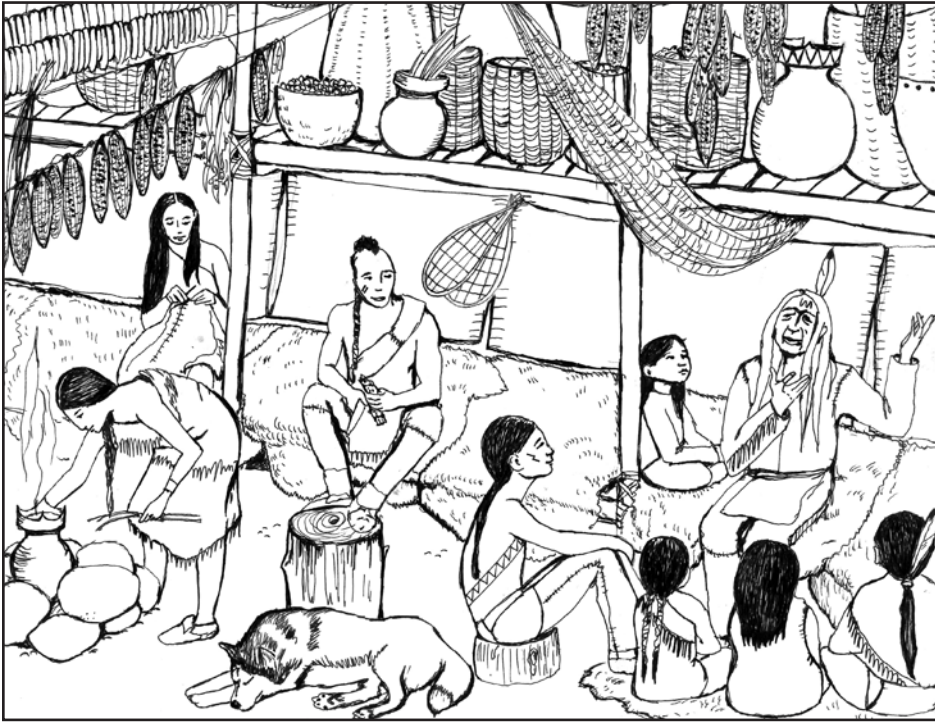


Winter

When winter comes, snow falls on the village. The Lenape spend the cold days close to home. Their homes are made of wood poles and bark. Wigwams are small and round. Longhouses are big enough for several families.

Inside, they cook the food they stored over the year. If they need more, they hunt deer and other animals. They spend time together. They tell stories. They sing and dance.

Everything in their homes is made from nature. They cook in clay pots and eat on wooden dishes. The children play with cornhusk dolls. They make music with drums made of wood and skins. At night, they sleep under warm animal skins and furs.



The Lenape live in longhouses. These large buildings are made of wood from young trees and tree bark. Everything inside is also made from natural resources.

Through the Seasons

All year long, the lives of the Lenape Indians are linked to the land, the wildlife, and the weather. They use plants and animals for their homes, their food, and their clothes. They also use natural resources in their art and music. As the seasons change, their daily life changes too.

Illustrations: ©AMNH/Agnieszka Pierwola

STUDENT WORKSHEET

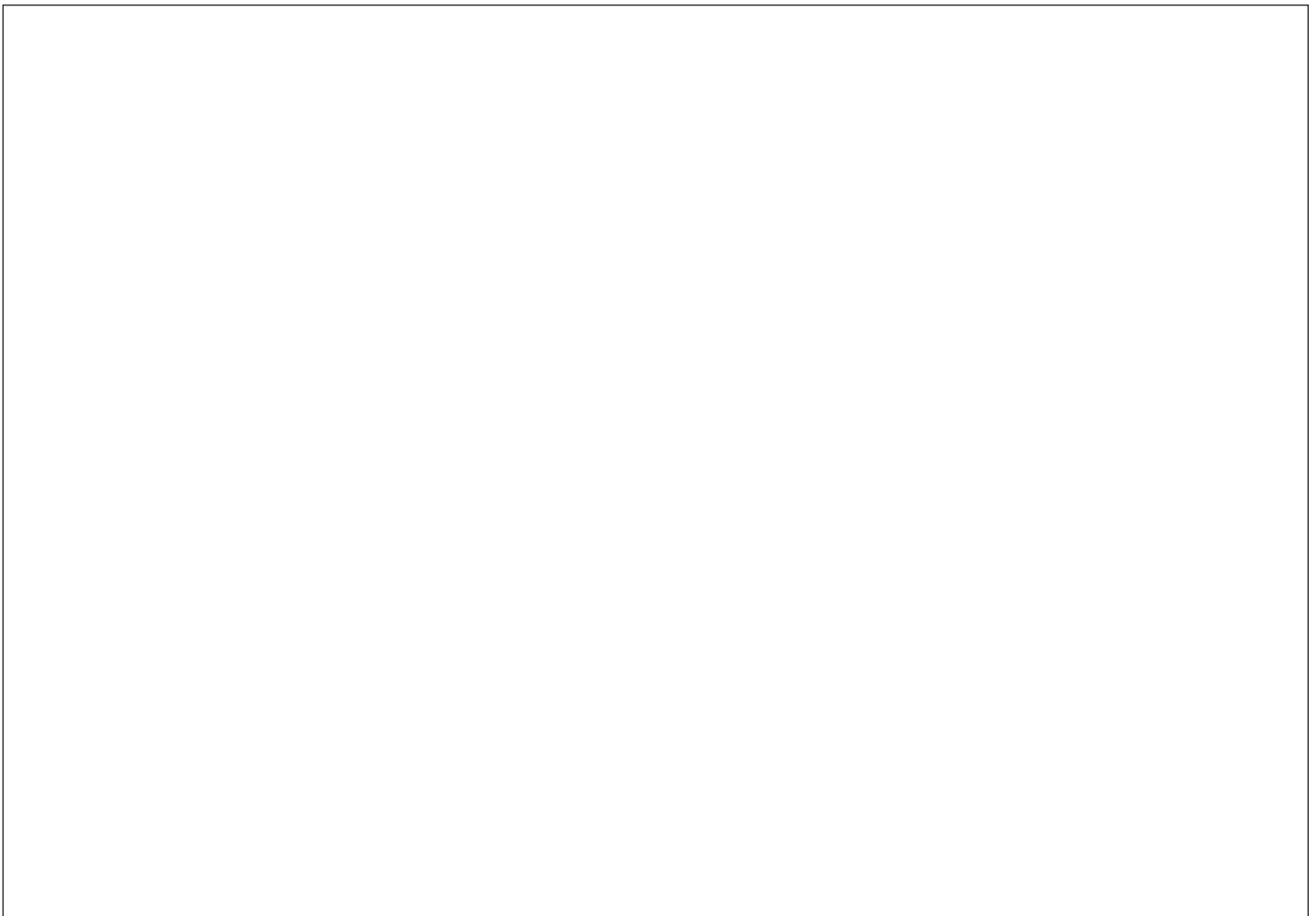
Name _____

FOOD

Find an object that the Eastern Woodlands Indians used to catch, gather, or eat food.
What is the item?

What materials from nature is the item made of?

Draw and **label** the item.



STUDENT WORKSHEET

Name _____

SHELTER

Look at the longhouse in the glass case.
What materials from nature is the longhouse made of?

Draw and **label** the longhouse.



What are the people in the shelter doing?

STUDENT WORKSHEET

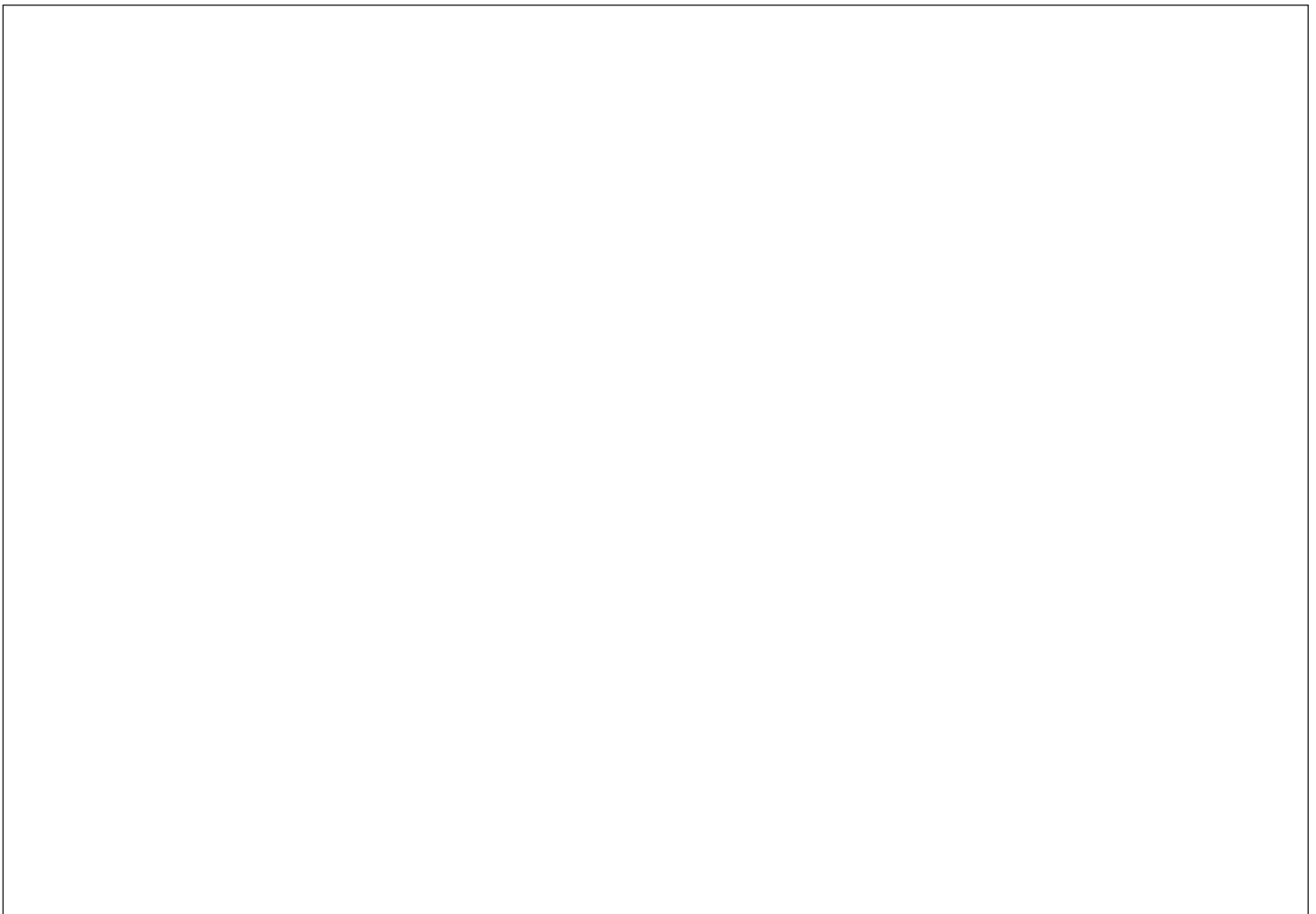
Name _____

AN OBJECT OF YOUR CHOICE

Find an object that is not related to food or shelter that the Eastern Woodlands Indians used.
What is the item?

What materials from nature is the item made of?

Draw and **label** the item.



STUDENT WRITING TASK

You have learned about the Eastern Woodlands Indians by reading “A Year in a Lenape Indian Village” and visiting the Hall of Eastern Woodlands Indians. Now you will make a book to teach your friends about how the Eastern Woodlands Indians used things in their environment to help them live.

On the cover, write the title of your book and your name.

On page 1 of your book, Write an introduction about the Eastern Woodlands Indians. Next, explain how the Eastern Woodlands Indians got their food from nature. Then, draw pictures of the food that the Eastern Woodlands Indians ate. Label your picture.

On page 2 of your book, write about a longhouse and how they got the materials to build it from nature. Draw a picture of the longhouse. Label your picture.

At the end, write a conclusion to your book.

Title of My Book

My Name



Handwriting practice lines consisting of 12 horizontal lines spaced evenly down the page.

ESSAY SCORING RUBRIC: STUDENT VERSION

	Exceeds	Meets	Approaches	Needs Additional Support
	4	3	2	1
Research: "A Year in a Lenape Indian Village" Article	I used what I learned in the article to write a detailed book in my own words	I used what I learned in the article to write my book	I used what I learned in the article to write my book but I am not sure if everything I wrote is correct	I did not use any information from the article to write my book
Research: Hall of Eastern Woodlands Indians	I used what I learned in the hall to write a detailed book in my own words	I used what I learned in the hall to write my book	I used what I learned in the hall to write my book but I am not sure if everything I wrote is correct	I did not use any information from the hall to write my book
Explanations	All of the information I included about the Eastern Woodlands Indians is correct	Most of the information I included about about the Eastern Woodlands Indians is correct	Some of the information I included about about the Eastern Woodlands Indians is correct	None of the information I included about about the Eastern Woodlands Indians is correct
	I drew pictures of people using things in their environment for food and shelter, and labeled them to add important information	I drew pictures of people using things in their environment for food and shelter, and I included labels	I drew pictures of people using things in their environment for food and shelter, but I didn't include labels, OR I only drew one picture	I did not draw any pictures
Development	My whole book is about the Eastern Woodlands Indians using things in their environment for food and shelter	Most of my book is about the Eastern Woodlands Indians using things in their environment for food and shelter	Some of my book is about the Eastern Woodlands Indians using things in their environment for food and shelter	None of my book is about the Eastern Woodlands Indians using things in their environment for food and shelter
	My book includes an introduction about the Eastern Woodlands Indians	My book includes an introduction	X	My book does not include an introduction
	I wrote about how people use things in their environment for food and shelter with a lot of details	I wrote about how people use things in their environment for food and shelter	I wrote about how people use things in their environment for food OR shelter, but not both	I did not write about how people use things in their environment for food and shelter
	I wrote an ending to my book that shows what I learned	I wrote an ending to my book	X	I did not write an ending to my book

Science & Literacy Activity

ACTIVITY OVERVIEW

This activity, which is aligned to the Common Core State Standards (CCSS) for English Language Arts and the New York State Social Studies Elementary Standards, introduces students to the culture of Eastern Woodlands Indians before European colonization.

This activity has three components:

1. **BEFORE YOUR VISIT**, students will read a content-rich article about the Lenape and their way of life before the arrival of Europeans. This article will provide context for the visit, and also help them complete the post-visit writing task.
2. **AT THE MUSEUM**, students will read and engage with additional texts (including printed text, illustrations, and models). This information will help them complete the post-visit writing task.
3. **BACK IN THE CLASSROOM**, students will draw on the first two components of the activity to complete a CCSS-aligned explanatory writing task about what they have learned from the reading and during the Museum visit.

Materials in this packet include:

For Teachers

- Activity Overview (p. 1-2)
- Pre-reading Activity: Analyzing and Discussing Illustrations (p. 3-8)
- Article (teacher version): "A Year in a Lenape Indian Village" (p. 9-15)
- Answers to graphic organizer for "A Year in a Lenape Indian Village" (p. 16-17)
- Answers to student worksheet (p. 18-19)
- Assessment rubric for student writing task (p. 20)

For Students

- Article (student version): "A Year in a Lenape Indian Village" (p. 21-26)
- Graphic organizer for "A Year in a Lenape Indian Village" (p. 27-28)
- Student worksheet for the Hall of Eastern Woodlands Indians visit (p. 29-30)
- Student writing task and rubric (p. 31-32)

1. BEFORE YOUR VISIT

Students will read a content-rich article about the culture of the Lenape. This article will provide context for the visit, and help them complete the post-visit writing task.

Preparation

- Familiarize yourself with the student writing task and rubric (p. 31-32).
- Familiarize yourself with the teacher version of the article (p. 9-15), and plan how to facilitate the students' reading of the article.

Instructions

- Explain the goal: to complete a writing task about how the Eastern Woodlands Indians used the resources that were available in their environment to help them live and thrive. You may want to read through the writing task with students at this point.
- Tell students that they will need to read an article before visiting the Museum, and read additional texts during the visit.
- Distribute, read, and discuss the article, using the teacher notes to facilitate.

Common Core State Standards

RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

New York State Social Studies Elementary Standards

Standard 3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.

- **Key Idea 3.1:** Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography).

2. DURING YOUR VISIT

At the Museum, students will read and engage with additional texts (including printed text, illustrations, and models). The information they'll gather from these multiple sources will help them complete the post-visit writing task.

Preparation

- Review the Educator's Guide to see how themes in the hall connect to your curriculum and to get an advance look at what your students will encounter. (Guide is downloadable at amnh.org/eastern-woodlands-indians/educators)
- Familiarize yourself with the student worksheet (p. 29-30) and the map of the hall in the Educator's Guide.

Instructions

- Explain the goal of the Museum visit: to read and engage with texts (including printed text, illustrations, and models), and to gather information to help them complete the post-visit writing task.
- Distribute and review the worksheet and map. Clarify what information students should collect, and where.

Additional Suggestions for Facilitating the Museum Visit

- Have students explore the hall in pairs, with each student completing his or her own student worksheet.
- Encourage student pairs to ask you or their peers for help locating information. Tell students they may not share answers with other pairs, but may point each other to places where answers can be found.
- If students have already chosen which task they will focus on in their essay, or if it has been assigned to them, you may choose to have them focus on only the corresponding section of the worksheet and not complete the entire two pages, as time and student ability allows.

3. BACK IN THE CLASSROOM

Students will use what they have learned from the pre-visit article and at the Museum to complete a CCSS-aligned explanatory writing task about how the Eastern Woodlands Indians used the resources that were available in their environment to help them live and thrive.

Preparation

- Plan how you will explain the student writing task and rubric (p. 31-32) to students.

Instructions

- Distribute the student writing task and rubric. Explain that they will use it while composing, and also to evaluate and revise what they have written.

Suggestions for Facilitating Writing Task

- Before they begin to write, have students use the writing task to frame a discussion around the information that they gathered at the Museum. They can work in pairs, small groups, or as a class, and can compare their findings.
- Referring to the writing task, have students underline or highlight all relevant passages and information from the article and from the notes taken at the Museum.
- Students should write their essays individually.

Supports for Diverse Learners

This resource has been designed to engage all learners with the principles of Universal Design for Learning in mind. It represents information in multiple ways and offers multiple ways for your students to engage with content as they read about, discuss, view, and write about scientific concepts. Different parts of the experience (e.g. reading texts, or locating information in the Museum) may challenge individual students. However, the arc of learning is designed to offer varied opportunities to learn. We suggest that all learners experience each activity, even if challenging. If any students have an Individualized Education Program (IEP), consult it for additional accommodations or modifications.

Alternate Version of Article

Another version of the same article with a lower lexile level is available for download at amnh.org/eastern-woodlands-indians/educators. You can use this same activity with that article.

PRE-READING ACTIVITY

ANALYZING AND DISCUSSING ILLUSTRATIONS

Standard: CCSS.ELA-LITERACY.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Overview: Viewing and analyzing images is a way to generate student interest in a topic prior to reading about that topic. Additionally, students' thoughts and questions about the illustrations will activate their thinking about the ideas and themes they will encounter in the text.

Instructions

- Begin by inviting the **entire class** to examine each illustration. Use some of the prompts or sentence starters below to facilitate a class discussion about each illustration.
- Then, **divide the class** into four groups and assign an illustration to each group. Have students use the prompts to have a small group discussion. Afterwards, invite students to share out some of their thoughts about the illustrations.

Open-Ended Prompts

- What do you notice? Describe what you see...
- What do you wonder?
- What do you think is happening in the illustration based on what you have noticed?

Prompts with Scaffolding

Who:

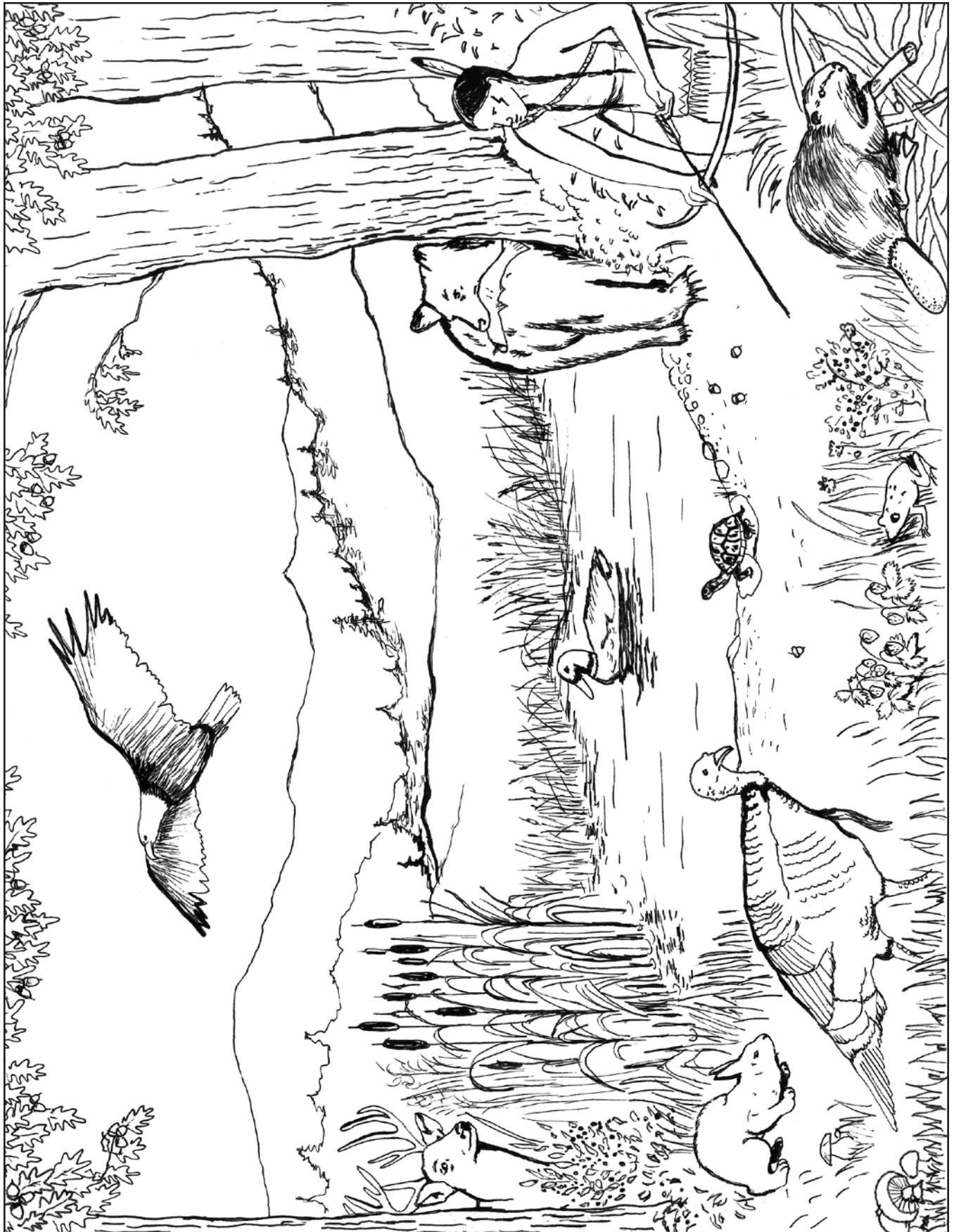
- What do you notice about individuals in the illustration?
- What does that make you think?

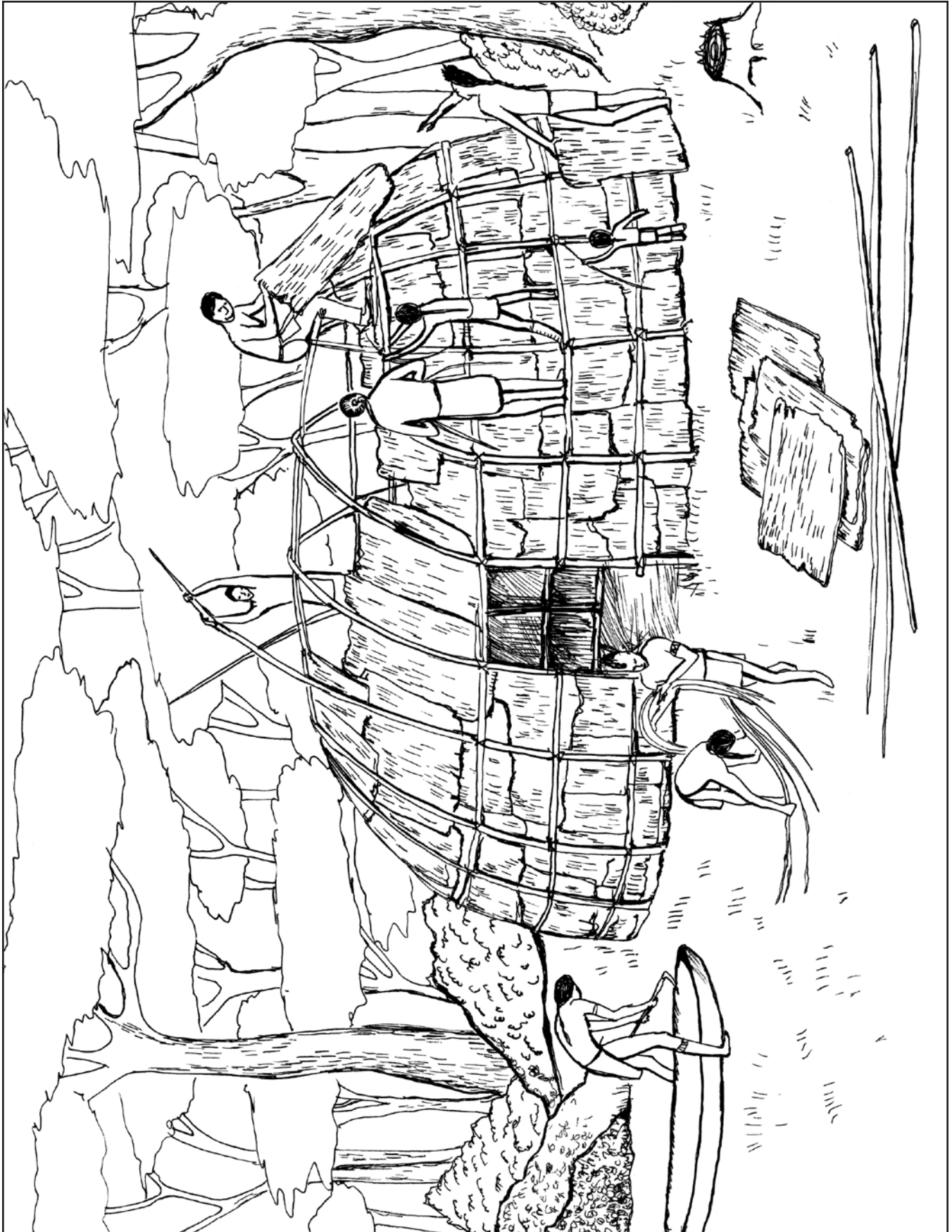
What:

- What actions do you notice are happening in the illustration?
- What does that make you think?

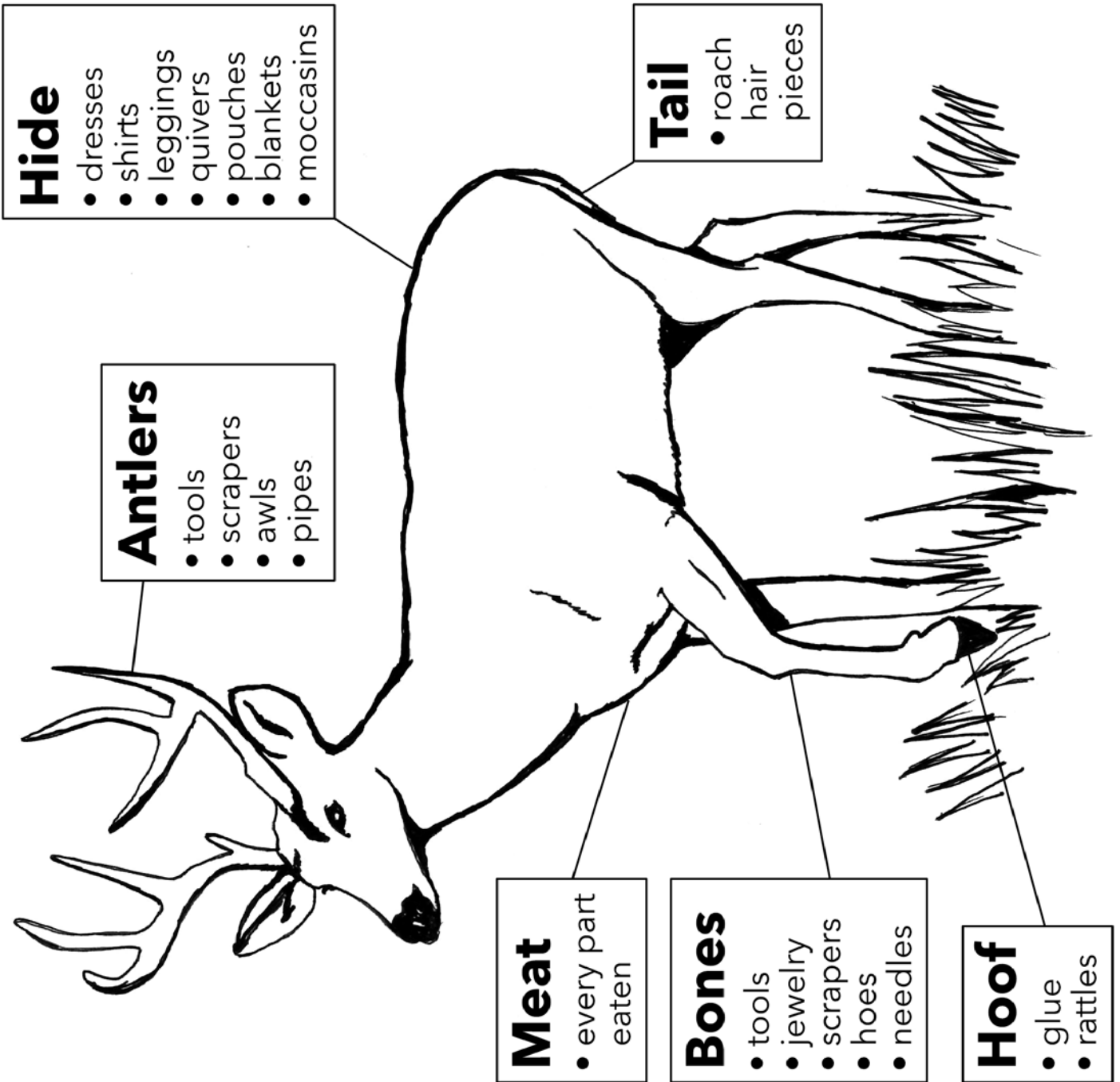
Sentence Starters

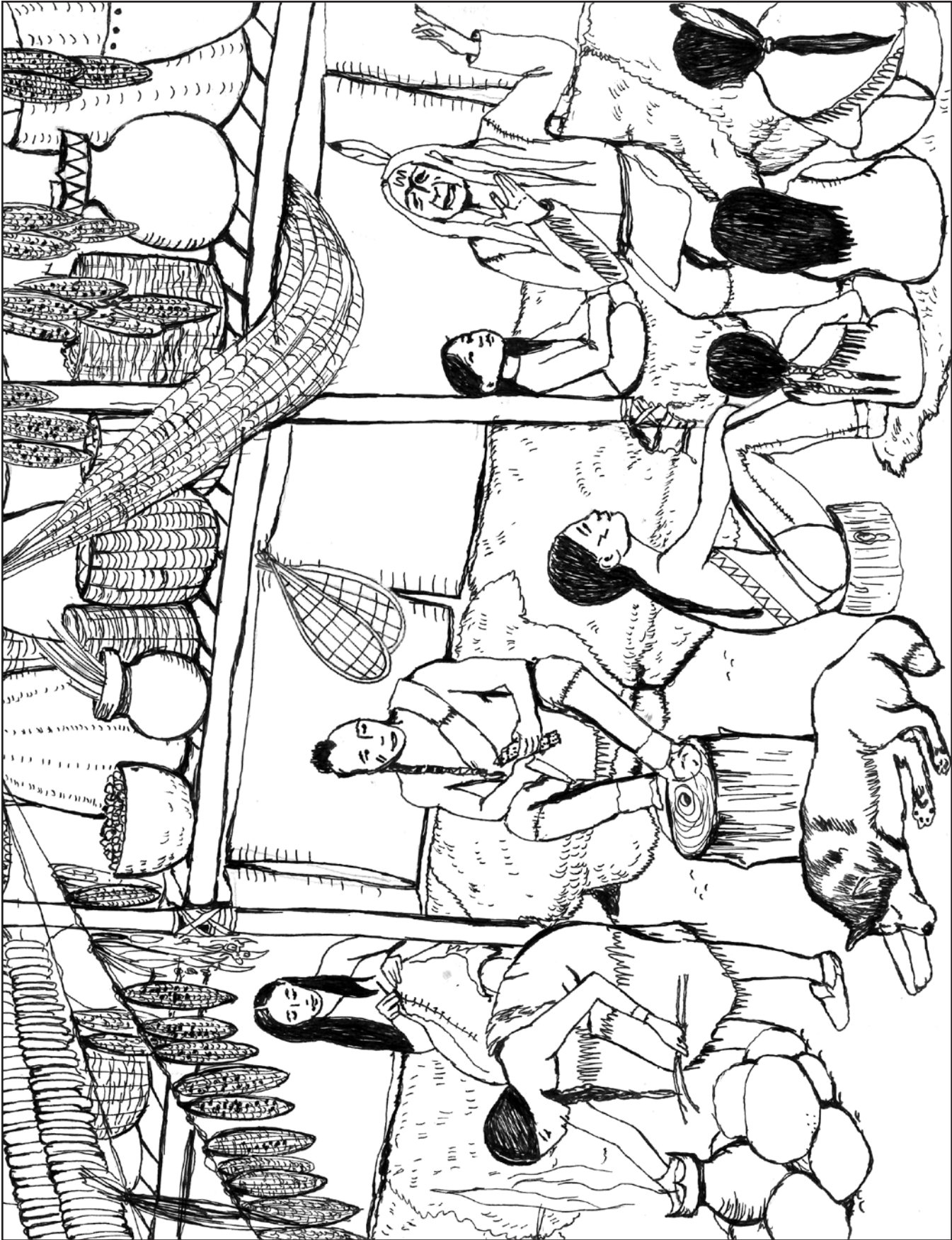
- I see...
- I notice...
- That makes me think...
- I wonder...











ARTICLE: TEACHER VERSION

About this Article

Lexile: 910

Wordcount: 1232

Text Complexity: The Lexile level for this text falls towards the high end of the grades 4-5 CCSS text complexity band. This text is suitable as an interactive read-aloud. You should use your professional judgment and knowledge of students' independent reading levels regarding assigning this text for independent reading.

Note for Teachers: You will find a graphic organizer at the end of this text. Its purpose is to provide a tool for students to gather information that they will use to complete the writing task, the culminating activity of the Science and Literacy Activities. Use your professional judgement and knowledge of your students to decide how to facilitate the completion of the graphic organizer. There are suggested stopping points throughout the article (teacher version) to allow time for note taking on the organizer. If you are concerned that frequent stopping will impede the "flow" of the read-aloud, you might consider reading it once, stopping for partner and whole-group talk along the way (see teacher notes), and then re-reading it the next day, this time for the purpose of completing the graphic organizer. Another option is to have students complete the organizer in partners or independently after you have read the text aloud, encouraging them to go back to the text as needed. (Note that in all of the readings provided in the Science and Literacy activities, the option to use the article as an independent reading text is always there; teacher notes are provided to give you strategies for scaffolding the text for students through interactive read aloud if you so choose.)

If you do facilitate interactive read-aloud, you may want to pause after each section to encourage brief discussion about the important tasks of each season. You may encourage students to discuss any or all tasks that they read about in each section. Students do not need to record each and every task per season on the graphic organizer; the intention is for students to record one to two tasks per season and explore them in detail, so that they develop an understanding of how the Lenape's daily lives revolved around the natural world and in particular, the changing seasons. You may want to encourage students to include the two tasks of harvesting and hunting for autumn since both were very important in ensuring the Lenape had enough food for the winter.

If you plan to have students complete the post-visit writing task, we recommend that you go over it with them before beginning the reading to ensure that they focus on the items that they'll need to know about in order to complete the task. Once you've established that the writing task will ask them to write about corn meal and animal hides, introduce a text coding strategy that allows them to identify the parts of the text that refer to farming and hunting. For example, they should write a large "F" in the margin where the text deals with farming (since corn meal originates with corn), and a large "H" where it deals with hunting (since animal hides are procured by hunting). This will help them locate these important passages again when working on the writing task. At this point, you may want to have certain students focus their attention on just farming or hunting depending on which topic they will write about in their essay.

Key for Teacher Notes

- **Green text**
specific strategies
- Regular text
instructions for teachers
- *Italicized text*
teacher's instructions to students

STUDENT READING

A Year in a Lenape Indian Village

Native Americans have lived in North America for more than 10,000 years, long before the first Europeans arrived about 500 years ago. Like all regions, the eastern United States and Canada were home to many different Native groups. These Eastern Woodlands Indians hunted, farmed, and fished in various environments: coastlines, forests, valleys, and mountains. Their daily life—and the natural resources available to them—changed with each season.

One group of Eastern Woodlands Indians was known as the Lenape. They lived in the Northeast, around where New York, New Jersey, Delaware, and Pennsylvania are today. Let's journey back 500 years in time to explore a year in a Lenape village.



The Lenape's way of life is closely connected to the changing weather and natural resources of the Eastern Woodlands environment.

Think-Pair-Share: What has this paragraph told you about the Eastern Woodlands Indians? What do you expect to learn about in the rest of this article?

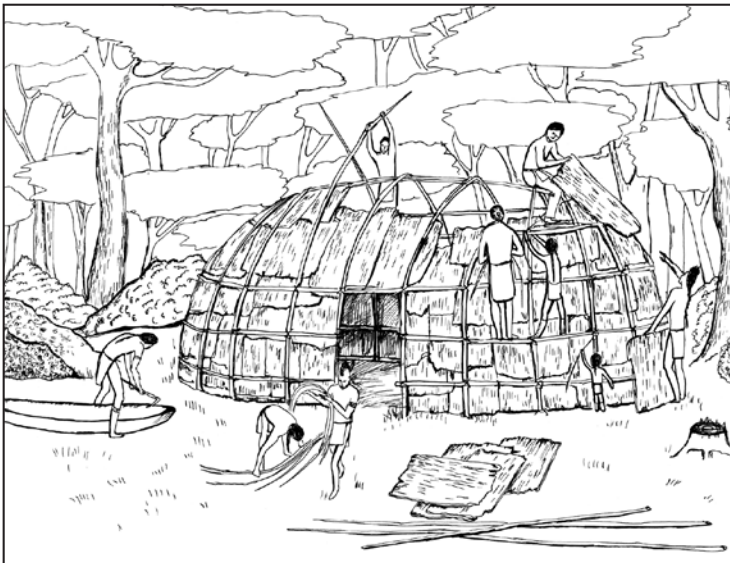
Think-Pair-Share: What does the second paragraph tell you about where the Lenape lived? What does the illustration tell you about what their environment was like?

Spring

After a long winter, patches of grass begin to appear in the melting snow. Bird songs drift through the village. These early signs of spring mark a busy season for the Lenape Indians. They've spent much of the past few months in their warm longhouses or wigwams. Now it's time to prepare for the coming year. There is a lot of work to do, and fishing and planting new crops are two of the main activities.

The Lenape fish all year round, but spring brings the largest catch. They trap huge numbers of fish that are swimming upstream to spawn. They eat a lot of fish right away. The rest are smoked over a fire or dried in the sun, preserving them for later in the year.

The Lenape Indians have prepared for this busy fishing season, using natural materials for all their fishing gear. They have woven nets from plant fibers and carved spears from deer antlers. And from the trees around them, they have built huge, sturdy canoes for fishing and travel. Most are "dugout canoes," made of hollowed out logs.



The Lenape use the wood and bark from trees around them to build longhouses and canoes.

Some Lenape head to the seashore to catch fish and shellfish. Others search for tiny clam and whelk shells that they'll carve and polish into beautiful beads, called wampum. They may use these beads for trade or to make into ceremonial belts with intricate patterns.

Take time to "preview" the rest of the text with students. **Think-Pair-Share:** *What do you notice about the bolded, one-word subtitles?* Students will notice that there is a section on each season: spring, summer, autumn, and winter. Explain to students that the daily lives of the Lenape were very connected to the seasons of the year, and that the Lenape's tasks changed with the seasons. Tell students that as you read aloud, they will need to listen closely to determine what the major tasks of the Lenape were during each season of the year. Remind them to use the text codes "F" when they find references to farming, and "H" when they find references to hunting (these codes are included in the teacher version of the text). Instruct them to use the graphic organizer to take notes as you read. Review the categories on the organizer before you start reading the text.

Think-Pair-Share: *What do you notice about this picture? Think-Pair-Share: What can you infer about the way the Lenape accomplish their tasks?*

Men and boys may leave the village to hunt. In the early spring, they might even surprise a bear waking up from its winter hibernation.

The village is full of activity too. Women and children are making pottery and clothes and gathering wild food from the forest.

As summer nears, the air fills with the sound of chopping wood and the smell of smoke. The Lenape are getting the soil ready to plant their yearly crops. The men clear the fields of trees and other plants. Then the women plant the seeds.

Summer

The days are getting longer and warmer. The plants thrive in the sunshine and fertile soil, growing taller and fuller each day. Women and girls tend the crops. Like most other Eastern Woodlands Indians, the Lenape grow three main crops every year: corn, beans, and squash.

These crops are often called the “three sisters.” They’re planted together because they help each other grow. The tall corn stalk provides a structure for the bean vines to climb. The beans add nitrogen to the soil, which corn needs. And the large squash leaves shade the soil and keep it from drying out. These three crops, along with wild food, fish, and other meat, provide a balanced diet.



The Lenape often plant corn, beans, and squash together. These three plants, known as the “three sisters,” help each other grow.

Pause to allow students to think about what the Lenape’s tasks were in the spring; possibly have them take notes on graphic organizer. (Optional: Invite students to **think-pair-share** before writing on graphic organizer, or, in lieu of writing on graphic organizer, if you are planning to have students complete the graphic organizer during a second reading.)

F

F

F

When they're not in the sunny fields, women and girls head into the cooler shade of the forest to gather berries, nuts, fruits, and other wild foods. Most of this food is eaten fresh, but the rest is dried and saved for the winter, stored in deep holes dug into the ground. Men and boys spend these warmer months fishing, hunting, and trading with other tribes.

As summer goes on, everyone keeps a close eye on when it's time to harvest. If it has been a good year, the fields are soon bursting with ears of corn, bean pods, and colorful squash. After months of tending crops in the hot sun, the time for harvest has finally come. ●.....

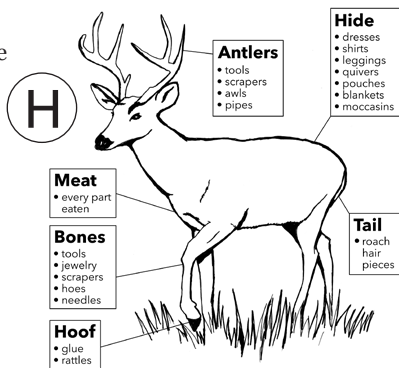
Autumn

The autumn days bring cooler breezes and longer shadows. Women and children finish harvesting the crops, filling their baskets woven from reeds and roots.

The fall harvest brings feasts of squash, corn, and beans. What the Lenape don't eat, they dry and save for winter months. Ears of corn hang in rafters. Squash is sliced and hung up in the sun. Bags of beans and corn kernels are stored underground.

Trees are turning shades of red, orange, and yellow. Men and boys have been hunting on their own all year, but this is the time for communal hunting. By hunting in large groups, they can catch more animals to prepare for winter. The hunters surround part of the forest and set fires to the trees to drive out animals. Then they track animals through fields and wooded areas, hunting them with wood bows and stone-tipped arrows. Hunters also set traps to catch smaller animals and birds.

When they catch an animal, they use every part of it. Mammals like deer, elk, bears, and rabbits are hunted for their meat and skins. Most of the Lenape's meat comes from deer and elk. They eat all the meat, including the organs like the heart and liver. The skin and fur are used to make clothes, moccasins, blankets, bags, and many other things. Harder parts, like bones, teeth, and claws are used to make tools or decorations.



Pause to allow students to think about what the Lenape's tasks were in the summer; possibly have them take notes on graphic organizer. Allow time for students to look at the illustration and talk to a partner (or in the whole group) about what they notice. (Optional: Invite students to **think-pair-share** before writing on graphic organizer, or, in lieu of writing on graphic organizer, if you are planning to have students complete the graphic organizer during a second reading.)

F

H

Think-Pair-Share: Reread this paragraph on your own. (Read it aloud if you think students need extra support.) What is it telling us about the Lenape's relationship with the animals they hunted?

And with the sinew (strong tissue between bones and muscles) they make ropes. They also hunt large birds like turkeys, ducks, and geese. These birds are caught for their meat and feathers.

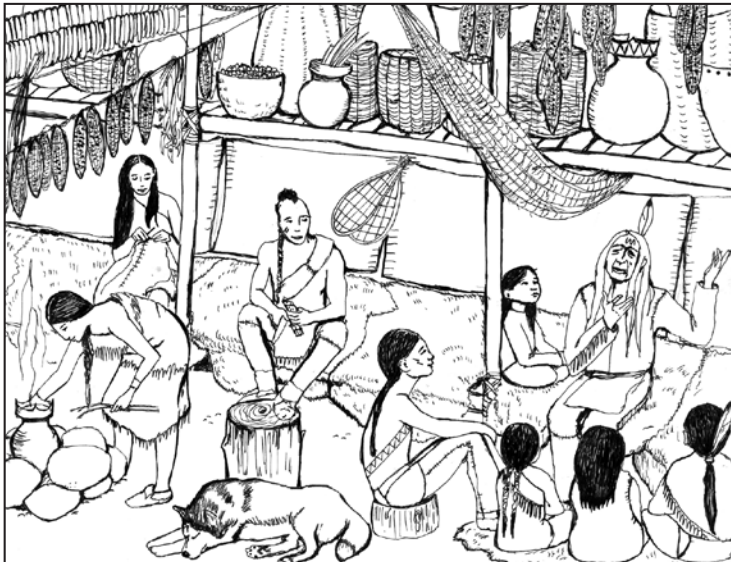
H

The days are getting cooler and shorter. The colorful leaves have fallen from the trees. The Lenape are preparing for a new season—when they will rely on all the planting, hunting, and hard work they have done over the past year.

Pause to allow students to think about what the Lenape's tasks were in the autumn; possibly have them take notes on graphic organizer. (Optional: Invite students to **think-pair-share**: before writing on graphic organizer, or, in lieu of writing on graphic organizer, if you are planning to have students complete the graphic organizer during a second reading.)

Winter

The first snow has fallen, bringing a quiet to the forest. A thin layer of ice has crept across the streams. Birds that haven't flown south flutter between the bare branches. A few squirrels and rabbits leave tiny footprints in the snow. As for the Lenape, they are spending the cold winter months close to home. Some live in wigwams, while others live in longhouses. Both structures are built from wooden poles and bark, but longhouses are much larger. In fact, longhouses are big enough to hold a clan of several related families. Inside, they cook over fire pits together, tell stories, and sing and dance.



The Lenape live in longhouses, large buildings made of wood from young trees and tree bark. Everything inside is also made from natural resources.



Most of their food is what they dried and stored earlier in the year. The women cook the dried food in water until it expands and becomes soft. If they need more food, small groups leave home to hunt deer, bears, beavers, and other animals.

Like the houses themselves, everything inside them is crafted from natural materials. Women cook in clay pots. Families eat from dishes and cups made of wood, shells, and gourds. During the day, children play with toys like corn husk dolls and drums made of wood and animal skins. At night, children snuggle in their beds under warm animal skins and furs.

Think-Pair-Share: *What did the Lenape do during the winter? How did their lives in the winter differ from the other seasons? Allow time for students to look at the illustration and talk to a partner (or in the whole group) about what they notice. Possibly have students take notes on graphic organizer.*

Through the Seasons

The lives of the Lenape follow the seasons. Like all Native Americans, their way of life is closely connected to the changing weather and natural resources around them. Whether they are hunting, fishing, harvesting crops, creating beadwork, or playing music, they depend on the environment of the Eastern Woodlands.

End of Article Question (for partner and whole group discussion and/or written response):

What do you think about the Lenape's way of life? How is it different from or similar to life in the present-day Northeast (New York, New Jersey, Delaware, and Pennsylvania)?

Image Credits

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GRAPHIC ORGANIZER FOR "A YEAR IN A LENAPE INDIAN VILLAGE"

Name ANSWER KEY

Season of the Year	Notes on the Season	Additional Information
Spring	<p>One major task of this season:</p> <p><i>Answers may include:</i></p> <ul style="list-style-type: none"> • <i>Fishing: In the spring they caught the most fish. They ate a lot of fish right away. The rest were smoked over a fire or dried in the sun, preserving them for later in the year.</i> 	<p>How did the Lenape use the natural resources in their environment to help them with the task of fishing?</p> <p><i>Answers may include:</i></p> <ul style="list-style-type: none"> • <i>Fishing nets were woven from plant fibers.</i> • <i>Spears were carved from deer antlers.</i> • <i>Canoes have been built using wood from trees.</i>
Summer	<p>One major task of this season:</p> <p><i>Answers may include:</i></p> <ul style="list-style-type: none"> • <i>They tended the crops.</i> 	<p>How did the Lenape use the natural resources in their environment to help grow the "three sisters" (corn, beans, and squash) effectively?</p> <p><i>Answers may include:</i></p> <ul style="list-style-type: none"> • <i>Corn, beans, and squash were planted together because they help each other grow: the tall corn stalk provides a pole for the bean vines to climb; the beans add nitrogen to the soil, which corn needs; the large squash leaves shade the soil and keep it from drying out.</i> • <i>This is an example of utilizing the natural resources. The Lenape have developed a system for growing the three sisters using the crops themselves to support the growth of all three.</i>

Name **ANSWER KEY**

GRAPHIC ORGANIZER FOR "A YEAR IN A LENAPE INDIAN VILLAGE"

Season of the Year	Notes on the Season	Additional Information
Autumn	<p>One major task of this season:</p> <p><i>Answers may include:</i></p> <ul style="list-style-type: none"> • They harvested crops of squash, corn, and beans. • They dried and saved some food for winter months (ears of corn hung in rafters, squash was sliced and hung up in the sun, bags of beans and corn kernels were stored underground). <p>OR</p> <ul style="list-style-type: none"> • This was the time for communal hunting (by hunting in large groups, men and boys can catch more animals and prepare for winter). • The hunters surrounded part of the forest and set fires to the trees to drive out animals and track animals through fields and forests, hunting them with wood bows and stone-tipped arrows. Hunters also set traps to catch smaller animals and birds. 	<p>Why were these tasks important for the Lenape's survival?</p> <p><i>Answers may include:</i></p> <ul style="list-style-type: none"> • These tasks set the Lenape up for success in the winter. • They are examples of the Lenape's reliance on the natural resources provided by the environment.
Winter	<p>One major task of this season:</p> <p><i>Answers may include:</i></p> <ul style="list-style-type: none"> • Most of the food eaten in winter had been dried and stored earlier in the year. • The women cooked the dried food in water until it expands and becomes soft. • If more food is needed, small groups left home to hunt deer, bears, beavers, and other animals. 	<p>How did winter differ from the other seasons?</p> <p><i>Answers may include:</i></p> <ul style="list-style-type: none"> • Lenape spent much more time indoors. • The preparations they have done throughout the rest of the seasons up to this point are very important. Because of all that work, they are able to have food and shelter in winter. <p>What are some examples of how the Lenape used natural resources to help them during the winter?</p> <p><i>Answers may include:</i></p> <ul style="list-style-type: none"> • Houses and everything inside them were crafted from natural materials. • Women cooked in clay pots. • Families ate from dishes and cups made of wood, shells, and gourds. • Children played with toys like cornhusk dolls and drums made of wood and animal skins.

STUDENT WORKSHEET

Name ANSWER KEY

In the article, "A Year in a Lenape Indian Village," you read about the tasks that the Lenape performed, such as farming and hunting.

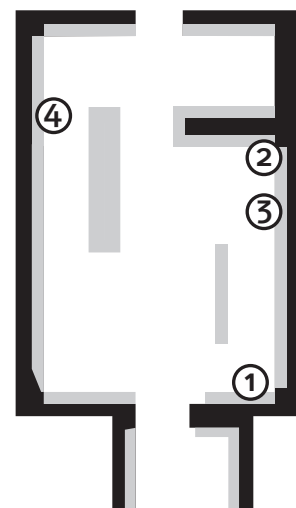
At the Museum, you'll visit two areas to collect information about how other Eastern Woodlands Indians groups performed these same tasks.

Note: Depending on the level of students and time constraints, you may choose to have them complete only one of the two pages, depending on which corresponds to what they will use in the writing task.

1. Task: Making Corn Meal

First, visit the Agriculture section (1). Look at the paintings on the wall that show the process of planting the corn, beans, and squash. Then, examine the artifacts that are related to farming. Talk to your classmates about how these images and objects relate to what you read in the article about farming. Finally, look at the miniature diorama that shows the process of making corn meal.

Draw the process of making corn meal, along with some of the tools that were used.



What steps were taken in making corn meal?

Sample answers: corn husked and dried; kernels removed from cob; boiled in lye; washed in hulling basket; dried and pounded into meal

What natural resources were used?

Sample answer: stones

Next, walk over to the Basketry and Wood Working sections (2)

to learn more about how food was prepared and cooked.

Draw one way that food could be cooked and label the materials used.



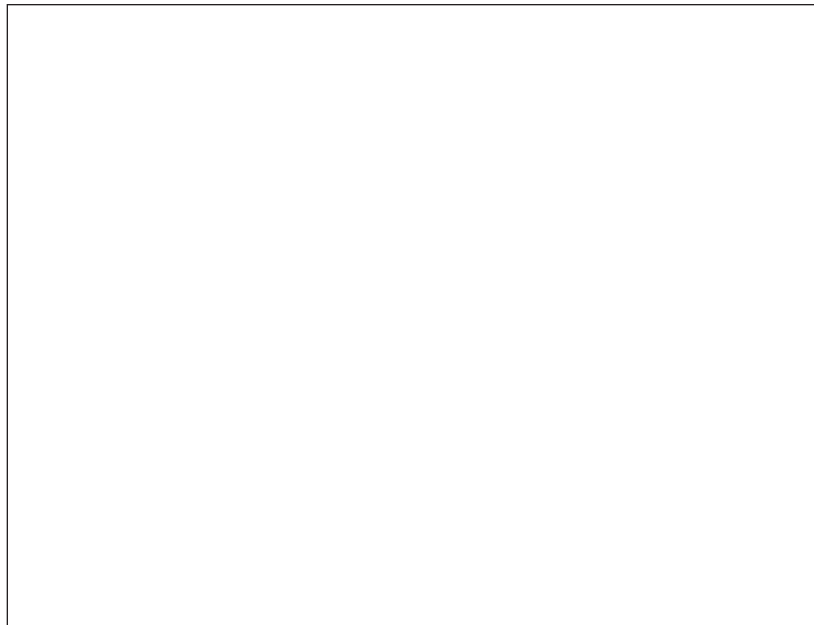
STUDENT WORKSHEET

Name ANSWER KEY**2. Task: Hunting and Preparing Hides**

First, visit the Hunting section (3). Look at the paintings and objects that relate to hunting. Talk to your classmates about how these images and objects are similar to and different from what you read in the article about hunting.

Next, walk across the hall to the Preparation of Hides section (4). Find the miniature diorama that shows the process of preparing hides.

Draw an item made from animal hide along with some of the tools that were used to make it.



What steps were taken in preparing animal hides?

Sample answers: scraped flesh; soaked in water; hair removed; washed and stretched; soaked and wrung out by twisting; worked and stretched between hand and feet, and then by frame and softened with wooden stick; smoked

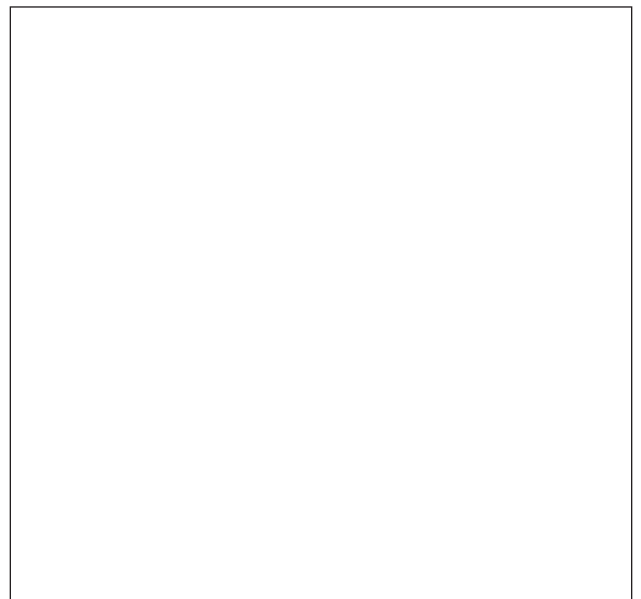
What natural resources were used in this process?

Sample answer: logs

Then, walk left to the Clothing section (5). Look at the clothing on display and identify the items that are made from animal hides. **Draw** one of the items.

How was this item useful to the people who made it?

Sample answers: used to make clothing and shoes for men and women



ESSAY SCORING RUBRIC: TEACHER VERSION

	Exceeds	Meets	Approaches	Needs Additional Support
	4	3	2	1
Research: "A Year in a Lenape Indian Village" Article	Accurately presents information relevant to all parts of the prompt with paraphrased details from the article	Presents paraphrased information from the article relevant to the prompt with sufficient accuracy and detail	Presents information from the article mostly relevant to the purpose of the prompt with some lapses in accuracy or completeness AND/OR information is copied from the text	Attempts to present information in response to the prompt, but lacks connections to the article or relevance to the purpose of the prompt
Research: Hall of Eastern Woodlands Indians	Accurately presents information relevant to all parts of the prompt with paraphrased details from the hall	Presents paraphrased information from the hall relevant to the prompt with sufficient accuracy and detail	Presents information from the hall mostly relevant to the purpose of the prompt with some lapses in accuracy or completeness AND/OR information is copied from the text	Attempts to present information in response to the prompt, but lacks connections to the hall content or relevance to the purpose of the prompt
Explanations	Integrates relevant and accurate social studies content with thorough explanations that demonstrate in-depth understanding about how the Eastern Woodlands Indians used the resources in their environment	Presents social studies content relevant to the prompt with sufficient accuracy and explanations that demonstrate understanding of about how the Eastern Woodlands Indians used the resources in their environment	Presents social studies content mostly relevant to the prompt; shows basic or uneven understanding of how the Eastern Woodlands Indians used the resources in their environment; some errors in explanation	Attempts to include social studies content in explanations, but understanding of how the Eastern Woodlands Indians used the resources in their environment, is weak; content is irrelevant, inappropriate, or inaccurate
	Uses labeled illustrations of people making corn meal or preparing animal hides that effectively communicate relevant information	Uses labeled illustrations with of people making corn meal or preparing animal hides to sufficiently communicate relevant information	Illustrations are unlabeled	No illustrations
Development	Includes an opening section that clearly introduces the topic of the Eastern Woodlands Indians	Includes an opening section about the Eastern Woodlands Indians	Includes an opening section that is insufficient or irrelevant	Does not include an introduction
	Essay includes descriptions of making corn meal or preparing animal hides with a great deal of supporting details	Essay includes descriptions of making corn meal or preparing animal hides	Essay includes descriptions of making corn meal or preparing animal hides, but lacks sufficient details	Essay does not include descriptions of making corn meal or preparing animal hides
	Provides a relevant concluding paragraph	Provides a relevant concluding section	Provides a concluding statement	Provides no sense of closure
Conventions	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors; response includes language and tone consistently appropriate to the purpose and specific requirements of the prompt	Demonstrates a command of standard English conventions and cohesion, with few errors; response includes language and tone appropriate to the purpose and specific requirements of the prompt	Demonstrates an uneven command of standard English conventions and cohesion; uses language and tone with some inaccurate, inappropriate, or uneven features	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics

STUDENT READING

A Year in a Lenape Indian Village

Native Americans have lived in North America for more than 10,000 years, long before the first Europeans arrived about 500 years ago. Like all regions, the eastern United States and Canada were home to many different Native groups. These Eastern Woodlands Indians hunted, farmed, and fished in various environments: coastlines, forests, valleys, and mountains. Their daily life—and the natural resources available to them—changed with each season.

One group of Eastern Woodlands Indians was known as the Lenape. They lived in the Northeast, around where New York, New Jersey, Delaware, and Pennsylvania are today. Let's journey back 500 years in time to explore a year in a Lenape village.



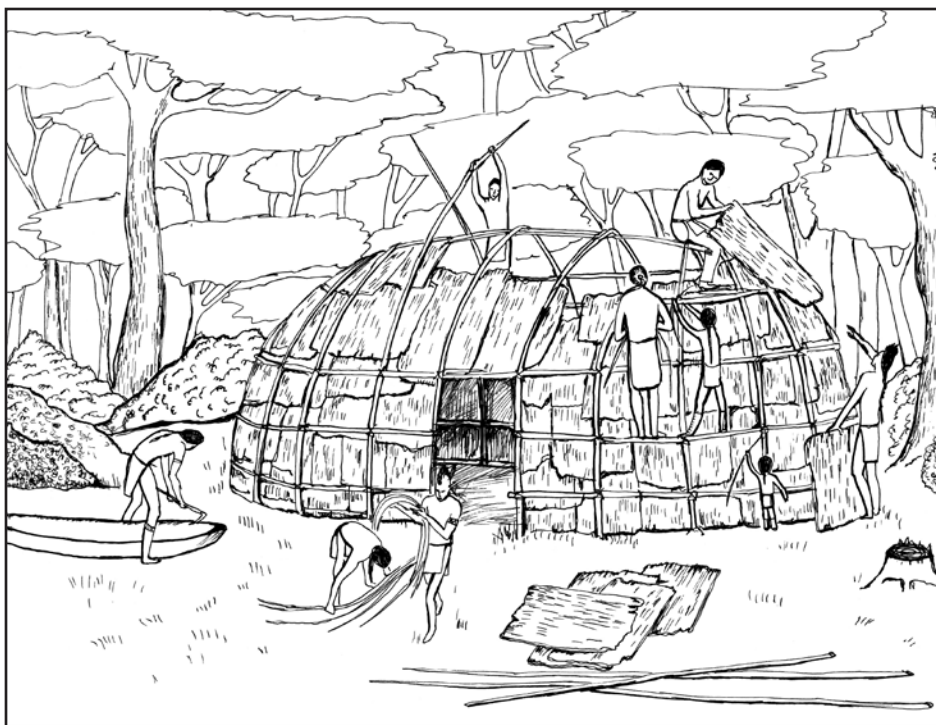
The Lenape's way of life is closely connected to the changing weather and natural resources of the Eastern Woodlands environment.

Spring

After a long winter, patches of grass begin to appear in the melting snow. Bird songs drift through the village. These early signs of spring mark a busy season for the Lenape Indians. They've spent much of the past few months in their warm longhouses or wigwams. Now it's time to prepare for the coming year. There is a lot of work to do, and fishing and planting new crops are two of the main activities.

The Lenape fish all year round, but spring brings the largest catch. They trap huge numbers of fish that are swimming upstream to spawn. They eat a lot of fish right away. The rest are smoked over a fire or dried in the sun, preserving them for later in the year.

The Lenape Indians have prepared for this busy fishing season, using natural materials for all their fishing gear. They have woven nets from plant fibers and carved spears from deer antlers. And from the trees around them, they have built huge, sturdy canoes for fishing and travel. Most are "dugout canoes," made of hollowed out logs.



The Lenape use the wood and bark from trees around them to build longhouses and canoes.

Some Lenape head to the seashore to catch fish and shellfish. Others search for tiny clam and whelk shells that they'll carve and polish into beautiful beads, called wampum. They may use these beads for trade or to make into ceremonial belts with intricate patterns.

Men and boys may leave the village to hunt. In the early spring, they might even surprise a bear waking up from its winter hibernation.

The village is full of activity too. Women and children are making pottery and clothes and gathering wild food from the forest.

As summer nears, the air fills with the sound of chopping wood and the smell of smoke. The Lenape are getting the soil ready to plant their yearly crops. The men clear the fields of trees and other plants. Then the women plant the seeds.

Summer

The days are getting longer and warmer. The plants thrive in the sunshine and fertile soil, growing taller and fuller each day. Women and girls tend the crops. Like most other Eastern Woodlands Indians, the Lenape grow three main crops every year: corn, beans, and squash.

These crops are often called the “three sisters.” They’re planted together because they help each other grow. The tall corn stalk provides a structure for the bean vines to climb. The beans add nitrogen to the soil, which corn needs. And the large squash leaves shade the soil and keep it from drying out. These three crops, along with wild food, fish, and other meat, provide a balanced diet.



The Lenape often plant corn, beans, and squash together. These three plants, known as the “three sisters,” help each other grow.

When they're not in the sunny fields, women and girls head into the cooler shade of the forest to gather berries, nuts, fruits, and other wild foods. Most of this food is eaten fresh, but the rest is dried and saved for the winter, stored in deep holes dug into the ground. Men and boys spend these warmer months fishing, hunting, and trading with other tribes.

As summer goes on, everyone keeps a close eye on when it's time to harvest. If it has been a good year, the fields are soon bursting with ears of corn, bean pods, and colorful squash. After months of tending crops in the hot sun, the time for harvest has finally come.

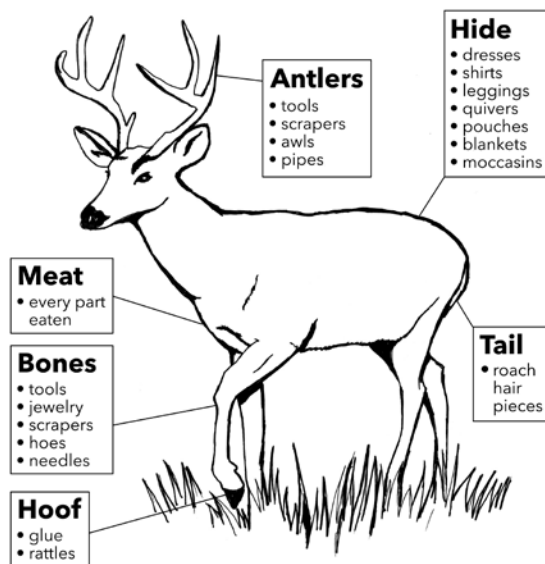
Autumn

The autumn days bring cooler breezes and longer shadows. Women and children finish harvesting the crops, filling their baskets woven from reeds and roots.

The fall harvest brings feasts of squash, corn, and beans. What the Lenape don't eat, they dry and save for winter months. Ears of corn hang in rafters. Squash is sliced and hung up in the sun. Bags of beans and corn kernels are stored underground.

Trees are turning shades of red, orange, and yellow. Men and boys have been hunting on their own all year, but this is the time for communal hunting. By hunting in large groups, they can catch more animals to prepare for winter. The hunters surround part of the forest and set fires to the trees to drive out animals. Then they track animals through fields and wooded areas, hunting them with wood bows and stone-tipped arrows. Hunters also set traps to catch smaller animals and birds.

When they catch an animal, they use every part of it. Mammals like deer, elk, bears, and rabbits are hunted for their meat and skins. Most of the Lenape's meat comes from deer and elk. They eat all the meat, including the organs like the heart and liver. The skin and fur are used to make clothes, moccasins, blankets, bags, and many other things. Harder parts, like bones, teeth, and claws are used to make tools or decorations.

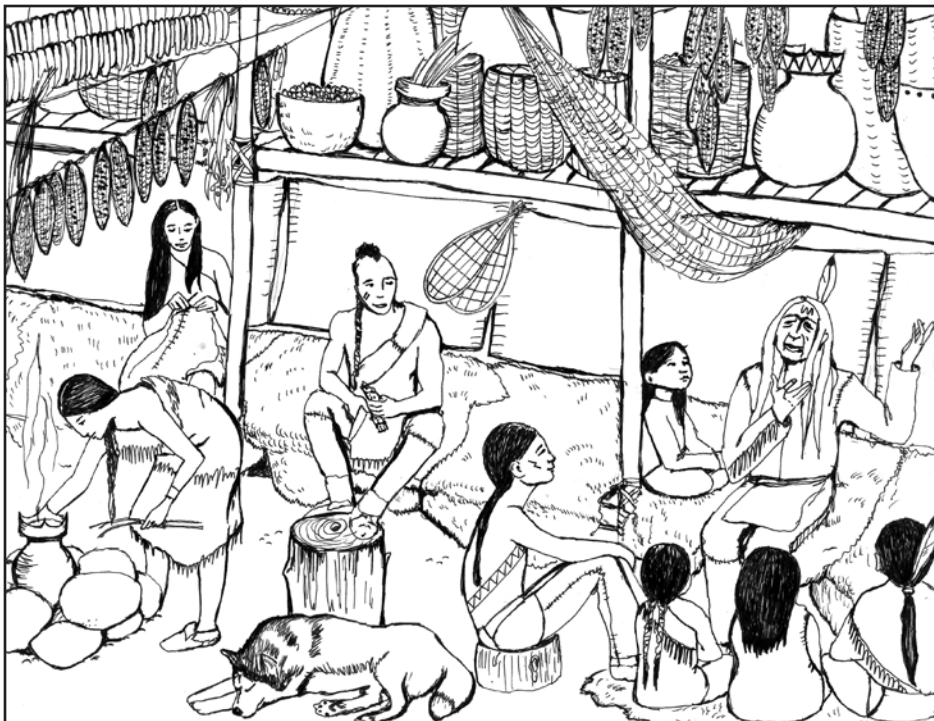


And with the sinew (strong tissue between bones and muscles) they make ropes. They also hunt large birds like turkeys, ducks, and geese. These birds are caught for their meat and feathers.

The days are getting cooler and shorter. The colorful leaves have fallen from the trees. The Lenape are preparing for a new season—when they will rely on all the planting, hunting, and hard work they have done over the past year.

Winter

The first snow has fallen, bringing a quiet to the forest. A thin layer of ice has crept across the streams. Birds that haven't flown south flutter between the bare branches. A few squirrels and rabbits leave tiny footprints in the snow. As for the Lenape, they are spending the cold winter months close to home. Some live in wigwams, while others live in longhouses. Both structures are built from wooden poles and bark, but longhouses are much larger. In fact, longhouses are big enough to hold a clan of several related families. Inside, they cook over fire pits together, tell stories, and sing and dance.



The Lenape live in longhouses, large buildings made of wood from young trees and tree bark. Everything inside is also made from natural resources.

Most of their food is what they dried and stored earlier in the year. The women cook the dried food in water until it expands and becomes soft. If they need more food, small groups leave home to hunt deer, bears, beavers, and other animals.

Like the houses themselves, everything inside them is crafted from natural materials. Women cook in clay pots. Families eat from dishes and cups made of wood, shells, and gourds. During the day, children play with toys like corn husk dolls and drums made of wood and animal skins. At night, children snuggle in their beds under warm animal skins and furs.

Through the Seasons

The lives of the Lenape follow the seasons. Like all Native Americans, their way of life is closely connected to the changing weather and natural resources around them. Whether they are hunting, fishing, harvesting crops, creating beadwork, or playing music, they depend on the environment of the Eastern Woodlands.

Image Credits

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**GRAPHIC ORGANIZER FOR
"A YEAR IN A LENAPE INDIAN VILLAGE"**

Name _____

Season of the Year	Notes on the Season	Additional Information
Spring	One major task of this season:	How did the Lenape use the natural resources in their environment to help them with the task of fishing?
Summer	One major task of this season:	How did the Lenape use the natural resources in their environment to help grow the "three sisters" (corn, beans and squash) effectively?

**GRAPHIC ORGANIZER FOR
"A YEAR IN A LENAPE INDIAN VILLAGE"**

Name _____

Season of the Year	Notes on the Season	Additional Information
Autumn	One major task of this season:	Why were these tasks important for the Lenape's survival?
Winter	One major task of this season:	<p>How did winter differ from the other seasons?</p> <p>What are some examples of how the Lenape used natural resources to help them during the winter?</p>

STUDENT WORKSHEET

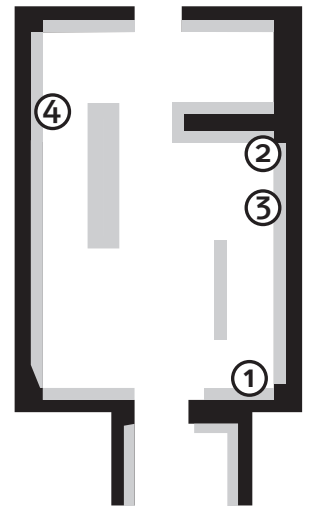
Name _____

In the article, "A Year in a Lenape Indian Village," you read about the tasks that the Lenape performed, such as farming and hunting.

At the Museum, you'll visit two areas to collect information about how other Eastern Woodlands Indians groups performed these same tasks.

1. Task: Making Corn Meal

First, visit the Agriculture section (1). Look at the paintings on the wall that show the process of planting the corn, beans, and squash. Then, examine the artifacts that are associated with farming. Talk to your classmates about how these images and objects relate to what you read in the article about farming. Finally, look at the miniature diorama that shows the process of making corn meal.



Draw the process of making corn meal, along with some of the tools that were used.

What steps were taken in making corn meal?

What natural resources were used?

Next, walk over to the Basketry and Wood Working sections (2) to learn more about how food was prepared and cooked.

Draw one way that food could be cooked and label the materials used.

STUDENT WORKSHEET

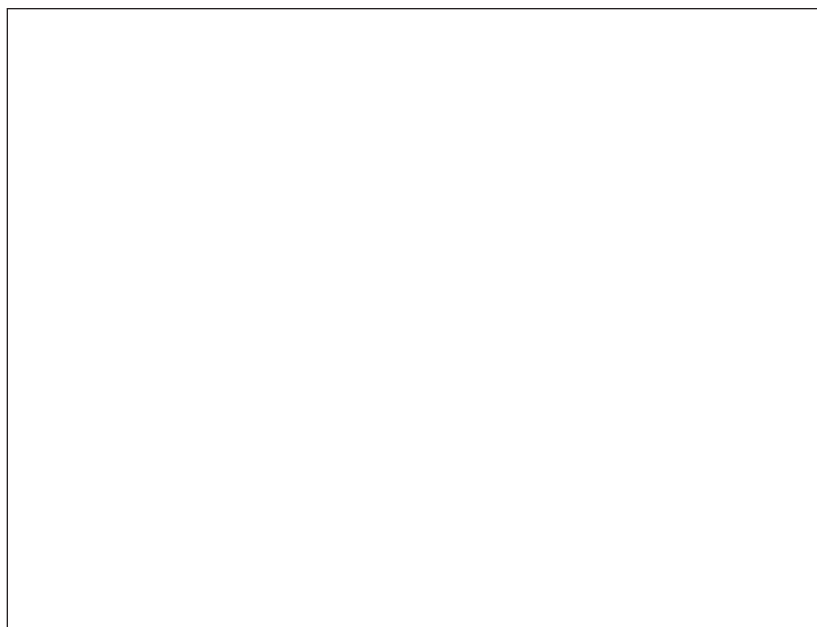
Name _____

2. Task: Hunting and Preparing Hides

First, visit the Hunting section (3). Look at the paintings and objects that relate to hunting. Talk to your classmates about how these images and objects are similar to and different from what you read in the article about hunting.

Next, walk across the hall to the Preparation of Hides section (4). Find the miniature diorama that shows the process of preparing hides.

Draw an item made from animal hide along with some of the tools that were used to make it.

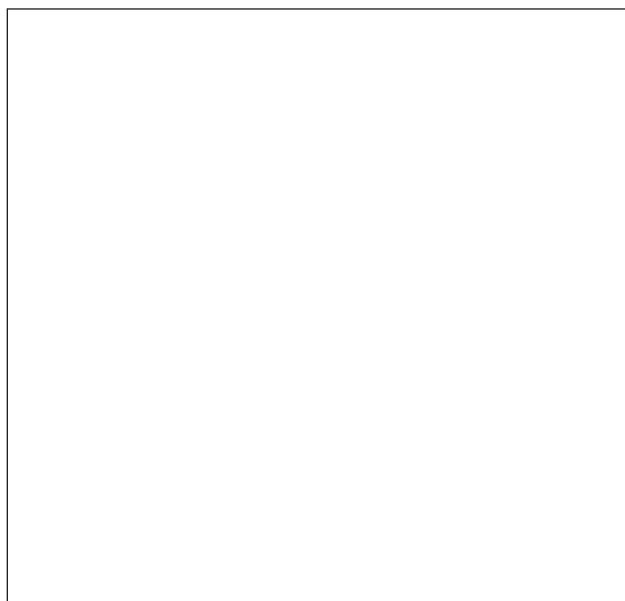


What steps were taken in preparing animal hides?

What natural resources were used in this process?

Then, walk left to the Clothing section (5). Look at the clothing on display and identify the items that are made from animal hides. **Draw** one of the items.

How was this item useful to the people who made it?



STUDENT WRITING TASK

After having read “A Year in a Lenape Indian Village” and collecting information in the Hall of Eastern Woodlands Indians, write an essay in which you describe how the Eastern Woodlands Indians used the resources that were available in their environment to help them in their daily lives.

Your essay should describe one of these two tasks: making corn meal or preparing animal hides. For that task, first describe where the materials needed for the task came from. Next, list several steps of the task itself. Finally, describe the final product of the task. Use information collected in the hall and read about in the reading. Include labelled illustrations that show the task.

At the end of your essay, explain how the item that was produced was useful to the family or community that used it.

ESSAY SCORING RUBRIC: STUDENT VERSION

	Exceeds	Meets	Approaches	Needs Additional Support
	4	3	2	1
Research: "A Year in a Lenape Indian Village" Article	I have used information correctly from the article to write my essay; I have given a lot of detail to explain the information in my own words	I have used information correctly from the article to write my essay in my own words	I have used information from the article to write my essay, but not all of my information is correct AND/OR I didn't use my own words	I did not use information from the article to write my essay
Research: Hall of Eastern Woodlands Indians	I have used information correctly from the hall to write my essay; I have given a lot of detail to explain the information in my own words	I have used information correctly from the hall to write my essay in my own words	I have used information from the hall to write my essay, but not all of my information is correct AND/OR I didn't use my own words	I did not use information from the hall to write my essay
Explanations	All of the information I included about the Eastern Woodlands Indians is correct	Most of the information I included about about the Eastern Woodlands Indians is correct	Some of the information I included about about the Eastern Woodlands Indians is correct	None of the information I included about about the Eastern Woodlands Indians is correct
	I included very detailed, labelled illustrations of people making corn meal or preparing animal hides	I included labeled illustrations of people making corn meal or preparing animal hides	I did not include labels with my illustration	I did not include any illustrations
Development	I included a clear introductory paragraph on the Eastern Woodlands Indians	I included an introduction that relates to the topic of the essay	I included an introduction that doesn't relate to the topic of to the essay	I did not include an introduction
	I described the processes of making corn meal or preparing animal hides in great detail	I described the processes of making corn meal or preparing animal hides	I described the processes of making corn meal or preparing animal hides, but my description was incomplete	I didn't describe the processes of making corn meal or preparing animal hides
	I wrote a concluding paragraph that relates to the information in my essay	I wrote a concluding sentence that relates to the information in my essay	I wrote a concluding sentence at the end of the essay	I did not write a concluding sentence at the end of the essay
Conventions	I edited my essay for spelling, punctuation, and grammar; there are no errors	I edited my essay for spelling, punctuation, and grammar; there are some minor errors but the reader can still understand my writing	I did not carefully edit my essay for spelling, punctuation, and grammar; there are errors that may make the essay hard for readers to understand	I did not edit my essay for spelling, punctuation, and grammar; there are many errors that make the essay hard for readers to understand

Science & Literacy Activity

ACTIVITY OVERVIEW

This activity, which is aligned to the Common Core State Standards (CCSS) for English Language Arts and the New York State Social Studies Elementary Standards, introduces students to the culture of Eastern Woodlands Indians before European colonization.

This activity has three components:

- BEFORE YOUR VISIT**, students will read a content-rich article about the Lenape and their way of life before the arrival of Europeans. This article will provide context for the visit, and also help them complete the post-visit writing task.
- AT THE MUSEUM**, students will read and engage with additional texts (including printed text, illustrations, and models). This information will help them complete the post-visit writing task.
- BACK IN THE CLASSROOM**, students will draw on the first two components of the activity to complete a CCSS-aligned explanatory writing task about what they have learned from the reading and during the Museum visit.

Materials in this packet include:

For Teachers

- Activity Overview (p. 1-2)
- Pre-reading Activity: Analyzing and Discussing Illustrations (p. 3-8)
- Article (teacher version): "A Year in a Lenape Indian Village" (p. 9-15)
- Answers to graphic organizer for "A Year in a Lenape Indian Village" (p. 16-17)
- Answers to student worksheet (p. 18-19)
- Assessment rubric for student writing task (p. 20)

For Students

- Article (student version): "A Year in a Lenape Indian Village" (p. 21-26)
- Graphic organizer for "A Year in a Lenape Indian Village" (p. 27-28)
- Student worksheet for the Hall of Eastern Woodlands Indians visit (p. 29-30)
- Student writing task and rubric (p. 31-32)

1. BEFORE YOUR VISIT

Students will read a content-rich article about the culture of the Lenape. This article will provide context for the visit, and help them complete the post-visit writing task.

Preparation

- Familiarize yourself with the student writing task and rubric (p. 31-32).
- Familiarize yourself with the teacher version of the article (p. 9-15), and plan how to facilitate the students' reading of the article.

Instructions

- Explain the goal: to complete a writing task about how the Eastern Woodlands Indians used the resources that were available in their environment to help them live and thrive. You may want to read through the writing task with students at this point.
- Tell students that they will need to read an article before visiting the Museum, and read additional texts during the visit.
- Distribute, read, and discuss the article, using the teacher notes to facilitate.

Common Core State Standards

RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

New York State Social Studies Elementary Standards

Standard 3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.

- **Key Idea 3.1:** Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography).

2. DURING YOUR VISIT

At the Museum, students will read and engage with additional texts (including printed text, illustrations, and models). The information they'll gather from these multiple sources will help them complete the post-visit writing task.

Preparation

- Review the Educator's Guide to see how themes in the hall connect to your curriculum and to get an advance look at what your students will encounter. (Guide is downloadable at amnh.org/eastern-woodlands-indians/educators)
- Familiarize yourself with the student worksheet (p. 29-30) and the map of the hall in the Educator's Guide.

Instructions

- Explain the goal of the Museum visit: to read and engage with texts (including printed text, illustrations, and models), and to gather information to help them complete the post-visit writing task.
- Distribute and review the worksheet and map. Clarify what information students should collect, and where.

Additional Suggestions for Facilitating the Museum Visit

- Have students explore the hall in pairs, with each student completing his or her own student worksheet.
- Encourage student pairs to ask you or their peers for help locating information. Tell students they may not share answers with other pairs, but may point each other to places where answers can be found.

3. BACK IN THE CLASSROOM

Students will use what they have learned from the pre-visit article and at the Museum to complete a CCSS-aligned explanatory writing task about how the Eastern Woodlands Indians used the resources that were available in their environment to help them live and thrive.

Preparation

- Plan how you will explain the student writing task and rubric (p. 31-32) to students.

Instructions

- Distribute the student writing task and rubric. Explain that they will use it while composing, and also to evaluate and revise what they have written.

Suggestions for Facilitating Writing Task

- Before they begin to write, have students use the writing task to frame a discussion around the information that they gathered at the Museum. They can work in pairs, small groups, or as a class, and can compare their findings.
- Referring to the writing task, have students underline or highlight all relevant passages and information from the article and from the notes taken at the Museum.
- Students should write their essays individually.

Supports for Diverse Learners

This resource has been designed to engage all learners with the principles of Universal Design for Learning in mind. It represents information in multiple ways and offers multiple ways for your students to engage with content as they read about, discuss, view, and write about scientific concepts. Different parts of the experience (e.g. reading texts, or locating information in the Museum) may challenge individual students. However, the arc of learning is designed to offer varied opportunities to learn. We suggest that all learners experience each activity, even if challenging. If any students have an Individualized Education Program (IEP), consult it for additional accommodations or modifications.

Alternate Version of Article

Another version of the same article with a lower lexile level is available for download at amnh.org/eastern-woodlands-indians/educators. You can use this same activity with that article.

PRE-READING ACTIVITY

ANALYZING AND DISCUSSING ILLUSTRATIONS

Standard: CCSS.ELA-LITERACY.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Overview: Viewing and analyzing images is a way to generate student interest in a topic prior to reading about that topic. Additionally, students' thoughts and questions about the illustrations will activate their thinking about the ideas and themes they will encounter in the text.

Instructions

- Begin by inviting the **entire class** to examine each illustration. Use some of the prompts or sentence starters below to facilitate a class discussion about each illustration.
- Then, **divide the class** into four groups and assign an illustration to each group. Have students use the prompts to have a small group discussion. Afterwards, invite students to share out some of their thoughts about the illustrations.

Open-Ended Prompts

- What do you notice? Describe what you see...
- What do you wonder?
- What do you think is happening in the illustration based on what you have noticed?

Prompts with Scaffolding

Who:

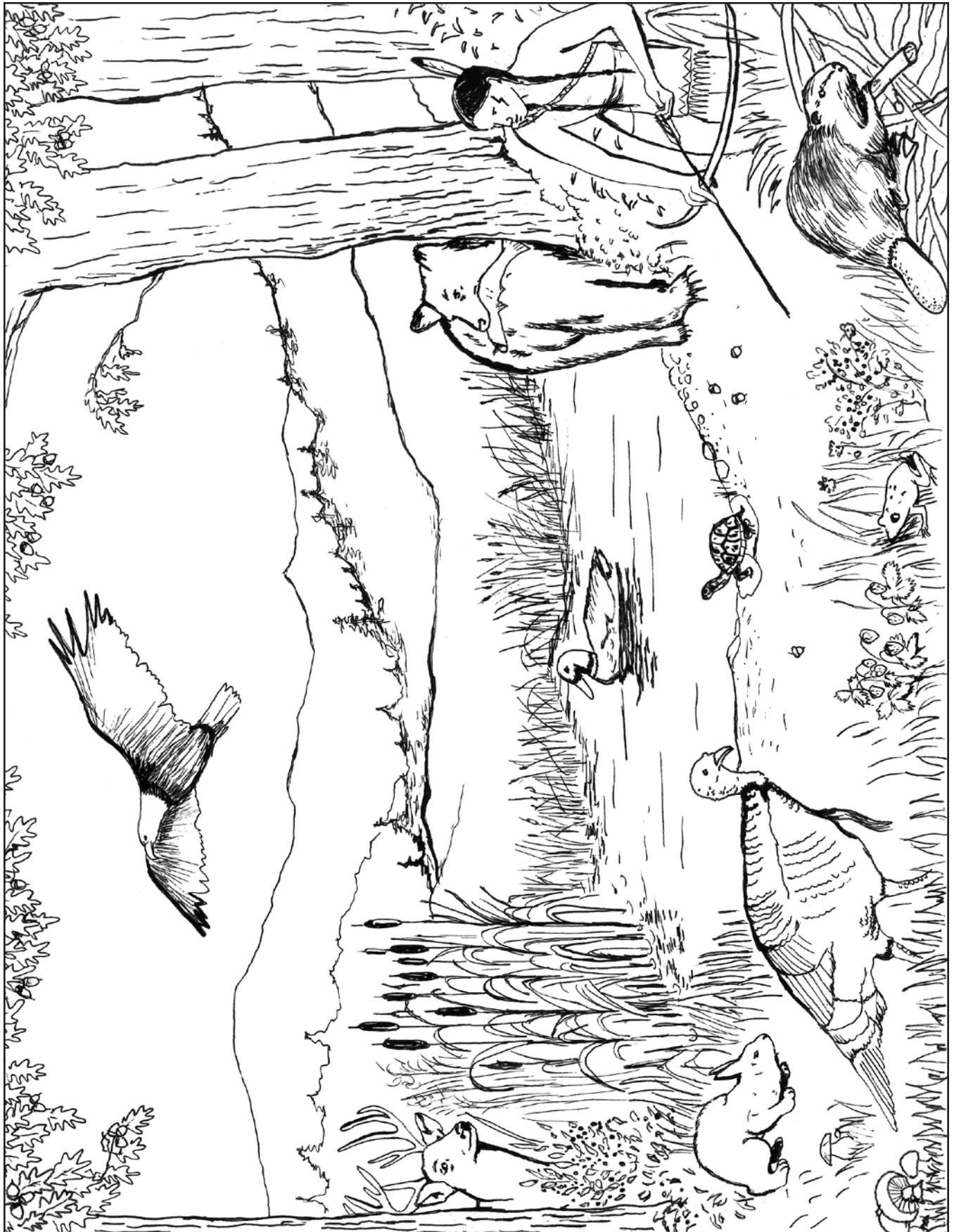
- What do you notice about individuals in the illustration?
- What does that make you think?

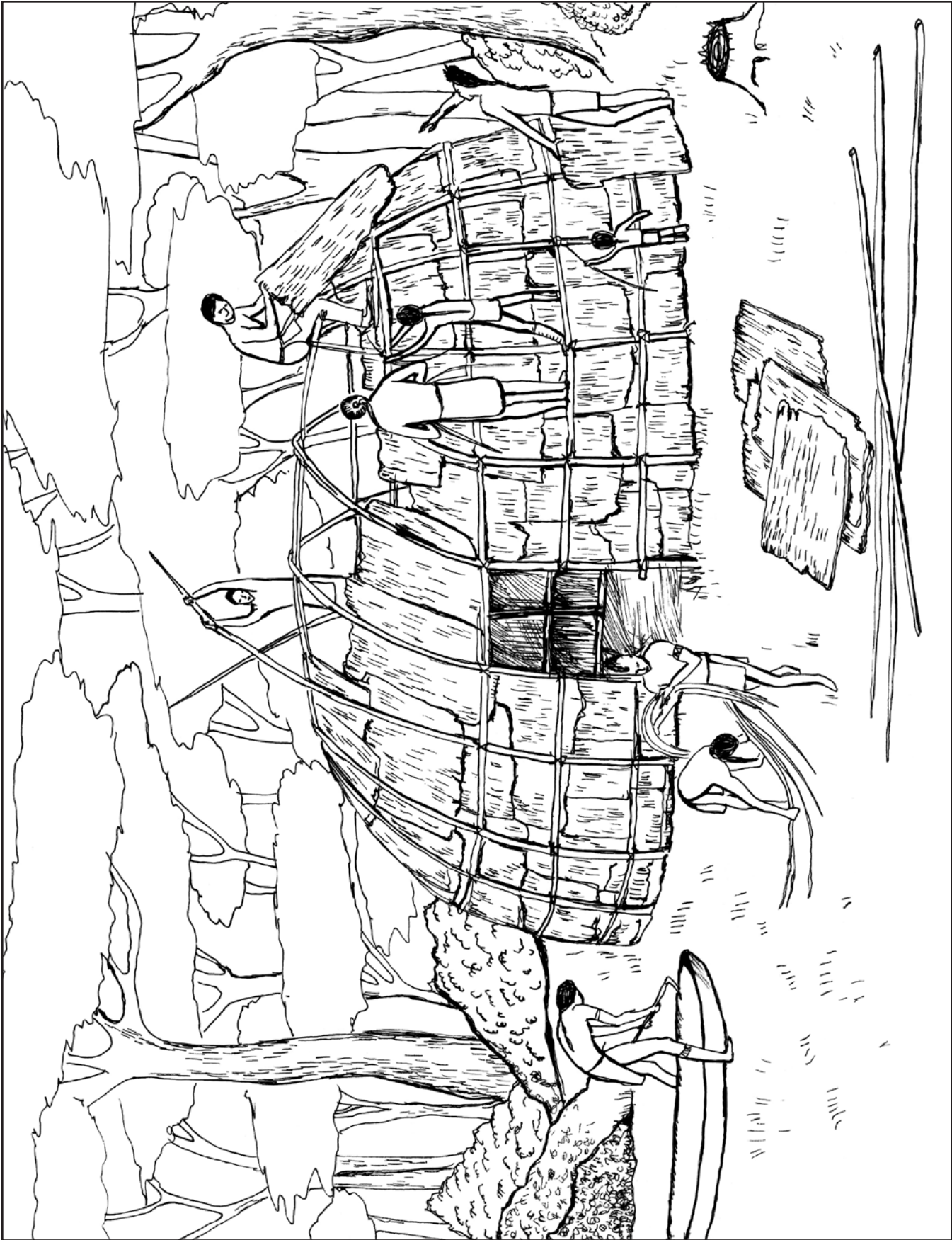
What:

- What actions do you notice are happening in the illustration?
- What does that make you think?

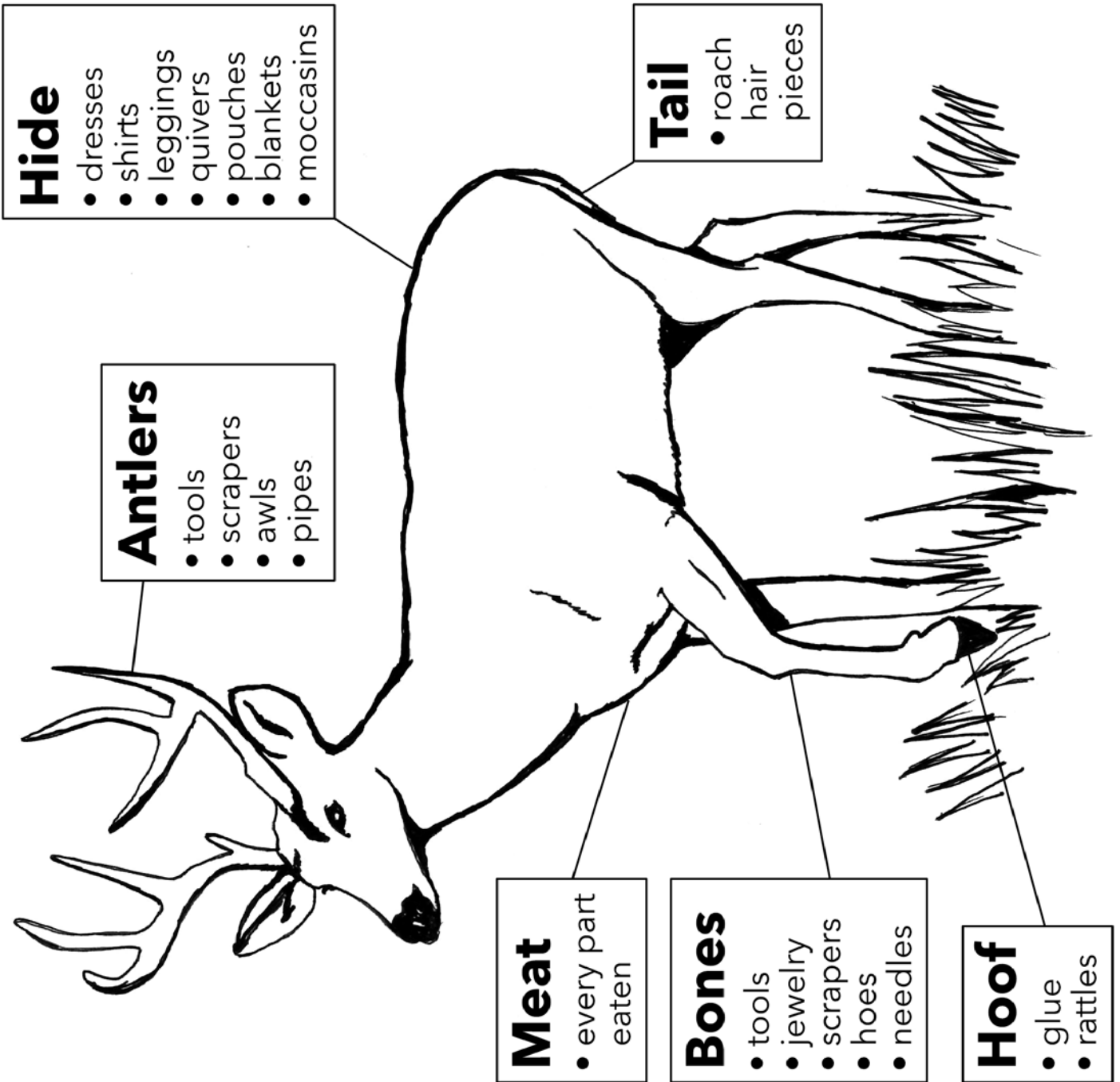
Sentence Starters

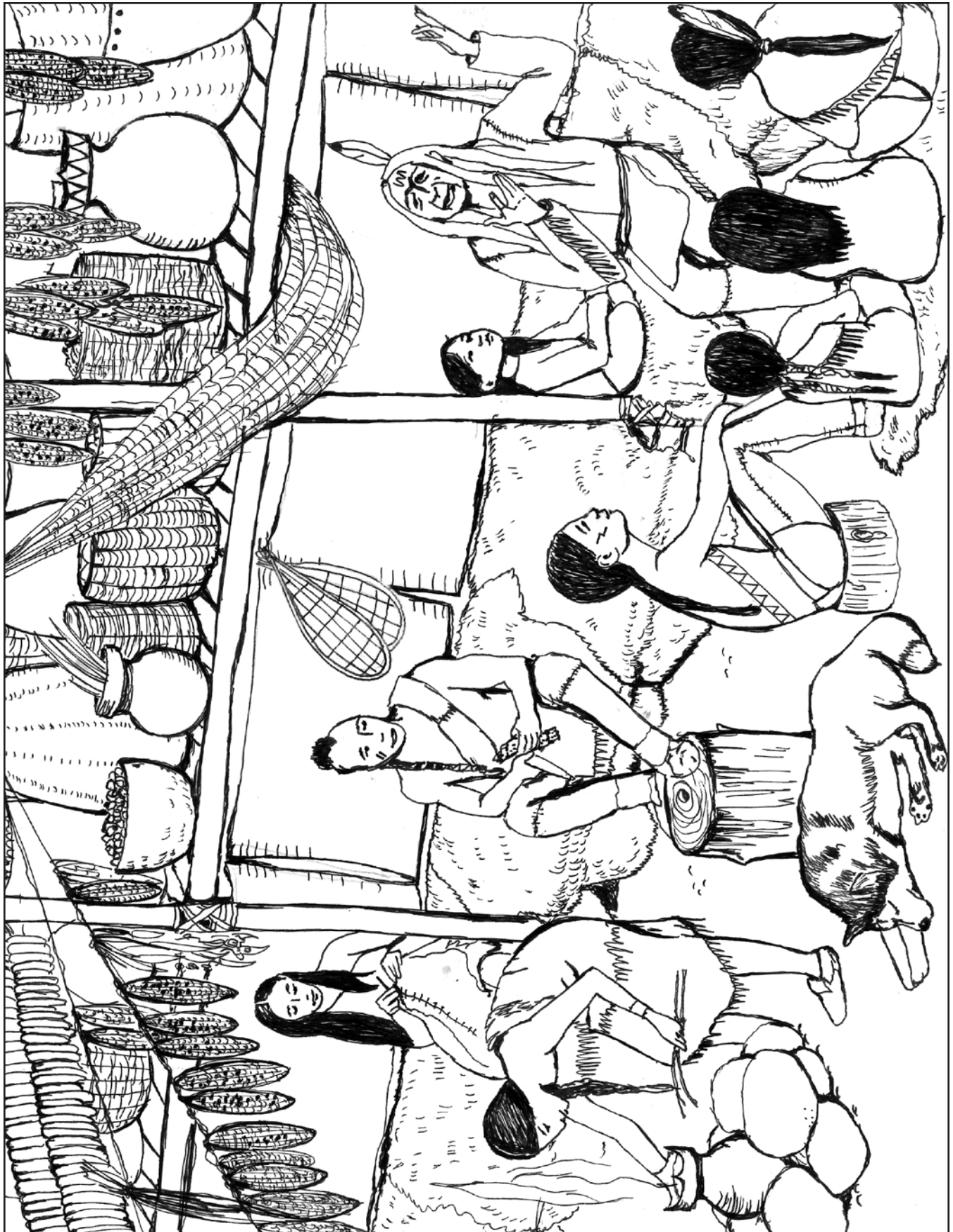
- I see...
- I notice...
- That makes me think...
- I wonder...











ARTICLE: TEACHER VERSION

About this Article

Lexile: 910

Wordcount: 1232

Text Complexity: The Lexile level for this text falls towards the high end of the grades 4-5 CCSS text complexity band. This text is suitable as an interactive read-aloud. You should use your professional judgment and knowledge of students' independent reading levels regarding assigning this text for independent reading.

Note for Teachers: You will find a graphic organizer at the end of this text. Its purpose is to provide a tool for students to gather information that they will use to complete the writing task, the culminating activity of the Science and Literacy Activities. Use your professional judgement and knowledge of your students to decide how to facilitate the completion of the graphic organizer. There are suggested stopping points throughout the article (teacher version) to allow time for note taking on the organizer. If you are concerned that frequent stopping will impede the "flow" of the read-aloud, you might consider reading it once, stopping for partner and whole-group talk along the way (see teacher notes), and then re-reading it the next day, this time for the purpose of completing the graphic organizer. Another option is to have students complete the organizer in partners or independently after you have read the text aloud, encouraging them to go back to the text as needed. (Note that in all of the readings provided in the Science and Literacy activities, the option to use the article as an independent reading text is always there; teacher notes are provided to give you strategies for scaffolding the text for students through interactive read aloud if you so choose.)

If you do facilitate interactive read-aloud, you may want to pause after each section to encourage brief discussion about the important tasks of each season. You may encourage students to discuss any or all tasks that they read about in each section. Students do not need to record each and every task per season on the graphic organizer; the intention is for students to record one to two tasks per season and explore them in detail, so that they develop an understanding of how the Lenape's daily lives revolved around the natural world and in particular, the changing seasons. You may want to encourage students to include the two tasks of harvesting and hunting for autumn since both were very important in ensuring the Lenape had enough food for the winter.

If you plan to have students complete the post-visit writing task, we recommend that you go over it with them before beginning the reading to ensure that they focus on the items that they'll need to know about in order to complete the task. Once you've established that the writing task will ask them to write about corn meal and animal hides, introduce a text coding strategy that allows them to identify the parts of the text that refer to farming and hunting. For example, they should write a large "F" in the margin where the text deals with farming (since corn meal originates with corn), and a large "H" where it deals with hunting (since animal hides are procured by hunting). This will help them locate these important passages again when working on the writing task.

Key for Teacher Notes

- **Green text**
specific strategies
- Regular text
instructions for teachers
- *Italicized text*
teacher's instructions to students

STUDENT READING

A Year in a Lenape Indian Village

Native Americans have lived in North America for more than 10,000 years, long before the first Europeans arrived about 500 years ago. Like all regions, the eastern United States and Canada were home to many different Native groups. These Eastern Woodlands Indians hunted, farmed, and fished in various environments: coastlines, forests, valleys, and mountains. Their daily life—and the natural resources available to them—changed with each season.

One group of Eastern Woodlands Indians was known as the Lenape. They lived in the Northeast, around where New York, New Jersey, Delaware, and Pennsylvania are today. Let's journey back 500 years in time to explore a year in a Lenape village.



The Lenape's way of life is closely connected to the changing weather and natural resources of the Eastern Woodlands environment.

Think-Pair-Share: What has this paragraph told you about the Eastern Woodlands Indians? What do you expect to learn about in the rest of this article?

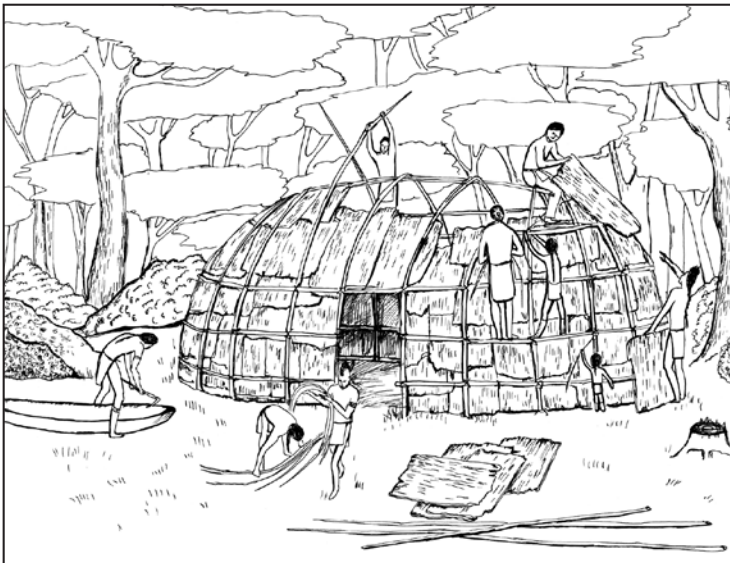
Think-Pair-Share: What does the second paragraph tell you about where the Lenape lived? What does the illustration tell you about what their environment was like?

Spring

After a long winter, patches of grass begin to appear in the melting snow. Bird songs drift through the village. These early signs of spring mark a busy season for the Lenape Indians. They've spent much of the past few months in their warm longhouses or wigwams. Now it's time to prepare for the coming year. There is a lot of work to do, and fishing and planting new crops are two of the main activities.

The Lenape fish all year round, but spring brings the largest catch. They trap huge numbers of fish that are swimming upstream to spawn. They eat a lot of fish right away. The rest are smoked over a fire or dried in the sun, preserving them for later in the year.

The Lenape Indians have prepared for this busy fishing season, using natural materials for all their fishing gear. They have woven nets from plant fibers and carved spears from deer antlers. And from the trees around them, they have built huge, sturdy canoes for fishing and travel. Most are "dugout canoes," made of hollowed out logs.



The Lenape use the wood and bark from trees around them to build longhouses and canoes.

Some Lenape head to the seashore to catch fish and shellfish. Others search for tiny clam and whelk shells that they'll carve and polish into beautiful beads, called wampum. They may use these beads for trade or to make into ceremonial belts with intricate patterns.

Take time to "preview" the rest of the text with students. **Think-Pair-Share:** *What do you notice about the bolded, one-word subtitles?* Students will notice that there is a section on each season: spring, summer, autumn, and winter. Explain to students that the daily lives of the Lenape were very connected to the seasons of the year, and that the Lenape's tasks changed with the seasons. Tell students that as you read aloud, they will need to listen closely to determine what the major tasks of the Lenape were during each season of the year. Remind them to use the text codes "F" when they find references to farming, and "H" when they find references to hunting (these codes are included in the teacher version of the text). Instruct them to use the graphic organizer to take notes as you read. Review the categories on the organizer before you start reading the text.

Think-Pair-Share: *What do you notice about this picture? Think-Pair-Share: What can you infer about the way the Lenape accomplish their tasks?*

Men and boys may leave the village to hunt. In the early spring, they might even surprise a bear waking up from its winter hibernation.

The village is full of activity too. Women and children are making pottery and clothes and gathering wild food from the forest.

As summer nears, the air fills with the sound of chopping wood and the smell of smoke. The Lenape are getting the soil ready to plant their yearly crops. The men clear the fields of trees and other plants. Then the women plant the seeds.

Summer

The days are getting longer and warmer. The plants thrive in the sunshine and fertile soil, growing taller and fuller each day. Women and girls tend the crops. Like most other Eastern Woodlands Indians, the Lenape grow three main crops every year: corn, beans, and squash.

These crops are often called the “three sisters.” They’re planted together because they help each other grow. The tall corn stalk provides a structure for the bean vines to climb. The beans add nitrogen to the soil, which corn needs. And the large squash leaves shade the soil and keep it from drying out. These three crops, along with wild food, fish, and other meat, provide a balanced diet.



The Lenape often plant corn, beans, and squash together. These three plants, known as the “three sisters,” help each other grow.

Pause to allow students to think about what the Lenape’s tasks were in the spring; possibly have them take notes on graphic organizer. (Optional: Invite students to **think-pair-share** before writing on graphic organizer, or, in lieu of writing on graphic organizer, if you are planning to have students complete the graphic organizer during a second reading.)

F

F

F

When they're not in the sunny fields, women and girls head into the cooler shade of the forest to gather berries, nuts, fruits, and other wild foods. Most of this food is eaten fresh, but the rest is dried and saved for the winter, stored in deep holes dug into the ground. Men and boys spend these warmer months fishing, hunting, and trading with other tribes.

As summer goes on, everyone keeps a close eye on when it's time to harvest. If it has been a good year, the fields are soon bursting with ears of corn, bean pods, and colorful squash. After months of tending crops in the hot sun, the time for harvest has finally come. ●.....

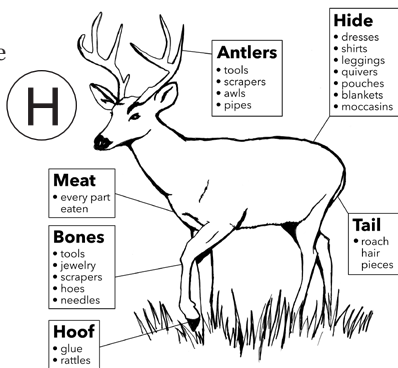
Autumn

The autumn days bring cooler breezes and longer shadows. Women and children finish harvesting the crops, filling their baskets woven from reeds and roots.

The fall harvest brings feasts of squash, corn, and beans. What the Lenape don't eat, they dry and save for winter months. Ears of corn hang in rafters. Squash is sliced and hung up in the sun. Bags of beans and corn kernels are stored underground.

Trees are turning shades of red, orange, and yellow. Men and boys have been hunting on their own all year, but this is the time for communal hunting. By hunting in large groups, they can catch more animals to prepare for winter. The hunters surround part of the forest and set fires to the trees to drive out animals. Then they track animals through fields and wooded areas, hunting them with wood bows and stone-tipped arrows. Hunters also set traps to catch smaller animals and birds.

When they catch an animal, they use every part of it. Mammals like deer, elk, bears, and rabbits are hunted for their meat and skins. Most of the Lenape's meat comes from deer and elk. They eat all the meat, including the organs like the heart and liver. The skin and fur are used to make clothes, moccasins, blankets, bags, and many other things. Harder parts, like bones, teeth, and claws are used to make tools or decorations.



Pause to allow students to think about what the Lenape's tasks were in the summer; possibly have them take notes on graphic organizer. Allow time for students to look at the illustration and talk to a partner (or in the whole group) about what they notice. (Optional: Invite students to **think-pair-share** before writing on graphic organizer, or, in lieu of writing on graphic organizer, if you are planning to have students complete the graphic organizer during a second reading.)

F

H

Think-Pair-Share: Reread this paragraph on your own. (Read it aloud if you think students need extra support.) What is it telling us about the Lenape's relationship with the animals they hunted?

And with the sinew (strong tissue between bones and muscles) they make ropes. They also hunt large birds like turkeys, ducks, and geese. These birds are caught for their meat and feathers.

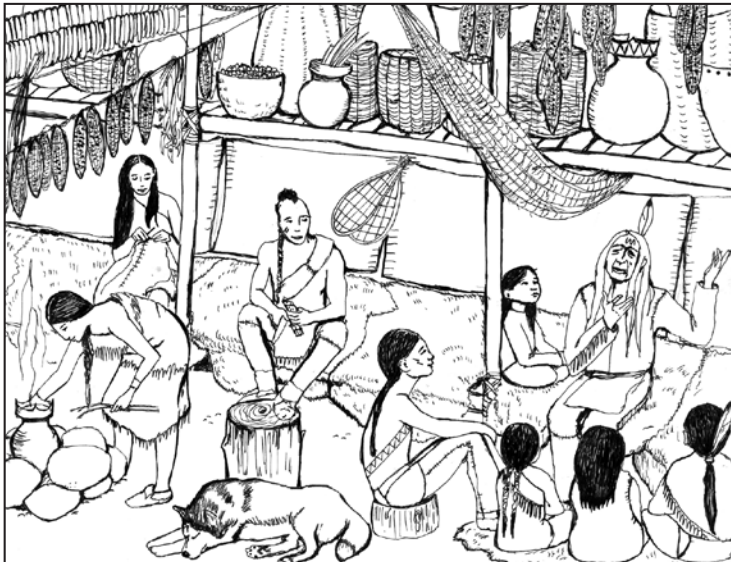
H

The days are getting cooler and shorter. The colorful leaves have fallen from the trees. The Lenape are preparing for a new season—when they will rely on all the planting, hunting, and hard work they have done over the past year.

Pause to allow students to think about what the Lenape's tasks were in the autumn; possibly have them take notes on graphic organizer. (Optional: Invite students to **think-pair-share**: before writing on graphic organizer, or, in lieu of writing on graphic organizer, if you are planning to have students complete the graphic organizer during a second reading.)

Winter

The first snow has fallen, bringing a quiet to the forest. A thin layer of ice has crept across the streams. Birds that haven't flown south flutter between the bare branches. A few squirrels and rabbits leave tiny footprints in the snow. As for the Lenape, they are spending the cold winter months close to home. Some live in wigwams, while others live in longhouses. Both structures are built from wooden poles and bark, but longhouses are much larger. In fact, longhouses are big enough to hold a clan of several related families. Inside, they cook over fire pits together, tell stories, and sing and dance.



The Lenape live in longhouses, large buildings made of wood from young trees and tree bark. Everything inside is also made from natural resources.



Most of their food is what they dried and stored earlier in the year. The women cook the dried food in water until it expands and becomes soft. If they need more food, small groups leave home to hunt deer, bears, beavers, and other animals.

Like the houses themselves, everything inside them is crafted from natural materials. Women cook in clay pots. Families eat from dishes and cups made of wood, shells, and gourds. During the day, children play with toys like corn husk dolls and drums made of wood and animal skins. At night, children snuggle in their beds under warm animal skins and furs.

Think-Pair-Share: *What did the Lenape do during the winter? How did their lives in the winter differ from the other seasons? Allow time for students to look at the illustration and talk to a partner (or in the whole group) about what they notice. Possibly have students take notes on graphic organizer.*

Through the Seasons

The lives of the Lenape follow the seasons. Like all Native Americans, their way of life is closely connected to the changing weather and natural resources around them. Whether they are hunting, fishing, harvesting crops, creating beadwork, or playing music, they depend on the environment of the Eastern Woodlands.

End of Article Question (for partner and whole group discussion and/or written response):

What do you think about the Lenape's way of life? How is it different from or similar to life in the present-day Northeast (New York, New Jersey, Delaware, and Pennsylvania)?

Image Credits

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GRAPHIC ORGANIZER FOR "A YEAR IN A LENAPE INDIAN VILLAGE"

Name ANSWER KEY

Season of the Year	Notes on the Season	Additional Information
Spring	<p>One major task of this season:</p> <p><i>Answers may include:</i></p> <ul style="list-style-type: none"> • <i>Fishing: In the spring they caught the most fish. They ate a lot of fish right away. The rest were smoked over a fire or dried in the sun, preserving them for later in the year.</i> 	<p>How did the Lenape use the natural resources in their environment to help them with the task of fishing?</p> <p><i>Answers may include:</i></p> <ul style="list-style-type: none"> • <i>Fishing nets were woven from plant fibers.</i> • <i>Spears were carved from deer antlers.</i> • <i>Canoes have been built using wood from trees.</i>
Summer	<p>One major task of this season:</p> <p><i>Answers may include:</i></p> <ul style="list-style-type: none"> • <i>They tended the crops.</i> 	<p>How did the Lenape use the natural resources in their environment to help grow the "three sisters" (corn, beans, and squash) effectively?</p> <p><i>Answers may include:</i></p> <ul style="list-style-type: none"> • <i>Corn, beans, and squash were planted together because they help each other grow: the tall corn stalk provides a pole for the bean vines to climb; the beans add nitrogen to the soil, which corn needs; the large squash leaves shade the soil and keep it from drying out.</i> • <i>This is an example of utilizing the natural resources. The Lenape have developed a system for growing the three sisters using the crops themselves to support the growth of all three.</i>

Name **ANSWER KEY**

GRAPHIC ORGANIZER FOR "A YEAR IN A LENAPE INDIAN VILLAGE"

Season of the Year	Notes on the Season	Additional Information
Autumn	<p>One major task of this season:</p> <p><i>Answers may include:</i></p> <ul style="list-style-type: none"> • They harvested crops of squash, corn, and beans. • They dried and saved some food for winter months (ears of corn hung in rafters, squash was sliced and hung up in the sun, bags of beans and corn kernels were stored underground). <p>OR</p> <ul style="list-style-type: none"> • This was the time for communal hunting (by hunting in large groups, men and boys can catch more animals and prepare for winter). • The hunters surrounded part of the forest and set fires to the trees to drive out animals and track animals through fields and forests, hunting them with wood bows and stone-tipped arrows. Hunters also set traps to catch smaller animals and birds. 	<p>Why were these tasks important for the Lenape's survival?</p> <p><i>Answers may include:</i></p> <ul style="list-style-type: none"> • These tasks set the Lenape up for success in the winter. • They are examples of the Lenape's reliance on the natural resources provided by the environment.
Winter	<p>One major task of this season:</p> <p><i>Answers may include:</i></p> <ul style="list-style-type: none"> • Most of the food eaten in winter had been dried and stored earlier in the year. • The women cooked the dried food in water until it expands and becomes soft. • If more food is needed, small groups left home to hunt deer, bears, beavers, and other animals. 	<p>How did winter differ from the other seasons?</p> <p><i>Answers may include:</i></p> <ul style="list-style-type: none"> • Lenape spent much more time indoors. • The preparations they have done throughout the rest of the seasons up to this point are very important. Because of all that work, they are able to have food and shelter in winter. <p>What are some examples of how the Lenape used natural resources to help them during the winter?</p> <p><i>Answers may include:</i></p> <ul style="list-style-type: none"> • Houses and everything inside them were crafted from natural materials. • Women cooked in clay pots. • Families ate from dishes and cups made of wood, shells, and gourds. • Children played with toys like cornhusk dolls and drums made of wood and animal skins.

STUDENT WORKSHEET

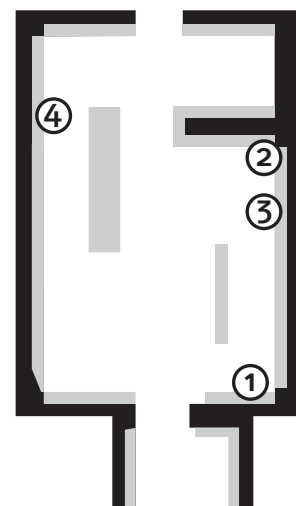
Name ANSWER KEY

In the article, "A Year in a Lenape Indian Village," you read about the tasks that the Lenape performed, such as farming and hunting.

At the Museum, you'll visit two areas to collect information about how other Eastern Woodlands Indians groups performed these same tasks.

1. Task: Making Corn Meal

First, visit the Agriculture section (1). Look at the paintings on the wall that show the process of planting the corn, beans, and squash. Then, examine the artifacts that are associated with farming. Talk to your classmates about how these images and objects relate to what you read in the article about farming. Finally, look at the miniature diorama that shows the process of making corn meal.



Draw the process of making corn meal, along with some of the tools that were used.

What steps were taken in making corn meal?

Sample answers: corn husked and dried; kernels removed from cob; boiled in lye; washed in hulling basket; dried and pounded into meal

What natural resources were used?

Sample answer: stones

Next, walk over to the Basketry and Wood Working sections (2) to learn more about how food was prepared and cooked.

Draw one way that food could be cooked and label the materials used.

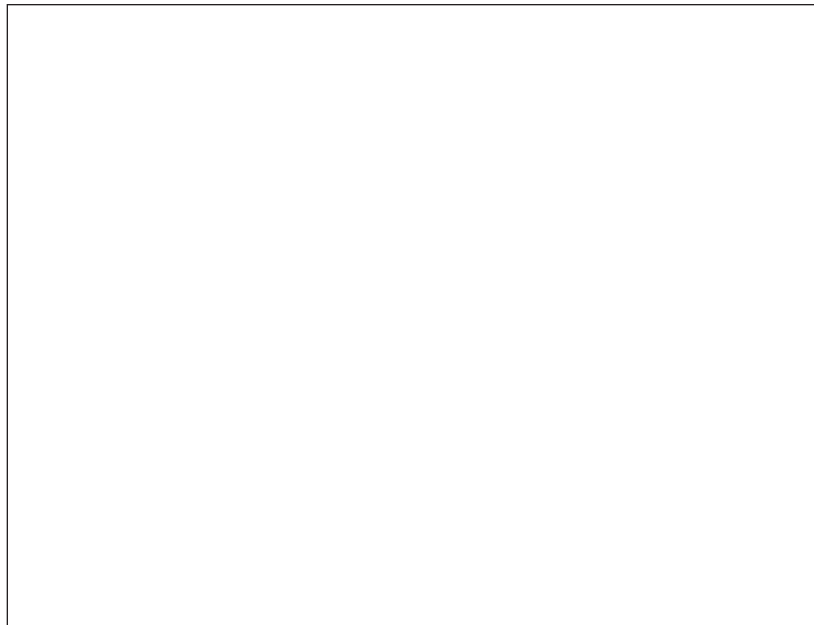
STUDENT WORKSHEET

Name ANSWER KEY**2. Task: Hunting and Preparing Hides**

First, visit the Hunting section (3). Look at the paintings and objects that relate to hunting. Talk to your classmates about how these images and objects are similar to and different from what you read in the article about hunting.

Next, walk across the hall to the Preparation of Hides section (4). Find the miniature diorama that shows the process of preparing hides.

Draw an item made from animal hide along with some of the tools that were used to make it.



What steps were taken in preparing animal hides?

Sample answers: scraped flesh; soaked in water; hair removed; washed and stretched; soaked and wrung out by twisting; worked and stretched between hand and feet, and then by frame and softened with wooden stick; smoked

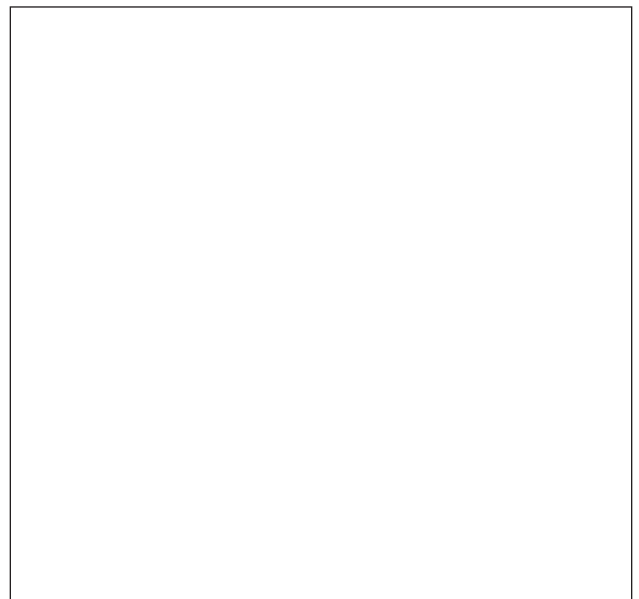
What natural resources were used in this process?

Sample answer: logs

Then, walk left to the Clothing section (5). Look at the clothing on display and identify the items that are made from animal hides. **Draw** one of the items.

How was this item useful to the people who made it?

Sample answers: used to make clothing and shoes for men and women



ESSAY SCORING RUBRIC: TEACHER VERSION

	Exceeds	Meets	Approaches	Needs Additional Support
	4	3	2	1
Research: "A Year in a Lenape Indian Village" Article	Accurately presents information relevant to all parts of the prompt with paraphrased details from the article	Presents paraphrased information from the article relevant to the prompt with sufficient accuracy and detail	Presents information from the article mostly relevant to the purpose of the prompt with some lapses in accuracy or completeness AND/OR information is copied from the text	Attempts to present information in response to the prompt, but lacks connections to the article or relevance to the purpose of the prompt
Research: Hall of Eastern Woodlands Indians	Accurately presents information relevant to all parts of the prompt with paraphrased details from the hall	Presents paraphrased information from the hall relevant to the prompt with sufficient accuracy and detail	Presents information from the hall mostly relevant to the purpose of the prompt with some lapses in accuracy or completeness AND/OR information is copied from the text	Attempts to present information in response to the prompt, but lacks connections to the hall content or relevance to the purpose of the prompt
Explanations	Integrates relevant and accurate social studies content with thorough explanations that demonstrate in-depth understanding about how the Eastern Woodlands Indians used the resources in their environment	Presents social studies content relevant to the prompt with sufficient accuracy and explanations that demonstrate understanding of how the Eastern Woodlands Indians used the resources in their environment	Presents social studies content mostly relevant to the prompt; shows basic or uneven understanding of how the Eastern Woodlands Indians used the resources in their environment; some errors in explanation	Attempts to include social studies content in explanations, but understanding of how the Eastern Woodlands Indians used the resources in their environment, is weak; content is irrelevant, inappropriate, or inaccurate
	Uses labeled illustrations with captions of people making corn meal and preparing animal hides that effectively communicate relevant information	Uses labeled illustrations of people making corn meal and preparing animal hides to sufficiently communicate relevant information	Illustrations are unlabeled OR only one task is illustrated	No illustrations
	Consistent use of precise and domain-specific language where appropriate	Some use of precise and domain-specific language	Little use of precise and domain-specific language	No use of precise and domain-specific language
Development	Includes an opening section that clearly introduces the topic of the Eastern Woodlands Indians	Includes an opening section about the Eastern Woodlands Indians	Includes an opening section that is insufficient or irrelevant	Does not include an introduction
	Essay includes descriptions of making corn meal and preparing animal hides with a great deal of supporting details	Essay includes descriptions of making corn meal and preparing animal hides	Essay includes descriptions of making corn meal or preparing animal hides, but not both	Essay does not include descriptions of making corn meal or preparing animal hides
	Provides a relevant concluding paragraph	Provides a relevant concluding section	Provides a concluding statement	Provides no sense of closure
Conventions	Demonstrates and maintains a sense of cohesion and a well-developed command of standard English conventions with few errors; response includes language and tone consistently appropriate to the purpose and specific requirements of the prompt	Demonstrates a sense of cohesion and a command of standard English conventions with few errors; response includes language and tone appropriate to the purpose and specific requirements of the prompt	Lacks cohesion and demonstrates an uneven command of standard English conventions; uses language and tone with some inaccurate, inappropriate, or uneven features	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics

STUDENT READING

A Year in a Lenape Indian Village

Native Americans have lived in North America for more than 10,000 years, long before the first Europeans arrived about 500 years ago. Like all regions, the eastern United States and Canada were home to many different Native groups. These Eastern Woodlands Indians hunted, farmed, and fished in various environments: coastlines, forests, valleys, and mountains. Their daily life—and the natural resources available to them—changed with each season.

One group of Eastern Woodlands Indians was known as the Lenape. They lived in the Northeast, around where New York, New Jersey, Delaware, and Pennsylvania are today. Let's journey back 500 years in time to explore a year in a Lenape village.



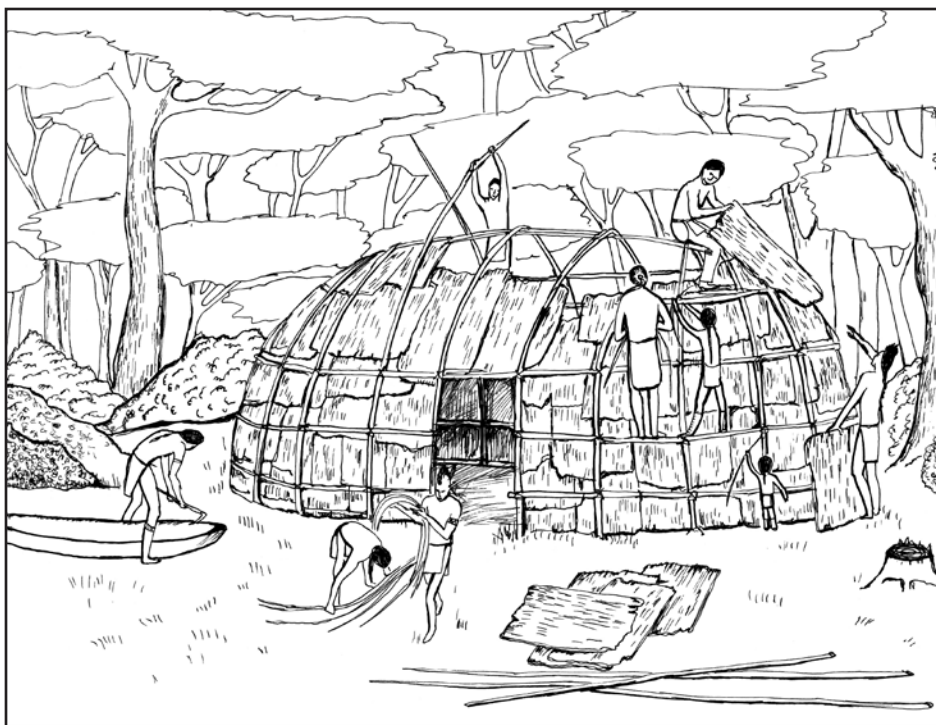
The Lenape's way of life is closely connected to the changing weather and natural resources of the Eastern Woodlands environment.

Spring

After a long winter, patches of grass begin to appear in the melting snow. Bird songs drift through the village. These early signs of spring mark a busy season for the Lenape Indians. They've spent much of the past few months in their warm longhouses or wigwams. Now it's time to prepare for the coming year. There is a lot of work to do, and fishing and planting new crops are two of the main activities.

The Lenape fish all year round, but spring brings the largest catch. They trap huge numbers of fish that are swimming upstream to spawn. They eat a lot of fish right away. The rest are smoked over a fire or dried in the sun, preserving them for later in the year.

The Lenape Indians have prepared for this busy fishing season, using natural materials for all their fishing gear. They have woven nets from plant fibers and carved spears from deer antlers. And from the trees around them, they have built huge, sturdy canoes for fishing and travel. Most are "dugout canoes," made of hollowed out logs.



The Lenape use the wood and bark from trees around them to build longhouses and canoes.

Some Lenape head to the seashore to catch fish and shellfish. Others search for tiny clam and whelk shells that they'll carve and polish into beautiful beads, called wampum. They may use these beads for trade or to make into ceremonial belts with intricate patterns.

Men and boys may leave the village to hunt. In the early spring, they might even surprise a bear waking up from its winter hibernation.

The village is full of activity too. Women and children are making pottery and clothes and gathering wild food from the forest.

As summer nears, the air fills with the sound of chopping wood and the smell of smoke. The Lenape are getting the soil ready to plant their yearly crops. The men clear the fields of trees and other plants. Then the women plant the seeds.

Summer

The days are getting longer and warmer. The plants thrive in the sunshine and fertile soil, growing taller and fuller each day. Women and girls tend the crops. Like most other Eastern Woodlands Indians, the Lenape grow three main crops every year: corn, beans, and squash.

These crops are often called the “three sisters.” They’re planted together because they help each other grow. The tall corn stalk provides a structure for the bean vines to climb. The beans add nitrogen to the soil, which corn needs. And the large squash leaves shade the soil and keep it from drying out. These three crops, along with wild food, fish, and other meat, provide a balanced diet.



The Lenape often plant corn, beans, and squash together. These three plants, known as the “three sisters,” help each other grow.

When they're not in the sunny fields, women and girls head into the cooler shade of the forest to gather berries, nuts, fruits, and other wild foods. Most of this food is eaten fresh, but the rest is dried and saved for the winter, stored in deep holes dug into the ground. Men and boys spend these warmer months fishing, hunting, and trading with other tribes.

As summer goes on, everyone keeps a close eye on when it's time to harvest. If it has been a good year, the fields are soon bursting with ears of corn, bean pods, and colorful squash. After months of tending crops in the hot sun, the time for harvest has finally come.

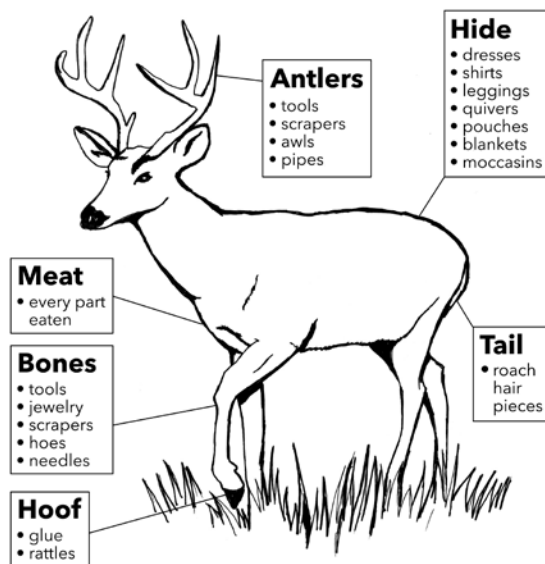
Autumn

The autumn days bring cooler breezes and longer shadows. Women and children finish harvesting the crops, filling their baskets woven from reeds and roots.

The fall harvest brings feasts of squash, corn, and beans. What the Lenape don't eat, they dry and save for winter months. Ears of corn hang in rafters. Squash is sliced and hung up in the sun. Bags of beans and corn kernels are stored underground.

Trees are turning shades of red, orange, and yellow. Men and boys have been hunting on their own all year, but this is the time for communal hunting. By hunting in large groups, they can catch more animals to prepare for winter. The hunters surround part of the forest and set fires to the trees to drive out animals. Then they track animals through fields and wooded areas, hunting them with wood bows and stone-tipped arrows. Hunters also set traps to catch smaller animals and birds.

When they catch an animal, they use every part of it. Mammals like deer, elk, bears, and rabbits are hunted for their meat and skins. Most of the Lenape's meat comes from deer and elk. They eat all the meat, including the organs like the heart and liver. The skin and fur are used to make clothes, moccasins, blankets, bags, and many other things. Harder parts, like bones, teeth, and claws are used to make tools or decorations.

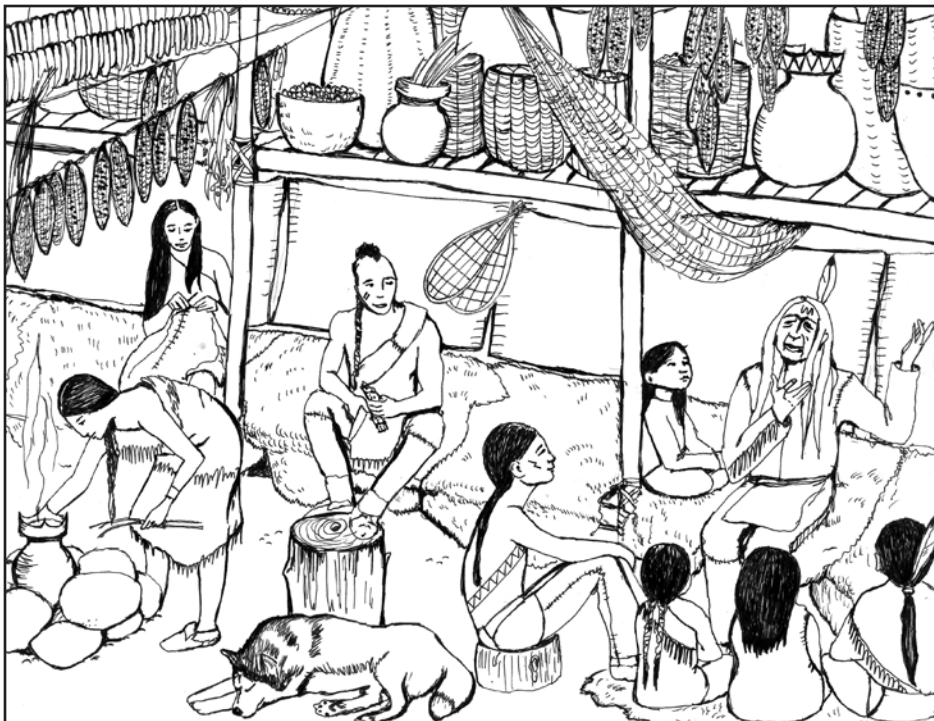


And with the sinew (strong tissue between bones and muscles) they make ropes. They also hunt large birds like turkeys, ducks, and geese. These birds are caught for their meat and feathers.

The days are getting cooler and shorter. The colorful leaves have fallen from the trees. The Lenape are preparing for a new season—when they will rely on all the planting, hunting, and hard work they have done over the past year.

Winter

The first snow has fallen, bringing a quiet to the forest. A thin layer of ice has crept across the streams. Birds that haven't flown south flutter between the bare branches. A few squirrels and rabbits leave tiny footprints in the snow. As for the Lenape, they are spending the cold winter months close to home. Some live in wigwams, while others live in longhouses. Both structures are built from wooden poles and bark, but longhouses are much larger. In fact, longhouses are big enough to hold a clan of several related families. Inside, they cook over fire pits together, tell stories, and sing and dance.



The Lenape live in longhouses, large buildings made of wood from young trees and tree bark. Everything inside is also made from natural resources.

Most of their food is what they dried and stored earlier in the year. The women cook the dried food in water until it expands and becomes soft. If they need more food, small groups leave home to hunt deer, bears, beavers, and other animals.

Like the houses themselves, everything inside them is crafted from natural materials. Women cook in clay pots. Families eat from dishes and cups made of wood, shells, and gourds. During the day, children play with toys like corn husk dolls and drums made of wood and animal skins. At night, children snuggle in their beds under warm animal skins and furs.

Through the Seasons

The lives of the Lenape follow the seasons. Like all Native Americans, their way of life is closely connected to the changing weather and natural resources around them. Whether they are hunting, fishing, harvesting crops, creating beadwork, or playing music, they depend on the environment of the Eastern Woodlands.

Image Credits

All illustrations © AMNH/Agnieszka Pierwola

GRAPHIC ORGANIZER FOR "A YEAR IN A LENAPE INDIAN VILLAGE"

Name _____

Season of the Year	Notes on the Season	Additional Information
Spring	One major task of this season:	How did the Lenape use the natural resources in their environment to help them with the task of fishing?
Summer	One major task of this season:	How did the Lenape use the natural resources in their environment to help grow the "three sisters" (corn, beans and squash) effectively?

**GRAPHIC ORGANIZER FOR
"A YEAR IN A LENAPE INDIAN VILLAGE"**

Name _____

Season of the Year	Notes on the Season	Additional Information
Autumn	One major task of this season:	Why were these tasks important for the Lenape's survival?
Winter	One major task of this season:	<p>How did winter differ from the other seasons?</p> <p>What are some examples of how the Lenape used natural resources to help them during the winter?</p>

STUDENT WORKSHEET

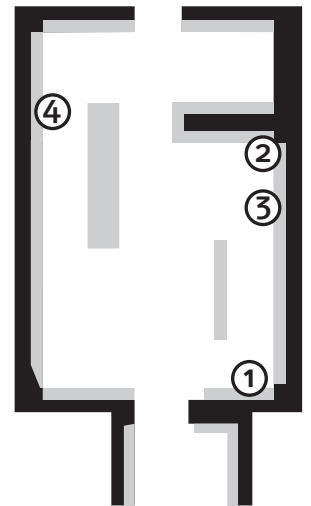
Name _____

In the article, "A Year in a Lenape Indian Village," you read about the tasks that the Lenape performed, such as farming and hunting.

At the Museum, you'll visit two areas to collect information about how other Eastern Woodlands Indians groups performed these same tasks.

1. Task: Making Corn Meal

First, visit the Agriculture section (1). Look at the paintings on the wall that show the process of planting the corn, beans, and squash. Then, examine the artifacts that are associated with farming. Talk to your classmates about how these images and objects relate to what you read in the article about farming. Finally, look at the miniature diorama that shows the process of making corn meal.



Draw the process of making corn meal, along with some of the tools that were used.

What steps were taken in making corn meal?

What natural resources were used?

Next, walk over to the Basketry and Wood Working sections (2) to learn more about how food was prepared and cooked.

Draw one way that food could be cooked and label the materials used.

STUDENT WORKSHEET

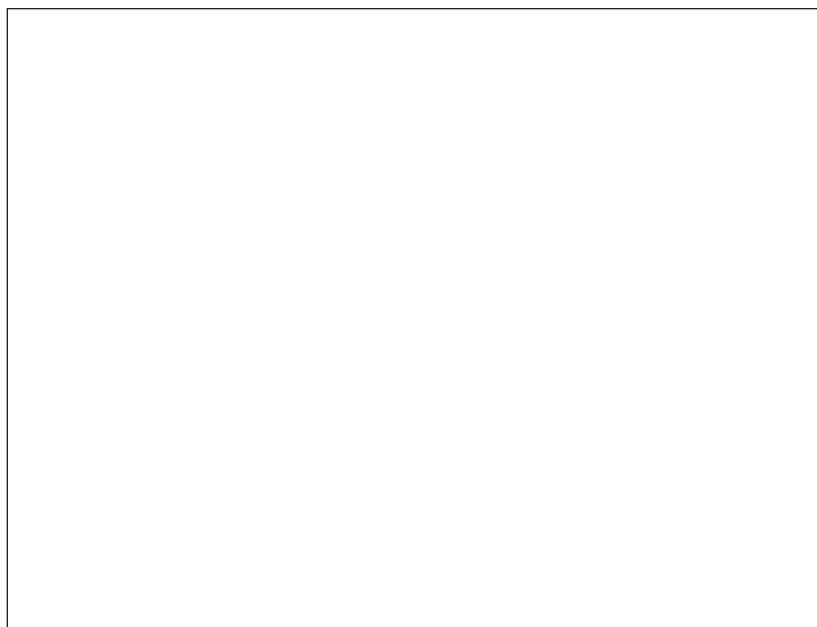
Name _____

2. Task: Hunting and Preparing Hides

First, visit the Hunting section (3). Look at the paintings and objects that relate to hunting. Talk to your classmates about how these images and objects are similar to and different from what you read in the article about hunting.

Next, walk across the hall to the Preparation of Hides section (4). Find the miniature diorama that shows the process of preparing hides.

Draw an item made from animal hide along with some of the tools that were used to make it.

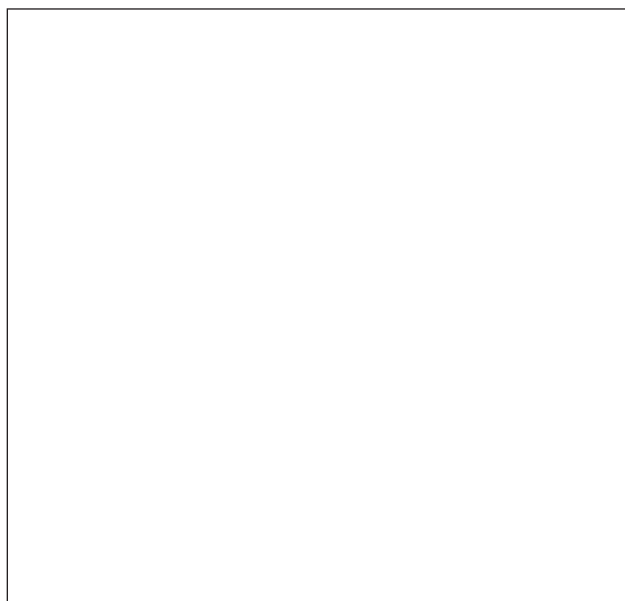


What steps were taken in preparing animal hides?

What natural resources were used in this process?

Then, walk left to the Clothing section (5). Look at the clothing on display and identify the items that are made from animal hides. **Draw** one of the items.

How was this item useful to the people who made it?



STUDENT WRITING TASK

After having read “A Year in a Lenape Indian Village” and collecting information in the Hall of Eastern Woodlands Indians, write an essay in which you describe how the Eastern Woodlands Indians used the resources that were available in their environment to help them in their daily lives.

Your essay should describe two tasks: making corn meal and preparing animal hides. For each task, first describe where the materials needed for the task came from. Next, list several steps of the task itself. Finally, describe the final product of the task. Use information collected in the hall and read about in the reading. Include labelled illustrations that show each task.

At the end of your essay, explain how the items that were produced were useful to the family or community that used them.

ESSAY SCORING RUBRIC: STUDENT VERSION

	Exceeds	Meets	Approaches	Needs Additional Support
	4	3	2	1
Research: "A Year in a Lenape Indian Village" Article	I have used information correctly from the article to write my essay I have given a lot of detail to explain the information in my own words	I have used information correctly from the article to write my essay in my own words	I have used information from the article to write my essay, but not all of my information is correct AND/OR I didn't use my own words	I did not use information from the article to write my essay
Research: Hall of Eastern Woodlands Indians	I have used information correctly from the hall to write my essay I have given a lot of detail to explain the information in my own words	I have used information correctly from the hall to write my essay in my own words	I have used information from the hall to write my essay, but not all of my information is correct AND/OR I didn't use my own words	I did not use information from the hall to write my essay
Explanations	All of the information I included about the Eastern Woodlands Indians is correct	Most of the information I included about about the Eastern Woodlands Indians is correct	Some of the information I included about about the Eastern Woodlands Indians is correct	None of the information I included about about the Eastern Woodlands Indians is correct
	I included labelled illustrations with captions of people making corn meal and preparing animal hides	I included labeled illustrations of people making corn meal and preparing animal hides	I included labeled illustrations of either making corn meal or preparing animal hides AND/OR I did not include labels with my illustration	I did not include any illustrations
	I used all appropriate vocabulary words correctly.	I used most appropriate vocabulary words correctly	I used some appropriate vocabulary words correctly	I did not use appropriate vocabulary words correctly OR I did not use appropriate vocabulary words
Development	I included a clear introductory paragraph on the Eastern Woodlands Indians	I included an introduction that relates to the topic of the essay	I included an introduction that doesn't relate to the topic of to the essay	I did not include an introduction
	I described the processes of making corn meal and preparing animal hides in great detail	I described the processes of making corn meal and preparing animal hides	I described the processes of making corn meal or preparing animal hides, but not both	I didn't describe the processes of making corn meal or preparing animal hides.
	I wrote a concluding paragraph that relates to the information in my essay.	I wrote a concluding sentence that relates to the information in my essay	I wrote a concluding sentence at the end of the essay	I did not write a concluding sentence at the end of the essay
Conventions	I edited my essay for spelling, punctuation, and grammar; there are no errors	I edited my essay for spelling, punctuation, and grammar; there are some minor errors but the reader can still understand my writing	I did not carefully edit my essay for spelling, punctuation, and grammar; there are errors that may make the essay hard for readers to understand	I did not edit my essay for spelling, punctuation, and grammar; there are many errors that make the essay hard for readers to understand

Science & Literacy Activity

ACTIVITY OVERVIEW

This activity, which is aligned to the Common Core State Standards (CCSS) for English Language Arts and the New York State Social Studies Elementary Standards, introduces students to the culture of Eastern Woodlands Indians before European colonization.

This activity has three components:

- BEFORE YOUR VISIT**, students will read a content-rich article about the Lenape and their way of life before the arrival of Europeans. This article will provide context for the visit, and also help them complete the post-visit writing task.
- AT THE MUSEUM**, students will read and engage with additional texts (including printed text, illustrations, and models). This information will help them complete the post-visit writing task.
- BACK IN THE CLASSROOM**, students will draw on the first two components of the activity to complete a CCSS-aligned explanatory writing task about what they have learned from the reading and during the Museum visit.

Materials in this packet include:

For Teachers

- Activity Overview (p. 1-2)
- Pre-reading Activity: Analyzing and Discussing Illustrations (p. 3-9)
- Article (teacher version): "A Year in a Lenape Indian Village" (p. 9-15)
- Answers to graphic organizer for "A Year in a Lenape Indian Village" (p. 16-17)
- Answers to student worksheet (p. 18-19)
- Assessment rubric for student writing task (p. 20)

For Students

- Article (student version): "A Year in a Lenape Indian Village" (p. 21-26)
- Graphic organizer for "A Year in a Lenape Indian Village" (p. 27-28)
- Student worksheet for the Hall of Eastern Woodlands Indians visit (p. 29-30)
- Student writing task and rubric (p. 31-32)

1. BEFORE YOUR VISIT

Students will read a content-rich article about the culture of the Lenape. This article will provide context for the visit, and help them complete the post-visit writing task.

Preparation

- Familiarize yourself with the student writing task and rubric (p. 31-32).
- Familiarize yourself with the teacher version of the article (p. 9-15), and plan how to facilitate the students' reading of the article.

Instructions

- Explain the goal: to complete a writing task about how the Eastern Woodlands Indians used the resources that were available in their environment to help them live and thrive. You may want to read through the writing task with students at this point.
- Tell students that they will need to read an article before visiting the Museum, and read additional texts during the visit.
- Distribute, read, and discuss the article, using the teacher notes to facilitate.

Common Core State Standards

RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

New York State Social Studies Elementary Standards

Standard 3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.

- **Key Idea 3.1:** Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography).

2. DURING YOUR VISIT

At the Museum, students will read and engage with additional texts (including printed text, illustrations, and models). The information they'll gather from these multiple sources will help them complete the post-visit writing task.

Preparation

- Review the Educator's Guide to see how themes in the hall connect to your curriculum and to get an advance look at what your students will encounter. (Guide is downloadable at amnh.org/eastern-woodlands-indians/educators)
- Familiarize yourself with the student worksheet (p. 29-30) and the map of the hall in the Educator's Guide.

Instructions

- Explain the goal of the Museum visit: to read and engage with texts (including printed text, illustrations, and models), and to gather information to help them complete the post-visit writing task.
- Distribute and review the worksheet and map. Clarify what information students should collect, and where.

Additional Suggestions for Facilitating the Museum Visit

- Have students explore the hall in pairs, with each student completing his or her own student worksheet.
- Encourage student pairs to ask you or their peers for help locating information. Tell students they may not share answers with other pairs, but may point each other to places where answers can be found.

3. BACK IN THE CLASSROOM

Students will use what they have learned from the pre-visit article and at the Museum to complete a CCSS-aligned explanatory writing task about how the Eastern Woodlands Indians used the resources that were available in their environment to help them live and thrive.

Preparation

- Plan how you will explain the student writing task and rubric (p. 31-32) to students.

Instructions

- Distribute the student writing task and rubric. Explain that they will use it while composing, and also to evaluate and revise what they have written.

Suggestions for Facilitating Writing Task

- Before they begin to write, have students use the writing task to frame a discussion around the information that they gathered at the Museum. They can work in pairs, small groups, or as a class, and can compare their findings.
- Referring to the writing task, have students underline or highlight all relevant passages and information from the article and from the notes taken at the Museum.
- Students should write their essays individually.

Supports for Diverse Learners

This resource has been designed to engage all learners with the principles of Universal Design for Learning in mind. It represents information in multiple ways and offers multiple ways for your students to engage with content as they read about, discuss, view, and write about scientific concepts. Different parts of the experience (e.g. reading texts, or locating information in the Museum) may challenge individual students. However, the arc of learning is designed to offer varied opportunities to learn. We suggest that all learners experience each activity, even if challenging. If any students have an Individualized Education Program (IEP), consult it for additional accommodations or modifications.

Alternate Version of Article

Another version of the same article with a lower lexile level is available for download at amnh.org/eastern-woodlands-indians/educators. You can use this same activity with that article.

PRE-READING ACTIVITY

ANALYZING AND DISCUSSING ILLUSTRATIONS

Standard: CCSS.ELA-LITERACY.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Overview: Viewing and analyzing images is a way to generate student interest in a topic prior to reading about that topic. Additionally, students' thoughts and questions about the illustrations will activate their thinking about the ideas and themes they will encounter in the text.

Instructions

- Begin by inviting the **entire class** to examine each illustration. Use some of the prompts or sentence starters below to facilitate a class discussion about each illustration.
- Then, **divide the class** into four groups and assign an illustration to each group. Have students use the prompts to have a small group discussion. Afterwards, invite students to share out some of their thoughts about the illustrations.

Open-Ended Prompts

- What do you notice? Describe what you see...
- What do you wonder?
- What do you think is happening in the illustration based on what you have noticed?

Prompts with Scaffolding

Who:

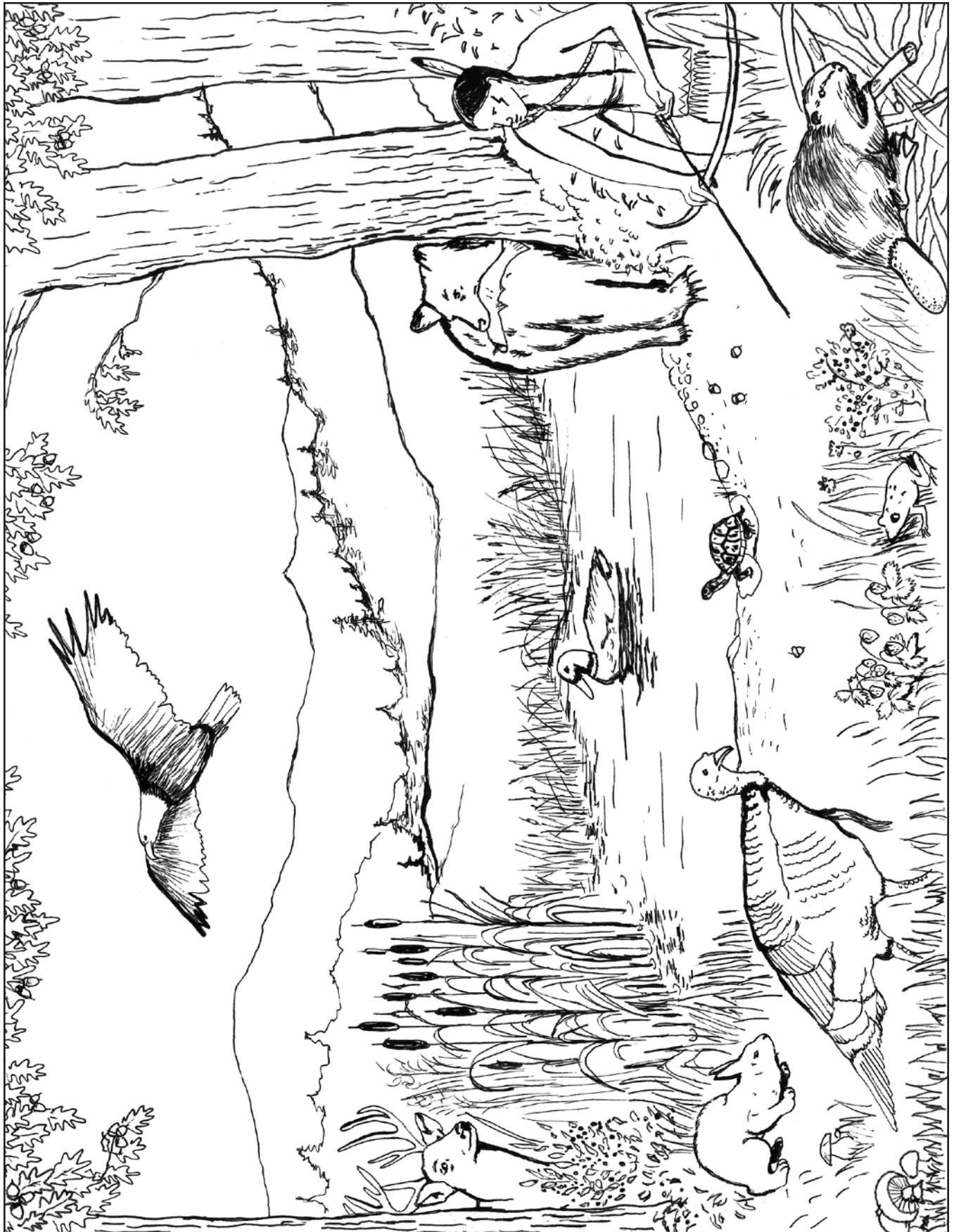
- What do you notice about individuals in the illustration?
- What does that make you think?

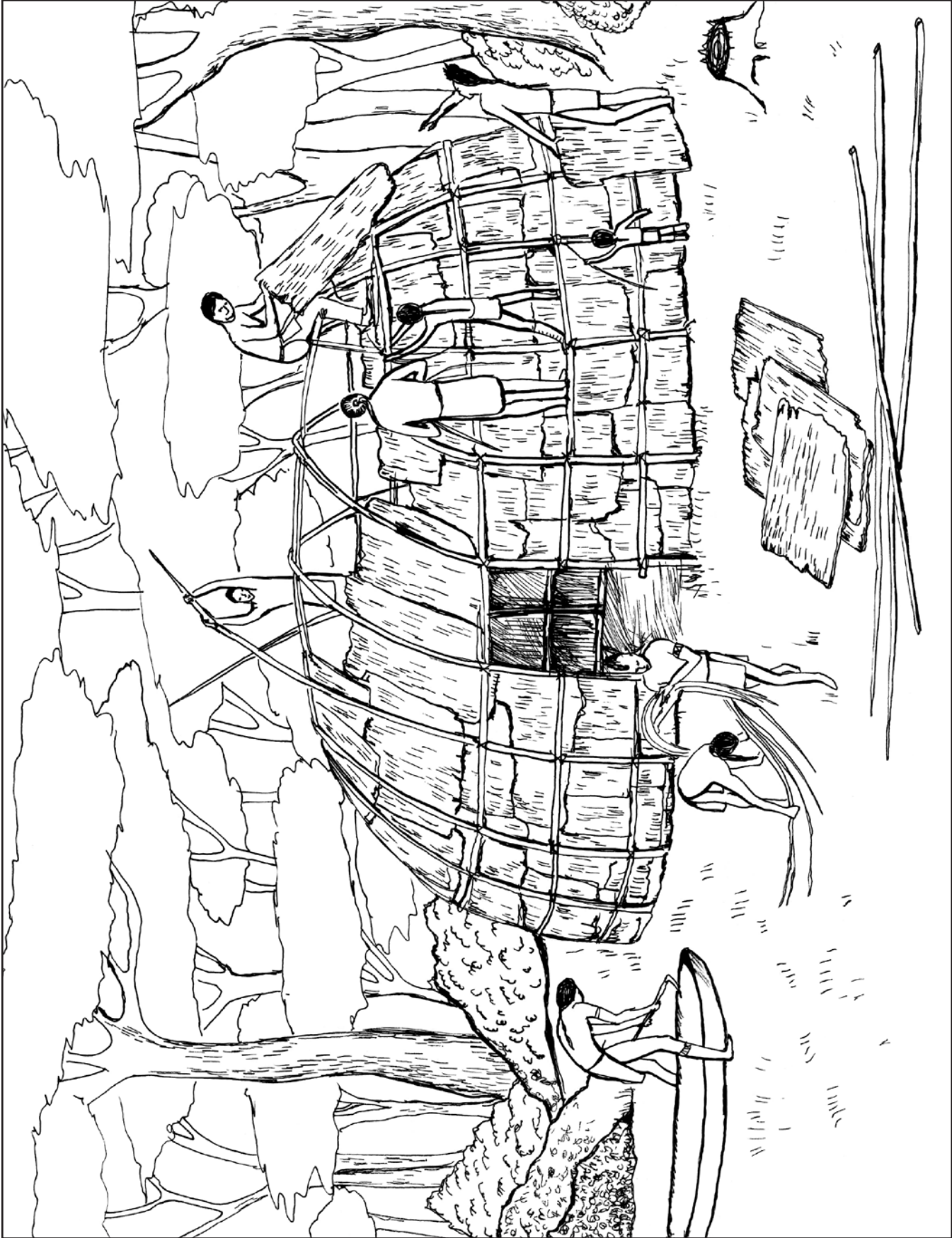
What:

- What actions do you notice are happening in the illustration?
- What does that make you think?

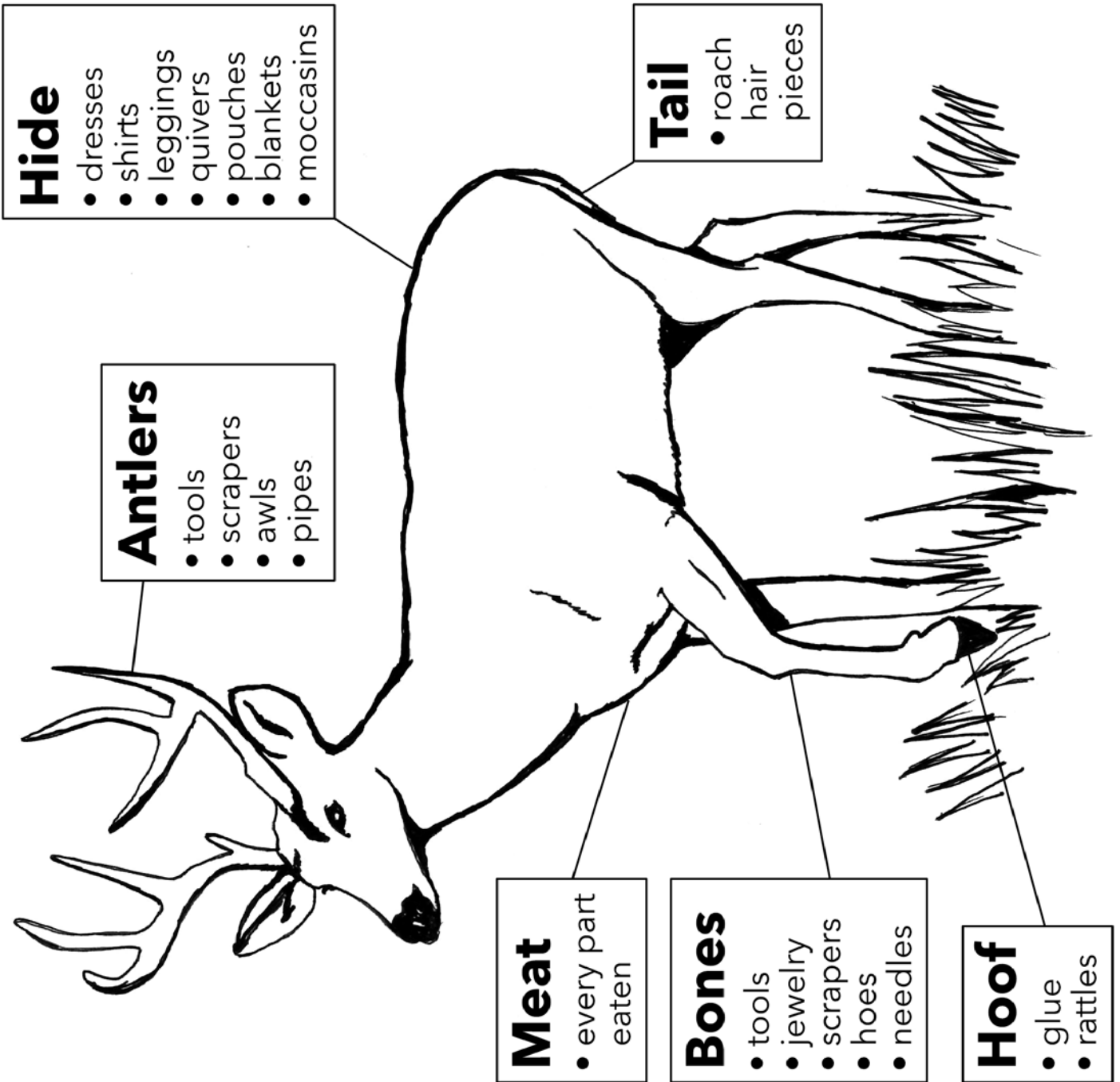
Sentence Starters

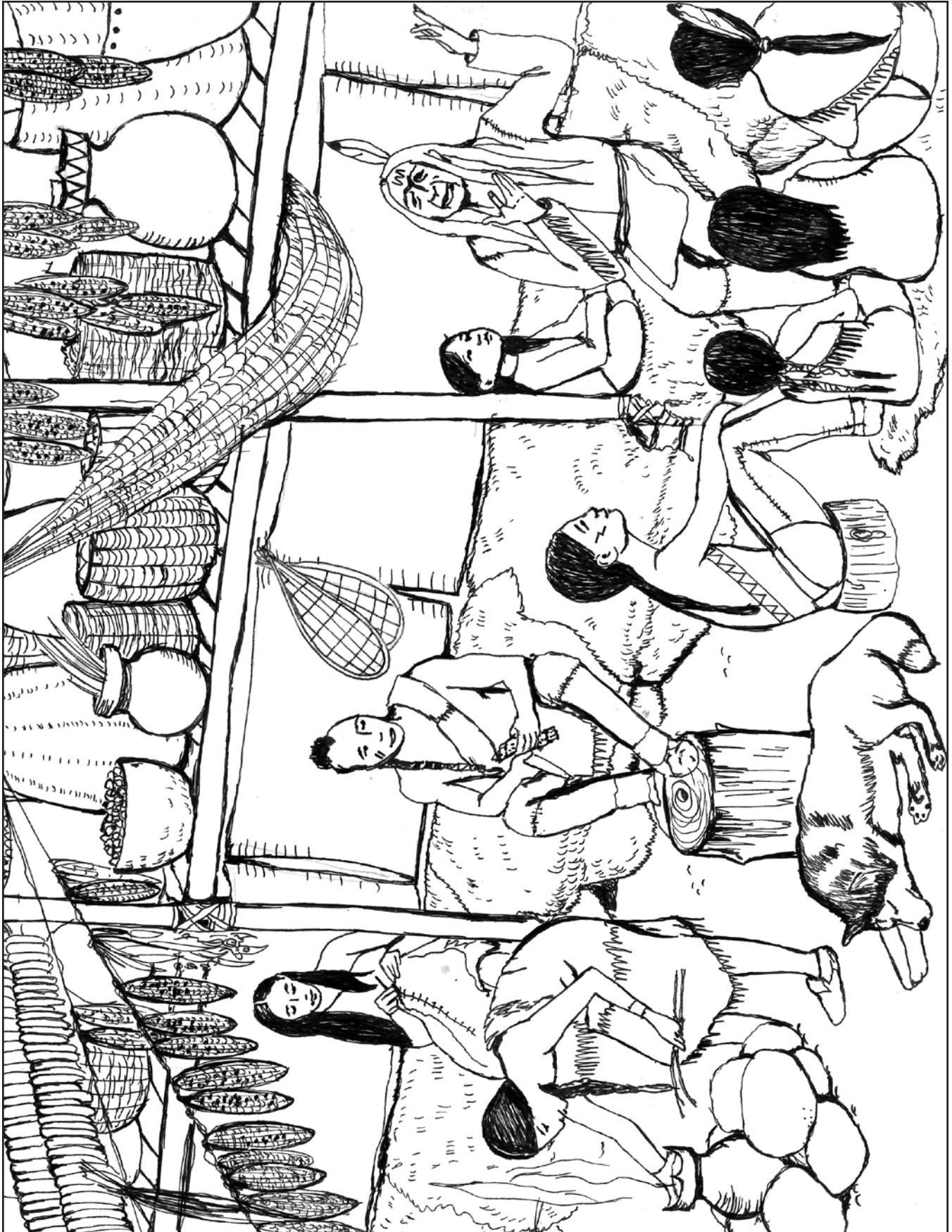
- I see...
- I notice...
- That makes me think...
- I wonder...











ARTICLE: TEACHER VERSION

About this Article

Lexile: 910

Wordcount: 1232

Text Complexity: The Lexile level for this text falls towards the high end of the grades 4-5 CCSS text complexity band. This text is suitable as an interactive read-aloud. You should use your professional judgment and knowledge of students' independent reading levels regarding assigning this text for independent reading.

Note for Teachers: You will find a graphic organizer at the end of this text. Its purpose is to provide a tool for students to gather information that they will use to complete the writing task, the culminating activity of the Science and Literacy Activities. Use your professional judgement and knowledge of your students to decide how to facilitate the completion of the graphic organizer. There are suggested stopping points throughout the article (teacher version) to allow time for note taking on the organizer. If you are concerned that frequent stopping will impede the "flow" of the read-aloud, you might consider reading it once, stopping for partner and whole-group talk along the way (see teacher notes), and then re-reading it the next day, this time for the purpose of completing the graphic organizer. Another option is to have students complete the organizer in partners or independently after you have read the text aloud, encouraging them to go back to the text as needed. (Note that in all of the readings provided in the Science and Literacy activities, the option to use the article as an independent reading text is always there; teacher notes are provided to give you strategies for scaffolding the text for students through interactive read aloud if you so choose.)

If you do facilitate interactive read-aloud, you may want to pause after each section to encourage brief discussion about the important tasks of each season. You may encourage students to discuss any or all tasks that they read about in each section. Students do not need to record each and every task per season on the graphic organizer; the intention is for students to record one to two tasks per season and explore them in detail, so that they develop an understanding of how the Lenape's daily lives revolved around the natural world and in particular, the changing seasons. You may want to encourage students to include the two tasks of harvesting and hunting for autumn since both were very important in ensuring the Lenape had enough food for the winter.

If you plan to have students complete the post-visit writing task, we recommend that you go over it with them before beginning the reading to ensure that they focus on the items that they'll need to know about in order to complete the task. Once you've established that the writing task will ask them to write about corn meal and animal hides, introduce a text coding strategy that allows them to identify the parts of the text that refer to farming and hunting. For example, they should write a large "F" in the margin where the text deals with farming (since corn meal originates with corn), and a large "H" where it deals with hunting (since animal hides are procured by hunting). This will help them locate these important passages again when working on the writing task.

Key for Teacher Notes

- *Green text*
specific strategies
- Regular text
instructions for teachers
- *Italicized text*
teacher's instructions to students

STUDENT READING

A Year in a Lenape Indian Village

Native Americans have lived in North America for more than 10,000 years, long before the first Europeans arrived about 500 years ago. Like all regions, the eastern United States and Canada were home to many different Native groups. These Eastern Woodlands Indians hunted, farmed, and fished in various environments: coastlines, forests, valleys, and mountains. Their daily life—and the natural resources available to them—changed with each season.

One group of Eastern Woodlands Indians was known as the Lenape. They lived in the Northeast, around where New York, New Jersey, Delaware, and Pennsylvania are today. Let's journey back 500 years in time to explore a year in a Lenape village.



The Lenape's way of life is closely connected to the changing weather and natural resources of the Eastern Woodlands environment.

Think-Pair-Share: What has this paragraph told you about the Eastern Woodlands Indians? What do you expect to learn about in the rest of this article?

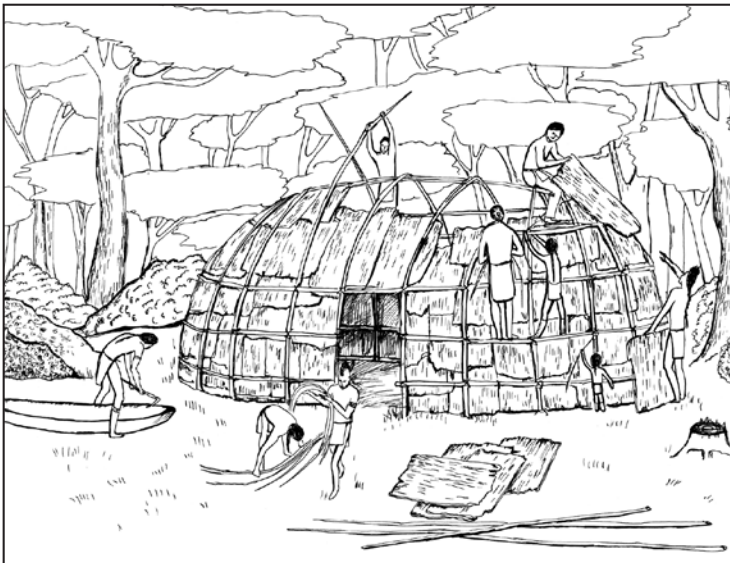
Think-Pair-Share: What does the second paragraph tell you about where the Lenape lived? What does the illustration tell you about what their environment was like?

Spring

After a long winter, patches of grass begin to appear in the melting snow. Bird songs drift through the village. These early signs of spring mark a busy season for the Lenape Indians. They've spent much of the past few months in their warm longhouses or wigwams. Now it's time to prepare for the coming year. There is a lot of work to do, and fishing and planting new crops are two of the main activities.

The Lenape fish all year round, but spring brings the largest catch. They trap huge numbers of fish that are swimming upstream to spawn. They eat a lot of fish right away. The rest are smoked over a fire or dried in the sun, preserving them for later in the year.

The Lenape Indians have prepared for this busy fishing season, using natural materials for all their fishing gear. They have woven nets from plant fibers and carved spears from deer antlers. And from the trees around them, they have built huge, sturdy canoes for fishing and travel. Most are "dugout canoes," made of hollowed out logs.



The Lenape use the wood and bark from trees around them to build longhouses and canoes.

Some Lenape head to the seashore to catch fish and shellfish. Others search for tiny clam and whelk shells that they'll carve and polish into beautiful beads, called wampum. They may use these beads for trade or to make into ceremonial belts with intricate patterns.

Take time to "preview" the rest of the text with students. **Think-Pair-Share:** *What do you notice about the bolded, one-word subtitles?* Students will notice that there is a section on each season: spring, summer, autumn, and winter. Explain to students that the daily lives of the Lenape were very connected to the seasons of the year, and that the Lenape's tasks changed with the seasons. Tell students that as you read aloud, they will need to listen closely to determine what the major tasks of the Lenape were during each season of the year. Remind them to use the text codes "F" when they find references to farming, and "H" when they find references to hunting (these codes are included in the teacher version of the text). Instruct them to use the graphic organizer to take notes as you read. Review the categories on the organizer before you start reading the text.

Think-Pair-Share: *What do you notice about this picture? Think-Pair-Share: What can you infer about the way the Lenape accomplish their tasks?*

Men and boys may leave the village to hunt. In the early spring, they might even surprise a bear waking up from its winter hibernation.

The village is full of activity too. Women and children are making pottery and clothes and gathering wild food from the forest.

As summer nears, the air fills with the sound of chopping wood and the smell of smoke. The Lenape are getting the soil ready to plant their yearly crops. The men clear the fields of trees and other plants. Then the women plant the seeds.

Summer

The days are getting longer and warmer. The plants thrive in the sunshine and fertile soil, growing taller and fuller each day. Women and girls tend the crops. Like most other Eastern Woodlands Indians, the Lenape grow three main crops every year: corn, beans, and squash.

These crops are often called the “three sisters.” They’re planted together because they help each other grow. The tall corn stalk provides a structure for the bean vines to climb. The beans add nitrogen to the soil, which corn needs. And the large squash leaves shade the soil and keep it from drying out. These three crops, along with wild food, fish, and other meat, provide a balanced diet.



The Lenape often plant corn, beans, and squash together. These three plants, known as the “three sisters,” help each other grow.

Pause to allow students to think about what the Lenape’s tasks were in the spring; possibly have them take notes on graphic organizer. (Optional: Invite students to **think-pair-share** before writing on graphic organizer, or, in lieu of writing on graphic organizer, if you are planning to have students complete the graphic organizer during a second reading.)

F

F

F

When they're not in the sunny fields, women and girls head into the cooler shade of the forest to gather berries, nuts, fruits, and other wild foods. Most of this food is eaten fresh, but the rest is dried and saved for the winter, stored in deep holes dug into the ground. Men and boys spend these warmer months fishing, hunting, and trading with other tribes.

As summer goes on, everyone keeps a close eye on when it's time to harvest. If it has been a good year, the fields are soon bursting with ears of corn, bean pods, and colorful squash. After months of tending crops in the hot sun, the time for harvest has finally come. ●.....

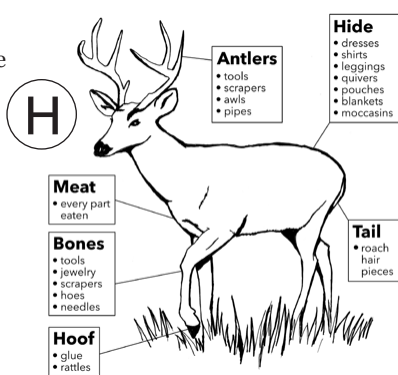
Autumn

The autumn days bring cooler breezes and longer shadows. Women and children finish harvesting the crops, filling their baskets woven from reeds and roots.

The fall harvest brings feasts of squash, corn, and beans. What the Lenape don't eat, they dry and save for winter months. Ears of corn hang in rafters. Squash is sliced and hung up in the sun. Bags of beans and corn kernels are stored underground.

Trees are turning shades of red, orange, and yellow. Men and boys have been hunting on their own all year, but this is the time for communal hunting. By hunting in large groups, they can catch more animals to prepare for winter. The hunters surround part of the forest and set fires to the trees to drive out animals. Then they track animals through fields and wooded areas, hunting them with wood bows and stone-tipped arrows. Hunters also set traps to catch smaller animals and birds.

When they catch an animal, they use every part of it. Mammals like deer, elk, bears, and rabbits are hunted for their meat and skins. Most of the Lenape's meat comes from deer and elk. They eat all the meat, including the organs like the heart and liver. The skin and fur are used to make clothes, moccasins, blankets, bags, and many other things. Harder parts, like bones, teeth, and claws are used to make tools or decorations.



Pause to allow students to think about what the Lenape's tasks were in the summer; possibly have them take notes on graphic organizer. Allow time for students to look at the illustration and talk to a partner (or in the whole group) about what they notice. (Optional: Invite students to **think-pair-share** before writing on graphic organizer, or, in lieu of writing on graphic organizer, if you are planning to have students complete the graphic organizer during a second reading.)

F

H

Think-Pair-Share: Reread this paragraph on your own. (Read it aloud if you think students need extra support.) What is it telling us about the Lenape's relationship with the animals they hunted?

And with the sinew (strong tissue between bones and muscles) they make ropes. They also hunt large birds like turkeys, ducks, and geese. These birds are caught for their meat and feathers.

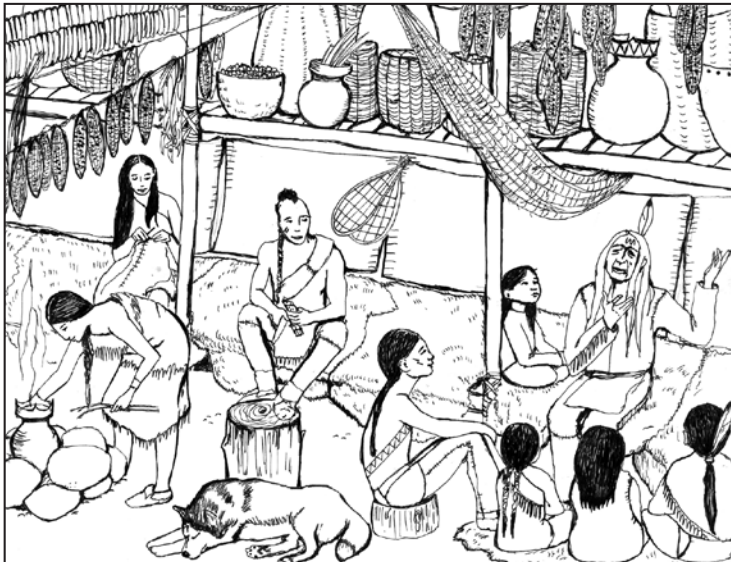
H

The days are getting cooler and shorter. The colorful leaves have fallen from the trees. The Lenape are preparing for a new season—when they will rely on all the planting, hunting, and hard work they have done over the past year.

Pause to allow students to think about what the Lenape's tasks were in the autumn; possibly have them take notes on graphic organizer. (Optional: Invite students to **think-pair-share**: before writing on graphic organizer, or, in lieu of writing on graphic organizer, if you are planning to have students complete the graphic organizer during a second reading.)

Winter

The first snow has fallen, bringing a quiet to the forest. A thin layer of ice has crept across the streams. Birds that haven't flown south flutter between the bare branches. A few squirrels and rabbits leave tiny footprints in the snow. As for the Lenape, they are spending the cold winter months close to home. Some live in wigwams, while others live in longhouses. Both structures are built from wooden poles and bark, but longhouses are much larger. In fact, longhouses are big enough to hold a clan of several related families. Inside, they cook over fire pits together, tell stories, and sing and dance.



The Lenape live in longhouses, large buildings made of wood from young trees and tree bark. Everything inside is also made from natural resources.

Most of their food is what they dried and stored earlier in the year. The women cook the dried food in water until it expands and becomes soft. If they need more food, small groups leave home to hunt deer, bears, beavers, and other animals.



Like the houses themselves, everything inside them is crafted from natural materials. Women cook in clay pots. Families eat from dishes and cups made of wood, shells, and gourds. During the day, children play with toys like corn husk dolls and drums made of wood and animal skins. At night, children snuggle in their beds under warm animal skins and furs.

Think-Pair-Share: *What did the Lenape do during the winter? How did their lives in the winter differ from the other seasons? Allow time for students to look at the illustration and talk to a partner (or in the whole group) about what they notice. Possibly have students take notes on graphic organizer.*

Through the Seasons

The lives of the Lenape follow the seasons. Like all Native Americans, their way of life is closely connected to the changing weather and natural resources around them. Whether they are hunting, fishing, harvesting crops, creating beadwork, or playing music, they depend on the environment of the Eastern Woodlands.

End-of-Article Question (for partner and whole group discussion and/or written response):

What do you think about the Lenape's way of life? How is it different from or similar to life in the present-day Northeast (New York, New Jersey, Delaware, and Pennsylvania)?

Image Credits

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GRAPHIC ORGANIZER FOR "A YEAR IN A LENAPE INDIAN VILLAGE"

Name **ANSWER KEY**

Season of the Year	Notes on the Season	Additional Information
Spring	<p>One major task of this season:</p> <p><i>Answers may include:</i></p> <ul style="list-style-type: none"> • <i>Fishing: In the spring they caught the most fish. They ate a lot of fish right away. The rest were smoked over a fire or dried in the sun, preserving them for later in the year.</i> 	<p>How did the Lenape use the natural resources in their environment to help them with the task of fishing?</p> <p><i>Answers may include:</i></p> <ul style="list-style-type: none"> • <i>Fishing nets were woven from plant fibers.</i> • <i>Spears were carved from deer antlers.</i> • <i>Canoes have been built using wood from trees.</i>
Summer	<p>One major task of this season:</p> <p><i>Answers may include:</i></p> <ul style="list-style-type: none"> • <i>They tended the crops.</i> 	<p>How did the Lenape use the natural resources in their environment to help grow the "three sisters" (corn, beans, and squash) effectively?</p> <p><i>Answers may include:</i></p> <ul style="list-style-type: none"> • <i>Corn, beans, and squash were planted together because they help each other grow: the tall corn stalk provides a pole for the bean vines to climb; the beans add nitrogen to the soil, which corn needs; the large squash leaves shade the soil and keep it from drying out.</i> • <i>This is an example of utilizing the natural resources. The Lenape have developed a system for growing the three sisters using the crops themselves to support the growth of all three.</i>

GRAPHIC ORGANIZER FOR "A YEAR IN A LENAPE INDIAN VILLAGE"

Name **ANSWER KEY**

Season of the Year	Notes on the Season	Additional Information
Autumn	<p>One major task of this season:</p> <p><i>Answers may include:</i></p> <ul style="list-style-type: none"> • They harvested crops of squash, corn, and beans. • They dried and saved some food for winter months (ears of corn hung in rafters, squash was sliced and hung up in the sun, bags of beans and corn kernels were stored underground). <p>OR</p> <ul style="list-style-type: none"> • This was the time for communal hunting (by hunting in large groups, men and boys can catch more animals and prepare for winter). • The hunters surrounded part of the forest and set fires to the trees to drive out animals and track animals through fields and forests, hunting them with wood bows and stone-tipped arrows. Hunters also set traps to catch smaller animals and birds. 	<p>Why were these tasks important for the Lenape's survival?</p> <p><i>Answers may include:</i></p> <ul style="list-style-type: none"> • These tasks set the Lenape up for success in the winter. • They are examples of the Lenape's reliance on the natural resources provided by the environment.
Winter	<p>One major task of this season:</p> <p><i>Answers may include:</i></p> <ul style="list-style-type: none"> • Most of the food eaten in winter had been dried and stored earlier in the year. • The women cooked the dried food in water until it expands and becomes soft. • If more food is needed, small groups left home to hunt deer, bears, beavers, and other animals. 	<p>How did winter differ from the other seasons?</p> <p><i>Answers may include:</i></p> <ul style="list-style-type: none"> • Lenape spent much more time indoors. • The preparations they have done throughout the rest of the seasons up to this point are very important. Because of all that work, they are able to have food and shelter in winter. <p>What are some examples of how the Lenape used natural resources to help them during the winter?</p> <p><i>Answers may include:</i></p> <ul style="list-style-type: none"> • Houses and everything inside them were crafted from natural materials. • Women cooked in clay pots. • Families ate from dishes and cups made of wood, shells, and gourds. • Children played with toys like cornhusk dolls and drums made of wood and animal skins.

STUDENT WORKSHEET

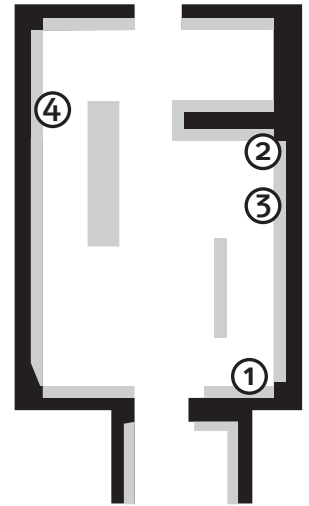
Name **ANSWER KEY**

In the article, "A Year in a Lenape Indian Village," you read about the tasks that the Lenape performed, such as farming and hunting.

At the Museum, you'll visit two areas to collect information about how other Eastern Woodlands Indians groups performed these same tasks.

1. Task: Making Corn Meal

First, visit the Agriculture section (1). Look at the paintings on the wall that show the process of planting the corn, beans, and squash. Then, examine the artifacts that are associated with farming. Talk to your classmates about how these images and objects relate to what you read in the article about farming. Finally, look at the miniature diorama that shows the process of making corn meal.



Draw the process of making corn meal, along with some of the tools that were used.

What steps were taken in making corn meal?

Sample answers: corn husked and dried; kernels removed from cob; boiled in lye; washed in hulling basket; dried and pounded into meal

What natural resources were used?

Sample answer: stones

Next, walk over to the Basketry and Wood Working sections (2)

to learn more about how food was prepared and cooked.

Draw one way that food could be cooked and label the materials used.

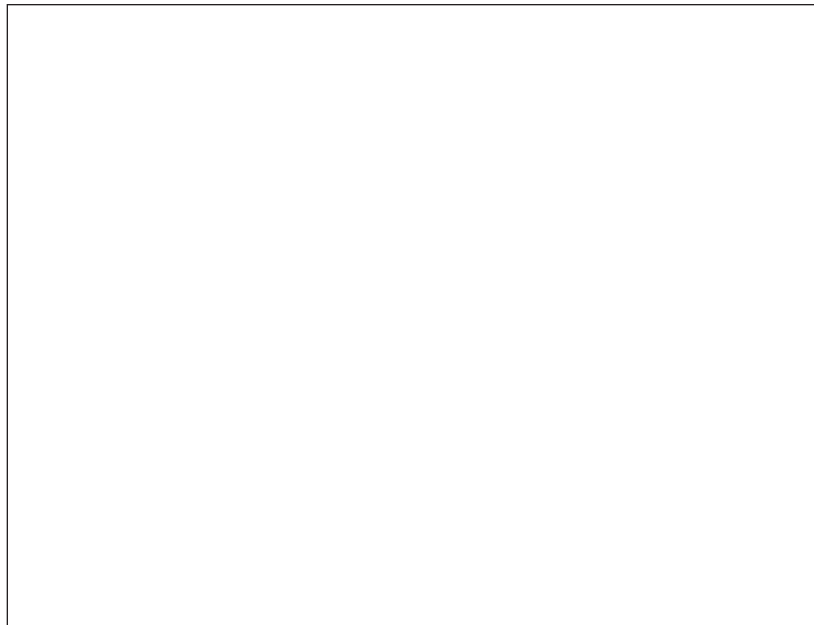
STUDENT WORKSHEET

Name ANSWER KEY**2. Task: Hunting and Preparing Hides**

First, visit the Hunting section (3). Look at the paintings and objects that relate to hunting. Talk to your classmates about how these images and objects are similar to and different from what you read in the article about hunting.

Next, walk across the hall to the Preparation of Hides section (4). Find the miniature diorama that shows the process of preparing hides.

Draw an item made from animal hide along with some of the tools that were used to make it.



What steps were taken in preparing animal hides?

Sample answers: scraped flesh; soaked in water; hair removed; washed and stretched; soaked and wrung out by twisting; worked and stretched between hand and feet, and then by frame and softened with wooden stick; smoked

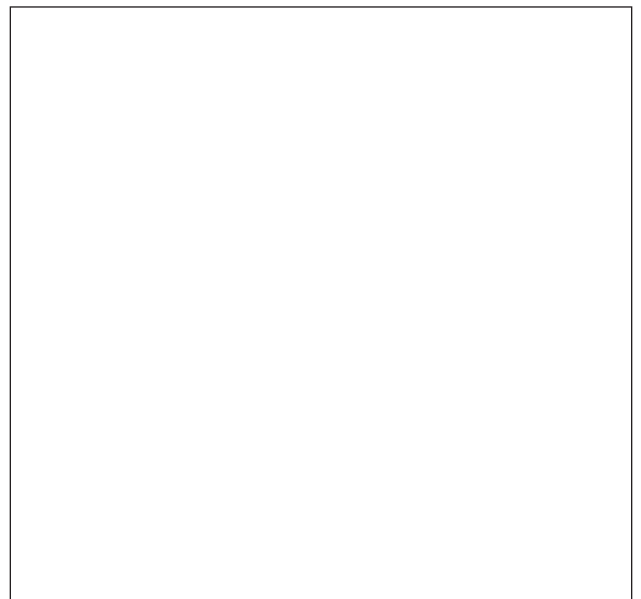
What natural resources were used in this process?

Sample answer: logs

Then, walk left to the Clothing section (5). Look at the clothing on display and identify the items that are made from animal hides. **Draw** one of the items.

How was this item useful to the people who made it?

Sample answers: used to make clothing and shoes for men and women



ESSAY SCORING RUBRIC: TEACHER VERSION

	Exceeds	Meets	Approaches	Needs Additional Support
	4	3	2	1
Research: "A Year in a Lenape Indian Village" Article	Accurately presents information relevant to all parts of the prompt with paraphrased details from the article	Presents paraphrased information from the article relevant to the prompt with sufficient accuracy and detail	Presents information from the article mostly relevant to the purpose of the prompt with some lapses in accuracy or completeness AND/OR information is copied from the text	Attempts to present information in response to the prompt, but lacks connections to the article or relevance to the purpose of the prompt
Research: Hall of Eastern Woodlands Indians	Accurately presents information relevant to all parts of the prompt with paraphrased details from the hall	Presents paraphrased information from the hall relevant to the prompt with sufficient accuracy and detail	Presents information from the hall mostly relevant to the purpose of the prompt with some lapses in accuracy or completeness AND/OR information is copied from the text	Attempts to present information in response to the prompt, but lacks connections to the hall content or relevance to the purpose of the prompt
Explanations	Integrates relevant and accurate social studies content with thorough explanations that demonstrate in-depth understanding about how the Eastern Woodlands Indians used the resources in their environment	Presents social studies content relevant to the prompt with sufficient accuracy and explanations that demonstrate understanding of about how the Eastern Woodlands Indians used the resources in their environment	Presents social studies content mostly relevant to the prompt; shows basic or uneven understanding of how the Eastern Woodlands Indians used the resources in their environment.; some errors in explanation	Attempts to include social studies content in explanations, but understanding of how the Eastern Woodlands Indians used the resources in their environment. is weak; content is irrelevant, inappropriate, or inaccurate
	Uses illustrations with captions of people making corn meal and preparing animal hides that effectively communicate relevant information	Uses illustrations with captions of people making corn meal and preparing animal hides to sufficiently communicate relevant information	Illustrations are uncaptioned OR only one task is illustrated	No illustrations
	Consistent use of precise and domain-specific language where appropriate	Some use of precise and domain-specific language	Little use of precise and domain-specific language	No use of precise and domain-specific language
Development	Includes an opening section that clearly introduces the topic of the Eastern Woodlands Indians	Includes an opening section about the Eastern Woodlands Indians	Includes an opening section that is insufficient or irrelevant	Does not include an introduction
	Essay includes descriptions of making corn meal and preparing animal hides with a great deal of supporting details	Essay includes descriptions of making corn meal and preparing animal hides	Essay includes descriptions of making corn meal or preparing animal hides, but not both	Essay does not include descriptions of making corn meal or preparing animal hides
	Provides a relevant concluding paragraph	Provides a relevant concluding section	Provides a concluding statement	Provides no sense of closure
Conventions	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors; response includes language and tone consistently appropriate to the purpose and specific requirements of the prompt	Demonstrates a command of standard English conventions and cohesion, with few errors; response includes language and tone appropriate to the purpose and specific requirements of the prompt	Demonstrates an uneven command of standard English conventions and cohesion; uses language and tone with some inaccurate, inappropriate, or uneven features	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics

STUDENT READING

A Year in a Lenape Indian Village

Native Americans have lived in North America for more than 10,000 years, long before the first Europeans arrived about 500 years ago. Like all regions, the eastern United States and Canada were home to many different Native groups. These Eastern Woodlands Indians hunted, farmed, and fished in various environments: coastlines, forests, valleys, and mountains. Their daily life—and the natural resources available to them—changed with each season.

One group of Eastern Woodlands Indians was known as the Lenape. They lived in the Northeast, around where New York, New Jersey, Delaware, and Pennsylvania are today. Let's journey back 500 years in time to explore a year in a Lenape village.



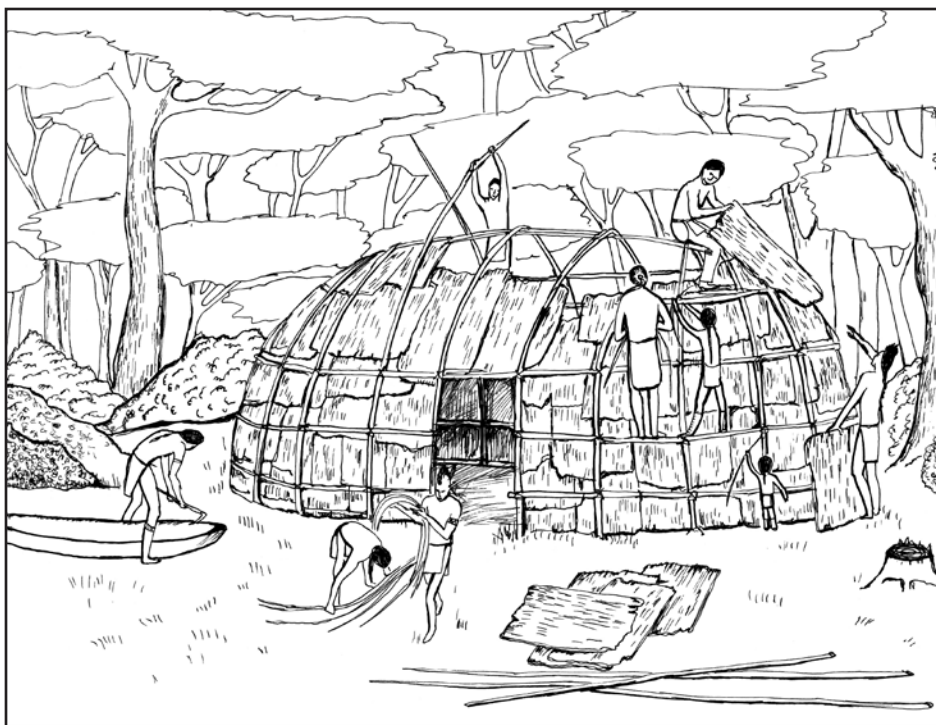
The Lenape's way of life is closely connected to the changing weather and natural resources of the Eastern Woodlands environment.

Spring

After a long winter, patches of grass begin to appear in the melting snow. Bird songs drift through the village. These early signs of spring mark a busy season for the Lenape Indians. They've spent much of the past few months in their warm longhouses or wigwams. Now it's time to prepare for the coming year. There is a lot of work to do, and fishing and planting new crops are two of the main activities.

The Lenape fish all year round, but spring brings the largest catch. They trap huge numbers of fish that are swimming upstream to spawn. They eat a lot of fish right away. The rest are smoked over a fire or dried in the sun, preserving them for later in the year.

The Lenape Indians have prepared for this busy fishing season, using natural materials for all their fishing gear. They have woven nets from plant fibers and carved spears from deer antlers. And from the trees around them, they have built huge, sturdy canoes for fishing and travel. Most are "dugout canoes," made of hollowed out logs.



The Lenape use the wood and bark from trees around them to build longhouses and canoes.

Some Lenape head to the seashore to catch fish and shellfish. Others search for tiny clam and whelk shells that they'll carve and polish into beautiful beads, called wampum. They may use these beads for trade or to make into ceremonial belts with intricate patterns.

Men and boys may leave the village to hunt. In the early spring, they might even surprise a bear waking up from its winter hibernation.

The village is full of activity too. Women and children are making pottery and clothes and gathering wild food from the forest.

As summer nears, the air fills with the sound of chopping wood and the smell of smoke. The Lenape are getting the soil ready to plant their yearly crops. The men clear the fields of trees and other plants. Then the women plant the seeds.

Summer

The days are getting longer and warmer. The plants thrive in the sunshine and fertile soil, growing taller and fuller each day. Women and girls tend the crops. Like most other Eastern Woodlands Indians, the Lenape grow three main crops every year: corn, beans, and squash.

These crops are often called the “three sisters.” They’re planted together because they help each other grow. The tall corn stalk provides a structure for the bean vines to climb. The beans add nitrogen to the soil, which corn needs. And the large squash leaves shade the soil and keep it from drying out. These three crops, along with wild food, fish, and other meat, provide a balanced diet.



The Lenape often plant corn, beans, and squash together. These three plants, known as the “three sisters,” help each other grow.

When they're not in the sunny fields, women and girls head into the cooler shade of the forest to gather berries, nuts, fruits, and other wild foods. Most of this food is eaten fresh, but the rest is dried and saved for the winter, stored in deep holes dug into the ground. Men and boys spend these warmer months fishing, hunting, and trading with other tribes.

As summer goes on, everyone keeps a close eye on when it's time to harvest. If it has been a good year, the fields are soon bursting with ears of corn, bean pods, and colorful squash. After months of tending crops in the hot sun, the time for harvest has finally come.

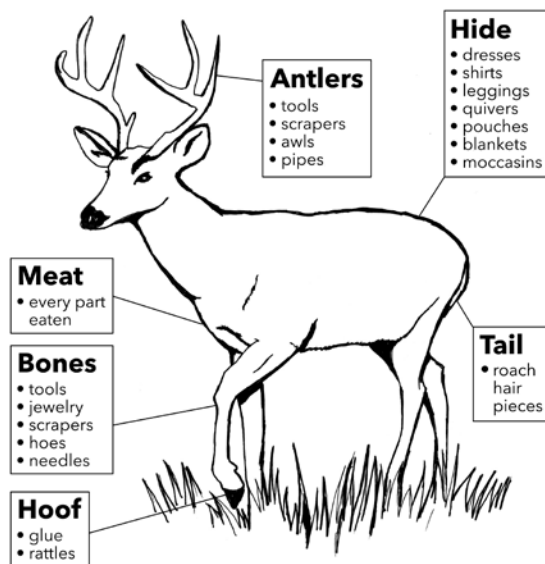
Autumn

The autumn days bring cooler breezes and longer shadows. Women and children finish harvesting the crops, filling their baskets woven from reeds and roots.

The fall harvest brings feasts of squash, corn, and beans. What the Lenape don't eat, they dry and save for winter months. Ears of corn hang in rafters. Squash is sliced and hung up in the sun. Bags of beans and corn kernels are stored underground.

Trees are turning shades of red, orange, and yellow. Men and boys have been hunting on their own all year, but this is the time for communal hunting. By hunting in large groups, they can catch more animals to prepare for winter. The hunters surround part of the forest and set fires to the trees to drive out animals. Then they track animals through fields and wooded areas, hunting them with wood bows and stone-tipped arrows. Hunters also set traps to catch smaller animals and birds.

When they catch an animal, they use every part of it. Mammals like deer, elk, bears, and rabbits are hunted for their meat and skins. Most of the Lenape's meat comes from deer and elk. They eat all the meat, including the organs like the heart and liver. The skin and fur are used to make clothes, moccasins, blankets, bags, and many other things. Harder parts, like bones, teeth, and claws are used to make tools or decorations.

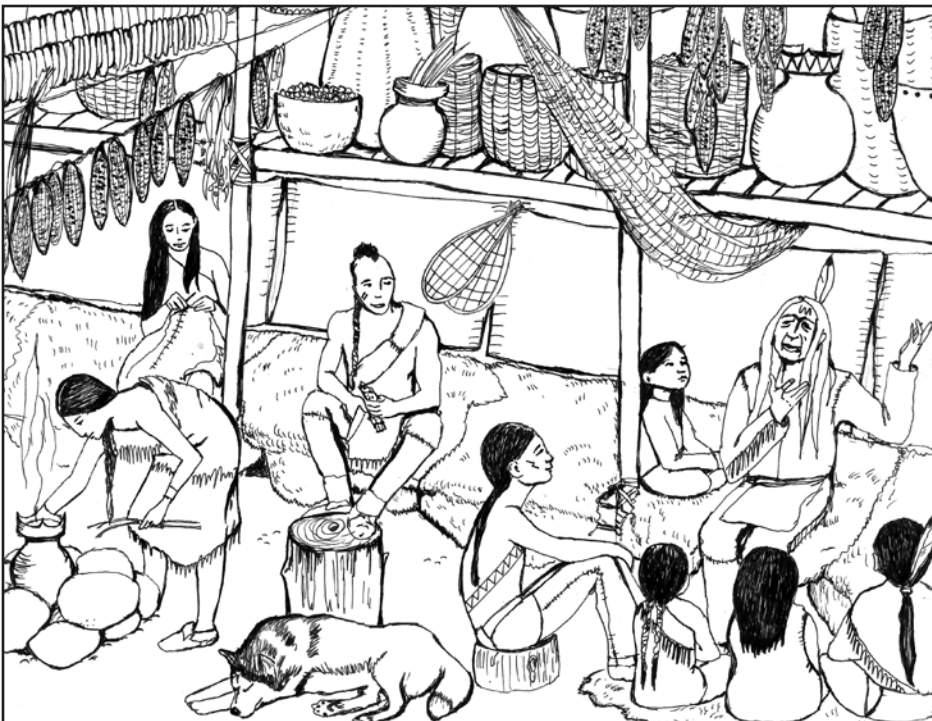


And with the sinew (strong tissue between bones and muscles) they make ropes. They also hunt large birds like turkeys, ducks, and geese. These birds are caught for their meat and feathers.

The days are getting cooler and shorter. The colorful leaves have fallen from the trees. The Lenape are preparing for a new season—when they will rely on all the planting, hunting, and hard work they have done over the past year.

Winter

The first snow has fallen, bringing a quiet to the forest. A thin layer of ice has crept across the streams. Birds that haven't flown south flutter between the bare branches. A few squirrels and rabbits leave tiny footprints in the snow. As for the Lenape, they are spending the cold winter months close to home. Some live in wigwams, while others live in longhouses. Both structures are built from wooden poles and bark, but longhouses are much larger. In fact, longhouses are big enough to hold a clan of several related families. Inside, they cook over fire pits together, tell stories, and sing and dance.



The Lenape live in longhouses, large buildings made of wood from young trees and tree bark. Everything inside is also made from natural resources.

Most of their food is what they dried and stored earlier in the year. The women cook the dried food in water until it expands and becomes soft. If they need more food, small groups leave home to hunt deer, bears, beavers, and other animals.

Like the houses themselves, everything inside them is crafted from natural materials. Women cook in clay pots. Families eat from dishes and cups made of wood, shells, and gourds. During the day, children play with toys like corn husk dolls and drums made of wood and animal skins. At night, children snuggle in their beds under warm animal skins and furs.

Through the Seasons

The lives of the Lenape follow the seasons. Like all Native Americans, their way of life is closely connected to the changing weather and natural resources around them. Whether they are hunting, fishing, harvesting crops, creating beadwork, or playing music, they depend on the environment of the Eastern Woodlands.

Image Credits

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**GRAPHIC ORGANIZER FOR
"A YEAR IN A LENAPE INDIAN VILLAGE"**

Name _____

Season of the Year	Notes on the Season	Additional Information
Spring	One major task of this season:	How did the Lenape use the natural resources in their environment to help them with the task of fishing?
Summer	One major task of this season:	How did the Lenape use the natural resources in their environment to help grow the "three sisters" (corn, beans and squash) effectively?

**GRAPHIC ORGANIZER FOR
"A YEAR IN A LENAPE INDIAN VILLAGE"**

Name _____

Season of the Year	Notes on the Season	Additional Information
Autumn	One major task of this season:	Why were these tasks important for the Lenape's survival?
Winter	One major task of this season:	<p>How did winter differ from the other seasons?</p> <p>What are some examples of how the Lenape used natural resources to help them during the winter?</p>

STUDENT WORKSHEET

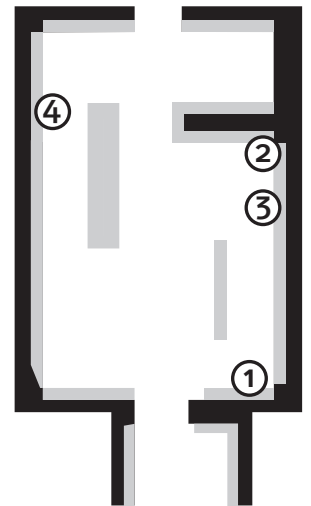
Name _____

In the article, "A Year in a Lenape Indian Village," you read about the tasks that the Lenape performed, such as farming and hunting.

At the Museum, you'll visit two areas to collect information about how other Eastern Woodlands Indians groups performed these same tasks.

1. Task: Making Corn Meal

First, visit the Agriculture section (1). Look at the paintings on the wall that show the process of planting the corn, beans, and squash. Then, examine the artifacts that are associated with farming. Talk to your classmates about how these images and objects relate to what you read in the article about farming. Finally, look at the miniature diorama that shows the process of making corn meal.



Draw the process of making corn meal, along with some of the tools that were used.

What steps were taken in making corn meal?

What natural resources were used?

Next, walk over to the Basketry and Wood Working sections (2) to learn more about how food was prepared and cooked.

Draw one way that food could be cooked and label the materials used.

STUDENT WORKSHEET

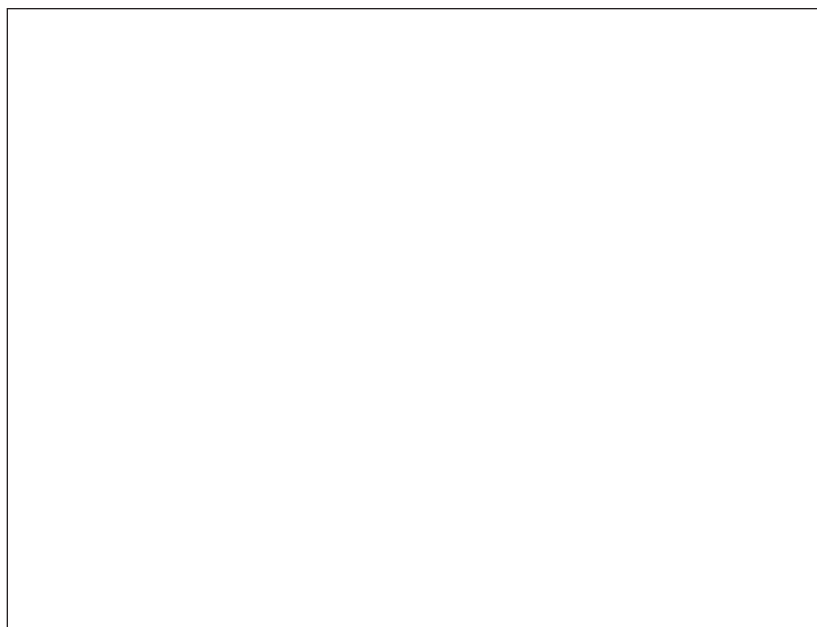
Name _____

2. Task: Hunting and Preparing Hides

First, visit the Hunting section (3). Look at the paintings and objects that relate to hunting. Talk to your classmates about how these images and objects are similar to and different from what you read in the article about hunting.

Next, walk across the hall to the Preparation of Hides section (4). Find the miniature diorama that shows the process of preparing hides.

Draw an item made from animal hide along with some of the tools that were used to make it.

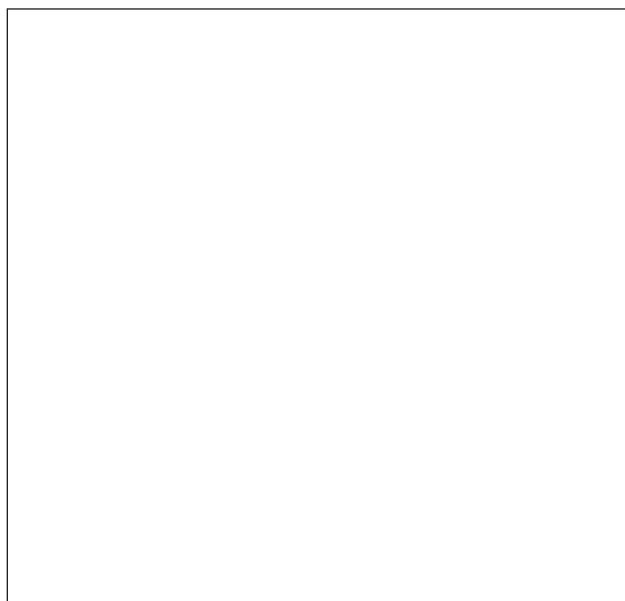


What steps were taken in preparing animal hides?

What natural resources were used in this process?

Then, walk left to the Clothing section (5). Look at the clothing on display and identify the items that are made from animal hides. **Draw** one of the items.

How was this item useful to the people who made it?



STUDENT WRITING TASK

After having read “A Year in a Lenape Indian Village” and collecting information in the Hall of Eastern Woodlands Indians, write an essay in which you describe how the Eastern Woodlands Indians used the resources that were available in their environment to help them in their daily lives.

Your essay should describe two tasks: making corn meal and preparing animal hides. For each task, first describe where the materials needed for the task came from. Next, list several steps of the task itself. Finally, describe the final product of the task. Use information collected in the hall and read about in the reading. Include illustrations with captions that show each task.

At the end of your essay, explain how the items that were produced were useful to the family or community that used them.

ESSAY SCORING RUBRIC: STUDENT VERSION

	Exceeds	Meets	Approaches	Needs Additional Support
	4	3	2	1
Research: "A Year in a Lenape Indian Village" Article	I have used information correctly from the article to write my essay; I have given a lot of detail to explain the information in my own words	I have used information correctly from the article to write my essay in my own words	I have used information from the article to write my essay, but not all of my information is correct AND/OR I didn't use my own words	I did not use information from the article to write my essay
Research: Hall of Eastern Woodlands Indians	I have used information correctly from the hall to write my essay; I have given a lot of detail to explain the information in my own words	I have used information correctly from the hall to write my essay in my own words	I have used information from the hall to write my essay, but not all of my information is correct AND/OR I didn't use my own words	I did not use information from the hall to write my essay
Explanations	All of the information I included about the Eastern Woodlands Indians is correct	Most of the information I included about about the Eastern Woodlands Indians is correct	Some of the information I included about about the Eastern Woodlands Indians is correct	None of the information I included about about the Eastern Woodlands Indians is correct
	I included very detailed illustrations with captions of people making corn meal and preparing animal hides	I included illustrations with captions of people making corn meal and preparing animal hides	I included illustrations with captions of either making corn meal or preparing animal hides AND/OR I did not include captions with my illustration	I did not include any illustrations
	I used all appropriate vocabulary words correctly	I used most appropriate vocabulary words correctly	I used some appropriate vocabulary words correctly	I did not use appropriate vocabulary words correctly OR I did not use appropriate vocabulary words
Development	I included a clear introductory paragraph on the Eastern Woodlands Indians	I included an introduction that relates to the topic of my essay	I included an introduction that doesn't relate to the topic of my essay	I did not include an introduction
	I described the processes of making corn meal and preparing animal hides in great detail	I described the processes of making corn meal and preparing animal hides	I described the processes of making corn meal or preparing animal hides, but not both	I didn't describe the processes of making corn meal or preparing animal hides
	I wrote a concluding paragraph that relates to the information in my essay	I wrote a concluding sentence that relates to the information in my essay	I wrote a concluding sentence at the end of the essay	I did not write a concluding sentence at the end of the essay
Conventions	I edited my essay for spelling, punctuation, and grammar. There are no errors	I edited my essay for spelling, punctuation, and grammar. There are some minor errors but the reader can still understand my writing	I did not carefully edit my essay for spelling, punctuation, and grammar. There are errors that may make the essay hard for readers to understand	I did not edit my essay for spelling, punctuation, and grammar. There are many errors that make the essay hard for readers to understand

Science & Literacy Activity

ACTIVITY OVERVIEW

This activity, which is aligned to the Common Core State Standards (CCSS) for English Language Arts and the NY State Social Studies Middle School Standards, introduces students to the culture of Eastern Woodlands Indians before European colonization.

This activity has three components:

1. **IN THE CLASSROOM**, through the use of a content-rich article and illustrations students will be introduced to the culture of the Lenape people who are part of the larger group of Eastern Woodlands Indians.
2. **AT THE MUSEUM**, students will explore and gather information on the Eastern Woodlands Indians.
3. **POST MUSEUM VISIT**, students will complete a CCSS-aligned explanatory writing task about the Eastern Woodlands Indians.

Materials in this packet include:

For Teachers

- Activity Overview (p. 1-2)
- Pre-Reading Activity: Analyzing and Discussing Illustrations (p. 3-8)
- Article (teacher version): "Eastern Woodlands Indians: The People and Their Environment" (p. 9-14)
- Answers to graphic organizer for "Eastern Woodlands Indians: The People and Their Environment" (p. 15-16)
- Answers to student worksheets (p. 17-20)
- Assessment rubric for student writing task (p. 21)

For Students

- Article (student version): "Eastern Woodlands Indians: The People and Their Environment" (p. 22-26)
- Graphic organizer for "Eastern Woodlands Indians: The People and Their Environment" (p. 27-28)
- Student worksheet for the Hall of Eastern Woodlands Indians visit (p. 29-32)
- Writing task and rubric (p. 33-34)

1. IN THE CLASSROOM

Students will read a content-rich article and look at illustrations that will introduce them to the culture of the Lenape people.

Preparation

- Familiarize yourself with the teacher version of the article and illustrations (p. 3-14), and plan how to facilitate the students' reading of the article.

Instructions

- Engage students in the content using the illustrations and a facilitated discussion (p. 3-8).
- Read and discuss the article, using the teacher notes to facilitate.

Common Core State Standards

RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

WHST.6-8.2: Write informative/explanatory texts, including the narration of historical events.

New York State Social Studies Middle School Standards

Standard 3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.

- **Key Idea 3.1:** Geography can be divided into six essential elements, which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.

2. AT THE MUSEUM

At the Museum, students will gather information on Eastern Woodlands Indians to enable them to complete the post-visit writing task.

Preparation

- Review the educator's guide to see how themes in the hall connect to your curriculum and to get an advance look at what your students will encounter. (Guide is downloadable at amnh.org/eastern-woodlands-indians/educators)
- Familiarize yourself with the student worksheets (p. 29-32) and the map of the hall in the Educator's Guide.

Instructions

- Distribute and review the worksheet. Clarify what information students should collect, and where.
- Review the writing task with students prior to the visit.

Additional Suggestions for Facilitating the Museum Visit

- Have students explore the hall in pairs or small groups, with each student completing his or her own student worksheet.
- The worksheet can be jigsawed and divided according to your students' needs and skills.
- Encourage student pairs to ask you or their peers for help locating information. Tell students they may not share answers with other pairs, but may point each other to places where answers can be found.
- Point out to students the location of the label copy, and that they will need to read the label copy carefully in order to complete some sections of the worksheet.
- Enforce an understanding that the Lenape are a small subset of the larger group called the Eastern Woodlands Indians.

Supports for Diverse Learners

This resource has been designed to engage all learners with the principles of Universal Design for Learning in mind. It represents information in multiple ways and offers multiple ways for your students to engage with content as they read about, discuss, view, and write about scientific concepts. Different parts of the experience (e.g. reading texts, or locating information in the Museum) may challenge individual students. However, the arc of learning is designed to offer varied opportunities to learn. We suggest that all learners experience each activity, even if challenging. If any students have an Individualized Education Program (IEP), consult it for additional accommodations or modifications.

Alternate Version of Article

Another version of the same article with a lower lexile level is available for download at amnh.org/eastern-woodlands-indians/educators. You can use this same activity with that article.

3. POST MUSEUM VISIT

Students will use what they have learned from the Museum visit to complete a CCSS-aligned explanatory writing task describing life in the Eastern Woodlands before European colonization.

Preparation

- Plan how you will explain the student writing task and rubric (p. 33-34) to students.

Instructions

- Distribute the student writing task and rubric. Explain that they will use it while composing, and also to evaluate and revise what they have written.

Suggestions for Facilitating Writing Task

- Before they begin to write, have students use the writing task to frame a discussion around the information that they gathered.
- Referring to the writing prompt, have students underline or highlight all relevant passages and information from the article and from the notes taken at the Museum.
- Students should write their essays individually.

PRE-READING ACTIVITY

ANALYZING AND DISCUSSING ILLUSTRATIONS

Standard: CCSS.ELA-LITERACY.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Overview: Viewing and analyzing images is a way to generate student interest in a topic prior to reading about that topic. Additionally, students' thoughts and questions about the illustrations will activate their thinking about the ideas and themes they will encounter in the text.

Instructions:

- Begin by inviting the **entire class** to examine each illustration. Use some of the prompts or sentence starters below to facilitate a class discussion about each illustration.
- Then, **divide the class** into four groups and assign an illustration to each group. Have students use the prompts to have a small group discussion. Afterwards, invite students to share out some of their thoughts about the illustrations.

Open-Ended Prompts:

- What do you notice? Describe what you see...
- What do you wonder?
- What do you think is happening in the illustration based on what you have noticed?

Prompts with Scaffolding:

Who:

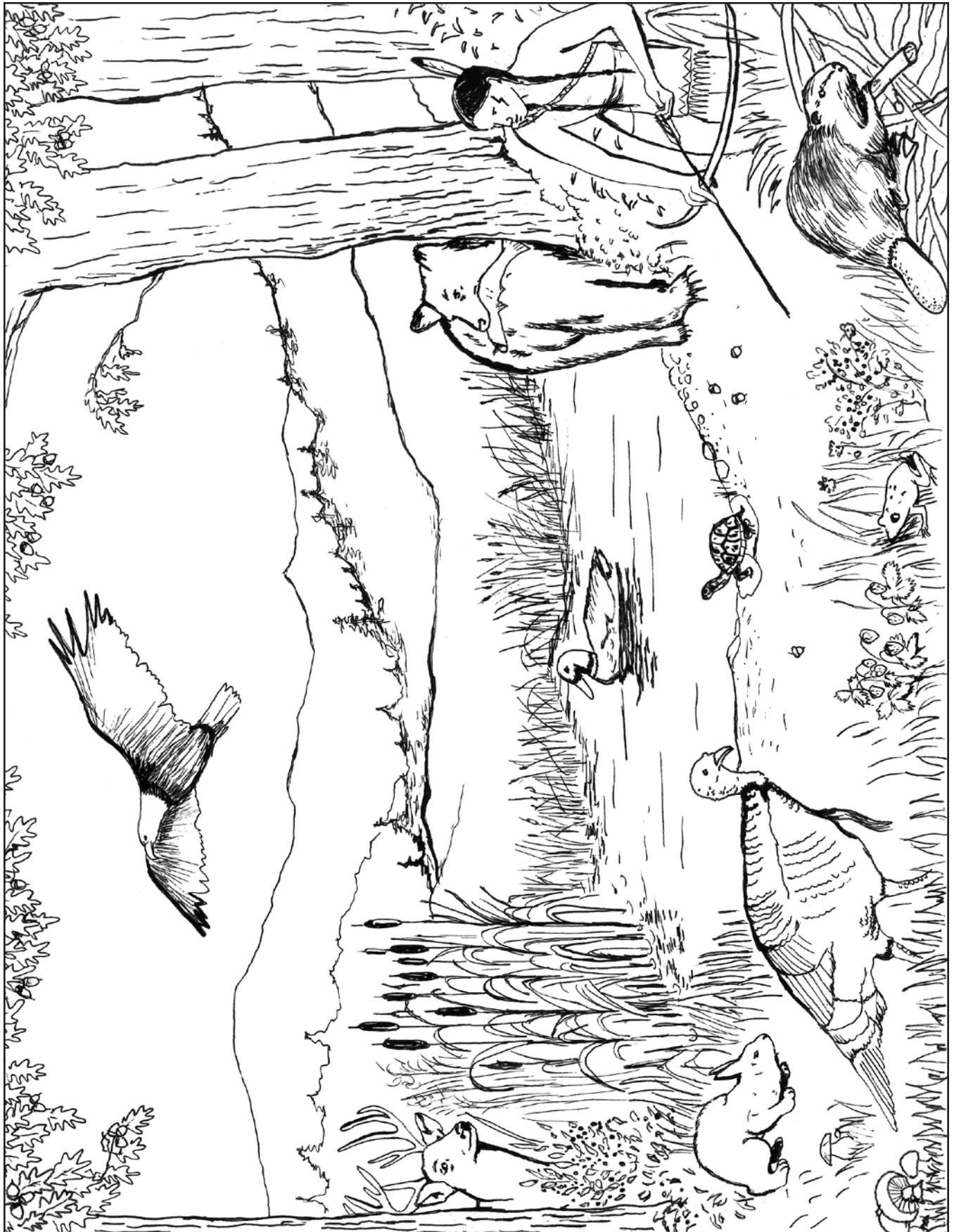
- What do you notice about individuals in the illustration?
- What does that make you think?

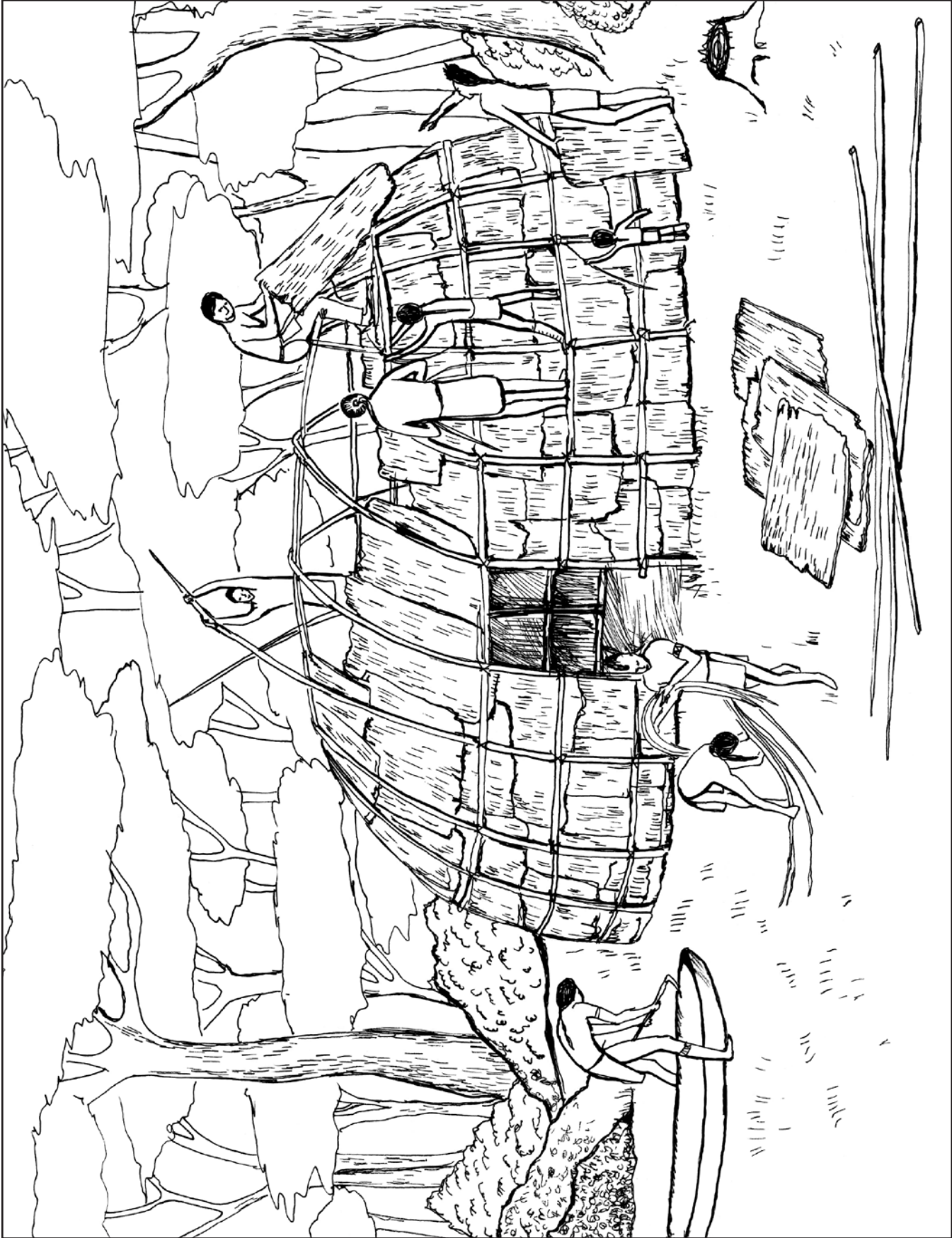
What:

- What actions do you notice are happening in the illustration?
- What does that make you think?

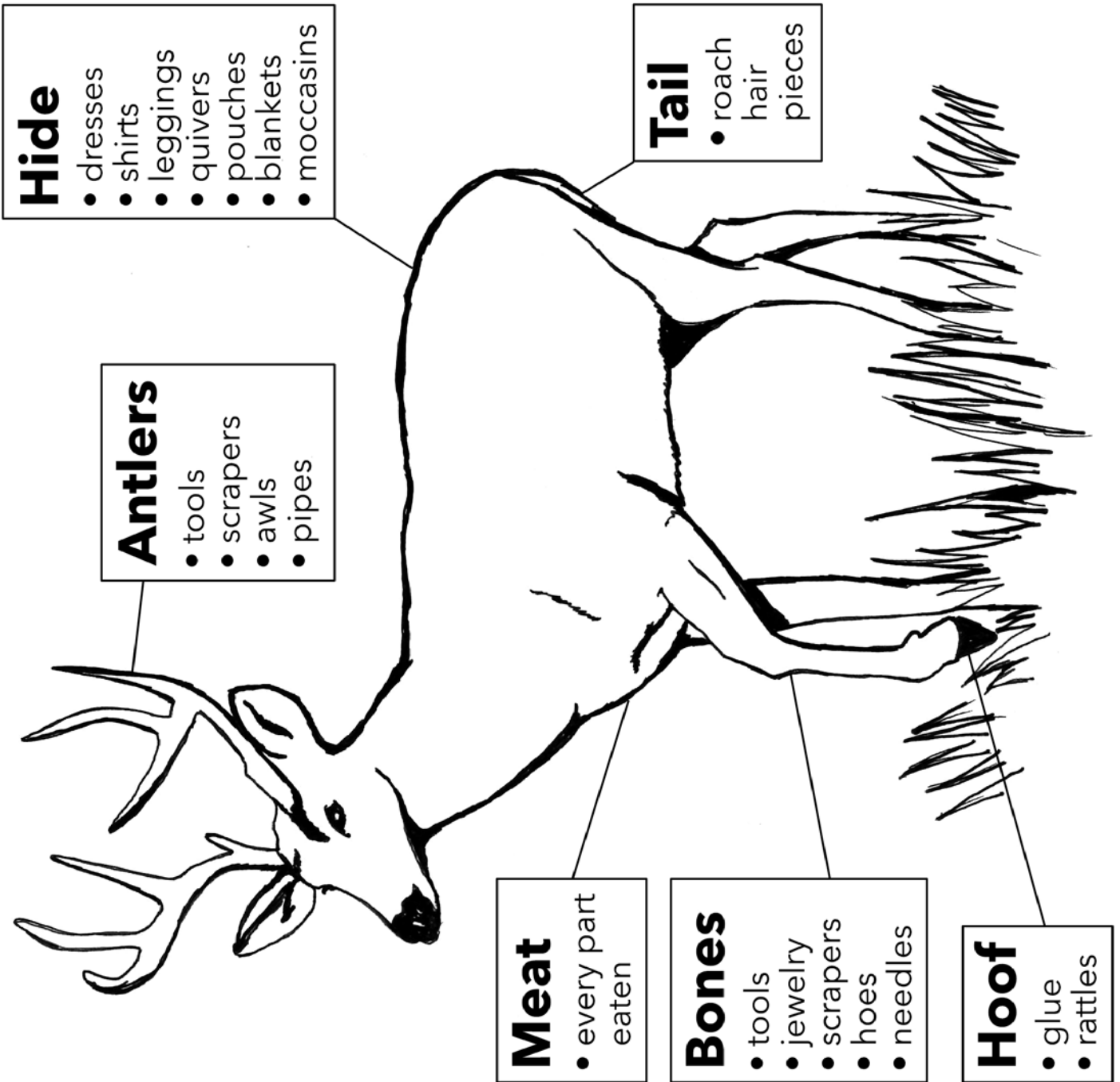
Sentence Starters:

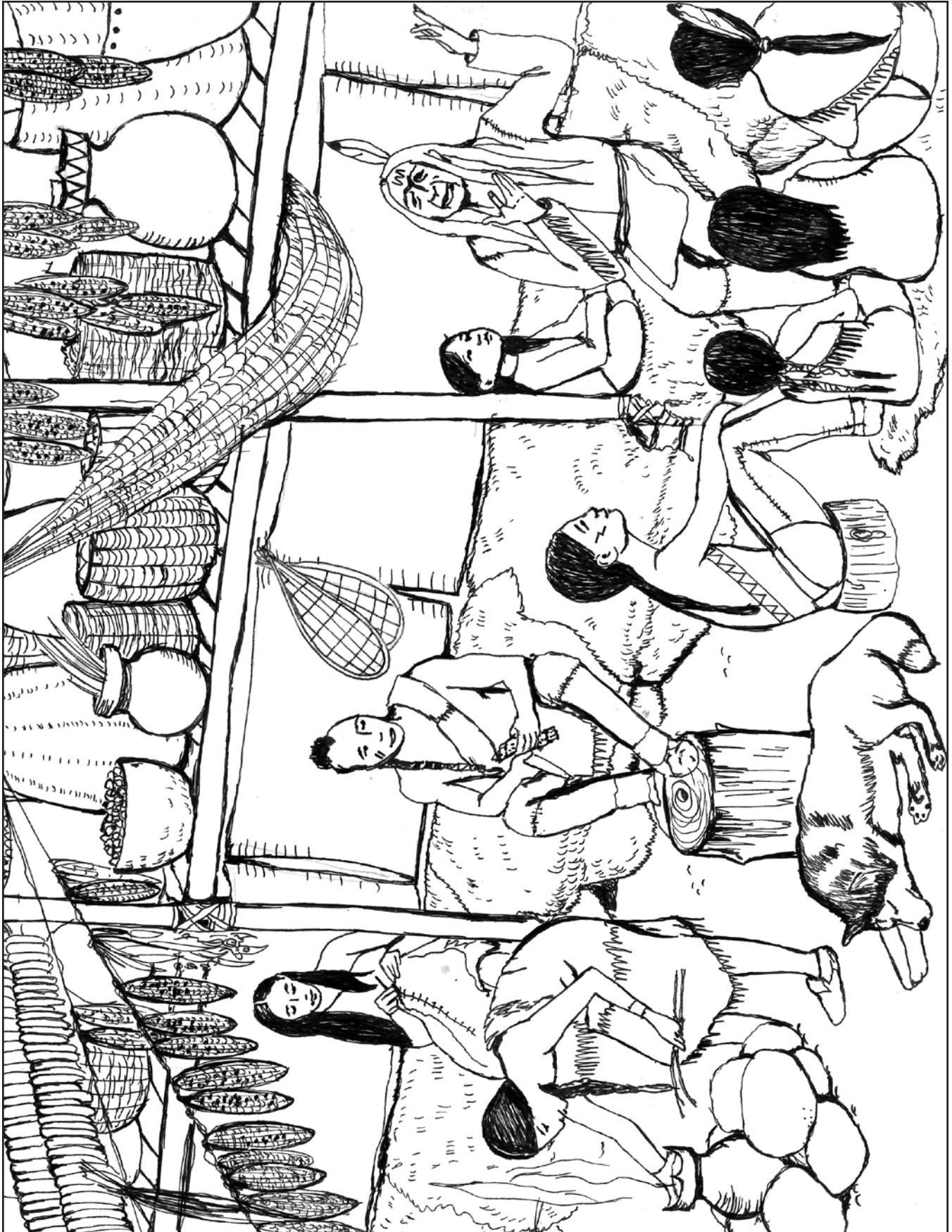
- I see...
- I notice...
- That makes me think...
- I wonder...











ARTICLE: TEACHER VERSION

About this Article

Lexile: 1005

Wordcount: 1167

Text Complexity: Somewhat complex texts

Note for Teachers: This text narrates the life of members of the Lenape tribe from childhood through death. It provides details on the structured roles played by men, women, and children, and illustrates the ways in which the Lenape respected and relied upon the resources of the natural world in their environment (modern day New Jersey, New York, Delaware, and Pennsylvania).

These teacher notes offer suggestions for how you might use this text with your middle school students. A graphic organizer is provided for students to use for note-making.

There are several ways you could facilitate students reading this text and completing the graphic organizer:

- Regardless of which option you select, you may want to read the two introductory paragraphs along with the illustration and caption, as an interactive read aloud (see teacher version of article) as it will help set a purpose for reading. After reading the introductory section, pass out and explain the graphic organizer to students.
- You might ask students to “listen with a lens” of a particular role (male or female). You could assign half the class the task of note-taking about the role of girls/women on the graphic organizer, and assign the other half the task of note-taking about the role of boys/men on the graphic organizer.
- Students can read the text independently and complete the graphic organizer on their own. You may suggest that students read the text through first, annotating in the margins, keeping in mind the kind of information the graphic organizer asks for, possibly modeling this process first.
- You can read the entire text as an interactive read aloud, stopping after each section to facilitate note-taking on the graphic organizer. You may choose to demonstrate note-taking for the beginning paragraphs on chart paper/smart-board/document camera, then invite students to make suggestions for what to put on the graphic organizer next, and finally, instruct students to note-make with a partner or individually, all the while listening and reading along with the text as you read aloud.
- You can begin with interactive read aloud for the first few paragraphs of the text, completing the graphic organizer (taking students’ suggestions for what to write), and then inviting students to complete the rest of the reading independently, filling out the graphic organizer with a partner or on their own.

Key for Teacher Notes

- **Green text**
specific strategies
- Regular text
instructions for teachers
- *Italicized text*
teacher’s instructions to students

STUDENT READING

Eastern Woodlands Indians: The People and Their Environment

If you could travel back in time 400 years, the area that is now New York City would look very different. There would be no skyscrapers, paved streets, nor cars. Instead you would find lush woodlands filled with deer, beavers, and bears. You would see rivers and streams teeming with fish like salmon and shad. If you were to walk along a stream, chances are you would come across a settlement of native people: the Lenape (len-AH-peh) Indians.



Near the coastline and along rivers and streams, men and boys gathered to fish. They used fishnets woven from plant fibers and spears carved from deer antlers. Dugout canoes made of hollowed out logs were also used for fishing and for travel.

Entering a Lenape village four centuries ago, you would encounter people of all ages working together, with men and boys, women and girls having distinct roles and responsibilities. The Lenape inhabited the areas of modern day New York, New Jersey, Delaware, and Pennsylvania. These people relied on their resource-rich environment to provide food, shelter, clothing, and much more. Their culture reflected their deep personal

Prior to reading aloud, say: *Close your eyes and visualize the picture that is painted in your mind as I read.*

Think-Pair-Share: *Tell a partner what you envisioned as you listened. Listen in to students' conversations and select a student to share out.*

Invite students to look closely at the illustration.
Think-Pair-Share: *What do you see? What does it make you think? What does it make you wonder?* Listen in to students' conversations and make note of any thoughts or wonderings that you might want to make public for the class prior to reading on.

ART: Students should note the tasks that are being done.

CAPTION: Students should notice that the Lenape used natural resources to make tools for fishing, hunting, and transportation.

Think-Pair-Share: *Based on this paragraph, what do you expect to learn from this text?* Listen in to students' conversations and select student(s) to share out. Facilitate brief whole class discussion on what students expect to learn. This paragraph states two main themes that the text will delve into: (1) the distinct roles of Lenape men, boys, women, and girls (based on age and gender) and (2) the Lenape's dependence on and deep connection to the natural world. If the class discussion does not touch on these themes, think aloud, explaining that you expect the text will delve into these two themes, showing the lines in the text that make you think this. Before reading on, introduce the graphic organizer, making sure students are ready to jot notes as you read. As you read aloud, pause at appropriate points in the text, allowing time for students to take notes.

Childhood

Throughout the village, you might see young children playing and working alongside the adults. Young girls followed their aunts and mothers into the woods, learning which berries, nuts, and mushrooms were edible. They were taught how to gather clams and shellfish from along coastlines and streams, and eggs from bird nests. They helped the women tend the crops in the gardens surrounding the village. As girls matured they learned more complex skills such as pottery making and making clothes from animal skins. ●

Pause to allow students to gather information to jot on "Childhood" (girls) section of graphic organizer.

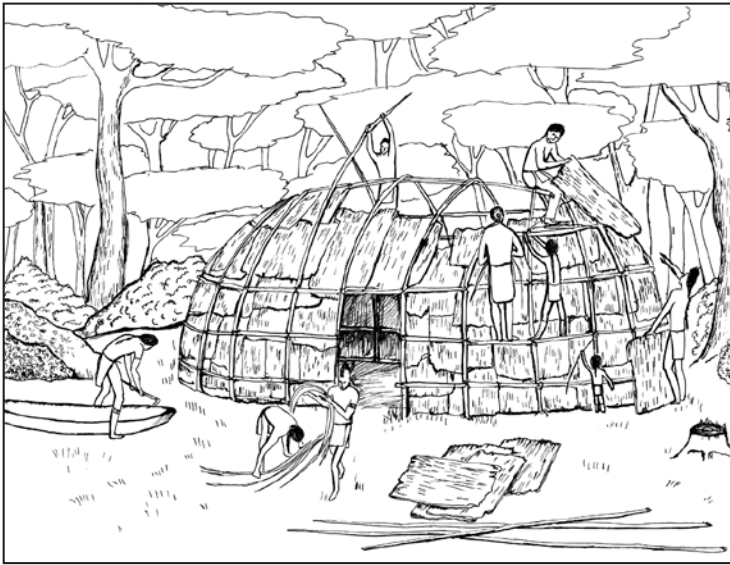


Women and girls tended the crops. The main crops were corn, beans, and squash, known as "the three sisters." The corn stalks provided a natural pole for the bean vines. The vines helped stabilize the corn stalks and added nitrogen to the soil. The large squash leaves shaded the soil, helping it to retain moisture. This farming technique was a sophisticated sustainable system that provided nutritious food and fertile soil.

Think-Pair-Share: Turn and talk to your partner about what you see in this illustration. Allow time for partner talk. **Think-Pair-Share:** Turn and talk to your partner about what you have learned from the caption. Explain to your partner how these three crops work together.

Young boys also learned the essential skills they would need as adults. Working alongside the men they learned to shoot arrows, set animal snares, and fish using nets and spears. They helped clear fields, make tools, and build canoes. They also helped build longhouses and wigwams, where the Lenape lived. Several families lived together in a longhouse, each with its own space and shared cooking areas. The Lenape spent most of their time outdoors, but evenings and winters were spent inside. It was here that children would hear stories and myths told by their elders during the long winter months. ●

Pause to allow students to gather information to jot on "Childhood" (boys) section of graphic organizer.



It took men and boys working together to construct a longhouse, which was often 40 to 60 feet long. The frame was made of tree saplings driven into the ground and the tops tied together to form a rounded roof. Horizontal poles were lashed to the saplings for stability. Tree bark covered the frame to make the walls and roof.

Think-Pair-Share: Turn and talk to your partner about what you see in this illustration. Allow time for partner talk. **Think-Pair-Share:** Turn and talk to your partner about what you have learned from the caption. Explain to your partner how the men and boys worked together to construct a longhouse.

Becoming an Adult

At the age of ten or twelve, young people, mostly boys, undertook a “vision quest” which marked the passage from childhood to adulthood. During the vision quest, a young person would set off into the forest alone for many days to fast and to dream. There they hoped to find a guardian spirit that would protect and guide them. This spirit would most often be in the form of an animal such as a hawk, a bear, or even an insect. It could also take on a non-living form such as a rock or the sky. The spirit guides were thought to have insights into the natural world that humans did not, and were especially important to boys, as they would one day face the dangers of being a hunter. ●

Pause to allow students to gather information to jot on “Childhood” (boys) section of graphic organizer.

The Lenape believed that everything in their world—fire, water, birds, animals, trees, insects, and even storms—had a spirit. The Lenape treated these spirits with great respect. For example, when they killed an animal, they would thank the animal’s spirit. Lenape girls or boys who had especially powerful dreams or visions would often go on to become spiritual leaders.

Think-Pair-Share: After reading this paragraph, what are you thinking about the Lenape’s relationship with the natural world?

Adulthood •

Young women usually married around the age of fourteen, while young men married around eighteen. To announce his intention to marry, a young man would present the young woman's family with an animal he had killed. This demonstrated that he was a skilled hunter, and ready to provide for a family. If the young woman accepted the offer she would cook the meat and present it to the young man's family. That showed she was ready to take on the duties of a wife.

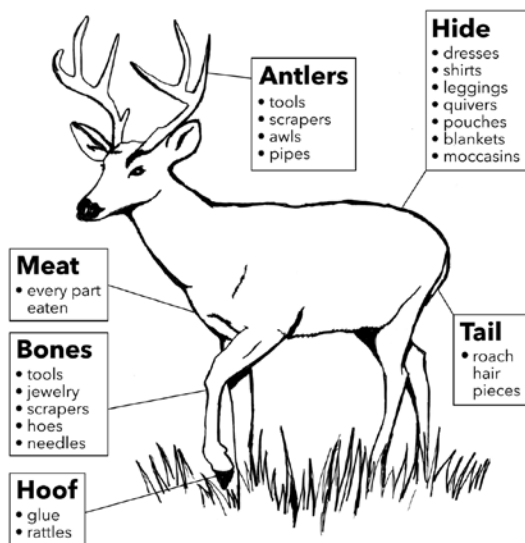
Once married the husband went to live with his wife and her mother's side of the family. The Lenape were what is known as a matrilineal society. This meant that they traced their lineage through the mother's family line rather than the father's. Women were in charge of the house and the fields. Property was usually also passed from mother to daughter.

Lenape women gave birth with help from midwives, women who assisted in childbirth. Before they could walk, infants were carried in wooden cradle boards strapped to their mother's backs. The main task required of young married women was tending the crops and gathering wild food. Often, soon after giving birth, women would be back in the garden working, their baby sleeping in a cradleboard nearby. If something happened to the mother, her matrilineage would care for the baby.

Men were hunters and fishermen. Hunting provided the Lenape with meat and raw materials to make needed items. These items ranged from clothing and moccasins to needles, bowstrings, fishhooks, and toys.

Deer were abundant and an especially important resource. When a deer was killed all its parts were used; nothing was wasted. The Lenape also hunted bear, elk, beaver, raccoon, and rabbit for their meat, sinew, and skins. Turkeys, ducks, and geese were hunted for meat and feathers. Hunters used long bows and arrows or traps and snares to catch their prey. Hunting required the hunter to have patience, to know the habits of various animals, and to often walk many miles, tracking them.

While the Lenape worked hard, there was still time for leisure activities. Music, singing, dancing, and socializing were some of the favorite ways to pass the time. Both men and women enjoyed competing in contests and games.



When a deer was killed all its parts were used; nothing was wasted.

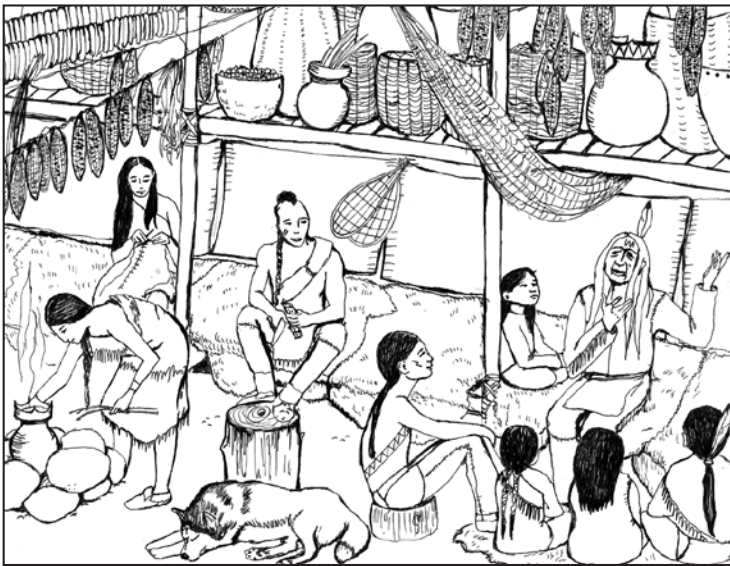
Tell students that as you read the next two sections, "Adulthood" and "Elders," you will pause after each paragraph to allow them time to gather information to jot on "Adolescence to Adulthood" (boys and girls) section of graphic organizer.

Possibly ask students to **think-pair-share** about how the illustration relates to the text in the above paragraph.

Elders

As men and women grew older, they took on new positions of political, spiritual and educational leadership within their communities.

Elders were revered and respected for their experience, wisdom, and advice. The Lenape were a democratic society. Matters were debated and decided upon by the community, often led by an elder leader. Much of the time it was the settlement's oldest matriarchs who appointed leaders. They were also the ones who removed leaders who did not fulfill their duties.



Elders were revered and taught the community.

Elders lent their expertise in medicine and served as teachers to the young, who listened to their stories and instruction. After a Lenape elder passed away their name was never spoken again. The Lenape believed that the Milky Way was the pathway that the dead walked on their way to paradise in the sky where they would be reunited with their family and kin.

The Lenape had a communal way of life and their customs were deeply connected to the world around them. Although much of Eastern woodlands culture was altered by European contact, the modern Lenape still maintain many of their old customs and ceremonies, which serve as a reminder of an ancient and proud heritage. ●.....

Image Credits

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End of Article Question (for partner and whole group discussion and/or written response):

Find a part of the text that shows an example of how the Lenape were connected with the natural world. In your own words, explain how this excerpt illustrates the Lenape's connection to the natural world.

OR

What is an example of a skill a man/woman had to develop? How does this skill show an example of the Lenape's connection to the natural world?

Name **ANSWER KEY**

GRAPHIC ORGANIZER FOR "EASTERN WOODLANDS INDIANS: THE PEOPLE AND THEIR ENVIRONMENT"

Phase of Life for: Girls/Women	What are the main tasks and activities of the individual at this stage?	Jot the details from the previous column that you will include when completing the writing task.
Childhood	<p>Answers may include:</p> <ul style="list-style-type: none"> • She learned which berries, nuts, and mushrooms were edible from spending time with her aunts and mothers in the woods. • She learned how to gather clams and shellfish along coastlines and streams, and to gather eggs from bird nests. • She helped tend the crops in the gardens surrounding the village. • As she got older, a girl would learn more complex skills such as pottery making and making clothes from animal skins. • Some girls may become spiritual leaders. 	
Adolescence and Adulthood	<p>Answers may include:</p> <ul style="list-style-type: none"> • Most girls got married around age 14. • Once married, she and her husband would live with her side of the family (her grandmother and mother would live in same house with her). • She would cook the meat from the animal her husband had hunted and presented to her family. • She would be in charge of the house and the fields. • Property would be passed down to her from her mother and from her to her daughter. • She would give birth with the help of midwives and carry her baby strapped on her back. • As a young married woman, her main tasks would be tending the crops and gathering wild food. • For leisure, women would participate in music, singing, socializing, and playing games and in contests. 	
Elderly	<p>Answers may include:</p> <ul style="list-style-type: none"> • When she grew older, a Lenape woman would have taken on new positions of political, spiritual, and educational leadership within the community. • She would have been respected by her community and valued for her experience, wisdom, and advice. • The eldest matriarchs would appoint leaders and remove leaders who did not fulfill their duty to the people. • She would have lent her expertise in medicine and served as a teacher to the young. 	

Name **ANSWER KEY**

GRAPHIC ORGANIZER FOR "EASTERN WOODLANDS INDIANS: THE PEOPLE AND THEIR ENVIRONMENT"

Phase of Life for: Boys/Men	What are the main tasks and activities of the individual at this stage?	Look back at the notes you took (and at the text if you like). What observations or wonderings do you have about anything that you have learned?
Childhood	<p><i>Answers may include:</i></p> <ul style="list-style-type: none"> • <i>He learned how to shoot arrows, set animal snares, and fish using nets and spears (hunting).</i> • <i>He helped clear fields and make tools.</i> • <i>He helped build canoes.</i> • <i>He helped build longhouses and wigwams (where the Lenape lived).</i> 	
Adolescence and Adulthood	<p><i>Answers may include:</i></p> <ul style="list-style-type: none"> • <i>At age 10-12, a boy would go on a "vision quest" to mark the passage from childhood to adulthood. On the vision quest he would try to find a guardian spirit (e.g., a hawk, bear, an insect, or even a rock).</i> • <i>He would marry around age 18. To announce his intention to marry, he would present the young woman's family with an animal he killed.</i> • <i>He would live with his wife and her family (her mother, grandmother).</i> • <i>He would become a hunter and fisherman to provide the Lenape with meat and raw materials to make needed items.</i> • <i>He would hunt deer, bear, elk, beaver, raccoon, rabbit, turkeys, ducks, and geese.</i> 	
Elderly	<p><i>Answers may include:</i></p> <ul style="list-style-type: none"> • <i>When he grew older, a Lenape man would have taken on new positions of political, spiritual, and educational leadership within the community.</i> • <i>He would have been respected by his community and valued for his experience, wisdom, and advice.</i> • <i>He would have lent his expertise in medicine and served as a teacher to the young.</i> 	

STUDENT WORKSHEET

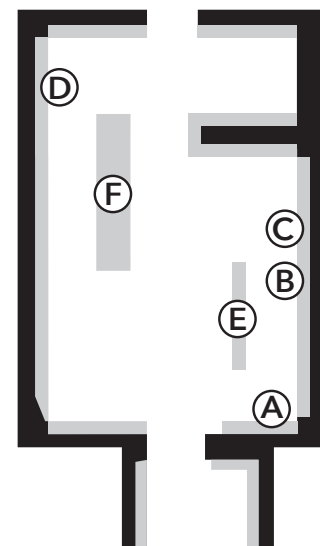
Name ANSWER KEY

The Eastern Woodlands Indians inhabited a large area that stretched east from the Mississippi river to the Atlantic coast and south from the great lakes to the Gulf of Mexico.

At the Museum today, you will explore how the Eastern Woodlands Indians relied on nature and their own ingenuity to satisfy their needs for food, shelter, clothing, and transportation.

To do so, you will visit four sections of the hall (you can start in any section):

- Farming (A)
- Hunting (C)
- Housing (E)
- Fishing (B)
- Preparing of Hides (D)
- Transportation (F)



At each section, use the questions and prompts in this worksheet to help you observe and describe some of the objects on display and related exhibit text.

FARMING	Most Eastern Woodlands Indians were farmers. What were they farming? (Hint: See the exhibit text to the right the display case.)	
	<i>corn (maize), beans, pumpkin, squash, sunflower, tobacco</i>	
	Observe (from right to left) the three paintings of the Cherokee Indians working in the field. Describe what is happening.	
	<i>The paintings show men preparing the land for planting; women breaking up the soil, planting the crops, and harvesting them.</i>	
	Pick and describe an object used in farming.	
	Object: <i>Answers will vary.</i>	Illustration:
	Indian group that made it: <i>Answers will vary.</i>	
	What is it made from? <i>Answerw will vary.</i>	
	Describe its use (provide as much detail as possible): <i>Answers will vary.</i>	

STUDENT WORKSHEET

Name **ANSWER KEY**

FISHING	When were the fish caught?	
	<i>Fish were caught all year long.</i>	
	Pick and describe an object used in fishing.	
	Object: <i>Answers will vary.</i>	Illustration:
	Indian group that made it: <i>Answers will vary.</i>	
What is it made from? <i>Answers will vary.</i>		
Describe its use (provide as much detail as possible): <i>Answers will vary.</i>		

HUNTING	What were the principal weapons used in hunting?	
	<i>bow and arrow</i>	
	What were the most important animals hunted?	
	<i>deer, rabbit, bear, moose, birds</i>	
	Pick and describe an object used in hunting.	
Object: <i>Answers will vary.</i>	Illustration:	
Indian group that made it: <i>Answers will vary.</i>		
What is it made from? <i>Answers will vary.</i>		
Describe its use (provide as much detail as possible): <i>Answers will vary.</i>		

STUDENT WORKSHEET

Name **ANSWER KEY**

HOUSING	
Pick and describe one type of housing	
Housing type: <i>Answers will vary.</i>	Illustration:
Indian group that made it: <i>Answers will vary.</i>	
What is it made from? <i>Answers will vary.</i>	
Describe its use (provide as much detail as possible): <i>Answers will vary.</i>	

TRANSPORTATION	
Examine both sides of the Transportation display case. Read the label copy and pick an object to describe.	
Object: <i>Answers will vary.</i>	Illustration:
Indian group that made it: <i>Answers will vary.</i>	
What is it made from? <i>Answers will vary.</i>	
Describe its use (provide as much detail as possible): <i>Answers will vary.</i>	

STUDENT WORKSHEET

Name **ANSWER KEY**

PREPARING HIDES	What were animal hides used for?	
	<i>Animal hides were used to make clothing, shoes, pouches, bags, and storage boxes.</i>	
	What is tanning?	
	<i>Tanning is a process of treating animals skins to make leather, which is durable and supple and can be used to make clothing, shoes, and other items</i>	
	Pick and describe an object used in hunting.	
	Object: <i>Answers will vary.</i>	Illustration:
Indian group that made it: <i>Answers will vary.</i>		
What is it made from? <i>Answers will vary.</i>		
Describe its use (provide as much detail as possible): <i>Answers will vary.</i>		

ESSAY SCORING RUBRIC: TEACHER VERSION

	Exceeds	Meets	Approaches	Needs Additional Support
	4	3	2	1
Research: Hall of Eastern Woodlands Indians	Accurately presents information relevant to all parts of the prompt with paraphrased details from the hall	Presents paraphrased information from the hall relevant to the prompt with sufficient accuracy and detail	Presents information from the hall mostly relevant to the purpose of the prompt with some lapses in accuracy or completeness AND/OR information is copied from the text	Attempts to present information in response to the prompt, but lacks connections to the hall content or relevance to the purpose of the prompt
Explanations	Integrates relevant and accurate social studies content with thorough explanations that demonstrate in-depth understanding about how the Eastern Woodlands Indians relied on natural resources and their own ingenuity to meet their needs	Presents social studies content relevant to the prompt with sufficient accuracy and explanations that demonstrate understanding of how the Eastern Woodlands Indians relied on natural resources and their own ingenuity to meet their needs	Presents social studies content mostly relevant to the prompt; shows basic or uneven understanding of how the Eastern Woodlands Indians relied on natural resources and their own ingenuity to me	Attempts to include social studies content in explanations, but understanding of how the Eastern Woodlands Indians used the resources in their environment. is weak; content is irrelevant, inappropriate, or inaccurate
	Uses illustrations that effectively communicate relevant information	Uses illustrations to sufficiently communicate relevant information	Illustrations are unrelated to the topic OR fewer than three illustrations are provided	No illustrations
	Consistent use of precise and domain-specific language where appropriate	Some use of precise and domain-specific language	Little use of precise and domain-specific language	No use of precise and domain-specific language
Development	Includes an opening section that clearly introduces the topic of the Eastern Woodlands Indians	Includes an opening section about the Eastern Woodlands Indians	Includes an opening section that is insufficient or irrelevant	Does not include an introduction
	Includes well-chosen, highly detailed examples to address the writing prompt	Includes sufficient examples to address the writing prompt	Includes examples, but not sufficient to fully address the prompt	Does not include any examples
	Provides a concluding section that follows from and effectively supports the information or explanation presented	Provides a concluding section that follows from and sufficiently supports the information or explanation presented	Provides a concluding section that mostly supports the information or explanation presented	Provides a concluding section that does not support the information or explanation presented OR provides no concluding section
Conventions	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors; response includes language and tone consistently appropriate to the purpose and specific requirements of the prompt	Demonstrates a command of standard English conventions and cohesion, with few errors; response includes language and tone appropriate to the purpose and specific requirements of the prompt	Demonstrates an uneven command of standard English conventions and cohesion; uses language and tone with some inaccurate, inappropriate, or uneven features	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics

STUDENT READING

The Lenape: People and Their Environment

If you could travel back in time 400 years, the area that is now New York City would look very different. There would be no skyscrapers, paved streets, nor cars. Instead you would find lush woodlands filled with deer, beavers, and bears. You would see rivers and streams teeming with fish like salmon and shad. If you were to walk along a stream, chances are you would come across a settlement of native people: the Lenape (len-AH-peh) Indians.



Near the coastline and along rivers and streams, men and boys gathered to fish. They used fishnets woven from plant fibers and spears carved from deer antlers. Dugout canoes made of hollowed out logs were also used for fishing and for travel.

Entering a Lenape village four centuries ago, you would encounter people of all ages working together, with men and boys, women and girls having distinct roles and responsibilities. The Lenape inhabited the areas of modern day New York, New Jersey, Delaware, and Pennsylvania. These people relied on their resource-rich environment to provide food, shelter, clothing, and much more. Their culture reflected their deep personal connection to the natural world.

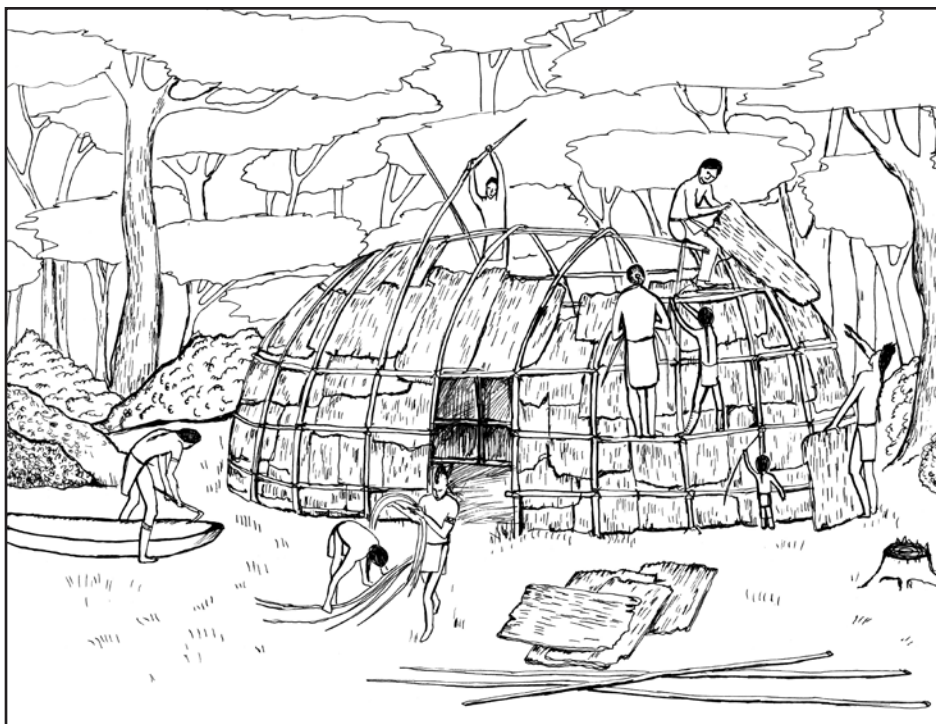
Childhood

Throughout the village, you might see young children playing and working alongside the adults. Young girls followed their aunts and mothers into the woods, learning which berries, nuts, and mushrooms were edible. They were taught how to gather clams and shellfish from along coastlines and streams, and eggs from bird nests. They helped the women tend the crops in the gardens surrounding the village. As girls matured they learned more complex skills such as pottery making and making clothes from animal skins.



Women and girls tended the crops. The main crops were corn, beans, and squash, known as “the three sisters.” The corn stalks provided a natural pole for the bean vines. The vines helped stabilize the corn stalks and added nitrogen to the soil. The large squash leaves shaded the soil, helping it to retain moisture. This farming technique was a sophisticated sustainable system that provided nutritious food and fertile soil.

Young boys also learned the essential skills they would need as adults. Working alongside the men they learned to shoot arrows, set animal snares, and fish using nets and spears. They helped clear fields, make tools, and build canoes. They also helped build longhouses and wigwams, where the Lenape lived. Several families lived together in a longhouse, each with its own space and shared cooking areas. The Lenape spent most of their time outdoors, but evenings and winters were spent inside. It was here that children would hear stories and myths told by their elders during the long winter months.



It took men and boys working together to construct a longhouse, which was often 40 to 60 feet long. The frame was made of tree saplings driven into the ground and the tops tied together to form a rounded roof. Horizontal poles were lashed to the saplings for stability. Tree bark covered the frame to make the walls and roof.

Becoming an Adult

At the age of ten or twelve, young people, mostly boys, undertook a “vision quest” which marked the passage from childhood to adulthood. During the vision quest, a young person would set off into the forest alone for many days to fast and to dream. There they hoped to find a guardian spirit that would protect and guide them. This spirit would most often be in the form of an animal such as a hawk, a bear, or even an insect. It could also take on a non-living form such as a rock or the sky. The spirit guides were thought to have insights into the natural world that humans did not, and were especially important to boys, as they would one day face the dangers of being a hunter.

The Lenape believed that everything in their world—fire, water, birds, animals, trees, insects, and even storms—had a spirit. The Lenape treated these spirits with great respect. For example, when they killed an animal, they would thank the animal’s spirit. Lenape girls or boys who had especially powerful dreams or visions would often go on to become spiritual leaders.

Adulthood

Young women usually married around the age of fourteen, while young men married around eighteen. To announce his intention to marry, a young man would present the young woman's family with an animal he had killed. This demonstrated that he was a skilled hunter, and ready to provide for a family. If the young woman accepted the offer she would cook the meat and present it to the young man's family. That showed she was ready to take on the duties of a wife.

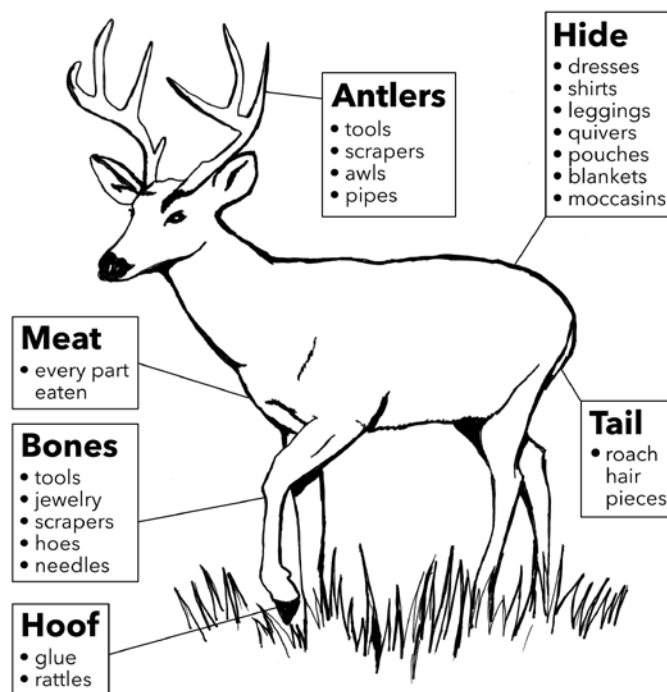
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Lenape women gave birth with help from midwives, women who assisted in childbirth. Before they could walk, infants were carried in wooden cradle boards strapped to their mother's backs. The main task required of young married women was tending the crops and gathering wild food. Often, soon after giving birth, women would be back in the garden working, their baby sleeping in a cradleboard nearby. If something happened to the mother, her matrilineage would care for the baby.

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While the Lenape worked hard, there was still time for leisure activities. Music, singing, dancing, and socializing were some of the favorite ways to pass the time. Both men and women enjoyed competing in contests and games.

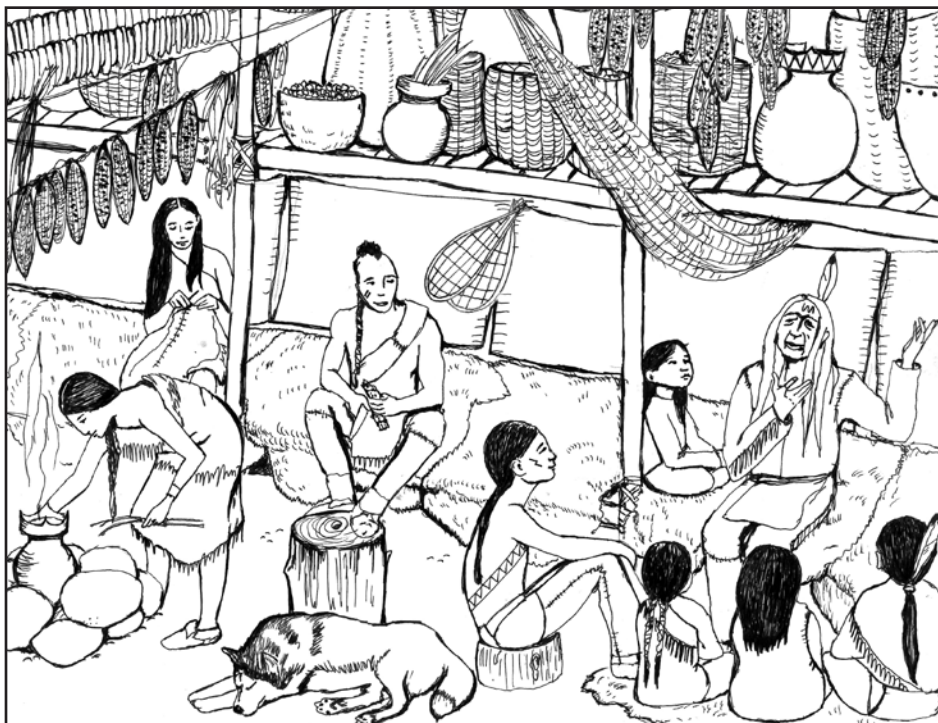


When a deer was killed all its parts were used; nothing was wasted.

Elders

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Elders were revered and respected for their experience, wisdom, and advice. The Lenape were a democratic society. Matters were debated and decided upon by the community, often led by an elder leader. Much of the time it was the settlement's oldest matriarchs who appointed leaders. They were also the ones who removed leaders who did not fulfill their duties.



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The Lenape had a communal way of life and their customs were deeply connected to the world around them. Although much of Eastern woodlands culture was altered by European contact, the modern Lenape still maintain many of their old customs and ceremonies, which serve as a reminder of an ancient and proud heritage.

Image Credits

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**GRAPHIC ORGANIZER FOR
"EASTERN WOODLANDS INDIANS:
THE PEOPLE AND THEIR ENVIRONMENT"**

Name _____

Phase of Life for: Girls/Women	What are the main tasks and activities of the individual at this stage?	Jot the details from the previous column that you will include when completing the writing task.
Childhood		
Adolescence and Adulthood		
Elderly		

Name _____

**GRAPHIC ORGANIZER FOR
"EASTERN WOODLANDS INDIANS:
THE PEOPLE AND THEIR ENVIRONMENT"**

Phase of Life for: Boys/Men	What are the main tasks and activities of the individual at this stage?	Look back at the notes you took (and at the text if you like). What observations or wonderings do you have about anything that you have learned?
Childhood		
Adolescence and Adulthood		
Elderly		

STUDENT WORKSHEET

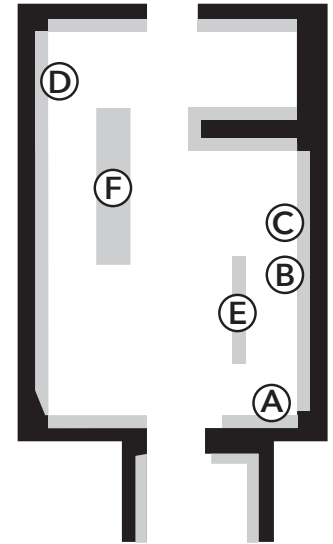
Name _____

The Eastern Woodlands Indians inhabited a large area that stretched east from the Mississippi river to the Atlantic coast and south from the great lakes to the Gulf of Mexico.

At the Museum today, you will explore how the Eastern Woodlands Indians relied on nature and their own ingenuity to satisfy their needs for food, shelter, clothing, and transportation.

To do so, you will visit four sections of the hall (you can start in any section):

- Farming (A)
- Hunting (C)
- Housing (E)
- Fishing (B)
- Preparing of Hides (D)
- Transportation (F)



At each section, use the questions and prompts in this worksheet to help you observe and describe some of the objects on display and related exhibit text.

FARMING	Most Eastern Woodlands Indians were farmers. What were they farming? (Hint: See the exhibit text to the right the display case.)	
	Observe (from right to left) the three paintings of the Cherokee Indians working in the field. Describe what is happening.	
	Pick and describe an object used in farming.	
	Object: Indian group that made it: What is it made from? Describe its use (provide as much detail as possible):	Illustration:

STUDENT WORKSHEET

Name _____

FISHING	When were the fish caught?	
	Pick and describe an object used in fishing.	
	Object:	Illustration:
	Indian group that made it:	
What is it made from?		
Describe its use (provide as much detail as possible):		

HUNTING	What were the principal weapons used in hunting?	
	What were the most important animals hunted?	
	Pick and describe an object used in hunting.	
Object:	Illustration:	
Indian group that made it:		
What is it made from?		
Describe its use (provide as much detail as possible):		

STUDENT WORKSHEET

Name _____

HOUSING	Pick and describe one type of housing	
	Housing type:	Illustration:
	Indian group that made it:	
	What is it made from?	
	Describe its use (provide as much detail as possible):	

TRANSPORTATION	Examine both sides of the Transportation display case. Read the label copy and pick an object to describe.	
	Object:	Illustration:
	Indian group that made it:	
	What is it made from?	
	Describe its use (provide as much detail as possible):	

STUDENT WORKSHEET

Name _____

PREPARING HIDES	What were animal hides used for?	
	What is tanning?	
	Pick and describe an object used in hunting.	
	Object:	Illustration:
Indian group that made it:		
What is it made from?		
Describe its use (provide as much detail as possible):		

STUDENT WRITING TASK

Eastern Woodlands Indians inhabited an environment rich in natural resources. The combination of what nature had to offer and the skills and tools developed by the Eastern Woodlands Indians helped them meet their need for food, shelter, transportation, and clothing.

Write an illustrated essay in which you describe objects from the Museum that demonstrates how the Eastern Woodlands Indians relied on resources from the natural environment and their own ingenuity to meet many of their needs.

In your essay, be sure to:

- Use at least 3 objects you researched at the Museum. For each object:
 - include an illustration
 - describe what natural resources it was made from
 - describe how it was used
 - include additional details that strengthen your explanations

ESSAY SCORING RUBRIC: STUDENT VERSION

	Exceeds	Meets	Approaches	Needs Additional Support
	4	3	2	1
Research: Hall of Eastern Woodlands Indians	I have used information correctly from the hall to write my essay; I have given a lot of detail to explain the information in my own words	I have used information correctly from the hall to write my essay in my own words	I have used information from the hall to write my essay, but not all of my information is correct AND/OR I didn't use my own words	I did not use information from the hall to write my essay
Explanations	All of the information I included about how Eastern Woodlands Indians relied on natural resources and their own ingenuity to meet their needs is correct	Most of the information I included about how Eastern Woodlands Indians relied on natural resources and their own ingenuity to meet their needs is correct	Some of the information I included about how Eastern Woodlands Indians relied on natural resources and their own ingenuity to meet their needs is correct	None of the information I included about how Eastern Woodlands Indians relied on natural resources and their own ingenuity to meet their needs is correct
	I included very detailed illustrations	I included illustrations	I included fewer than three illustrations or the illustrations were not of the objects I described	I did not include any illustrations
	I used all appropriate vocabulary words correctly	I used most appropriate vocabulary words correctly	I used some appropriate vocabulary words correctly	I did not use appropriate vocabulary words correctly OR I did not use appropriate vocabulary words
Development	I included a clear introductory paragraph on the Eastern Woodlands Indians	I included an introductory paragraph on the Eastern Woodlands Indians	I included an introduction that doesn't relate to the topic of my essay	I did not include an introduction
	I included more than enough detailed examples to describe how Eastern Woodlands Indians relied on natural resources and their own ingenuity to meet their needs	I included enough examples to describe how Eastern Woodlands Indians relied on natural resources and their own ingenuity to meet their needs	I included some examples to describe how Eastern Woodlands Indians relied on natural resources and their own ingenuity to meet their needs	I didn't include any examples to describe how Eastern Woodlands Indians relied on natural resources and their own ingenuity to meet their needs
	I wrote a concluding paragraph that relates to all of the information in my essay	I wrote a concluding paragraph that relates to most of the information in my essay	I wrote a concluding paragraph or sentence at the end of the essay	I did not write a concluding sentence or a paragraph
Conventions	I edited my essay for spelling, punctuation, and grammar; there are no errors	I edited my essay for spelling, punctuation, and grammar; there are some minor errors but the reader can still understand my writing	I did not carefully edit my essay for spelling, punctuation, and grammar; there are errors that may make the essay hard for readers to understand	I did not edit my essay for spelling, punctuation, and grammar; there are many errors that make the essay hard for readers to understand