

Introduction to the Lenape-Delaware Indians/ 7th Grade

Standards:

- Standard 1: History of the United States and New York: Standard 1.3 – Study about the major social, political, economic, cultural and religious developments in New York State and United States history. Learning about individuals and groups who represent different ethnic, national, and religious groups, including Native Americans, in New York State and the United States at different times and different locations.
- English Language Arts Standard 1 – Reading, Speaking and Writing for Information and Understanding
- English Language Arts Standard 3 – Reading, Speaking and Writing for Critical Analysis and Evaluation.

Overview of the Learning Experience:

- This lesson will serve as an introduction to the Lenape Indians of New York and will follow a series of lessons on the major Native American tribes and regions of North America. It will be the first lesson in a review and expansion of students' knowledge of the Native Americans of New York State, primarily focusing on the groups indigenous to the Hudson Valley.
- Students will practice using Reciprocal Reading group skills to learn about the social, political, economic, cultural and religious aspects of ancient Lenape culture, as well as the effects of the Lenape interactions and struggles with the European settlers.

Essential Questions:

- How do the experiences of the Lenape tribe compare with those of other native North American tribes?
- How do the experiences of the Lenape tribe compare with those of the Europeans who settled in and expanded across their territory?
- Using all that you have learned about European/Native American interactions, do the ends of European expansion across North America justify the means to that expansion? Why or Why not?

Time Allotment: 4 (43 minute) class sessions

Key Vocabulary:

Lenape
Lenapehoking
Stockbridge
Reservation
Munsee
Esopus

Materials/Resources:

- **Students:**

1. “Lenapehoking: My Hudson Valley Home, by Laurence M. Hauptman and Bethanne Grant (Available through Laurance M. Hauptman, SUNY New Paltz, Department of History, New Paltz, NY 12561)
2. Chapters 1 – 4 Guided Questions worksheets.

- **Teacher Reference:**

1. Michael J. Smith, The Highland King Nimhammaw and the Native Indian Proprietors of Land in Dutchess County, NY: 1712-1765, Hudson Valley Regional Review (Sept. 2000), 17.2: 69-108
2. Robert S. Grumet, The Nimhams of the Colonial Hudson Valley, 1667-1783, Hudson Valley Regional Review (September 1992), 9.2: 80-99
3. <http://www.delawaretribeofindians.nsn.us/>

Procedure:

1. The teacher will write the new terms along with review terms such as Algonquin, and Iroquois on the board along with a KWL chart.
2. The teacher will ask the students what these terms mean to them. What do they already know about these terms? Are there any new terms that they have never seen before? What do they think these terms relate to? Can they make any predictions about the meaning of these terms? What do the students already know about the Native American tribes of New York State? What do they know of their ancient culture as well as their modern lives?
3. The teacher will present the lesson essential questions to the students and record their initial answers to these questions. (How do the experiences of the Lenape tribe compare with those of other native North American tribes?, How do the experiences of the Lenape tribe compare with those of the Europeans who settled in and expanded across their territory?, Do the ends of European expansion across North America justify the means to that expansion? Why or Why not?)
4. The teacher will explain to the students that they will be reading a piece of historical fiction about the Lenape Indians, a tribe whose original homeland stretched from parts of New York to Delaware.
5. The students will be placed in heterogeneous readings groups of not more than 4 students. As the students work through each chapter the students will guide each other in making predictions about their readings, asking questions about text, and clarifying the information for each other. At the conclusion of each chapter the students will work together to answer the questions on the guided question worksheet.
6. At the conclusion of the book, the students will work as a group to create a written summary of the most important details regarding the ancient tribal history, creation legends, culture, politics, society, and religion of the Lenape Indians. The summary will also include the ways in which the Lenape tribe and culture have changed since their interactions with European settlers. The conclusion to the summary should also include the group’s final answers to the essential questions posed at the beginning of the lesson.

Closure:

At the end of each work session the teacher will review the day's work with the students and again present the essential questions, recording the changes in the students' answers based on their new understanding gained from the reading.

Assessment:

1. During the small group work, the teacher will circulate the room and monitor the group discussions and answers to the guided questions. The teacher will redirect the students as needed.
2. Students will informally be assessed by their participation in the closure of the lesson each day.
3. Students will be assessed by final answers reported on the guided question worksheets.
4. Students will be assessed on the written summary completed in their groups.

Grading Rubric for Written Summary

	60-65%	70-75%	80-85%	90-100%
Focused Topic	Topic of the written piece rambles and does not follow a logical or understandable sequence	Briefly mentions topic but gives few details	Describes the topic and gives several details	Clearly defines topic and gives several strong examples in support
Details	Does not include any details about Lenape history, culture or their interactions with other cultures of North America	Includes only a few details about Lenape History, Culture and interactions with other cultures	Includes several relevant details about the history and culture of the tribe as well as important information about their interaction with others Native American tribes and Europeans	Includes many relevant details about the tribe, its history, and culture as well as their interaction with other Native American tribes and Europeans. Includes additional outside information from other texts as comparison.
Well Organized	Lacks topic sentences and has no logical sequence	Summary has only one topic sentence and its sequence is confusing	Essay includes some topic sentences and is sequential	Clearly stated topic sentences and follows a logical sequence
Clear and Understandable	Very difficult to follow	Mostly difficult to follow and understand	Mostly easy to understand	Easy to read and follow the information
Correct Spelling and Grammar	Frequent grammar and spelling errors	Up to five grammar and spelling errors	Up to three grammar and spelling errors	Free of grammar and spelling errors

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Student Guided Question Worksheet

Lenapehoking: My Hudson Valley Homeland

Instructions:

As you finish reading each chapter to yourself, you are to read the short story with your group and work together to answer the guided questions. After completing the worksheet, you work together to create a summary of the reading noting the important historical information regarding the Lenahoking tribe.

Chapter 1:

1. Name the main characters that are introduced in this chapter.

2. Where does the story take place?

3. Describe the Social Studies project assigned by Mr. Lawrence.

4. Was Danny able to find information in the school library on his family history?
Why or why not?

Chapter 2:

1. Who are the new characters added to the story in this chapter?

2. Describe the creation story relayed to the children by their grandfather. What is the significance of the turtle?

3. What do the people of the tribe call themselves? What is the name they have given themselves?

4. Why do you think their grandfather told them this creation story? What do you think the children gained from hearing the story?

Chapter 3:

1. Who are the new characters added to the story?

2. What is the meaning/translation of the tribal name?

3. In what part of the United States is the original homeland of the tribe?

4. What is the name given to the tribe by the Europeans? Why was this name chosen?

5. List 6 other names the tribe has been known by that are mentioned in the story.

6. What does the Mahican tribe call Danny's tribe? Why do you think they call them by this name?

7. Describe the traditional clothing the children saw in the museum.

8. Describe the traditional ancient Lenape homes the children saw in the museum.

9. Describe how the ancient Lenape lived.

10. Name at least 5 animals the people of the tribe hunted.

11. Who was 'Striped Woman' and why was she significant?

Chapter 4:

1. Who are the new characters added to the story in this chapter? Describe them and tell why you think they are important to the story.

2. Describe the challenges faced by the Lenapehoking people when Europeans came to the American continent.

3. How/Why did the tribe become known as the “Stockbridge-Munsee Indians?”

4. Who is Daniel Nimham? What did he do to help the Lenapee?
