



# Lenape Life in the Abbott Marshlands

Grade Level(s): K-4



Course(s) and School(s)/School District: Abbott Marshlands

## Overview/Summary:

Give an introductory background about the Lenape at the Abbott Marshlands. Students will learn how the Lenape interacted with the marsh for survival and for socialization. Included are details of how the Lenape used plants and animals to survive in their surroundings, including building homes, harvesting food, building canoes, and for medicine.

## Standards/CPIs and 21<sup>st</sup> Century Themes:

Science: Students observe & investigate living things. Students gain experience in using technology.

- 5.3.1(5.3.P.A.1) Investigate & compare the basic physical characteristics of animals.
- 5.5.1(5.1.P.B.3) Identify & use basic tools & technology to extend exploration.

Speaking & Listening: Students participate in conversations about the Lenape culture. Students use drawings to add detail to explanations.

- S.L.PK.1.a,b Participate in conversations & interactions with peers and adults.
- S.L.PK.2 Ask and answer questions about something read aloud.
- S.L.PK.5 Use drawings or visual displays to add to description.
- S.L.PK.6 Speak audibly & express thoughts, feelings, and ideas.

Social Studies: Students learn about Lenape culture and think analytically about present and past interactions of people, cultures, and the environment.

- 6.4.1(6.1.P.D.4) Learn about & respect other cultures

## Science: (NGSS)

- 2-LS1-1 Make observations of plants and animals to compare diversity of life in different habitats.
- 3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms survive well, some survive less well, and some cannot survive at all.
- 4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior and reproduction.

## Social Studies:

- 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey

- and the United States. Why did the Lenape live along the bluffs and the lowlands of the Abbott Marshlands?
- 6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.
- 6.1.4.B.8 Compare ways people choose to use and distribute natural resources.
- 6.1.4.D.10 Describe how the influence of Native American groups (e.g., the Lenape) can be observed in different regions throughout the state.

Enduring Understandings:

- The Lenape inhabited the marshlands for a very long time, well before European historians documented their presence.
- The Lenape coexisted with the marsh and surrounding area, using its resources for food, shelter, tools, medicine and travel/transport.

Student Learning Outcomes:

*Students will ...*

- Become aware of species diversity and adaptation to different environments.
- Identify 3 habitats, plants, and animal species.
- Differentiate between different species of plants and animals.
- Create lists and drawings of what resources they observe, and how they can be used.

Teaching and Learning Activities (Including Differentiation Strategies) with Timeline:

The Lenape lived in and around the Abbott Marshlands for nearly 13,000 years. The marsh's rich ecosystem provided the Lenape with most of the resources they needed. This lesson plan is a suggestion for using the resources of the Tulpehaking Nature Center and the Abbott Marshlands for children K through early elementary. Please feel free to use it and modify it in any way.

Lesson 1: 2 hours

1. Background summary. The Lenape throughout New Jersey were a hunting, gathering and farming people. They were egalitarian, which means that all members of the group help each other and all were equal. They gathered nuts, berries and other roots and plants for food. They also hunted deer, elk, turkeys, and small game and fished in rivers and streams. They fashioned spear points from local stones to hunt with. They also collected clay, making pots to cook and store foods in. (Artifacts from the Abbott Marshlands can be seen at the NJ State Museum in Trenton).
2. Read the New Jersey State Museum's The Story of New Jersey's Indians and Kraft's The Lenape-Delaware Indians.
3. Ask questions, e.g., What did the Lenape use to build their homes? How did they stay warm in the winter? What is a hunter-gatherer? Are all of the animals and plants that lived in the

marsh when the Lenape lived there here today? Why not?

4. Take students outdoors at your school. What resources do they see? How can they be used. How would they have been used for survival by the Lenape? Older students can write descriptions; encourage both younger and older students to draw what they see and explain how they would use what they draw.
5. Share the resources that were discovered as a group, and allow the students to create a list of the most useful things that they found. Compare their list to what the Lenape had at the marsh. Who is better able to survive with what they have access to: the students or the Lenape? Why?

Lesson 2: ½ day Visit to the marsh and nature center.

Note: There is a picnic area at the marshland available for lunches.

1. Brief description of the Lenape by Tulpehaking Nature Center staff.
2. Discussion of birds and their habitats that are found in the marshlands by staff.
3. Guided exploration of the Marsh with observation focusing on the different types of plants and animals currently found there. Students will be given a laminated picture identification guide of plants and animals. They will participate in a Lenape resource scavenger hunt, seeking out different types of plants and animals that the Lenape used while living in the marsh. Tulpehaking Nature Staff will guide discussions about plant and animal adaptations for surviving in marshlands. For example: Tulip, poplar and oak trees were used to make canoes.
4. Discussion of what students found, and how those things were used by the Lenape.
5. Students will collect leaves, or draw the leaf shapes/animals seen to create their own identification guides, including information on how the Lenape used those items (Done at the Nature Center)

Videos available at:

[http://www.ruewildlifephot.com/index/gallery/VIDEOS\\_DVDS/LenapeIndians](http://www.ruewildlifephot.com/index/gallery/VIDEOS_DVDS/LenapeIndians)

Lesson 3: 40 minutes

Debriefing on trip

1. Sharing of Lenape Resource Guide. Student work will be displayed in room.
2. Discussion re: what students saw, what surprised them, what they want to know more about, what they liked/didn't like, comparison of life during Lenape times and now: when would they rather live?
3. Informal summative assessment during class discussion and teacher directed questions to the group or to an individual.

Rubric

4	3	2	1
Student correctly identifies at least three or more resources used by the Lenape, and their uses	Student correctly identifies at least two or more resources used by the Lenape, and their uses	Student correctly identifies at least one or more resources used by the Lenape, and their uses	Student is unable to describe any resources used by the Lenape, or their uses
Student describes how at least three or more resources were used by the Lenape.	Student describes how at least two or more resources were used by the Lenape.	Student describes how at least one or more resources were used by the Lenape.	Student is unable to describe how any resources were used by the Lenape.

Differentiation:

- Small Group work should be used to allow students to collaboratively find resources and discuss what they have observed. Ensure that each group has students of differing abilities.
- Encourage all students to draw their observations, and if possible, write a brief description of that they've drawn and how it was used by the Lenape.

Supplies and/or Equipment Needed:

For the class:

- Science Journals OR Paper, crayons, colored pencils
- Sample field identification guides

For each student:

- construction paper
- crayons
- scissors
- glue

Student and Teacher Reflection:

Analysis of student performance and learning (both group and individual).

What were the results of the assessments?

To what degree did the results match the expectations for student learning and performance?

What worked well, what didn't work as well as anticipated?

What, if any, modifications should be made for the next time this unit is taught?

What needs to be done now to help the students who have not yet mastered the objectives and to extend the learning of those that have?

What have we learned that will improve our own planning and classroom practice in the future?

Resources:

Cross, Dorothy. New Jersey's Indians. Trenton, NJ: New Jersey State Museum, 1965.

Cross, Dorothy. Archeology of New Jersey Vol. Two. The Abbott Farm. Trenton, NJ: The Archeology Society of New Jersey and the New Jersey State Museum, 1956.

Grumet, Robert S. The Lenapes (Indians of North America Series). Chelsea House, New York and Philadelphia, 1989.

Kraft, Herbert C. The Lenape-Delaware Indian Heritage 10,000 BC to AD 2000., 2001.

Kraft, Herbert C. The Lenape or Delaware Indians. South Orange, Seton Hall University Museum. 1991.

Myers, Albert Cook, ed. William Penn's Own Account of the Lenni Lenape or Delaware Indians. Revised edition. Somerset, NJ: The Middle Atlantic Press, 1970.

Newcomb, William W. Jr. The Culture and Acculturation of the Delaware Indians. Ann Arbor: University of Michigan, 1965. Reprinted 1970.

New Jersey State Museum. The Story of New Jersey's Indians. New Jersey State Museum, Trenton, 2012.

Weslager, C.A. The Delaware Indians A History. New Brunswick, Rutgers University Press, 1989.