



## **The Original Bronx Natives: *Who Were They?* Activities Packet**

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Note: These activities/lessons are appropriate for elementary/middle school students and are somewhat generalized. BPMM educators encourage teachers to adjust the difficulty to fit the standards of the individual classroom or school as they see fit. See the extension/adjustment section of each lesson plan for ideas.

## The Original Bronx Natives: *Who Were They?*

### Pre-Visit Activity #1

**Title:** KWL Chart

**Content:** Overview of program; temporal knowledge

**Objectives:**

- Distinguish between prior, present, and future knowledge
- Organize thoughts in a coherent manner
- Create, as individuals or a group, questions to be asked during BPMM visit

**Class Level:** Grades 2–6

**CCSS Goals:** Writing (W), speaking and listening (SL), language (L), history/social studies (RH)

- Grade 2: W.2.2; W.2.8; SL.2.1; SL.2.3; SL.2.6; L.2.4
- Grade 3: W.3.2; W.3.8; SL.3.1; SL.3.3; SL.3.6; L.3.4
- Grade 4: W.4.2; W.4.8; SL.4.1; L.4.4
- Grade 5: W.5.2; W.5.8; SL.5.1; L.5.4
- Grades 6: W.6.2, SL.6.2; SL.6.5; L.6.4; RH.6.4; RH.6.8

**Time Requirement:** 5 minutes before and after trip; 10–15 minutes additional with discussion

**Materials:** Paper, writing utensil

**Overview:** KWL charts are a great way for students to organize their knowledge in a comprehensible way. It's also useful for the students to write out what they already know about a topic and consider interesting questions. This activity is to be done both before and after your visit to BPMM, so have the students store their papers in a safe place.

**Activity:**

1. To begin, have the students take a piece of paper and fold it 3 times lengthwise (hotdog style). At the top of the first section, have the students write "What I Know." Title the second creased section "What I Would Like to Know," and the third section "What I Have Learned."
2. Before you begin any of the other provided pre-visit activities or your own connected lessons, have the students fill out the section titled "What I Know." Have them write everything they know about the Bartow or Pell families, Lenape Indians, life in early New York, etc. Then have the students complete the section titled "What I Would Like to Know." If time allows, sometimes it's a good idea to have a class discussion about what the students know about the history of the area and what most of the class is interested in finding out. BPMM educators are extremely flexible and interested in helping students get the most out of their visit. The educator will do their best to answer any questions the students have or point them to the right resource if they don't know.

3. After you have visited BPMM and finished all related lessons/activities, have the students fill out the “What I Have Learned” section. Ask some of the students to share their progress in the KWL chart and also ask them what they enjoyed learning about the most.

**Extensions/Adjustments:**

- KWL charts are usually for 2<sup>nd</sup>- to 6<sup>th</sup>-grade students, but if you have younger or special needs students, modify the exercise by making a class chart rather than individual KWL papers. It can also be modified by just including the last 2 sections “What I Would Like to Know” and “What I Have Learned.”

**KWL Chart Format Example**

What I Know

What I Would Like to Know

What I Have Learned

## The Original Bronx Natives: *Who Were They?*

### Pre-Visit Activity #2

**Title:** Wigwam Words

**Content:** Vocabulary; introduction to some program themes

**Objectives:**

- Become familiar with vocabulary that will be used during BPMM visit
- Use context clues to hypothesize the meaning of unfamiliar words

**Class Level:** Grades 2–6

**CCSS Goals:** Reading: literature (RL), informational text (RI), and foundational skills (RF); history/social studies (RH)

- Grade 3: RL.3.4; RI.3.2; RI.3.4; RF.3.4
- Grade 4: RL.4.2; RL.4.4; RI.4.2; RI.4.4; RF.4.3; RF.4.4
- Grade 5: RL.5.2; RL.5.4; RI.5.2; RI.5.4; RF.5.3; RF.5.4
- Grade 6: RL.6.4; RI.6.4; RH.6.4; RH.6.8

**Time Requirement:** 20–30 minutes

**Materials:** Writing utensil; Wigwam Words: Vocabulary Worksheet (p. 6)

**Introduction:** This vocabulary warm-up will introduce students to some of the terms they will hear during their visit to BPMM. They should use context clues to figure out which unfamiliar vocabulary word goes in the blank.

**Activity:**

1. Explain to the students that when they visit BPMM they will enter a place and time that is different from the world they normally experience. These differences will be visible in the surroundings, but there will also be new words and phrases used by the guides.
2. Distribute the Wigwam Words vocabulary sheet. Explain that prior to European settlement, indigenous peoples lived throughout the area. This story describes a day in the life of a young Native American, Big River. While Big River is not a real historical figure, the tribe and the activities described are historically accurate. You will learn more about them on your visit to the site.
3. Have the class independently fill in the blanks from the word bank provided at the top of the sheet. The class should use context clues to figure out the right positions for the unfamiliar words.
4. Go over the sheet as a class, using the Answer Key (p. 7) provided in your packet. Because this exercise is an introduction to new terms, it is not vital that the students answer every blank correctly, just that they try to use context clues.

**Extensions/Adjustments:**

- Do the exercise as a class or split the students into groups and have them complete the worksheet in teams. The winner is the first one who completes the worksheet and has the most right answers.
- After the class has filled out their sheets and checked their answers, create a dictionary entry for each word. Have the class decide on a part of speech for each word and create a definition.
- Have the students write a story using some of the terms from the word bank. They can choose any appropriate scenario such as a first contact meeting between a settler and a Native American or use the information they learned in the worksheet to write a story about a normal day for a Lenape tribe member. If the students do not know much about this period and/or people, it may be best to do this activity after your visit.

### Wigwam Words: Vocabulary Worksheet

Big River is living in the Pelham Bay area in 1653. Big River and her brother have to help their parents prepare for a feast. Using the word bank below, help Big River do her part. Each word will be used once.

#### Word Bank

Wigwams	Thomas Pell	Oysters	Bark	Treaty
Lenape	Native American	Three Sisters	Negotiation	Corn
Smoke hole	Hunting	Wampum	Beads	Tribe

Big River is a \_\_\_\_\_ living in what is now New York State. Her \_\_\_\_\_, the \_\_\_\_\_, have lived in the area for hundreds of years, living off the land by \_\_\_\_\_ and gathering. But recently, strangers have come to the area. To welcome them, her tribe is hosting a dinner. It is important that everything goes well because the leaders of both groups hope to have a \_\_\_\_\_ soon. \_\_\_\_\_, one of the strangers, is very rich and wishes to purchase some land for his people. Big River's people are not sure how you "buy" land, but Mr. Pell wishes them to sign a \_\_\_\_\_. But Big River's mother is not worried about the treaty, she is worried about tomorrow. The big feast is almost here, and there is still a great deal to be done!

Big River's mother asks her and her brother, Little Eagle, to help their community prepare. As a female member of the tribe, Big River is asked to help gather food, such as \_\_\_\_\_, from their seasonal \_\_\_\_\_ garden. It is named after a group of siblings whose story serves as a moral for the Lenape people. While the women gather crops, the men of the tribe hunt animals for meat. Little Eagle is a little too young, however, and so cannot join his father on the hunt. Instead he gathers shellfish, like \_\_\_\_\_, to add to the feast.

Once the food has been gathered, the siblings help their mother with other important preparations. The Lenape people live in \_\_\_\_\_, made mainly of \_\_\_\_\_. Little Eagle goes into the woods to gather a large piece of bark to cover the \_\_\_\_\_ at the top of their circular wigwam in case it rains. Big River helps her mother make \_\_\_\_\_. They are special jewelry \_\_\_\_\_ made from the shiny insides of whelk and clam shells and will be used by her tribe during the ceremony. Finally, their busy day is over! Big River and Little Eagle head to bed, excited to meet the visitors in the morning.

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Lenape	Native American	Three Sisters	Negotiation	Corn
Smoke hole	Hunting	Wampum	Beads	Tribe

Big River is a **Native American** living in what is now New York State. Her **tribe**, the **Lenape**, have lived in the area for hundreds of years, living off the land by **hunting** and gathering. But recently, strangers have come to the area. To welcome them, her tribe is hosting a dinner. It is important that everything goes well because the leaders of both groups hope to have a **negotiation** soon. **Thomas Pell**, one of the strangers, is very rich and wishes to purchase some land for his people. Big River's people are not sure how you "buy" land, but Mr. Pell wishes them to sign a **treaty**. But Big River's mother is not worried about the treaty, she is worried about tomorrow. The big feast is almost here, and there is still a great deal to be done!

Big River's mother asks her and her brother, Little Eagle, to help their community prepare. As a female member of the tribe, Big River is asked to help gather food, such as **corn**, from their seasonal **Three Sisters** garden. It is named after a group of siblings whose story serves as a moral for the Lenape people. While the women gather crops, the men of the tribe hunt animals for meat. Little Eagle is a little too young, however, and so cannot join his father on the hunt. Instead he gathers shellfish, like **oysters**, to add to the feast.

Once the food has been gathered, the siblings help their mother with other important preparations. The Lenape people live in **wigwams**, made mainly of **bark**. Little Eagle goes into the woods to gather a large piece of bark to cover the **smoke hole** at the top of their circular wigwam in case it rains. Big River helps her mother make **wampum**. They are special jewelry **beads** made from the shiny insides of whelk and clam shells and will be used by her tribe during the ceremony. Finally, their busy day is over! Big River and Little Eagle head to bed, excited to meet the visitors in the morning.

## **The Original Bronx Natives: *Who Were They?***

### **Pre-Visit Activity #3**

**Title:** What Am I?

**Content:** Artifact/photo analysis, Lenape cultural history, natural history

**Objectives:**

- Work with information presented through cultural remains
- Collaborate with peers to create a summary or narrative
- Produce and present a clearly written opinion piece that includes evidence citation and a statement of conclusion

**Class Level:** Grades 1–7

**CCSS Goals:** Reading (RI: informational text), writing (W), speaking & listening (SL), history/social studies (RH)

- Grade 1: RI.1.6; W.1.1; W.1.7; SL.1.1; SL.1.2; SL.1.6
- Grade 2: RI.2.1; RI.2.7; W.2.1; W.2.7; SL.2.1; SL.2.2; SL.2.4; SL.2.6
- Grade 3: RI.3.7; W.3.1; W.3.2; SL.3.1; SL.3.2; SL.3.4; SL.3.6
- Grade 4: RI.4.7; W.4.1; W.4.2; SL.4.1; SL.4.2; SL.4.3; SL.4.4; SL.4.6
- Grade 5: W.5.1; W.5.2; W.5.3; SL.5.1; SL.5.2; SL.5.4; SL.5.6
- Grade 6: RI.6.7; W.6.1; W.6.3; W.6.4; SL.6.1; SL.6.2; SL.6.4; RH.6.7; RH.6.8
- Grade 7: RI.7.7; RH.7.7; W.7.1; W.7.3; W.7.4; SL.7.1; SL.7.3; SL.7.4; RH.7.8

**Time Requirement:** 45–60 minutes

**Materials:** Writing utensil, paper, and image of animal skull

**Introduction:** *The Original Bronx Natives* emphasizes cultural diversity and nature. During your trip, the students will look for animal tracks and at animal remains. The purpose of this warm-up activity is to encourage critical thinking about how evidence from the past can help us learn about history. By using an artifact image, students will attempt to identify the animal and its use to the Lenape people. Then, in groups, they can write a short paragraph about their conclusions.

**Activity:**

1. Split the class into groups of 4 or 5. Give each group a picture of the animal skull. (If you prefer, project the image rather than passing out copies.) Explain to the class that most of the information we know about early Native Peoples was gathered by anthropologists. Anthropologists study humanity. During this activity the class will be archaeologists—anthropologists who study artifacts left behind by humans. The image provided (p. 10) is an example of this type of artifact. The Native Americans who lived in the Bronx area hunted animals and used their remains.
2. Each group should try and figure out amongst themselves what is in the picture. Groups should be monitored to make sure each student has a turn to speak and collaborate. Students should try and



determine: what, why, and how. **What** is the animal? Is it a mammal, reptile, or bird? **Why** would Native American people kill this animal? Was it dangerous? Did they eat it? Sacrifice it? **How** did they use the remains?

3. Still in their groups, have the students write a paragraph that details their conclusions. They should use information they have learned in class about Native American history and culture as evidence. Encourage the inclusion of linking words and a concluding sentence. For example, “Therefore, our group thinks that this animal is...”
4. Nominate a student from each group to read their paragraph to the class.
5. Have the class vote on which paragraph’s hypothesis was right. Which group’s conclusions were the most plausible? If possible, have the class (as a whole) describe why the paragraph that won was superior—use of evidence and language, sentence structure, etc.
6. Explain to the students that the skull is from a North American deer. The Lenape hunted deer and other animals for meat. It is an artifact that they will see in person when they to visit. Your class will learn more about the skull and Native hunting practices during your visit to BPMM. Don’t feel the need to go into too much detail—during your visit to BPMM the educator will talk about the artifact in more detail and answer any questions.

#### **Extensions/Adjustments:**

- If you would like to link this activity to a science or social studies lesson, have the class discuss animals native to the New York area prior to looking at the picture of the animal skull. Make a list on the board and then have each student or group choose an animal. They should research and write a small report (1 p.) on their chosen animal— information about its habitat, food source, and physical characteristics should be included. Ask them to draw a picture of the animal on a separate page. Have each group or student make a presentation about their animal and tape their picture to the board. Then project the image of the skull and have the class choose the animal they think most closely resembles it.
- Project the image of the animal skull on the board. Have the students draw and color pictures of what they think the animal originally looked like. Allow the students to create their own creature or give them guidelines (i.e. 4-legged, 2 eyes, brown-and-white coloring). After they finish their artwork, have them hang the papers around the classroom or on the board. Then, without revealing the animal’s name, read them a description of a deer from a source of your choice. Have the students guess which animal you’re describing.
- See Follow-Up Post-Visit Activity #1 (p. 13)



Image 1: Animal Skull. Bartow-Pell Mansion Museum.

## **The Original Bronx Natives: *Who Were They?***

### **Pre-Visit Activity #4**

**Title:** Windowsill Garden

**Content:** Introduction to program themes; natural science

**Objectives:**

- Learn about Native American gathering techniques
- Become familiar with scientific observation and recording

**Class Level:** Grades 2–6

**CCSS Goals:** Science & technical subjects (RST), speaking & listening (SL), language (L)

- Grade 2: SL.2.3; L.2.4
- Grade 3: SL.3.3; L.3.4
- Grade 4: SL.4.3; L.4.4
- Grade 5: SL.5.3; SL.5.6; L.5.4
- Grade 6: RST.6.3; RST.6.7; SL.6.2; L.6.4

**Time Requirement:** Prep: 5 minutes and overnight soak; Lesson: 30–45 minutes; Cultivation: 2 weeks

**Materials:** Scarlett runner beans—not canned (if you cannot find scarlet runners, choose any pull or runner bean); paper cups; aluminum tray; bowl; bag of basic soil; and paper towels

**Introduction:** During your class’s trip to BPMM, the students will learn about Native American hunting and gathering. At our museum, we have a Three Sisters garden—a garden that has a similar cultivation style to the traditional Lenape gardens you will learn about on your visit. This activity will help introduce your students to planting for sustenance and scientific experimentation.\*

**Activity:**

1. The night before: Soak the beans overnight in a bowl full of water. Soak a bean for each child. Count out paper cups for each child. If your class has windowsill space issues or you want the students to work in teams, assign 3 or 4 children to 1 cup. Fill the cups halfway with soil.
2. The day of: Ask the students how their families get food for their meals. Most will probably say the grocery store. Explain that prior to grocery and corner stores, most families (other than the very rich) grew their own food. Prior to European colonization, the Native people who lived here harvested food using techniques that were very gentle on the land. One popular technique, used by the Lenape, is called “slash and burn.” Men and boys of the tribe cleared the land by burning the trees and bushes on a designated plot. Once the land was clear, the people loosened the soil and then the women planted the crops that would be gathered during harvest.

3. Introduce the students to the term hunting and gathering. Explain to them that the people they will be learning about on their trip to BPMM, the Lenape, hunted and gathered their food in order to feed themselves. The main crops—the “Three Sisters”—planted by the Lenape were corn, beans, and squash. The class will learn more about Lenape gardening on your visit. Tell them that today they will be planting their own bean crop like the Lenape.
4. Pass out the cups and give each student a single, soaked bean on a paper towel. Note that the Native Americans took planting seriously and that every bean provided should be treated carefully. Have the students make a hole in the soil with their index finger, place the bean in the hole, and then carefully cover it up. (The bean should be about ½ inch down and covered with soil.)
5. Have the students write their names on their cups and then place them in the aluminum tray. The tray should be placed in a sunny area near a window. Set up a watering schedule—the soil should be kept moist but not soaking wet.
6. Have the class keep an observation notebook or notebooks. They should keep track of the weather (Is it sunny or cloudy? How much sun is the cup exposed to each day?) and the progress of their beans’ growth. Sprouts should appear within 7–10 days. When they do appear, have the students track their growth with rulers and chart the growth of their plants with a graph of your choice.

#### **Extensions/Adjustments:**

- If you have space or a designated garden at your school, your class can plant a small bean garden and watch it grow.
- If your class is ready for more intense experimentation and data keeping, have the students do a complete experiment using the scientific method. Keep a control group but vary the cultivation of a number of beans. Try changing soil type and not allowing some beans access to natural sunlight. Have the students hypothesize on the outcomes of each group.
- Have the students research the different gardening/farming techniques of Native Peoples.
- Scarlett runner beans shoot up (which is why they make a fun class project bean). If the students’ beans start getting too tall to hold themselves up, have the students gently place small sticks or popsicle sticks in the soil to support the beans.
- As was briefly mentioned in the vocabulary worksheet, Native Americans often had strict social rules as to which gender performed which task. Lead a discussion about modern and historical gender roles. Make sure to point out that in hunter/gatherer societies like the Lenape, the main reason for rigid gender roles and activities was so that each job was done efficiently and equally. The life of the entire village was dependent on everyone doing his or her job.

\*If your class is extremely interested in cultivation and natural science, we recommend our Children’s Gardening Program. See <http://bartowpellmansionmuseum.org/education/index.php> for more details.

## **The Original Bronx Natives: *Who Were They?***

### **Post-Visit Activity #1**

**Title:** What Am I? Follow Up

**Content:** Artifact/photo analysis, reinforcement of themes

**Objectives:**

- Discuss the significance of different primary sources
- Understand the difference between an inference or reasoned guess vs. a fact

**Class Level:** Grades 1–7

**CCSS Goals:** History and social studies (RH), speaking & listening (SL)

- Grade 1: SL.1.1; SL.1.2; SL.1.4
- Grade 2: SL.2.1; SL.2.2; SL.2.4
- Grade 3: SL.3.1; SL.3.2; SL.3.4
- Grade 4: SL.4.1; SL.4.2; SL.4.4
- Grade 5: SL.5.1; SL.5.2
- Grade 6: RH.6.7; RH.6.8; RH.6.9; SL.6.1; SL.6.2; SL.6.4
- Grade 7: RH.7.7; RH.7.8; RH.7.9; SL.7.1; SL.7.3; SL.7.4

**Time Requirement:** 30–45 minutes

**Materials:** Image of animal skull, winning paragraph from pre-visit activity #3

**Introduction:** Before your visit to BPMM, your class looked at a photograph of an animal skull. Initially, the students probably had no idea that the skull was from a deer. During your visit they saw the physical skull and learned that deer were hunted by the Lenape people for their meat, skin, and bones. Use this image and the paragraphs the children wrote prior to their visit to discuss what they learned during their visit, the difference between inferred and concrete knowledge, and the benefits of different types of primary sources.

**Activity:**

1. Project a copy of the photograph and the winning essay/paragraph from pre-visit activity #3, the initial artifact analysis activity. Go over it with the class in order to remind them of the activity and the essay. During that activity the class made an inference about what animal was in the photograph without knowing any other information. Remind them of their initial hypothesis regarding the identity of the animal. How close were they to guessing the truth? Did any of the groups whose essay was not chosen come closer to the truth? Explain to the students that their initial guesses were inferred and informed by reason. Have the students discuss the difference between a fact and an educated guess. Talk about why guessing, or inferring, is sometimes important to the scientific method or historical research.

2. Explain that the skull is a type of primary source—a source used by archaeologists and historians to explain and interpret the past. Have the class list different types of primary sources. Most of them will probably be written sources like diaries, journals, or maps. Remind the class that most Native American peoples had oral languages that were not written down. Because of this, historians have to rely on other primary sources, like artifacts. Most secondary sources describing Native Peoples were written by Europeans.
3. Have the class discuss how Native American artifacts would add to the historic record. Or, in other words, ask the students if they think information learned from artifacts like the deer head are as important as information learned from books.

**Extensions/Adjustments:**

- Have the students write down one interesting fact (other than that the Lenape used animal skin and bones) that they learned during their trip to BPMM. In small groups, have the class share with each other what they found most interesting and why. This is a collaborative listening and speaking activity meant to encourage group discussion and listening skills.
- Ask the class to list other artifacts or objects that historians may use to interpret the past of Native Americans. Examples are arrowheads, flint rocks, canoes, trash middens, rock/cave art, etc.
- During their trip to BPMM the students sat by the wigwam. Have the students draw a picture of what it and the surrounding area might have looked like when occupied. Have the students read the story from Pre-Visit Activity #2 for ideas about what activities may have been going on around or in the wigwam.

## **The Original Bronx Natives: *Who Were They?***

### **Post-Visit Activity #2**

**Title:** Essay Prompts

**Content:** Vocabulary, writing and grammar skills, reinforcement of information

**Objectives:**

- Reinforce concepts introduced during visit to BPMM
- Develop writing and grammar skills
- Encourage independent thinking based on content-specific knowledge

**Class Level:** Grades 3–7

**CCSS Goals:** Writing (W). Can vary depending on the prompts chosen but can include:

- Grade 3: W.3.1; W.3.2; W.3.3; W.3.4; W.3.6; W.3.8
- Grade 4: W.4.1; W.4.2; W.4.4; W.4.6; W.4.8
- Grade 5: W.5.1; W.5.2; W.5.4; W.5.6; W.5.8
- Grade 6: W.6.1; W.6.2; W.6.4; W.6.6
- Grade 7: W.7.1; W.7.2; W.7.4; W.7.6

**Time Requirement:** Will vary depending on essay choice and class writing level

**Materials:** Writing utensil, paper

**Introduction:** This activity offers several essay prompts that will reinforce the vocabulary and information the students learned during their trip to BPMM. Some of these prompts may have been introduced in other post-visit activities/activity extensions provided in this packet—pick and choose prompts that are useful and relevant for your class’s development.

**Prompt Options:**

1. During your visit to BPMM, you learned about the Lenape people and culture. In 1 or 2 paragraphs, describe what you found most interesting or surprising and why. Make sure to have both an introductory and concluding sentence.
2. You learned about the Three Sisters Garden while at BPMM. This was the traditional Lenape garden whose main crops (corn, beans, and squash) were an important food source for the Lenape people. If you had to pick 3 fruits or vegetables to plant every year, what would they be? Pick at least 1 fruit and 1 vegetable and write a 3-paragraph essay describing your choices and explaining why you picked them.
3. Choose 1 of your recently learned vocabulary words (see the vocabulary worksheet Wigwam Words for ideas) and create a Wikipedia or dictionary entry for it. You can do this in groups of 2 or

3 or work alone. Make sure you define the word and use it in a sentence—also include any cultural information that you feel would help others understand its meaning. If you created a Wikipedia entry, ask your teacher for permission to create or add to an entry online.

4. Write a short story (1 p.) describing a day in the life of a Lenape girl or boy. Take ideas from your trip to BPMM.
5. During your visit to BPMM, you learned about wigwams, the circular bark homes of early Lenape people. These homes were very different from modern homes and apartments today. Write 2 to 3 paragraphs comparing and contrasting the wigwam with your own home. You should include at least 1 pro and 1 con for each type of house.
6. Hunting and gathering is a theme you learned about during your visit to BPMM. Do you think that hunting and gathering is better than going to the grocery or corner store? Write a 3-paragraph essay (with introduction, body, and conclusion) convincing the reader of your opinion.



## **The Original Bronx Natives: *Who Were They?***

### **Post-Visit Activity #3**

**Title:** History Fair

**Content:** Varying elements of history, historical and scholastic research, Native Peoples

**Objectives:**

- Gain a greater knowledge of and appreciation for the past
- Learn the skills and become familiar with the resources needed to become historical researchers
- Students enhance critical thinking, reading, and writing skills

**Class Level:** Grades 6–12

**CCSS Goals:** Can vary according to topic, generally projects cover the following anchor standards:

- Reading: CCRA.R.1;CCRA.R.2; CCRA.R.3; CCRA.R.6; CCRA.R.7; CCRA.R.8; CCRA.R.9; CCRA.R.1
- Writing: CCRA.W.1; CCRA.W.2; CCRA.W.3; CCRA.W.4; CCRA.W.5; CCRA.W.7; CCRA.W.8; CCRA.W.9; CCRA.W.10
- Speaking and Listening: CCRA.SL.2; CCRA.SL.4; CCRA.SL.5; CCRA.SL.6
- Language: CCRA.L.1; CCRA.L.2; CCRA.L.6
- History/Social Studies: RH.6–8.1; RH.6–8.2; RH.6–8.3; RH.6–8.4; RH.6–8.5; RH.6–8.6; RH.6–8.7; RH.6–8.8; RH.6–8.9

**Time Requirement:** Ongoing process; will depend on type of project, student creativity, project difficulty, and available class time. This is a great project if your school or class requires a writing or research project with revisions (see CCRA.W.10) as History Fair is often a yearlong project with extensive research and multiple drafts.

**Materials:** Will depend on project type. All materials will be supplied by students. Depending upon style of presentation chosen, the materials may include such items as markers, paper, foam board, props, computer electronics, etc.

**Introduction:** Students (alone or in groups, depending on project) will have the choice to create an exhibit, paper, documentary, or performance pertaining to New York Native Peoples. Preferably the topic will relate to the Lenape, but the possibilities are endless. For example, topics can touch on native customs, land laws, or American expansion. More details on New York State History Day and Competition on the next page!

**Activity:** Students choose a history topic related to the National History Day annual theme. The current annual theme can be found at <http://www.nhd.org/AnnualTheme.htm>. The students then conduct extensive research over the course of the school year and create their project. Students can work together as a group. When the research and project are completed, students should present their findings in class or

enter the History Fair competition. More information on the state competition can be found at [www.nyshistoryday.org](http://www.nyshistoryday.org).

**Extensions/Adjustments:**

- 1<sup>st</sup>–5<sup>th</sup> graders cannot participate in the state or national competition, but teachers of younger students can still use this lesson plan. It teaches good researching, speaking, and listening skills, and is a fun way to engage students in history.
- Have your class host its own history fair for another classroom or parents!

**National and New York State History Day:** Sponsored by the New York State Historical Association, New York State History Day (NYSHD) encourages students to explore different kinds of history, with a large variety of topics and research sources. New York participants join students from 47 other states, the District of Columbia, American Samoa and Guam to promote history through original research. National History Day, established in 1974, encourages history in the classroom and inspires students from all backgrounds to engage with history and acquire valuable, lifelong skills that will help them with other scholastic research projects and general presentation skills.

After participating in a History Day competition, students will be able to

- Self-direct their own studies
- Conduct purposeful research and work with both primary and secondary sources
- Be aware of past events and their impact on today's society
- Reiterate knowledge and information in a popular format
- Speak publicly with poise and self-assurance

More information on NYSHD can be found at

<http://www.nyshistoryday.org/FrequentlyAskedQuestions.htm>.

To find out if and how your county participates in NYSHD go to

<http://www.nyshistoryday.org/RegionalInfo.htm>.

For tips on how to integrate National History into your classroom go to

<http://www.nhd.org/ClassroomConnection.htm>.

## Additional Sources

### Books

Dean, Nora Thompson. *Lenape Indian Cooking*. Touching Leaves Indian Crafts, 1991.

- A short cookbook written by an Lenape elder; includes information on traditional cooking methods

Hitakonanalaxk. *The Grandfathers Speak: Native American Folk Tales of the Lenape People*. International Folk Tales. Northampton: Interlink Pub Group, 1993.

- This book is the result of an oral history project by a chief of the Lenape people; has Lenape legends, glossary and pronunciation guide

Kraft, Herbert C. *The Lenape or Delaware Indians*. New Jersey: Herbert C. Kraft, 2003.

- Children's book, provides a broad overview of the Lenape people—a great first reader for elementary students

McGill-Callahan, Sehila. *And Still the Turtle Watched*. New York: Dial Books for Young Readers, 1991.

- This book is a story about a stone turtle's vision throughout its lifetime; the actual stone is located the New York Botanical Gardens, Bronx, NY

Van Laan, Nancy. *The Rainbow Crow*. Iowa: Dragonfly Books, 1991.

- A Lenape story about the rainbow crow stopping winter

Waldman, Carl. *The Dictionary of Native American Terminology*. Drawings by Molly Braun. New York: Castle Books, 2009.

- Reference for general Native American studies; a comprehensive hardcover reference, a composite glossary, dictionary, and encyclopedia

Weslager, C.A. *The Delaware Indians: A History*. New Brunswick: Rutgers University Press, 2008.

- A comprehensive study (from an archaeology professor) on the Lenape Indians; not child friendly but a good research tool

Wilker, Joshua D. G. *The Lenape*. Junior Library of American Indians. New York: Chelsea House Publications, 1993.

- A short book on the history and culture of the Lenape Indians; includes information on the modern Lenape tribe

## Websites

Lenape Lifeways. "About the Lenapes." [www.lenapelifeways.org/lenape1.htm#lenapes](http://www.lenapelifeways.org/lenape1.htm#lenapes).

- Overview of the Lenape culture; includes fables, illustrations of activities, and information on the Lenape state today

Lenape Nation of Pennsylvania. "Lenape Nation Website." <http://www.lenapenation.org/main.html>.

- Lenape Nation website; includes a large number of creation stories and information on current Pennsylvania-based Lenape Nation

Lenni Lenape Historical Society: Museum of Indian Culture. <http://lenapeindians.com/>.

- The historical society website; not child friendly but has great resources and a list of recommended reading with books for all grade levels

Museum of Indian Culture. "Guided Tours." [http://www.lenape.org/index\\_files/GuidedTours.html](http://www.lenape.org/index_files/GuidedTours.html).

- Museum of Indian Culture website; connected to Lenni Lenape Historical Society

Redish, Laura, and Orrin Lewis. "Native Languages of the Americas." [www.bigorrin.org/lenape\\_kids.htm](http://www.bigorrin.org/lenape_kids.htm).

- Link to child friendly site about the Lenape culture; lots of links and references to other Native American tribes and cultural information

Wildlife Conservation Society. "Welcome to the Mannahatta Curriculum."

<http://welikia.org/download/curriculum/>.

- Various science and social studies lessons focusing on the new York region; upper elementary school