

# EDUCATOR'S GUIDE



## HALL OF Eastern Woodlands Indians



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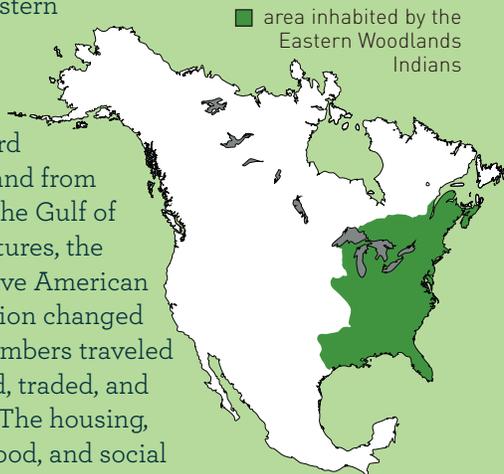
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# ESSENTIAL Questions

## 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

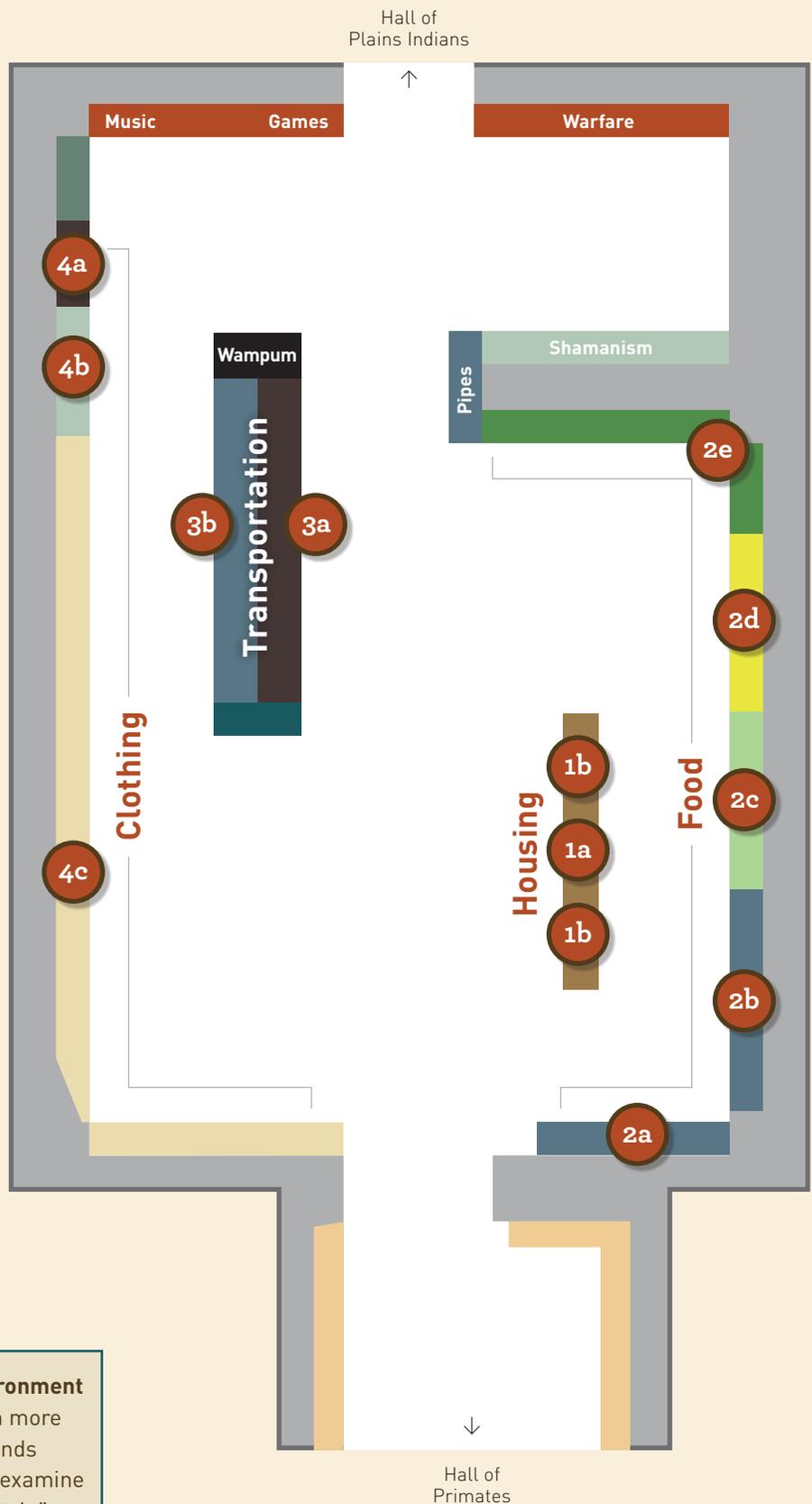
## 3. Transportation

- 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](http://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](http://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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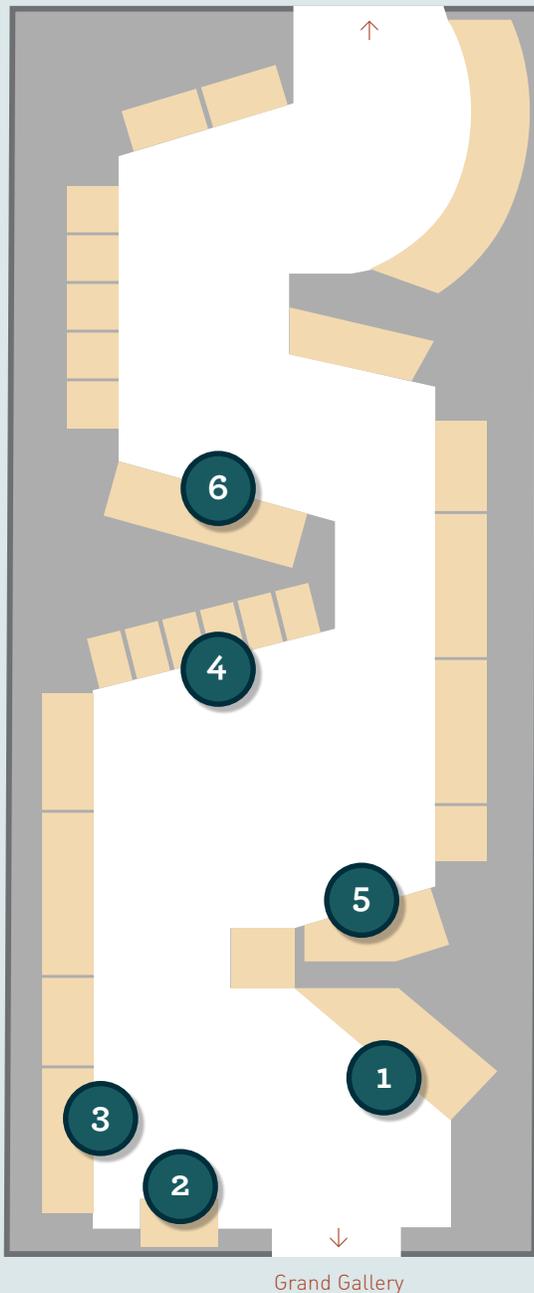


# Warburg Hall of New York State Environment

## 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.

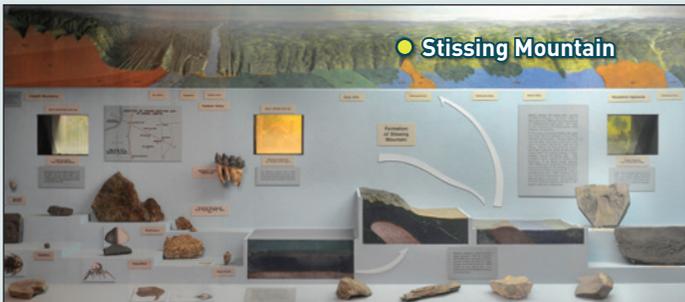
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 AMERICAN MUSEUM OF NATURAL HISTORY

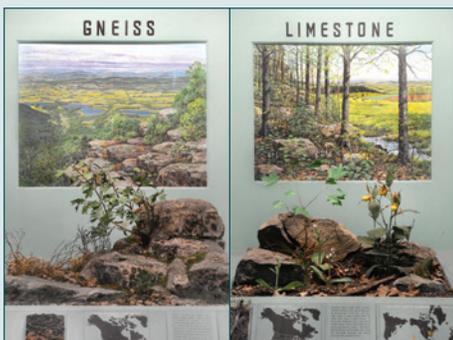
# Warburg Hall of New York State Environment

## 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.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](http://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](http://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:**

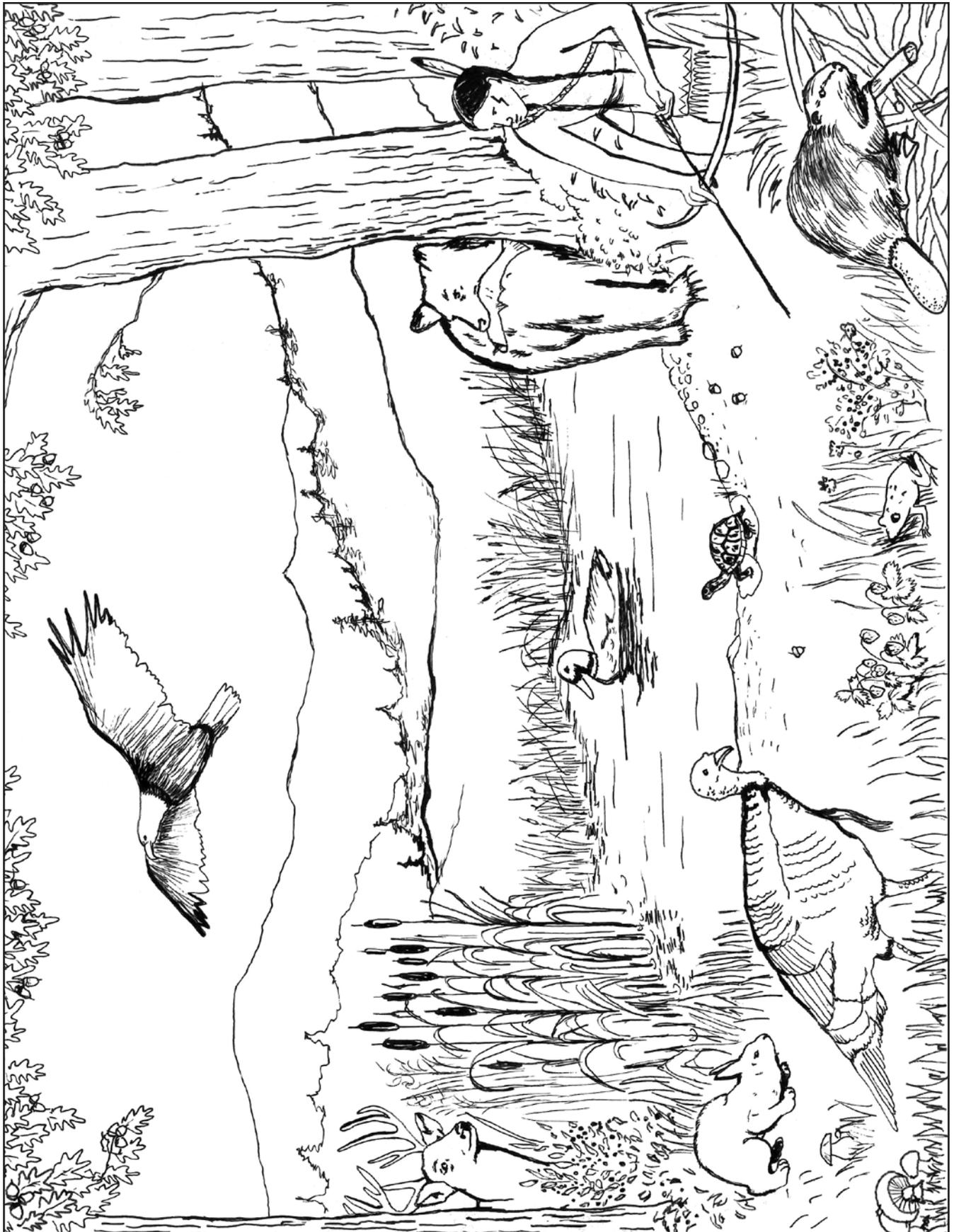
- What do you notice about individuals in the illustration?
- What does that make you think?

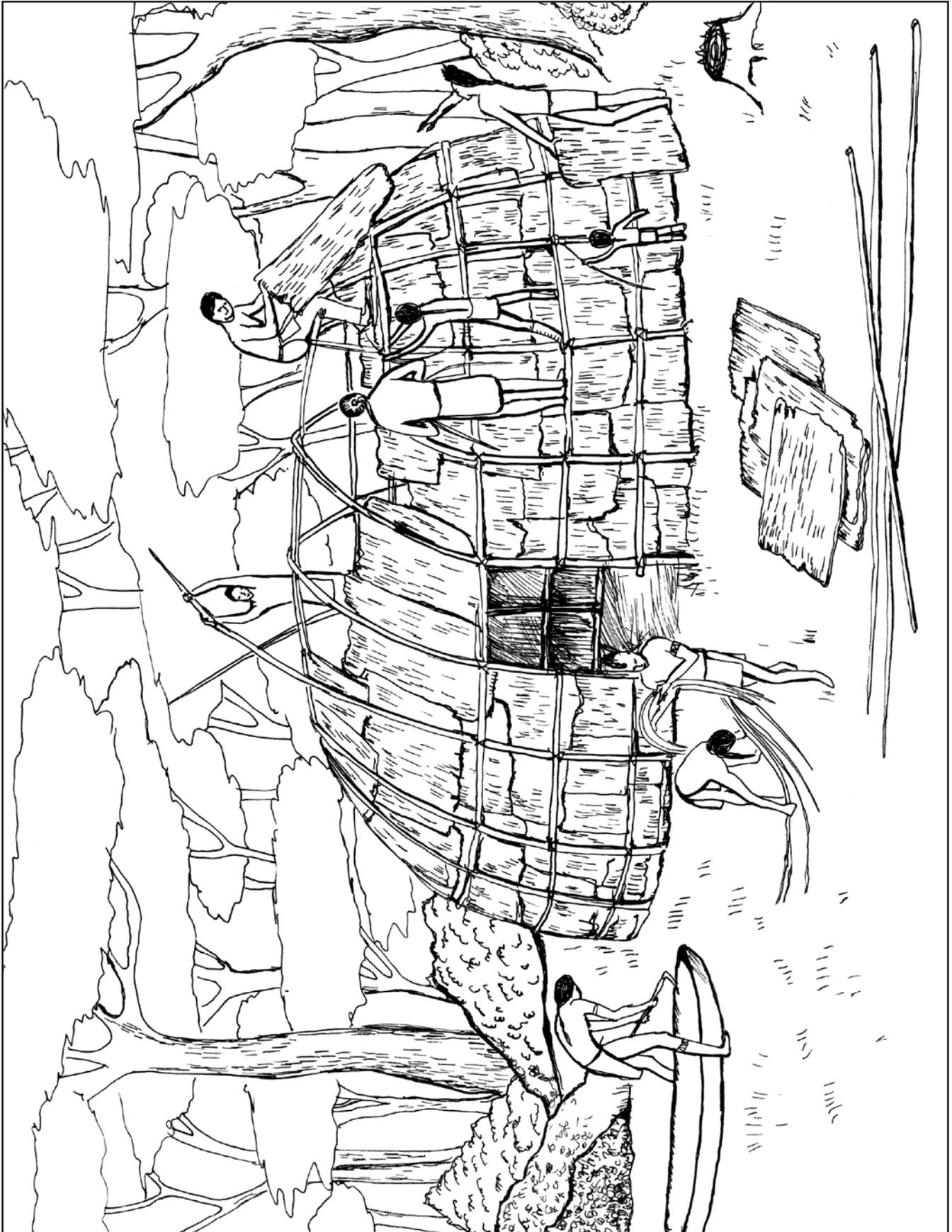
**What:**

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

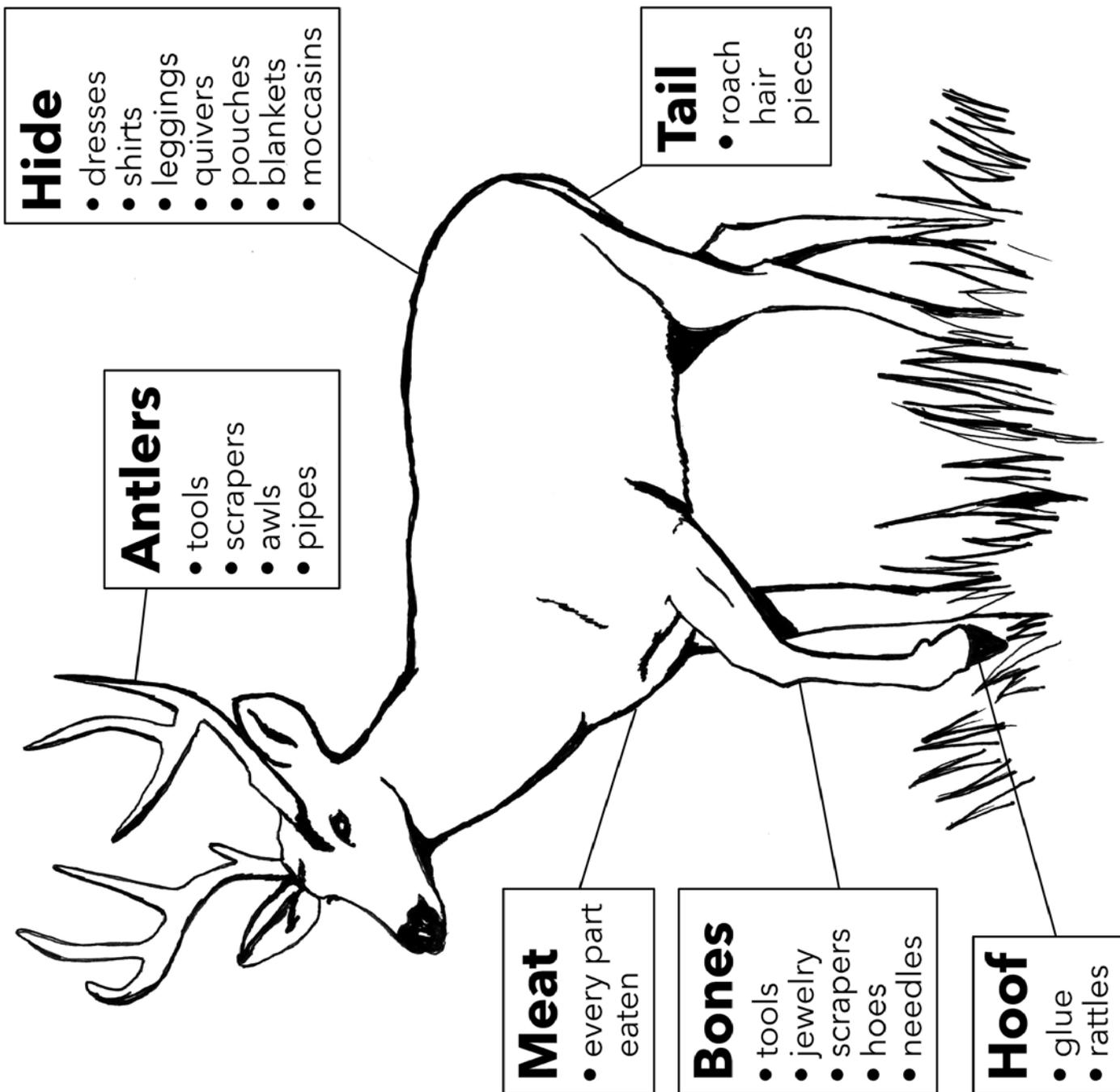
### Sentence Starters

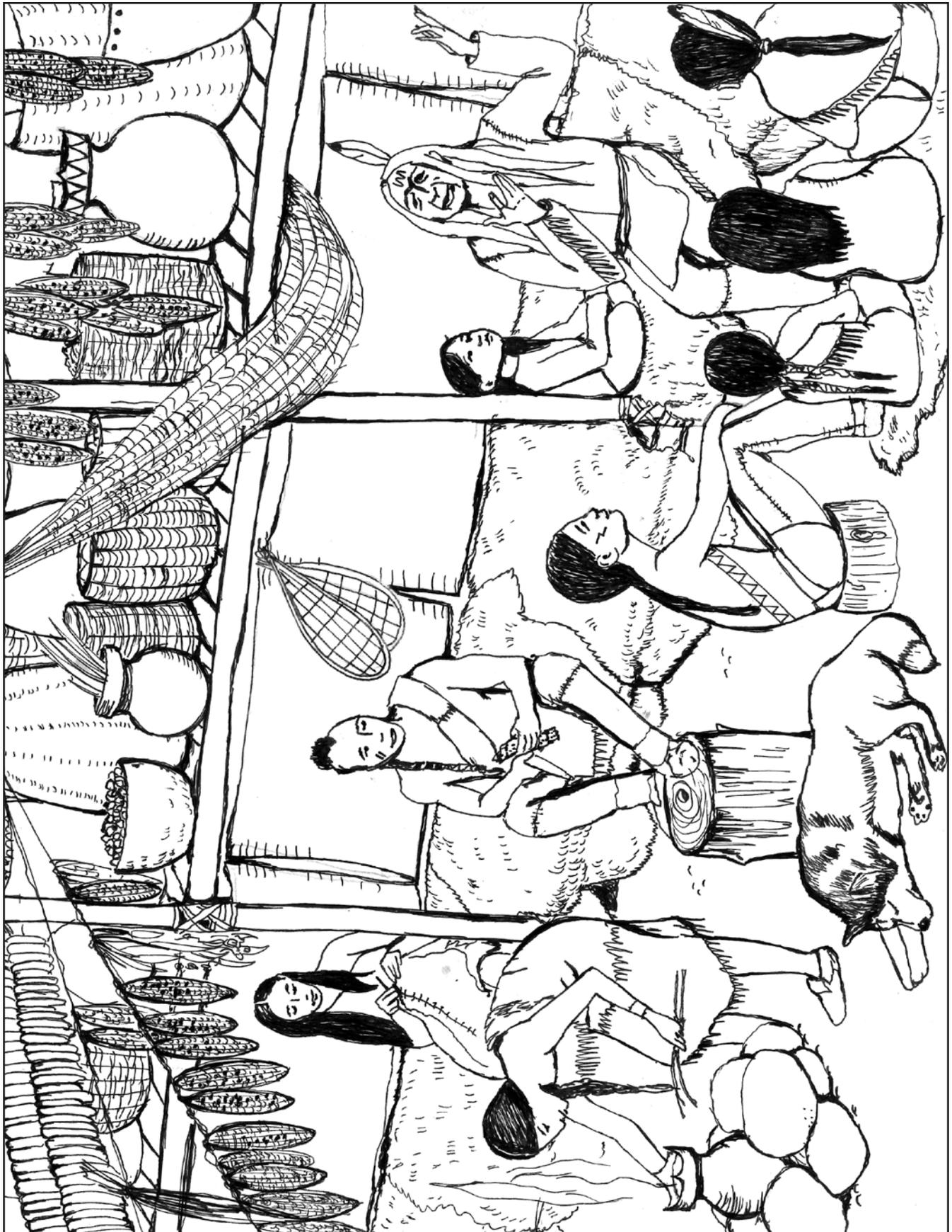
- I see...
- I notice...
- That makes me think...
- I wonder...











## 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.

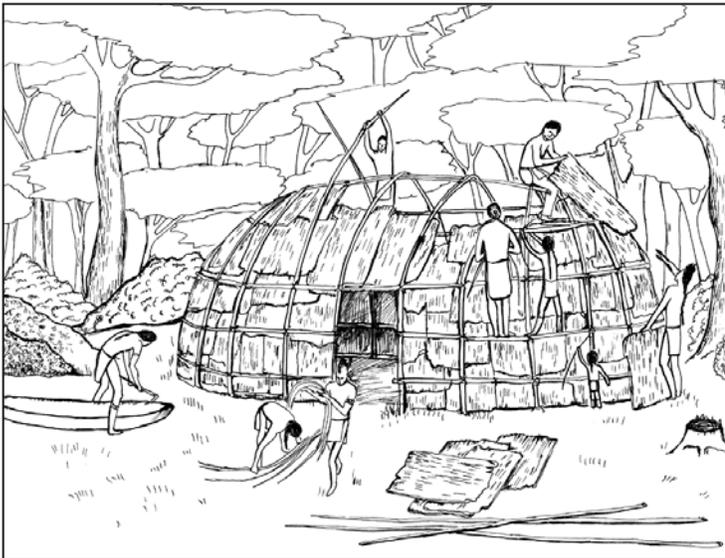
Tell students that in the rest of the article, and in the hall they will visit at the Museum, they will learn more about how the Lenape used natural resources in their environment in their daily lives. Explain that this is their purpose for reading this text. Preview the text, inviting students to notice 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.

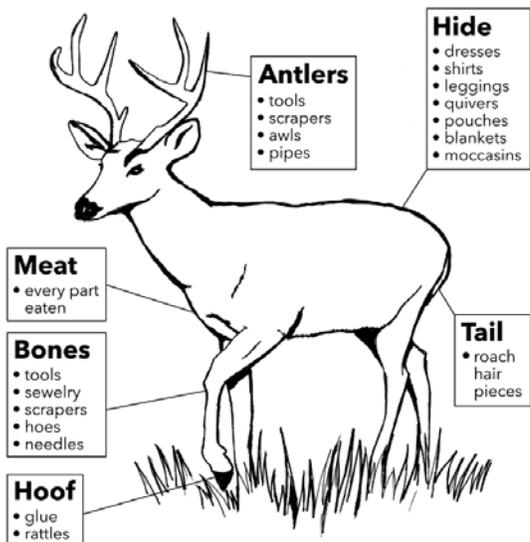
## Autumn

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:

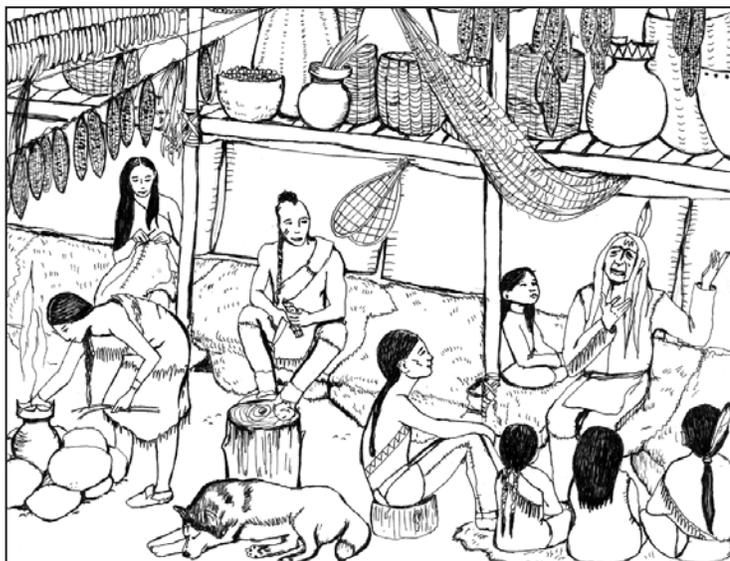
- They caught fish from the river.
  - They ate some right away and saved some for winter.
  - They made boats and fishing tools from natural resources.
- They picked wild foods from the forest.
- They planted crops.
  - They planted "three sisters": beans, corn, and squash.
  - They dried some to save 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**

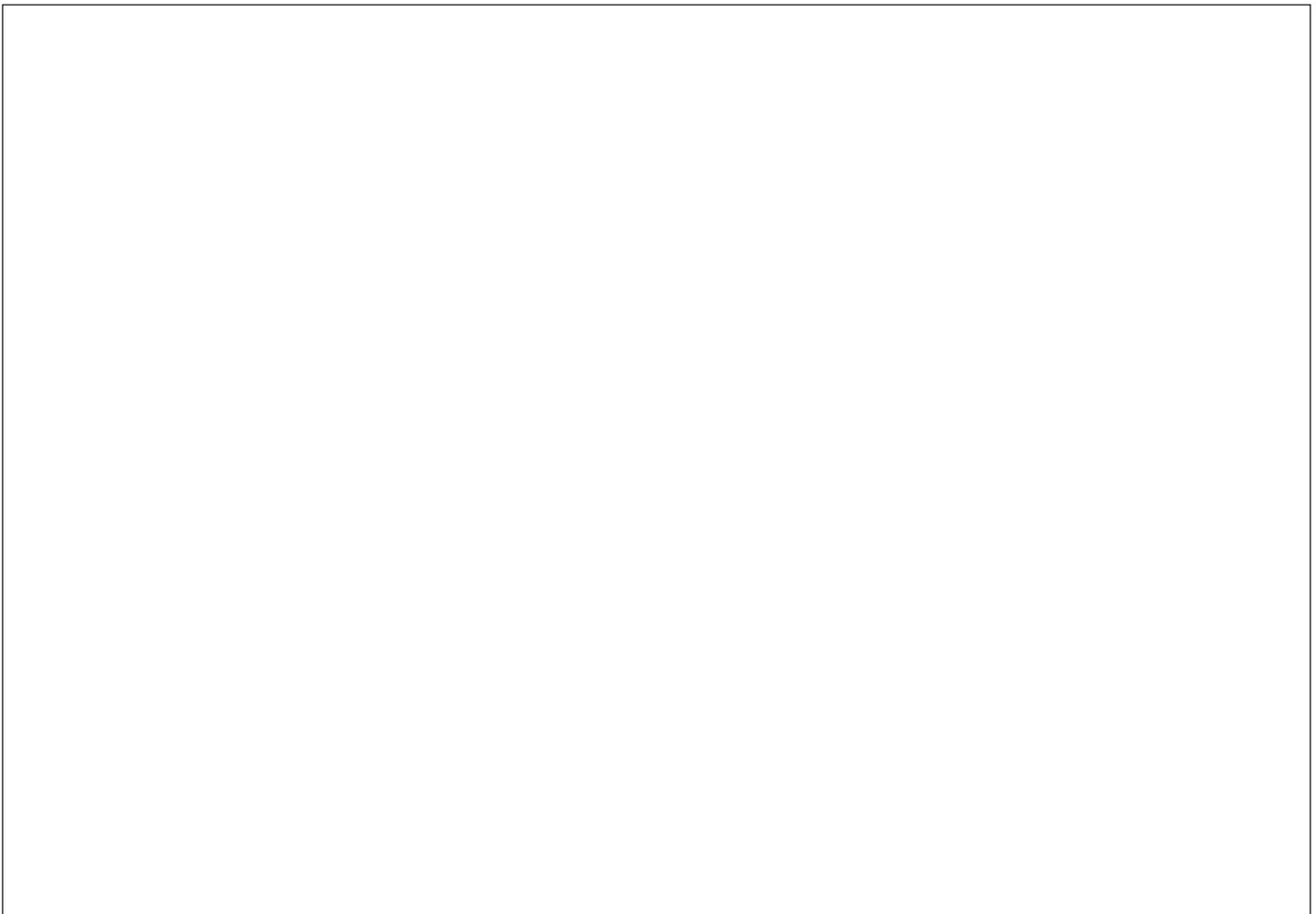
**Find** an object that the Eastern Woodlands Indians used to catch, gather, or eat food.  
What is the item?

*(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**

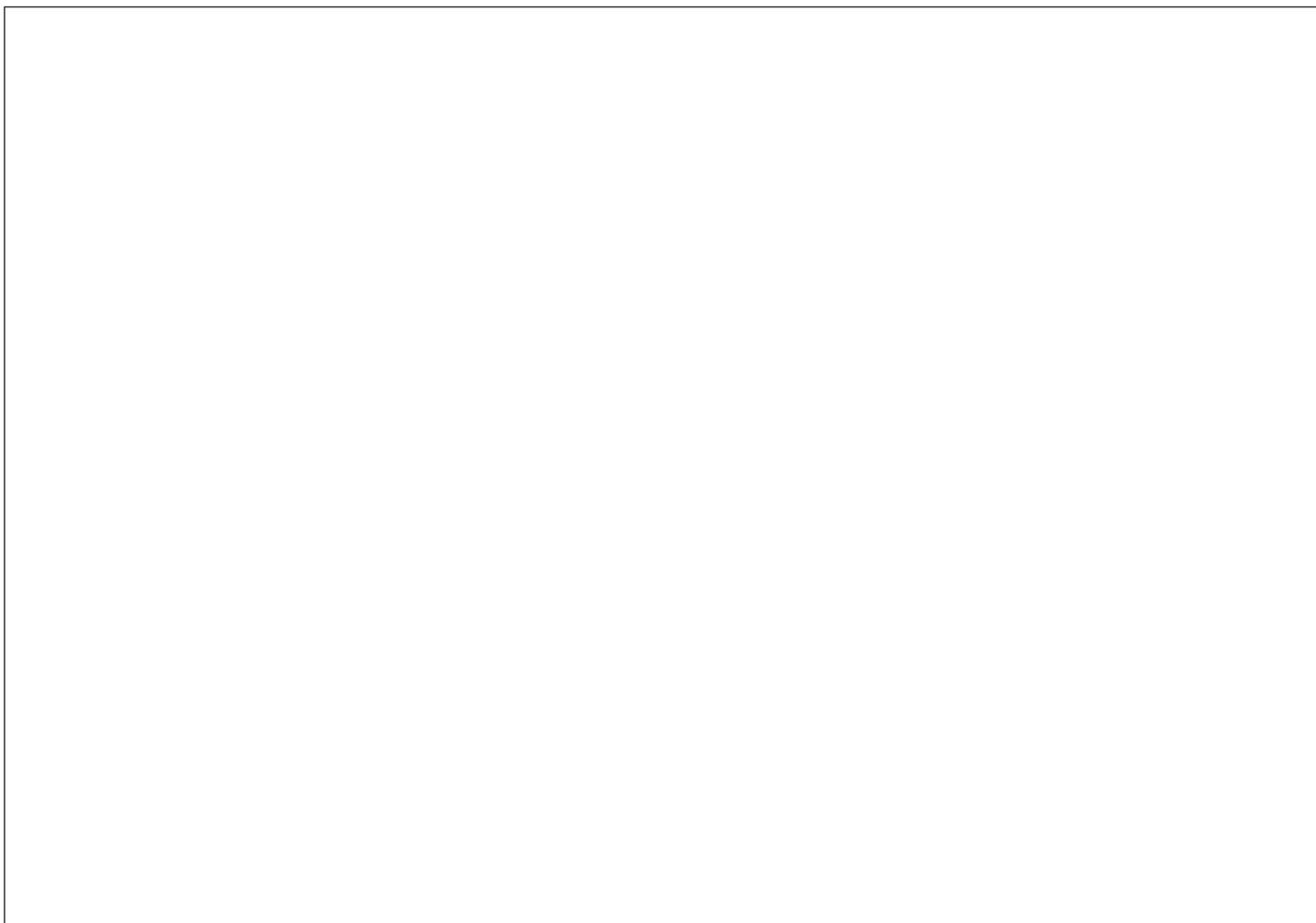
Name ANSWER KEY

# 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

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

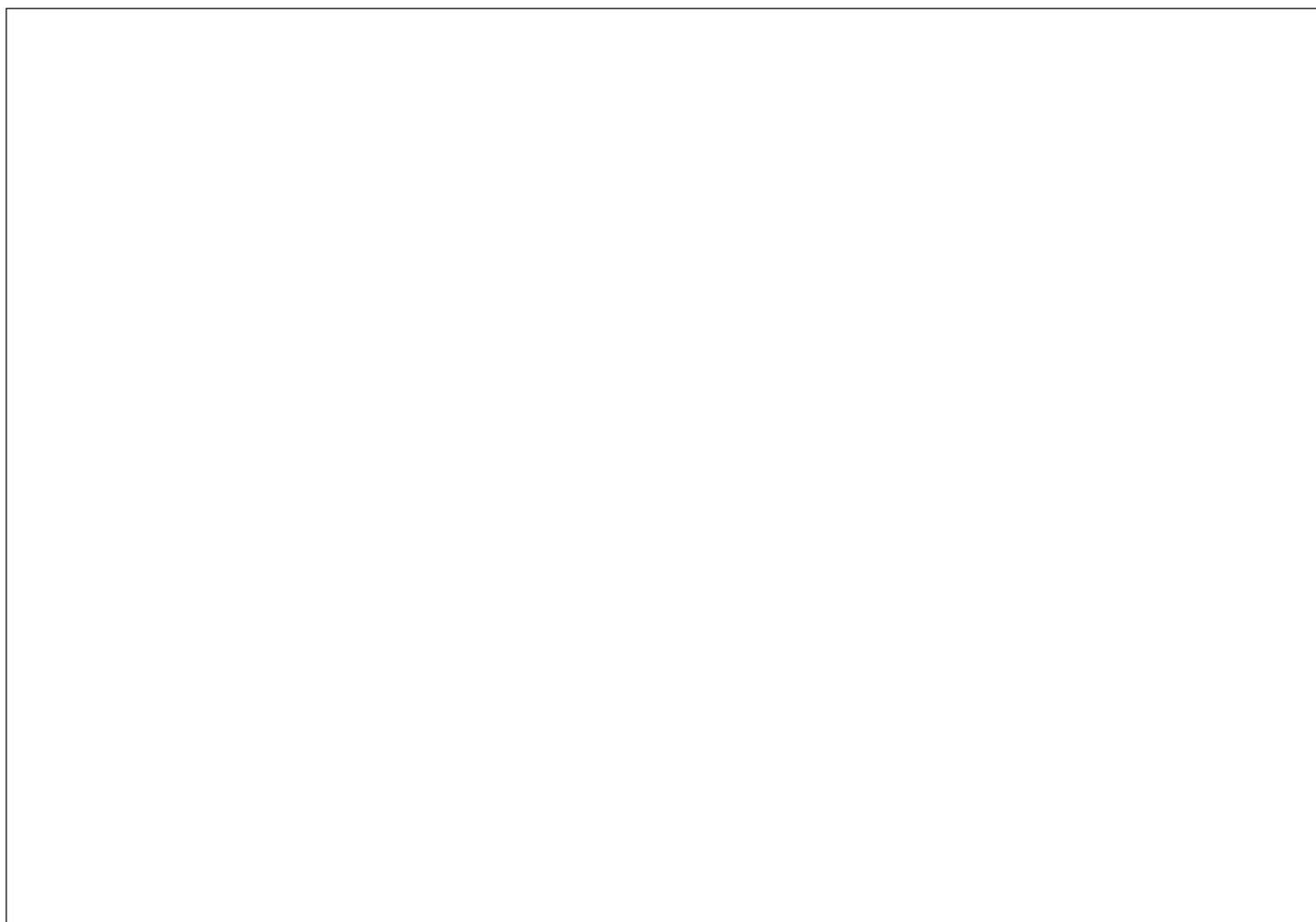
*(Teacher note: This section of the worksheet is not necessary for the post-visit writing task and can therefore be omitted if necessary for time constraints/differentiation.)*

*(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

	<b>Exceeds</b>	<b>Meets</b>	<b>Approaches</b>	<b>Needs Additional Support</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Research:</b> "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
<b>Research:</b> 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
<b>Explanations</b>	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
<b>Development</b>	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.



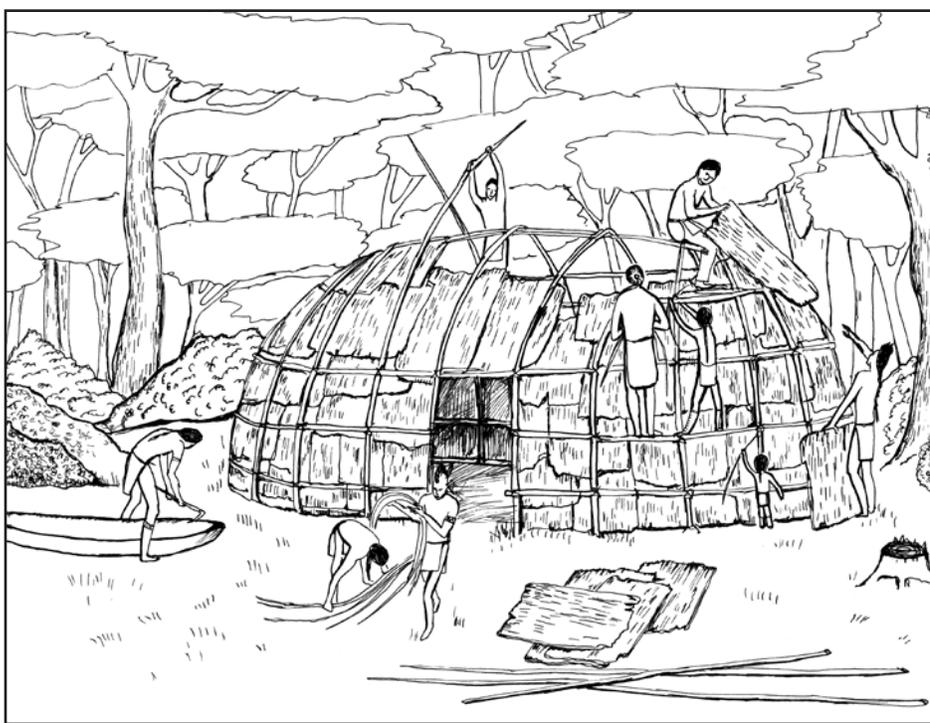
The Lenape’s way of life is closely connected to the environment.

## 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.

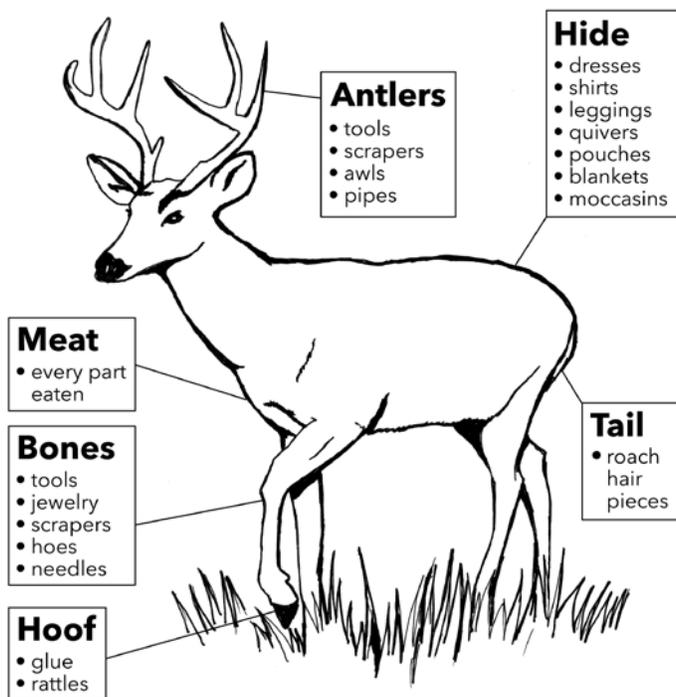
## Autumn

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.

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## Winter

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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**

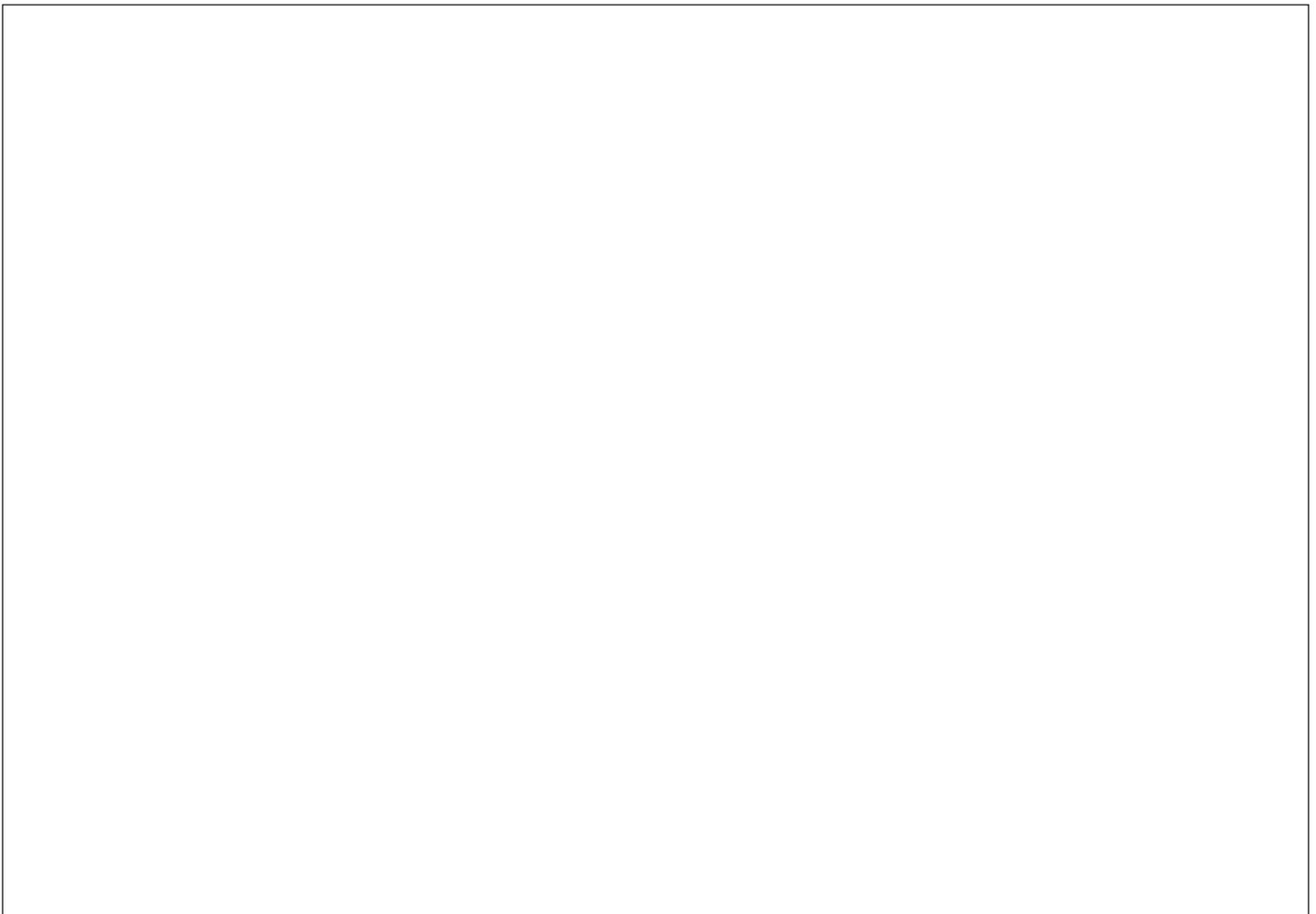
Name \_\_\_\_\_

**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**

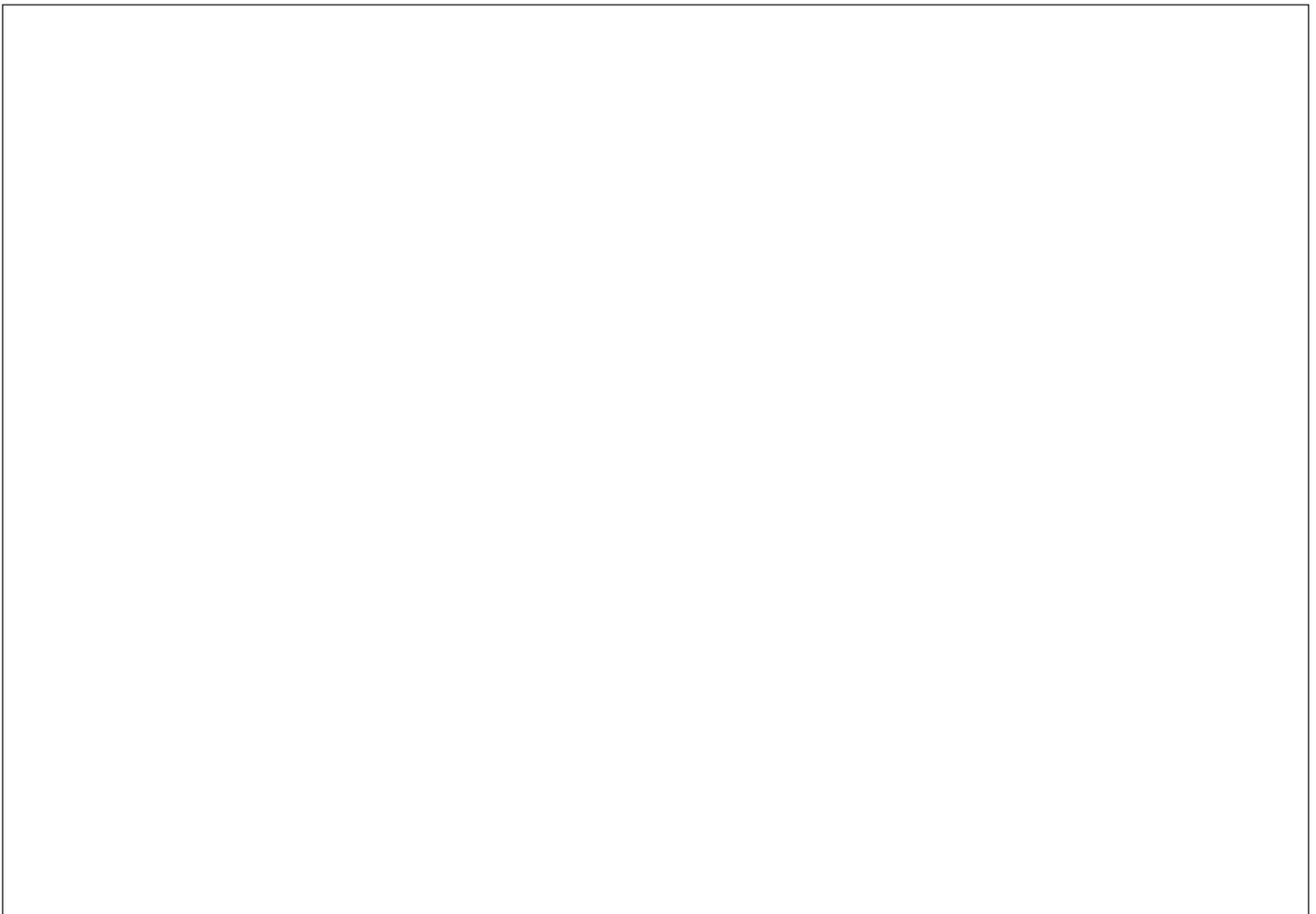
Name \_\_\_\_\_

# 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

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My Name

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**ESSAY SCORING RUBRIC: STUDENT VERSION**

	<b>Exceeds</b>	<b>Meets</b>	<b>Approaches</b>	<b>Needs Additional Support</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Research:</b> "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
<b>Research:</b> 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
<b>Explanations</b>	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
<b>Development</b>	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