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.
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.
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.

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 corn. 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.

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.

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.

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.

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.

- **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. 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
- **breachclout:** 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
- **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
- **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 Massachusett, an eastern Algonquian group.

CREDITS

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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).

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.
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:

1. **BEFORE YOUR VISIT**, students will read a content-rich article about the Lenape and their way of life before the arrival of Europeans. This article will provide context for the visit, and also help them complete the post-visit writing task.

2. **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.

3. **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. 9-15)
- Answers to graphic organizer for “A Year in a Lenape Indian Village” (p. 16-17)
- Answers to student worksheet (p. 18-19)
- Assessment rubric for student writing task (p. 20)

For Students
- Article (student version): “A Year in a Lenape Indian Village” (p. 21-26)
- Graphic organizer for “A Year in a Lenape Indian Village” (p. 27-28)
- Student worksheet for the Hall of Eastern Woodlands Indians visit (p. 29-30)
- Student writing task and rubric (p. 31-32)

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 and rubric (p. 31-32).
- Familiarize yourself with the teacher version of the article (p. 9-15), 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 help them live and thrive. 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.
- Distribute, read, and discuss the article, using the teacher notes to facilitate.

Common Core State Standards

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

RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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)
- Familiarize yourself with the student worksheet (p. 29-30) 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.
- 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 help them live and thrive.

**Preparation**

- Plan how you will explain the student writing task and rubric (p. 31-32) 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.

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**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. 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...
Hide
- dresses
- shirts
- leggings
- quivers
- pouches
- blankets
- moccasins

Antlers
- tools
- scrapers
- awls
- pipes

Meat
- every part eaten

Bones
- tools
- jewelry
- scrapers
- hoes
- needles

Tail
- roach
- hair
- pieces

Hoof
- glue
- rattles
ARTICLE: TEACHER VERSION

About this Article
Lexile: 910
Wordcount: 1232

Text Complexity: The Lexile level for this text falls towards the high end of the grades 4-5 CCSS text complexity band. This text is suitable as an interactive read-aloud. You should use your professional judgment and knowledge of students’ independent reading levels regarding assigning this text for independent reading.

Note for Teachers: You will find a graphic organizer at the end of this text. Its purpose is to provide a tool for students to gather information that they will use to complete the writing task, the culminating activity of the Science and Literacy Activities. Use your professional judgement and knowledge of your students to decide how to facilitate the completion of the graphic organizer. There are suggested stopping points throughout the article (teacher version) to allow time for note taking on the organizer. If you are concerned that frequent stopping will impede the “flow” of the read-aloud, you might consider reading it once, stopping for partner and whole-group talk along the way (see teacher notes), and then re-reading it the next day, this time for the purpose of completing the graphic organizer. Another option is to have students complete the organizer in partners or independently after you have read the text aloud, encouraging them to go back to the text as needed. (Note that in all of the readings provided in the Science and Literacy activities, the option to use the article as an independent reading text is always there; teacher notes are provided to give you strategies for scaffolding the text for students through interactive read aloud if you so choose.)

If you do facilitate interactive read-aloud, you may want to pause after each section to encourage brief discussion about the important tasks of each season. You may encourage students to discuss any or all tasks that they read about in each section. Students do not need to record each and every task per season on the graphic organizer; the intention is for students to record one to two tasks per season and explore them in detail, so that they develop an understanding of how the Lenape’s daily lives revolved around the natural world and in particular, the changing seasons. You may want to encourage students to include the two tasks of harvesting and hunting for autumn since both were very important in ensuring the Lenape had enough food for the winter.

If you plan to have students complete the post-visit writing task, we recommend that you go over it with them before beginning the reading to ensure that they focus on the items that they’ll need to know about in order to complete the task. Once you’ve established that the writing task will ask them to write about corn meal and animal hides, introduce a text coding strategy that allows them to identify the parts of the text that refer to farming and hunting. For example, they should write a large “F” in the margin where the text deals with farming (since corn meal originates with corn), and a large “H” where it deals with hunting (since animal hides are procured by hunting). This will help them locate these important passages again when working on the writing task.
A Year in a Lenape Indian Village

Native Americans have lived in North America for more than 10,000 years, long before the first Europeans arrived about 500 years ago. Like all regions, the eastern United States and Canada were home to many different Native groups. These Eastern Woodlands Indians hunted, farmed, and fished in various environments: coastlines, forests, valleys, and mountains. Their daily life—and the natural resources available to them—changed with each season.

One group of Eastern Woodlands Indians was known as the Lenape. They lived in the Northeast, around where New York, New Jersey, Delaware, and Pennsylvania are today. Let’s journey back 500 years in time to explore a year in a Lenape village.

Think-Pair-Share: What has this paragraph told you about the Eastern Woodlands Indians? What do you expect to learn about in the rest of this article?

Think-Pair-Share: What does the second paragraph tell you about where the Lenape lived? What does the illustration tell you about what their environment was like?

The Lenape’s way of life is closely connected to the changing weather and natural resources of the Eastern Woodlands environment.
Spring

After a long winter, patches of grass begin to appear in the melting snow. Bird songs drift through the village. These early signs of spring mark a busy season for the Lenape Indians. They’ve spent much of the past few months in their warm longhouses or wigwams. Now it’s time to prepare for the coming year. There is a lot of work to do, and fishing and planting new crops are two of the main activities.

The Lenape fish all year round, but spring brings the largest catch. They trap huge numbers of fish that are swimming upstream to spawn. They eat a lot of fish right away. The rest are smoked over a fire or dried in the sun, preserving them for later in the year.

The Lenape Indians have prepared for this busy fishing season, using natural materials for all their fishing gear. They have woven nets from plant fibers and carved spears from deer antlers. And from the trees around them, they have built huge, sturdy canoes for fishing and travel. Most are “dugout canoes,” made of hollowed out logs.

Some Lenape head to the seashore to catch fish and shellfish. Others search for tiny clam and whelk shells that they’ll carve and polish into beautiful beads, called wampum. They may use these beads for trade or to make into ceremonial belts with intricate patterns.
Men and boys may leave the village to hunt. In the early spring, they might even surprise a bear waking up from its winter hibernation.

The village is full of activity too. Women and children are making pottery and clothes and gathering wild food from the forest.

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.

Summer

The days are getting longer and warmer. The plants thrive in the sunshine and fertile soil, growing taller and fuller each day. Women and girls tend the crops. Like most other Eastern Woodlands Indians, the Lenape grow three main crops every year: corn, beans, and squash.

These crops are often called the “three sisters.” They’re planted together because they help each other grow. The tall corn stalk provides a structure for the bean vines to climb. The beans add nitrogen to the soil, which corn needs. And the large squash leaves shade the soil and keep it from drying out. These three crops, along with wild food, fish, and other meat, provide a balanced diet.
When they’re not in the sunny fields, women and girls head into the cooler shade of the forest to gather berries, nuts, fruits, and other wild foods. Most of this food is eaten fresh, but the rest is dried and saved for the winter, stored in deep holes dug into the ground. Men and boys spend these warmer months fishing, hunting, and trading with other tribes.

As summer goes on, everyone keeps a close eye on when it’s time to harvest. If it has been a good year, the fields are soon bursting with ears of corn, bean pods, and colorful squash. After months of tending crops in the hot sun, the time for harvest has finally come.

**Autumn**

The autumn days bring cooler breezes and longer shadows. Women and children finish harvesting the crops, filling their baskets woven from reeds and roots.

The fall harvest brings feasts of squash, corn, and beans. What the Lenape don’t eat, they dry and save for winter months. Ears of corn hang in rafters. Squash is sliced and hung up in the sun. Bags of beans and corn kernels are stored underground.

Trees are turning shades of red, orange, and yellow. Men and boys have been hunting on their own all year, but this is the time for communal hunting. By hunting in large groups, they can catch more animals to prepare for winter. The hunters surround part of the forest and set fires to the trees to drive out animals. Then they track animals through fields and wooded areas, hunting them with wood bows and stone-tipped arrows. Hunters also set traps to catch smaller animals and birds.

When they catch an animal, they use every part of it. Mammals like deer, elk, bears, and rabbits are hunted for their meat and skins. Most of the Lenape’s meat comes from deer and elk. They eat all the meat, including the organs like the heart and liver. The skin and fur are used to make clothes, moccasins, blankets, bags, and many other things. Harder parts, like bones, teeth, and claws are used to make tools or decorations.

Pause to allow students to think about what the Lenape’s tasks were in the summer; possibly have them take notes on graphic organizer. Allow time for students to look at the illustration and talk to a partner (or in the whole group) about what they notice. (Optional: Invite students to **think-pair-share** before writing on graphic organizer, or, in lieu of writing on graphic organizer, if you are planning to have students complete the graphic organizer during a second reading.)
And with the sinew (strong tissue between bones and muscles) they make ropes. They also hunt large birds like turkeys, ducks, and geese. These birds are caught for their meat and feathers.

The days are getting cooler and shorter. The colorful leaves have fallen from the trees. The Lenape are preparing for a new season—when they will rely on all the planting, hunting, and hard work they have done over the past year.

**Winter**

The first snow has fallen, bringing a quiet to the forest. A thin layer of ice has crept across the streams. Birds that haven’t flown south flutter between the bare branches. A few squirrels and rabbits leave tiny footprints in the snow. As for the Lenape, they are spending the cold winter months close to home. Some live in wigwams, while others live in longhouses. Both structures are built from wooden poles and bark, but longhouses are much larger. In fact, longhouses are big enough to hold a clan of several related families. Inside, they cook over fire pits together, tell stories, and sing and dance.
Most of their food is what they dried and stored earlier in the year. The women cook the dried food in water until it expands and becomes soft. If they need more food, small groups leave home to hunt deer, bears, beavers, and other animals.

Like the houses themselves, everything inside them is crafted from natural materials. Women cook in clay pots. Families eat from dishes and cups made of wood, shells, and gourds. During the day, children play with toys like corn husk dolls and drums made of wood and animal skins. At night, children snuggle in their beds under warm animal skins and furs.

Through the Seasons

The lives of the Lenape follow the seasons. Like all Native Americans, their way of life is closely connected to the changing weather and natural resources around them. Whether they are hunting, fishing, harvesting crops, creating beadwork, or playing music, they depend on the environment of the Eastern Woodlands.

Think-Pair-Share: What did the Lenape do during the winter? How did their lives in the winter differ from the other seasons? Allow time for students to look at the illustration and talk to a partner (or in the whole group) about what they notice. Possibly have students take notes on graphic organizer.

End of Article Question (for partner and whole group discussion and/or written response):

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)?
<table>
<thead>
<tr>
<th>Season of the Year</th>
<th>Notes on the Season</th>
<th>Additional Information</th>
</tr>
</thead>
</table>
| **Spring**        | One major task of this season:  
  Answers may include:  
  • Fishing: In the spring they caught the most fish. They ate a lot of fish right away. The rest were smoked over a fire or dried in the sun, preserving them for later in the year. | How did the Lenape use the natural resources in their environment to help them with the task of fishing?  
  Answers may include:  
  • Fishing nets were woven from plant fibers.  
  • Spears were carved from deer antlers.  
  • Canoes have been built using wood from trees. |
| **Summer**        | One major task of this season:  
  Answers may include:  
  • They tended the crops. | How did the Lenape use the natural resources in their environment to help grow the “three sisters” (corn, beans, and squash) effectively?  
  Answers may include:  
  • Corn, beans, and squash were planted together because they help each other grow: the tall corn stalk provides a pole for the bean vines to climb; the beans add nitrogen to the soil, which corn needs; the large squash leaves shade the soil and keep it from drying out.  
  • This is an example of utilizing the natural resources. The Lenape have developed a system for growing the three sisters using the crops themselves to support the growth of all three. |
## GRAPHIC ORGANIZER FOR
"A YEAR IN A LENAPE INDIAN VILLAGE"

<table>
<thead>
<tr>
<th>Season of the Year</th>
<th>Notes on the Season</th>
<th>Additional Information</th>
</tr>
</thead>
</table>
| **Autumn**         | One major task of this season:  
Answers may include:  
• They harvested crops of squash, corn, and beans.  
• They dried and saved some food for winter months (ears of corn hung in rafters, squash was sliced and hung up in the sun, bags of beans and corn kernels were stored underground).  
OR  
• This was the time for communal hunting (by hunting in large groups, men and boys can catch more animals and prepare for winter).  
• The hunters surrounded part of the forest and set fires to the trees to drive out animals and track animals through fields and forests, hunting them with wood bows and stone-tipped arrows. Hunters also set traps to catch smaller animals and birds. | Why were these tasks important for the Lenape's survival?  
Answers may include:  
• These tasks set the Lenape up for success in the winter.  
• They are examples of the Lenape’s reliance on the natural resources provided by the environment. |
| **Winter**         | One major task of this season:  
Answers may include:  
• Most of the food eaten in winter had been dried and stored earlier in the year.  
• The women cooked the dried food in water until it expands and becomes soft.  
• If more food is needed, small groups left home to hunt deer, bears, beavers, and other animals. | How did winter differ from the other seasons?  
Answers may include:  
• Lenape spent much more time indoors.  
• The preparations they have done throughout the rest of the seasons up to this point are very important. Because of all that work, they are able to have food and shelter in winter.  
What are some examples of how the Lenape used natural resources to help them during the winter?  
Answers may include:  
• Houses and everything inside them were crafted from natural materials.  
• Women cooked in clay pots.  
• Families ate from dishes and cups made of wood, shells, and gourds.  
• Children played with toys like cornhusk dolls and drums made of wood and animal skins. |
In the article, “A Year in a Lenape Indian Village,” you read about the tasks that the Lenape performed, such as farming and hunting.

At the Museum, you’ll visit two areas to collect information about how other Eastern Woodlands Indians groups performed these same tasks.

1. Task: Making Corn Meal

First, visit the Agriculture section (1). Look at the paintings on the wall that show the process of planting the corn, beans, and squash. Then, examine the artifacts that are associated with farming. Talk to your classmates about how these images and objects relate to what you read in the article about farming. Finally, look at the miniature diorama that shows the process of making corn meal.

Draw the process of making corn meal, along with some of the tools that were used.

What steps were taken in making corn meal?

Sample answers: corn husked and dried; kernels removed from cob; boiled in lye; washed in hulling basket; dried and pounded into meal

What natural resources were used?

Sample answer: stones

Next, walk over to the Basketry and Wood Working sections (2) to learn more about how food was prepared and cooked.

Draw one way that food could be cooked and label the materials used.
2. Task: Hunting and Preparing Hides

First, visit the Hunting section (3). Look at the paintings and objects that relate to hunting. Talk to your classmates about how these images and objects are similar to and different from what you read in the article about hunting.

Next, walk across the hall to the Preparation of Hides section (4). Find the miniature diorama that shows the process of preparing hides.

Draw an item made from animal hide along with some of the tools that were used to make it.

What steps were taken in preparing animal hides?

Sample answers: scraped flesh; soaked in water; hair removed; washed and stretched; soaked and wrung out by twisting; worked and stretched between hand and feet, and then by frame and softened with wooden stick; smoked

What natural resources were used in this process?

Sample answer: logs

Then, walk left to the Clothing section (5). Look at the clothing on display and identify the items that are made from animal hides. Draw one of the items.

How was this item useful to the people who made it?

Sample answers: used to make clothing and shoes for men and women
## Essay Scoring Rubric: Teacher Version

<table>
<thead>
<tr>
<th>Category</th>
<th>Exceeds</th>
<th>Meets</th>
<th>Approaches</th>
<th>Needs Additional Support</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research:</strong></td>
<td><strong>Hall of Eastern Woodlands Indians</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>“A Year in a Lenape Indian Village” Article</strong></td>
<td>Accurately presents information relevant to all parts of the prompt with paraphrased details from the article</td>
<td>Presents paraphrased information from the article relevant to the prompt with sufficient accuracy and detail</td>
<td>Presents information from the article mostly relevant to the purpose of the prompt with some lapses in accuracy or completeness AND/OR information is copied from the text</td>
<td>Attempts to present information in response to the prompt, but lacks connections to the article or relevance to the purpose of the prompt</td>
</tr>
<tr>
<td><strong>Hall of Eastern Woodlands Indians</strong></td>
<td>Accurately presents information relevant to all parts of the prompt with paraphrased details from the hall</td>
<td>Presents paraphrased information from the hall relevant to the prompt with sufficient accuracy and detail</td>
<td>Presents information from the hall mostly relevant to the purpose of the prompt with some lapses in accuracy or completeness AND/OR information is copied from the text</td>
<td>Attempts to present information in response to the prompt, but lacks connections to the hall content or relevance to the purpose of the prompt</td>
</tr>
<tr>
<td><strong>Explanations</strong></td>
<td></td>
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</tr>
<tr>
<td>Uses labeled illustrations with captions of people making corn meal and preparing animal hides that effectively communicate relevant information</td>
<td>Uses labeled illustrations of people making corn meal and preparing animal hides to sufficiently communicate relevant information</td>
<td>Illustrations are unlabeled OR only one task is illustrated</td>
<td>No illustrations</td>
<td></td>
</tr>
<tr>
<td>Consistent use of precise and domain-specific language where appropriate</td>
<td>Some use of precise and domain-specific language</td>
<td>Little use of precise and domain-specific language</td>
<td>No use of precise and domain-specific language</td>
<td></td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Includes an opening section that clearly introduces the topic of the Eastern Woodlands Indians</td>
<td>Includes an opening section about the Eastern Woodlands Indians</td>
<td>Includes an opening section that is insufficient or irrelevant</td>
<td>Does not include an introduction</td>
<td></td>
</tr>
<tr>
<td>Essay includes descriptions of making corn meal and preparing animal hides with a great deal of supporting details</td>
<td>Essay includes descriptions of making corn meal and preparing animal hides</td>
<td>Essay includes descriptions of making corn meal or preparing animal hides, but not both</td>
<td>Essay does not include descriptions of making corn meal or preparing animal hides</td>
<td></td>
</tr>
<tr>
<td>Provides a relevant concluding paragraph</td>
<td>Provides a relevant concluding section</td>
<td>Provides a concluding statement</td>
<td>Provides no sense of closure</td>
<td></td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td></td>
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</tr>
<tr>
<td>Demonstrates a sense of cohesion and a well-developed command of standard English conventions with few errors; response includes language and tone consistently appropriate to the purpose and specific requirements of the prompt</td>
<td>Demonstrates a sense of cohesion and a command of standard English conventions with few errors; response includes language and tone appropriate to the purpose and specific requirements of the prompt</td>
<td>Lacks cohesion and demonstrates an uneven command of standard English conventions; uses language and tone with some inaccurate, inappropriate, or uneven features</td>
<td>Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics</td>
<td></td>
</tr>
</tbody>
</table>
Native Americans have lived in North America for more than 10,000 years, long before the first Europeans arrived about 500 years ago. Like all regions, the eastern United States and Canada were home to many different Native groups. These Eastern Woodlands Indians hunted, farmed, and fished in various environments: coastlines, forests, valleys, and mountains. Their daily life—and the natural resources available to them—changed with each season.

One group of Eastern Woodlands Indians was known as the Lenape. They lived in the Northeast, around where New York, New Jersey, Delaware, and Pennsylvania are today. Let’s journey back 500 years in time to explore a year in a Lenape village.
Spring

After a long winter, patches of grass begin to appear in the melting snow. Bird songs drift through the village. These early signs of spring mark a busy season for the Lenape Indians. They’ve spent much of the past few months in their warm longhouses or wigwams. Now it’s time to prepare for the coming year. There is a lot of work to do, and fishing and planting new crops are two of the main activities.

The Lenape fish all year round, but spring brings the largest catch. They trap huge numbers of fish that are swimming upstream to spawn. They eat a lot of fish right away. The rest are smoked over a fire or dried in the sun, preserving them for later in the year.

The Lenape Indians have prepared for this busy fishing season, using natural materials for all their fishing gear. They have woven nets from plant fibers and carved spears from deer antlers. And from the trees around them, they have built huge, sturdy canoes for fishing and travel. Most are “dugout canoes,” made of hollowed out logs.

Some Lenape head to the seashore to catch fish and shellfish. Others search for tiny clam and whelk shells that they’ll carve and polish into beautiful beads, called wampum. They may use these beads for trade or to make into ceremonial belts with intricate patterns.
Men and boys may leave the village to hunt. In the early spring, they might even surprise a bear waking up from its winter hibernation.

The village is full of activity too. Women and children are making pottery and clothes and gathering wild food from the forest.

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.

**Summer**

The days are getting longer and warmer. The plants thrive in the sunshine and fertile soil, growing taller and fuller each day. Women and girls tend the crops. Like most other Eastern Woodlands Indians, the Lenape grow three main crops every year: corn, beans, and squash.

These crops are often called the “three sisters.” They’re planted together because they help each other grow. The tall corn stalk provides a structure for the bean vines to climb. The beans add nitrogen to the soil, which corn needs. And the large squash leaves shade the soil and keep it from drying out. These three crops, along with wild food, fish, and other meat, provide a balanced diet.

*The Lenape often plant corn, beans, and squash together. These three plants, known as the “three sisters,” help each other grow.*
When they’re not in the sunny fields, women and girls head into the cooler shade of the forest to gather berries, nuts, fruits, and other wild foods. Most of this food is eaten fresh, but the rest is dried and saved for the winter, stored in deep holes dug into the ground. Men and boys spend these warmer months fishing, hunting, and trading with other tribes.

As summer goes on, everyone keeps a close eye on when it’s time to harvest. If it has been a good year, the fields are soon bursting with ears of corn, bean pods, and colorful squash. After months of tending crops in the hot sun, the time for harvest has finally come.

**Autumn**

The autumn days bring cooler breezes and longer shadows. Women and children finish harvesting the crops, filling their baskets woven from reeds and roots.

The fall harvest brings feasts of squash, corn, and beans. What the Lenape don’t eat, they dry and save for winter months. Ears of corn hang in rafters. Squash is sliced and hung up in the sun. Bags of beans and corn kernels are stored underground.

Trees are turning shades of red, orange, and yellow. Men and boys have been hunting on their own all year, but this is the time for communal hunting. By hunting in large groups, they can catch more animals to prepare for winter. The hunters surround part of the forest and set fires to the trees to drive out animals. Then they track animals through fields and wooded areas, hunting them with wood bows and stone-tipped arrows. Hunters also set traps to catch smaller animals and birds.

When they catch an animal, they use every part of it. Mammals like deer, elk, bears, and rabbits are hunted for their meat and skins. Most of the Lenape’s meat comes from deer and elk. They eat all the meat, including the organs like the heart and liver. The skin and fur are used to make clothes, moccasins, blankets, bags, and many other things. Harder parts, like bones, teeth, and claws are used to make tools or decorations.
And with the sinew (strong tissue between bones and muscles) they make ropes. They also hunt large birds like turkeys, ducks, and geese. These birds are caught for their meat and feathers.

The days are getting cooler and shorter. The colorful leaves have fallen from the trees. The Lenape are preparing for a new season—when they will rely on all the planting, hunting, and hard work they have done over the past year.

**Winter**

The first snow has fallen, bringing a quiet to the forest. A thin layer of ice has crept across the streams. Birds that haven’t flown south flutter between the bare branches. A few squirrels and rabbits leave tiny footprints in the snow. As for the Lenape, they are spending the cold winter months close to home. Some live in wigwams, while others live in longhouses. Both structures are built from wooden poles and bark, but longhouses are much larger. In fact, longhouses are big enough to hold a clan of several related families. Inside, they cook over fire pits together, tell stories, and sing and dance.
Most of their food is what they dried and stored earlier in the year. The women cook the dried food in water until it expands and becomes soft. If they need more food, small groups leave home to hunt deer, bears, beavers, and other animals.

Like the houses themselves, everything inside them is crafted from natural materials. Women cook in clay pots. Families eat from dishes and cups made of wood, shells, and gourds. During the day, children play with toys like corn husk dolls and drums made of wood and animal skins. At night, children snuggle in their beds under warm animal skins and furs.

Through the Seasons

The lives of the Lenape follow the seasons. Like all Native Americans, their way of life is closely connected to the changing weather and natural resources around them. Whether they are hunting, fishing, harvesting crops, creating beadwork, or playing music, they depend on the environment of the Eastern Woodlands.
# Graphic Organizer for "A Year in a Lenape Indian Village"

<table>
<thead>
<tr>
<th>Season of the Year</th>
<th>Notes on the Season</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>One major task of this season:</td>
<td>How did the Lenape use the natural resources in their environment to help them with the task of fishing?</td>
</tr>
<tr>
<td>Summer</td>
<td>One major task of this season:</td>
<td>How did the Lenape use the natural resources in their environment to help grow the “three sisters” (corn, beans and squash) effectively?</td>
</tr>
</tbody>
</table>
### Season of the Year | Notes on the Season | Additional Information
---|---|---
Autumn | One major task of this season: | Why were these tasks important for the Lenape’s survival? |
Winter | One major task of this season: | How did winter differ from the other seasons? | What are some examples of how the Lenape used natural resources to help them during the winter?
In the article, “A Year in a Lenape Indian Village,” you read about the tasks that the Lenape performed, such as farming and hunting.

At the Museum, you’ll visit two areas to collect information about how other Eastern Woodlands Indians groups performed these same tasks.

1. Task: Making Corn Meal

First, visit the Agriculture section (1). Look at the paintings on the wall that show the process of planting the corn, beans, and squash. Then, examine the artifacts that are associated with farming. Talk to your classmates about how these images and objects relate to what you read in the article about farming. Finally, look at the miniature diorama that shows the process of making corn meal.

Draw the process of making corn meal, along with some of the tools that were used.

What steps were taken in making corn meal?

What natural resources were used?

Next, walk over to the Basketry and Wood Working sections (2) to learn more about how food was prepared and cooked.

Draw one way that food could be cooked and label the materials used.
2. Task: Hunting and Preparing Hides

First, visit the Hunting section (3). Look at the paintings and objects that relate to hunting. Talk to your classmates about how these images and objects are similar to and different from what you read in the article about hunting.

Next, walk across the hall to the Preparation of Hides section (4). Find the miniature diorama that shows the process of preparing hides.

Draw an item made from animal hide along with some of the tools that were used to make it.

What steps were taken in preparing animal hides?

What natural resources were used in this process?

Then, walk left to the Clothing section (5). Look at the clothing on display and identify the items that are made from animal hides. Draw one of the items.

How was this item useful to the people who made it?
STUDENT WRITING TASK

After having read “A Year in a Lenape Indian Village” and collecting information in the Hall of Eastern Woodlands Indians, write an essay in which you describe how the Eastern Woodlands Indians used the resources that were available in their environment to help them in their daily lives.

Your essay should describe two tasks: making corn meal and preparing animal hides. For each task, first describe where the materials needed for the task came from. Next, list several steps of the task itself. Finally, describe the final product of the task. Use information collected in the hall and read about in the reading. Include labelled illustrations that show each task.

At the end of your essay, explain how the items that were produced were useful to the family or community that used them.
# ESSAY SCORING RUBRIC: STUDENT VERSION

<table>
<thead>
<tr>
<th></th>
<th>Exceeds</th>
<th>Meets</th>
<th>Approaches</th>
<th>Needs Additional Support</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research: “A Year in a Lenape Indian Village” Article</strong></td>
<td>I have used information correctly from the article to write my essay. I have given a lot of detail to explain the information in my own words</td>
<td>I have used information correctly from the article to write my essay in my own words</td>
<td>I have used information from the article to write my essay, but not all of my information is correct AND/OR I didn’t use my own words</td>
<td>I did not use information from the article to write my essay</td>
</tr>
<tr>
<td><strong>Research: Hall of Eastern Woodlands Indians</strong></td>
<td>I have used information correctly from the hall to write my essay. I have given a lot of detail to explain the information in my own words</td>
<td>I have used information correctly from the hall to write my essay in my own words</td>
<td>I have used information from the hall to write my essay, but not all of my information is correct AND/OR I didn’t use my own words</td>
<td>I did not use information from the hall to write my essay</td>
</tr>
<tr>
<td><strong>Explanations</strong></td>
<td>All of the information I included about the Eastern Woodlands Indians is correct</td>
<td>Most of the information I included about the Eastern Woodlands Indians is correct</td>
<td>Some of the information I included about the Eastern Woodlands Indians is correct</td>
<td>None of the information I included about the Eastern Woodlands Indians is correct</td>
</tr>
<tr>
<td></td>
<td>I included labeled illustrations of people making corn meal and preparing animal hides</td>
<td>I included labeled illustrations of people making corn meal and preparing animal hides</td>
<td>I included labeled illustrations of either making corn meal or preparing animal hides AND/OR I did not include labels with my illustration</td>
<td>I did not include any illustrations</td>
</tr>
<tr>
<td></td>
<td>I used all appropriate vocabulary words correctly.</td>
<td>I used most appropriate vocabulary words correctly</td>
<td>I used some appropriate vocabulary words correctly</td>
<td>I did not use appropriate vocabulary words correctly OR I did not use appropriate vocabulary words</td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td>I included a clear introductory paragraph on the Eastern Woodlands Indians.</td>
<td>I included an introduction that relates to the topic of the essay.</td>
<td>I included an introduction that doesn’t relate to the topic of the essay.</td>
<td>I did not include an introduction.</td>
</tr>
<tr>
<td></td>
<td>I described the processes of making corn meal and preparing animal hides in great detail</td>
<td>I described the processes of making corn meal and preparing animal hides</td>
<td>I described the processes of making corn meal or preparing animal hides, but not both</td>
<td>I didn’t describe the processes of making corn meal or preparing animal hides.</td>
</tr>
<tr>
<td></td>
<td>I wrote a concluding paragraph that relates to the information in my essay.</td>
<td>I wrote a concluding sentence that relates to the information in my essay.</td>
<td>I wrote a concluding sentence at the end of the essay.</td>
<td>I did not write a concluding sentence at the end of the essay.</td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td>I edited my essay for spelling, punctuation, and grammar; there are no errors.</td>
<td>I edited my essay for spelling, punctuation, and grammar; there are some minor errors but the reader can still understand my writing.</td>
<td>I did not carefully edit my essay for spelling, punctuation, and grammar; there are errors that may make the essay hard for readers to understand.</td>
<td>I did not edit my essay for spelling, punctuation, and grammar; there are many errors that make the essay hard for readers to understand.</td>
</tr>
</tbody>
</table>