

# Cultural Communities of Delaware County: Early Settlers and American Indians 1770-1850

## AMERICAN INDIAN CULTURE LESSON PLAN

### Grades 4-8

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**“Early Civilizations-**The eight features of civilizations include cities, well-organized central governments, complex religions, job specialization, social classes, arts and architecture, public works and writing. Early peoples developed unique civilizations. Several civilizations established empires with legacies influencing later peoples.”

*--Ohio Social Studies Learning Standards, 2018*

**OBJECTIVES:** Students will develop an understanding of the American Indian, specifically the Lenni Lenape or Delaware people and their history, traditions, and culture. Students will read, listen to, and analyze (verbally or in writing) at least one Lenni Lenape folktale. Students will view and participate in the “Lenni Lenape Call and Response Song”. This music and movement presentation by drama and dance instructor, Francine Butler, is inspired by the foot patterns and dance traditions found at Lenni Lenape powwows. This presentation is the final vignette in the *Cultural Communities of Delaware County: Early Settlers and American Indians 1770-1850* program on YouTube

<https://www.youtube.com/watch?v=IBNCyAmDNi8> (Dance/Call and Response can be found at 1:11:33.)

Students may work collaboratively or individually on a project that will demonstrate their understandings of this culture. Students will first do research using books and the internet (see worksheets on pages 24-27). Students will choose one or more projects from the Project Board (page 23) to show their learning and will present their project to the class.

Projects focus on the sharing of Lenni Lenape culture information through the use of storytelling, movement, sound (musical instruments and voice), visual arts, and writing. Students will research American Indian culture, history, and villages. They will choose a project from the project board to demonstrate their understandings and appreciation of the Lenni Lenape culture. They may use the Project Planning Page to design their project.

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The following list of Ohio Learning Standards may be achieved in class depending upon the classroom discussion, questions, and assignments. This is not an all-inclusive list, but instead, possibilities, especially when following this lesson plan. You may vary the lesson and learning standards to make it fit your teaching approach and objectives. Below the standards are noted in “shorthand” but you

will find these same learning standards written in complete sentences at the end of this lesson.

### **GRADE 4 LEARNING STANDARDS**

#### **SOCIAL STUDIES STANDARDS:**

Theme: Ohio in the United States

History Strand Topic: *Heritage Thinking and Skills* Content Statements: 3 & 6

#### **ENGLISH LANGUAGE ARTS:**

READING STANDARDS FOR LITERATURE: RL 4.2-4.3

READING STANDARDS FOR INFORMATIONAL TEXT: RL 4.1

WRITING: *TEXT TYPES AND PURPOSES* W.4.1 a-d

SPEAKING AND LISTENING STANDARDS: SL.4.4.

**VISUAL ARTS LEARNING STANDARDS:** 2PR, 5PR, 6PR

**MUSIC STANDARDS:** 4PR

**DANCE/MOVEMENT LEARNING STANDARDS:** 1PR, 2PR

### **GRADE 5 LEARNING STANDARDS**

#### **SOCIAL STUDIES STANDARDS:**

Theme: Regions and People of the Western Hemisphere

History Strand Topic: *Early Civilizations* Content Statements: 2

Geography Strand Topic: *Human Systems* Content Statements: 8

#### **ENGLISH LANGUAGE ARTS:**

READING STANDARDS FOR LITERATURE: RL 5.1-5.3

READING STANDARDS FOR INFORMATIONAL TEXT: RL 5.1-5.2

SPEAKING AND LISTENING STANDARDS: SL5.1

WRITING: *RESEARCH TO BUILD AND PRESENT KNOWLEDGE* W.5.7 a, b

**MUSIC LEARNING STANDARDS:** 3PR, 4PR

**DANCE/MOVEMENT LEARNING STANDARDS:** 3PR, 4PR

**VISUAL ARTS LEARNING STANDARDS:** 2PR, 4PR, 6PR

## **GRADE 8 LEARNING STANDARDS**

### **SOCIAL STUDIES STANDARDS:**

Theme: U.S. STUDIES FROM 1492 TO 1877: EXPLORATION THROUGH RECONSTRUCTION

History Strand Topic: *Colonization* Content Statements: 2

History Strand Topic: *Expansion* Content Statements: 11

### **ENGLISH LANGUAGE ARTS:**

READING STANDARDS FOR LITERATURE: RL 8.1-8.3

READING STANDARDS FOR INFORMATIONAL TEXT: RI8.2a-b

SPEAKING AND LISTENING STANDARDS: SL8.1

WRITING STANDARDS: W8.2

**MUSIC LEARNING STANDARDS:** 3PR, 4PR, 5PR

**DANCE/MOVEMENT LEARNING STANDARDS:** 1PR, 5PR

**VISUAL ARTS LEARNING STANDARDS:** 1PR, 2PR, 5PR

### **MATERIALS NEEDED:**

Handouts:

- Research Notes
- Project Choice Board
- Project Planning Pages
- Student Self-Assessment Rubric
- Teacher Rubric
- Computer to share the videos and research
- Library with books on American Indian books

### **Additional Project Materials:**

Necessary materials will vary depending upon the project identified by each student. Many of materials can be recycled items found at home, such as containers, plastic bottles, and coffee jars for the rattle and drum.

**Poster Display**-Poster Board, markers, colored pencils, colored paper, glue.

## **PROCEDURE:**

1. The teacher will lead a class discussion to introduce students to the Delaware and Lenni Lenape American Indian tribes.

2. A number of the vignettes in the *Cultural Communities* program describe interactions with and the actions of the Lenni Lenape while in Delaware County during the late 18<sup>th</sup> and early 19<sup>th</sup> centuries. Vignettes that include American Indian events include: Introduction, Laura Carpenter, Drake's Defeat, Indian Games, William Little, Rev. Finley, Mrs. Byxbe, and Indian Dance-Call and Response, and the Artifact Cart.

The teacher may share all or some of these vignettes with the students prior to class discussions.

3. The teacher will read one Lenni Lenape tale aloud to the class. What moral or life lesson did this story explain? Who would you expect to tell the story? Why was this story important to tell?

4. The teacher will share additional background information found in this lesson about language, music, clothing, homes, etc. Alternatively, the teacher can assign these to the students to investigate. Using the attached resources including the handout, students will investigate these American Indian with a focus on the Algonquian tribes originally located in the eastern coast of the United States and in central Ohio. Students may work individually or collaboratively to research a Lenni Lenape topic more fully.

5. Following their research, students will choose to a) write, b) illustrate, c) create a musical instrument and perform music, d) create and perform dance/movement, e) present their research to the class. (See the Project Choice Board on page 23 for more information.)

**SUGGESTED TIME NEEDED:** 4-5 class periods

## INTRODUCTION:

View the ***Cultural Communities of Delaware County: Early Settlers and American Indians 1770-1850 program***. Specifically focus on the vignettes in which we hear of the movements of the Lenni Lenape and early settlers. Suggested vignettes to listen to include the introductions to and the reenactments of William Little, Mrs. Byxbe, Reverend Finley, Drake's Defeat, Laura Carpenter, and American Indian Dance.

What questions do the students have now that they have heard these recounting of actual events? What else do they want to know?

## BACKGROUND INFORMATION RELATED TO THE LENNI LENAPE INDIANS

The teacher may share some or all of the information below with the students via discussion, handouts, or additional reading.

### History

The Lenni Lenape originally lived along or near the Atlantic Ocean in North America. They lived in the mid-Atlantic states of New York, Delaware, New Jersey, and Pennsylvania. They were known as the *first people* by most tribes. After the Europeans settled in America, the treaties made with the Lenape forced the American Indians to move west. First, the English pushed them west and later the American government did. In Ohio, the tribes were forced to move to a reservation south of Toledo in the early 1800s. They again were driven west to a reservation in Oklahoma where they reside today. There were some Lenni Lenape that remained on the east coast. This group continues to follow the traditions of their people today but are not recognized by the U. S. government.

On their reservation each tribe has its own government, laws, police, and services, just like a small country. However, the Indians are also US citizens and must obey American law.

In the past, the people lived in groups called clans, such as the Turtle Clan and Wolf Clan. The clans were designated by lineage, following the women's family ancestry.

The men were the hunters and also protected their tribe. Women farmed and took care of the children. Both men and women participated in the arts, and practiced storytelling and medicine. Years ago, the Lenape chiefs were male. Contemporary chiefs can be female. More information can be found at <https://www.legendsofamerica.com/lenape-delaware-tribe/>.

### Homes

The Lenni Lenape lived in villages in round, bark houses called wigwams. Some Lenni Lenape also built longhouses because it could hold more family members. Each Lenni Lenape village usually included a rectangular council house and a sweat lodge, and some villages were palisaded or surrounded with log walls for protection. ([http://www.bigorrin.org/lenape\\_kids.htm](http://www.bigorrin.org/lenape_kids.htm))

Today, the Lenni Lenape clans build a wigwam for each powwow. It is a symbolic remembrance of earlier times and not used for shelter. Today, most Lenape people live in typical modern American homes. More information about homes can be found at: <http://www.native-languages.org/houses.htm#wigwam>



[This Photo](#) by Unknown Author is licensed under [CC BY-SA](#)

## Clothing

Women wore a wrap around skirt and men a loincloth in the summer heat. The skirts were highly decorated. In colder weather, they both wore buckskin tunics and leggings. Winter coats were made from bear skins or beaver pelts. Dyed deer hair was used for men's headdresses and ladies' headbands. Both men and women decorated their clothing and themselves with ornaments of stone, shell, animal teeth, and claws. Nose rings were common and so were tattoos.

Additional information regarding clothing can be found on these sites:

<http://www.nativetech.org/clothing/regions/region1.html>

<http://www.delawareindians.com/>

<http://www.nativetech.org/clothing/moccasin/detail/lenape.html>

<https://www.legendsofamerica.com/lenape-delaware-tribe/>



## Food

The Lenni Lenape and Delaware Indians ate corn, beans, deer, squash, blueberries, pumpkins, tomatoes, cattail roots, tobacco, wild fruits, and nuts. The men hunted and fished. They Lenni Lenape made soup, bread, puddings, sarsaparilla soda, and tea. The beans and squash could be boiled, baked, or fried. The corn could be made into a paste to become a *salapon* or Indian fry bread. The Lenape believed that no one should go hungry, so they often shared their food with others.



At the Delaware County Historical Society's **Barn at Stratford** (2690 Stratford Rd, Delaware, OH 43015) there is a Three-Sisters Garden, known to be an effective method of growing corn, beans, and pumpkins or squash. The three plants help

one another by fertilizing the soil. The corn acts as a tower to support the beans. Visit the garden at the Barn in the spring, summer, or early fall.



More about food can be found at <http://www.delawareindians.com/>

## SPORTS

Pahsaheman: a game similar to football that was a popular leisure activity for both men and women. Lacrosse is a game derived from this American Indian game. Watch the section on Indian Games in the Cultural Communities program at <https://www.youtube.com/watch?v=IBNCyAmDNI8> (at 56:27) for more information about the game rules and equipment.

## LANGUAGE

The Leni Lenape (Leh-NAH-pay) speak either the Unami or Munsee derived from the Algonquian language.

Though you will probably not recognize most of the Algonquian words there are some that are now part of the English language. Here are a few examples-- powwow, wampum, wigwam, totem, tomahawk, squaw, papoose, caribou, moose, hominy, pone, succotash, persimmon, pecan, hickory, skunk, woodchuck, opossum, chipmunk, raccoon, Chicago, Ottawa, Michigan, Wyoming, Milwaukee, Connecticut, Illinois, and Oregon. We owe a lot to this American Indian group.

To learn more and to hear the proper pronunciations, go to the online dictionary translations.

Lenape talking dictionary-Write a phrase in English and the Lenape translation will appear. <https://www.talk-lenape.org/>

Lenape Picture dictionaries [http://www.native-languages.org/lenape\\_words.htm#pictures](http://www.native-languages.org/lenape_words.htm#pictures)

### **Short list of Leni Lenape words and phrases:**

Leni Lenape in Unami means-Human Beings or the Real People

Leni Lenape in Munsee means-the people

Friendly Greeting- He (Hay)

Thank you- *wanishi* (wah-nish-ee)

Indian fry bread-*Salapon* (sa-la-pone)

Mother-*ana*

My father-*Nux* (nooksh)

My child or daughter- *Nichan* (nee-chan)

Week-*Gendowewagan*

Spring-*Siquon* (*See' kon*)

Summer-*Kitschinipen* (*Kitsch in ee' pen*)

Fall-*Tachquoak* (*Tax ko' ak*)

Autumn-Time of the Grasshoppers-*Kilchilachqoak*

Winter-*Lowan* (*Low' an*)

Time of the falling snows-*Winigischuch*

Beads made from shell. Wampum can be used to decorate or to make jewelry-*Wampum*

Traditional house - *Wigwam*

Community leaders-*Elders*

Owl-*Kukhus*

Rabbit-*Chema'mes*

Mouse-*Axpo' kwes*

English people-*Jenkise*-The word Yankee is derived from it.

*Clan*-Social group or people derived from a common ancestor

Mother earth-*Kukna*

Bear-*Maxwe*

## BELIEFS

The Lenni Lenape identified the four seasons in a different manner than the Europeans who settled here. Instead of the names Spring, Summer, Fall, and Winter, they described the seasons by the ways the environment changed. Thus, they had more than four seasons. Read the book “**When the Shadbush Blooms**” by Carla Messinger and Susan Katz to learn more about the differences between traditional and contemporary Lenni Lenape culture. The story can lead to links to cycles, ecology, seasons, patterns, timelines, and foods, amongst other topics.

Teacher’s Guide to *Where the Shadbush Blooms*:

[https://www.leeandlow.com/uploads/loaded\\_document/848/WHENTHESHADBU\\_SHBLOOMS\\_TG.pdf](https://www.leeandlow.com/uploads/loaded_document/848/WHENTHESHADBU_SHBLOOMS_TG.pdf)

This excellent guide includes a synopsis of the book, background, discussion questions, vocabulary, SEL and Interdisciplinary activities.

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“**I Am Lenape**” by Janice M. West describes the annual Lenape Pow Wow and the Butterfly Dance. Students learn about the traditional Pow Wow food, garb, music, vocabulary, and movement. The book is a fast read but the reader learns quite a bit about the Lenape family and culture.

## STORYTELLING

The Leni Lenape used storytelling to teach their children their beliefs, values, traditions, and morals. The stories were told at specific times of the year and were divided into four categories:

**Parables** (life lessons)-*enendakewa'kan*      **Stories about life**-*lachimosuwa'kan*

**Humor**-*klakaptana'kan*                      **Stores about "natural phenomena"**-*atilo'ha'kan*

Most stories were narrated and were told during the wintertime when people have fewer outdoor tasks

—taken from *The Grandfathers Speak: Native American Folk Tales of the Lenape People* by Hitakonanu'laxk.

In this book the author introduces the audience to the Lenape people and history including their time in Ohio. Most of the book is dedicated to the retelling of 25 Lenape stories.

The following Lenape Stories were taken directly from *the Official Website of the Delaware Tribe of Indians*. <http://delawaretribe.org/blog/2013/06/27/lenape-stories/>

**Read these and consider the moral of the story in each case. How might the story be delivered by the tribal storyteller?**

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### WHY THE RACCOON HAS MARKS ON HIS FACE



This is about the little raccoons and what they said caused them to have little marks on their eyes. They said that the other creatures told him to go and borrow some firewood from the camps around. So this raccoon then went to the camps to get some firewood sticks that were already aflame and blackened by the fire and burned on part of the stick. And they said his little raccoon fell down with these in his hand and his face fell across these charred sticks. And that's why now

he has little marks to show his shame trying to steal something from the campers. That is the thing to tell the younger generation to not to steal anything because that mark will be upon you.

*Told by Nora Thompson Dean Photo by Google*



### *GIVE US A LITTLE PIECE OF YOUR LAND*

Our elder brothers' tribe (the Europeans) wanted to fool us when they were new here. They said, "We will really treat you good for as long as the river flows and the sun always moves, and as long as the grass always comes up in the Spring then I will take care of you. That will be for how long I will be a friend to you all," he said. He wanted to fool us and it seems he is still fooling us.

Then he said, "Here, I will give you this red flag." He said, "As long as you keep it you will give us a little piece of your land as much as a cow we will kill. Then we will kill him and skin him. Then they did not take the hide off but cut it into very small pieces. Then they [the Delawares] looked good at it. It was a big piece of land our Lenape ancestors of long ago gave to them. Then they said, "Oh my!"

They said. They thought that the land was only to be as big as the hide they put on the ground but it was a big piece. Then they said, "You didn't say, 'I want to cut it'."

He said when he had already finished, "You finish signing on this paper."

It was said at that time we will treat you good. You will be given everything. That is really true, he gave us everything. Then they gave those late chiefs an axe and a hoe so they could use them. Then they (the chiefs) just hung them on their necks.

[This might sound like a strange thing to do but in those days the ax heads and hoe heads were much smaller and the early Lenape probably thought they looked like some type of pendant, especially since they were not hafted so they did not come with a handle attached].

Then the white man told them, "No, that is not the way to use them when you wear them on your neck. I will give you something different to wear on your neck, that's it. Then he handed them back, and he accepted them. Then he put them on

handles, whatever it is so that can take ahold of this. Then the white man said, “This is how it is done when you plant or when you hoe. Now this axe for you cut trees or for cutting wood or to make or to make a log house. That is what it is used for.

Then he said, “All right.” Then they always made use of them. That is what I told my daughter and my grandchildren, “They are still fooling us.”

*Told by Bessie Snake in 1978*

*Illustration from Bing*

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### *THE HUNTER AND THE OWL*

Once a Delaware man and his wife went on a long hunt quite a way from the village. They had been out several days without having any luck when one night as they were sitting around their campfire an owl hooted from a tree near by and after hooting laughed. This was considered a good omen, but to make sure of this the hunter took a chunk of fire and retired a little way from the camp under the tree where the



owl was perched, and laid the chunk of fire on the ground, and sitting by it began to sprinkle tobacco on the live coal and talk to the owl. He said: “Mo-hoo-mus (or Grandfather), I have heard you whoop and laugh. I know by this that you see good luck coming to me after these few days of discouragement. I know that you are very fond of the fat of the deer and that you can exercise influence over the game if you will. I want you to bring much game in my way, not only deer, but fur-bearing animals, so that I may return home with a bountiful supply of furs as well as much dried meat, and I will promise you that from the largest deer that I kill, I will give you the fat and heart, of which you are very fond. I will hang them in a tree so that you can get them.” The owl laughed again and the hunter knew that he would get much game after that.

The next morning, he arose early, just before day, and started out with his bow and arrow, leaving his wife to take care of the camp. He had not gone far before he killed a very large buck. In his haste to take the deer back to camp so that he

could go out and kill another before it got too late, he forgot his promise to the owl and did not take out the fat and heart and hang it in the tree as he said he would do, but flung the deer across his shoulder and started for camp. The deer was very heavy and he could not carry it all the way to camp without stopping to rest. He had only gone a few steps when he heard the owl hoot. This time it did not laugh as it had the night before.

The owl flew low down, right in front of the man, and said to him: "Is this the way you keep your promise to me? For this falsehood I will curse you. When you lay down this deer, you will fall dead." The hunter was quick to reply: "Grandfather, it is true I did not hang the fat up for you where I killed the deer, but I did not intend to keep it from you as you accuse me. I too have power and I say to you that when you alight, you too will fall dead. We will see who is the stronger and who first will die." The owl made a circle or two and began to get very tired, for owls can only fly a short distance. When it came back again, it said: "My good hunter, I will recall my curse and help you all I can, if you will recall yours, and we will be friends after this." The hunter was glad enough to agree, as he was getting very tired too. So the hunter lay the deer down and took out the fat and the heart and hung them up. When he picked up the deer again it was much lighter and he carried it to his camp with perfect ease. His wife was very glad to see him bringing in game. She soon dressed the deer and cut up strips of the best meat and hung them up to dry, and the hunter went out again and soon returned with other game.

In a few days they had all the furs and dried meat they could both carry to their home, and the hunter learned a lesson on this trip that he never afterwards forgot, that whenever a promise is made it should always be fulfilled.

*As related by Richard C. Adams in 1905 and now in Legends of the Delaware Indians, edited by Deborah Nichols*

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**Lenape creation stories-**

<https://nanticokelenapemuseum.org/news/1380/creation-stories/>

**Creation of Moccasins, Lenape storytelling tradition**

<https://www.youtube.com/watch?v=ARWJhEr8AqI>



***Algonquian Spirit: Contemporary Translations of the Algonquian Literatures of North America, Edited by Brian Swann.***

*This editor included a short introduction of the history of the Algonquian people, along with numerous stories from various tribes. Three Lenni Lenape stories.*

**Music and Movement**

The drum and flute were the typical instruments used by the Lenni Lenape. The rattle was also used in certain ceremonies. During the dances the jingling of the bells sewn onto clothing could also be heard. Dancing, wailing, and call and response songs were part of the musical experience.

Listen and watch:

Ya-ya-sho-na-me-o Wind Spirit Drum

<https://www.youtube.com/watch?v=kngUg7gCGM>

Lenape drums and dance in Ashtabula

[https://www.youtube.com/watch?v=LUqkem\\_wPgQ](https://www.youtube.com/watch?v=LUqkem_wPgQ)

Delaware Nation Lenni Lenape drumming and dance

<https://www.facebook.com/watch/?extid=SEO----&v=749965305528296>

Students can practice the drum patterns together tapping their hands on their desk or lap. Students may wish to create their own drum or rattle. See the links below. These activities are listed on the Project Choice Board.

**For a rattle**-4-5 bottle caps per student, plastic beads, pebbles, or beans

1 dowel per student (optional for rattle handle)

packing tape, masking tape, or Duct tape to cover rattle or to attach a dowel

1 small plastic container with a lid, such as a plastic jar or water bottle per person.  
Or To make a clay rattle ball-earthen clay, clay tools, kiln, and glaze. Directions to create a clay rattle ball.

<https://www.youtube.com/watch?v=OIIWQQJ3RVo>



LEFT:  
Recycled materials that could be used to make drums or rattles.



RIGHT:  
Examples of rattles made with plastic containers and clay.



**For a Drum-**1 per student Oatmeal box, small cardboard box, or Plastic bowl  
Colorful tape to cover  
Or tempera or Acrylic Paint, brush, water

- Older students that are able to use a mat knife and glue gun might like to make a box with these directions. Enlarge the pieces to make a single Lenne drum. <https://www.youtube.com/watch?v=mB13iTuc4x4>
- Plastic bowl directions- <https://www.youtube.com/watch?v=xgyzPR38008>

“**Jingle Dancer**” by Cynthia Leitich Smith is an excellent book with read alouds and activities on the web. [https://cynthialeitichsmith.com/kidbooks/kids\\_index/jingle/](https://cynthialeitichsmith.com/kidbooks/kids_index/jingle/)

“**Ancestor Approved: Intertribal Experiences for Kids**” by Cynthia Leitich Smith is a great book for older students. focusing on powwow experiences.  
[https://cynthialeitichsmith.com/kidbooks/kids\\_index/ancestor-approved-intertribal-stories-for-kids/](https://cynthialeitichsmith.com/kidbooks/kids_index/ancestor-approved-intertribal-stories-for-kids/)

For more information about music and dances go to:  
Social Dances of Lenape and Other North-Eastern Indian Tribes  
<http://delawaretribe.org/blog/2013/06/26/social-dances/>

### **DISCUSSION AND REVIEW:**

The teacher may choose some of the above background information with the students. Following a short introduction to the Lenni Lenape tribe, the teacher will distribute the Project Board with the class. Students will choose to complete one project in one square of the Board. Additionally, each student will research the tribe, and take notes to complete the center square.

Possible questions for the class-

1. What do you know about the American Indians that lived in Delaware County prior to the 20<sup>th</sup> century?
2. What was the relationship between the tribes and the early European settlers?
3. What did a day-in-the-life of a Lenni Lenape family look like?
4. How did the Lenni Lenape do for entertainment?
5. Where did the Lenni Lenape live? What did their village look like?
6. What did the Lenni Lenape eat and where did they get their food?

**CHECK FOR UNDERSTANDING FORMATIVE ASSESSMENT:** Ask students to turn and talk with their neighbor. Each will share their research information. Students should ask 3 questions of their neighbor after the neighbor shares. If the neighbor is unable to understand the researched information, the partner will need to do more research.

**STUDENT SELF-ASSESSMENT AND TEACHER ASSESSMENT:**

See rubrics below to print and handout.

**ADDITIONAL RESOURCES TO GUIDE STUDENT AND TEACHER RESEARCH:**

Dean, T. W. & Speas, T. D. (2003). Along the Ohio Trail: A Short History of Ohio Lands. <https://ohioauditor.gov/publications/alongtheohiotrail.pdf>

10 Things You Didn't Know About Native Americans  
<https://lenapeprograms.info/teacher-parent-resources/stereotypes-debunked/>

Delaware Indians <http://www.delawareindians.com/>

Delaware/Lenape Culture and History [http://www.native-languages.org/lenape\\_culture.htm](http://www.native-languages.org/lenape_culture.htm)

Hitakonanu'laxk. (2012). *The Grandfathers Speak: Native American Folk tales of the Lenape People*. Northampton, Massachusetts; Interlink Books.

Images of Lenape Indian Artifacts from the National Museum of the American Indian <https://youtu.be/Jm947JNCqWw>

Legends of America, Lenape-Delaware Tribe  
<https://www.legendsofamerica.com/lenape-delaware-tribe/>

Lenape Indians Fact Sheet [http://www.bigorrin.org/lenape\\_kids.htm](http://www.bigorrin.org/lenape_kids.htm)

Lenape Seasons <https://lenapeprograms.info/lenape-delaware-indian-resources/lenape-seasons/>

Lenni Lenape Culture <http://nativeamericannetroots.net/diary/1162>

Lenni Lenape Forced Migration (with map)  
<http://nativeamericannetroots.net/diary/873>

Lenni Lenape Tribal Powwow <https://youtu.be/9t2XpaW0igU>

Messenger, C. and Katz, S. (2007) *When the Shadbush Blooms*. New York, Lee & Low Books. Grades K-5 Teacher packet filled with good resources and simple explanations of Lenni Lenape culture  
[https://www.leeandlow.com/uploads/loaded\\_document/848/WHENTHESHADBUSHBLOOMS\\_TG.pdf](https://www.leeandlow.com/uploads/loaded_document/848/WHENTHESHADBUSHBLOOMS_TG.pdf)

Nanticoke and Lenni-Lenape Confederation Tribal History (east coast)  
<https://nanticoke-lenape.info/history.htm>

Nanticoke and Lenape Confederation Creation Stories of Lenni Lenape  
<https://nanticokelenapemuseum.org/news/1380/creation-stories/>

Nanticoke and Lenape Confederation Recommended Reading  
<https://nanticokelenapemuseum.org/category/learning-center/curriculum-guidelines/>

Native American Heritage Book List <https://lenapeprograms.info/book-list/>

Native American Language <http://www.native-languages.org/lenape-legends.htm>

Removal History of the Delaware Indians <http://delawaretribe.org/services-and-programs/historic-preservation/removal-history-of-the-delaware-tribe/>

Smith, Cynthia Leitich. (2021) *Ancestor Approved: Intertribal Stories for Kids*. Harper Collins Canada

Smith, Cynthia Leitich. (2000) *Jingle Dancer*. Harper Collins

Swann, B.(ed). (2005) *Algonquian Spirit: Contemporary Translation of the Algonquian Literatures of North America*. University of Nebraska Press:Lincoln.

The Lenni Lenape and the Revolutionary War

<http://nativeamericannetroots.net/diary/1179>

The Peaceable Kingdom by Edward Hicks

[https://artsandculture.google.com/asset/peaceable-kingdom-edward-hicks/UwG\\_HMY24IrnBA](https://artsandculture.google.com/asset/peaceable-kingdom-edward-hicks/UwG_HMY24IrnBA) The Delaware Indians are pictured in this image.

West, J.M. (2014). *I am Lenape*. Xlibris Books.- Learn about the Lenni Lenape culture and the Pow Wow tradition as seen through the eyes of a 12 year old girl.

STUDENT/GROUP NAME \_\_\_\_\_ Class \_\_\_\_\_

**Read each block of the project board. All students must complete the center block (orange) and then one other block (blue or grey).**

### AMERICAN INDIAN PROJECT CHOICE BOARD

<p><b>Musical Instruments</b></p> <p>Make a rattle or drum using clay or recycled materials. Share your process and perform the instrument for your class.</p>	<p><b>Folktale Writing</b></p> <p>Read one or more Lenni Lenape folktales. Write and read or perform the tale for your classmates.</p>	<p><b>Folktale Storytelling Tradition</b></p> <p>Learn a Lenni Lenape folktale and retell it in their storytelling tradition.</p>
<p><b>American Indian Games</b></p> <p>Learn about one or more Lenni Lenape game. Teach the class members the rules and necessary skills. Play together.</p>	<p><b>Learn about the Lenni Lenape tribe's history, customs, and culture by reading the recommended stories, viewing the Cultural Communities video, and researching online.</b></p>	<p><b>Village/Habitat</b></p> <p>Illustrate a view of a typical Lenni Lenape village. Include a written description of buildings, environment, and resources used.</p>
<p><b>Cultural Traditions</b></p> <p>Identify some of the traditions of the Lenni Lenape. Consider the food, holidays, and clothing. Create a poster or write an essay explaining the traditions.</p>	<p><b>Seasons</b></p> <p>Research the Lenape seasons which follows cycles. Create a poem, story, illustration, skit, or dance that explains their beliefs.</p>	<p><b>Migration</b></p> <p>Describe with words, a map, and/or an illustration describing the movement of the Lenni Lenape in the 18<sup>th</sup> and 19<sup>th</sup> centuries.</p>

Name \_\_\_\_\_ Class \_\_\_\_\_

### AMERICAN INDIAN RESEARCH NOTES

GAMES

HISTORY

HOMES & DAILY LIFE

FOOD

TRIBE OR CLAN  
\_\_\_\_\_

Topic of Choice \_\_\_\_\_

GAMES





## STUDENT PROJECT PLANNING PAGE

STUDENT/GROUP NAME \_\_\_\_\_ Class \_\_\_\_\_

1. Are you working on your own or collaboratively?

- On my own                       Collaboratively

2. If collaborative, who will be on your team? Write each name below.

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3. Thinking about the project board options, describe with words and drawings the project you are planning.

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Drawing:

4. What resources will you use to research your topic? Think about internet sites, books, videos, or other sources.

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5. What materials will you need?

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6. How will you present this to the class?

- |   |  |
|---|--|
| <input type="checkbox"/> Oral presentation              | <input type="checkbox"/> Video recording |
| <input type="checkbox"/> Display on a table             | <input type="checkbox"/> Audio recording |
| <input type="checkbox"/> Wall or Bulletin Board display | <input type="checkbox"/> Other _____     |

7. What questions do you have?

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NAME \_\_\_\_\_ CLASS \_\_\_\_\_

PROJECT TITLE \_\_\_\_\_

### American Indian Project Student Self-Assessment

Think about your writing, drawing, presentation, or performance. Place an X in the box that describes this work. If you would like to add more comments about your work, write that at the bottom or on the back of the page.

	3 Exceptional	2 Achieved Goals	1 Needs more work
My writing demonstrates grade level appropriate grammar, punctuation, vocabulary, evidence from maps, and informational text development.	I used excellent writing skills, provided evidence, and developed my informational text well.	I tried but did not fully succeed to write paragraphs with good grammar, punctuation, and vocabulary. My evidence and informational text is pretty adequate.	I did not use complete or proper sentences, vocabulary, or grammar. My informational text needs more work and I need to provide more evidence.
My project demonstrates a deep understanding of Lenni Lenape culture and/or history.	I did an excellent job of clearly describing the Lenni Lenape history and or culture.	I did a good job of describing the Lenni Lenape history and or culture.	I did not understand or successfully describe the Lenni Lenape history or culture.
My work demonstrates skill and good craftsmanship using the tools (computer, maps, watercolors, colored pencils).	I chose my tools carefully and made revisions until my work was neat and well done.	I chose my tools with some thought. I did not practice or make draft revisions. My work could be neater or express information more clearly.	I chose tools that I did not know much about and did not try to correct or revise errors or sloppy work.
My performance or presentation went well. I spoke clearly, shared appropriate information, and musical sound (patterns or beats).	I did an excellent job, clearly performing or speaking, and sharing information I researched.	I did a fairly good job of performing, speaking, and sharing information.	I did not perform or speak well. I need to practice more.

More comments about my work:

TOTAL POINTS \_\_\_\_\_

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STUDENT/GROUP NAME \_\_\_\_\_ CLASS \_\_\_\_\_

PROJECT TITLE \_\_\_\_\_

### American Indian Project Assessment

	3 Exceptional	2 Achieved Goals	1 Needs More Work	Score & Comments
The writing demonstrates grade level appropriate grammar, punctuation, vocabulary, evidence from maps, and informational text development.	The student used excellent writing skills, provided evidence, and well developed informational text.	The student tried but did not fully succeed to write paragraphs with good grammar, punctuation, and vocabulary. Their evidence and informational text is adequate.	The student did not use complete or proper sentences, vocabulary, or grammar. The informational text needs more work and they need to provide more evidence.	
The student's project demonstrates a deep understanding of Lenni Lenape culture and/or history.	The student did an excellent job of clearly describing the Lenni Lenape history and or culture.	The student did a good job of clearly describing the Lenni Lenape history and or culture.	The student did not understand or successfully describe the Lenni Lenape history and/or culture	
The student's work demonstrates skill and good craftsmanship using the tools (computer, maps, watercolors, colored pencils).	The student chose appropriate tools and made revisions until my work was neat and well done.	The student chose most tools with some thought. They did not practice or make draft revisions. Their work could be neater.	The student chose inappropriate tools and did not try to correct or revise errors or sloppy work.	
The student performed and/or presented well, speaking clearly, sharing appropriate information and musical sounds (patterns or beats).	The student did an excellent job, clearly performing or speaking, and sharing information researched.	The student mostly did a good job of performing, speaking and sharing information.	The student did not perform well or speak well. They need more practice.	

Additional Notes:

TOTAL POINTS \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## Grade 4 LEARNING STANDARDS

### **SOCIAL STUDIES LEARNING STANDARDS**

**Theme: Ohio in the United States**

**History Strand Topic:** *Heritage Thinking and Skills*

**Content Statements:**

3. Various groups of people have lived in Ohio over time including American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in cooperation, conflict and compromise.
6. Ongoing conflicts on the Ohio frontier with American Indians and Great Britain contributed to the United States' involvement in the War of 1812.

### **ENGLISH LANGUAGE ARTS STANDARDS**

**Reading Standards for Informational Text K–12**

**Key Ideas and Details:**

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

**Reading Standards for Literature K–12**

**Key Ideas:**

**RL.4.2** Analyze literary text development.

a. Determine a theme of a story, drama, or poem from details in the text.

b. Summarize the text, incorporating a theme determined from details in the text.

**RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**WRITING STRAND: *Text Types and Purposes***

**W.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

b. Provide reasons that are supported by facts and details.

c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

d. Provide a concluding statement or section related to the opinion presented

**SPEAKING AND LISTENING STANDARDS:**

**SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**VISUAL ARTS LEARNING STANDARDS:**

**2PR** Experiment with art materials by using them in unexpected and creative ways to express ideas and convey meaning.

**5PR** Combine the elements and principles of art and design to create visually effective compositions

in original works of art.

**6PR** Demonstrate technical skill through the integration of common processes and topics from other subject areas.

**MUSIC LEARNING STANDARDS:**

**4PR** Improvise and compose short compositions using a variety of classroom instruments and sound sources.

## **DANCE LEARNING STANDARDS:**

**1PR** Learn and demonstrate dances from various cultures represented in Ohio, past and present.

**2PR** Invent multiple solutions to movement prompts, improvisations and dance compositions by varying aspects of space, time or energy.

## **Grade 5 LEARNING STANDARDS**

### **SOCIAL STUDIES LEARNING STANDARDS**

**Theme: Regions and People of the Western Hemisphere**

**History Strand Topic:** *Early Civilizations*

**Content Statements:**

2. Early Indian civilizations (Maya, Inca, Aztec, Mississippian) existed in the Western Hemisphere prior to the arrival of Europeans. These civilizations had developed unique governments, social structures, religions, technologies, and agricultural practices.

**Geography Strand Topic:** *Human Systems*

8. American Indians developed unique cultures with many different ways of life. American Indian tribes and nations can be classified into cultural groups based on geographic and cultural similarities.

### **ENGLISH LANGUAGE ARTS LEARNING STANDARDS**

**Reading Standards for Literature K–12**

**Key Ideas:**

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

**RL.5.2** Analyze literary text development.

a. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.

b. Summarize the text, incorporating a theme determined from details in the text

**RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**Reading Standards for Informational Text K-12**

**Key Ideas and Details:**

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

**RI.5.2** Analyze informational text development.

a. Determine the main ideas of a text and explain how they are supported by key details.

b. Provide a summary of the text that includes the main ideas and key details, as well as other important information.

### **VISUAL ARTS LEARNING STANDARDS:**

**2PR** Use digital tools to explore ideas, create and refine works of art during the artmaking process.

**4PR** Select and use the elements and principles of art and design to communicate understanding of an interdisciplinary concept.

**6PR** Demonstrate technical skill through the integration of common processes and topics from other subject areas.

## **DANCE/MOVEMENT LEARNING STANDARDS**

**3PR** Learn and demonstrate dances from various cultures represented in the United States, past and present.

**4PR** Create, refine and perform dances based on concepts and issues drawn from historical and contemporary times.

## **MUSIC LEARNING STANDARDS**

**3PR** Improvise, compose and arrange music.

**4PR** Use technology and the media arts to create and perform music.

## **Grade 8 LEARNING STANDARDS**

### **SOCIAL STUDIES LEARNING STANDARDS**

**Theme: U.S. STUDIES FROM 1492 TO 1877: EXPLORATION THROUGH RECONSTRUCTION**

**History Strand Topic:** *Colonization*

**Content Statements:**

2. North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.

**History Strand Topic:** *Expansion*

11. Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.

### **ENGLISH LANGUAGE ARTS LEARNING STANDARDS**

**Reading Standards for Informational Text K–12**

**Key Ideas and Details:**

**RI.8.2** Analyze informational text development.

a. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.

b. Incorporate central ideas and their relationships into an objective summary of the text

**Reading Standards for Literature K–12**

**Key Ideas:**

**RL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.8.2** Analyze literary text development.

a. Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.

b. Incorporate a theme and its relationship to other story elements into an objective summary of the text

**RL.8.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

**Writing Standards:**

**W.8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Establish a clear thesis statement to present information.

b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.

- c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f. Establish and maintain a formal style.
- g. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**SPEAKING AND LISTENING SKILLS:**

**SL.8.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas

**VISUAL ARTS LEARNING STANDARDS:**

**1PR** Select, organize and manipulate skills, elements and techniques appropriate to the art form when making art.

**2PR** Demonstrate increased technical skill and craftsmanship by using more complex processes and materials to design and create two- and three-dimensional artworks.

**5PR** Collaborate to create a thematic work that combines visual art with other arts disciplines.

**MUSIC LEARNING STANDARDS:**

**3PR** Improvise, compose and arrange music.

**4PR** Demonstrate the common beat patterns used by conductors.

**5PR** Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.

**DANCE/MOVEMENT LEARNING STANDARDS:**

**1PR** Perform dances from various global cultures, theatrical styles and historical periods.

**5PR** Demonstrate self-direction, independence and risk-taking when creating and performing dances.