Educator’s Guide

HALL OF
Eastern Woodlands Indians

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amnh.org/eastern-woodlands-indians/educators
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.

This model represents a four-fire (eight-family) longhouse.

1b. Seminole, Creek, Ojibwa (Anishinaabe), and Natchez structures: Buildings reflect the climates for which they were constructed. Have students look closely at how these structures are built, what they’re made of, and the surrounding environment for clues about the local climate. Also have students observe what the people in and around the houses are doing.

2. Food
The Eastern Woodlands Indians depended on farming, hunting, fishing, and gathering wild plants. Some groups, like the Iroquois, farmed much of their food. Those living in colder climates where farming is harder, like the Penobscot, relied more heavily on hunting, fishing, and gathering. This section contains paintings and models of the processes of farming, hunting, and gathering, as well as examples of the tools that were used.

2a. Farming: The main domesticated crops were the “three sisters”—corn, beans, and squash—which were planted together. This exhibit, which consists of three paintings, a model, and objects, shows Iroquois and Cherokee techniques for planting and harvesting corn. First (starting from right to left) ask students to look closely at the three paintings, which show preparing the land (killing the trees by stripping bark), planting, and harvesting 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
- **breechclout:** a strip of bark, cloth, or leather passed between the thighs and secured by a belt around the waist
- **burden frame:** a wooden frame for carrying heavy loads
- **burden strap:** a woven strap worn across the forehead, for carrying heavy loads
- **colonist:** a person who leaves their native country to settle in a new place
- **horticulture:** the cultivation of land for food
- **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 Massachusetts, 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.

Before Your Visit: Have students find a satellite image of Pine Plains online to explore its current geographic features and to figure out its distance from your school.
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 NY State Social Studies Middle School Standards, introduces students to the culture of Eastern Woodlands Indians before European colonization.

This activity has three components:

1. **IN THE CLASSROOM**, through the use of a content-rich article and Illustrations students will be introduced to the culture of the Lenape people who are part of the larger group of Eastern Woodlands Indians.
2. **AT THE MUSEUM**, students will explore and gather information on the Eastern Woodlands Indians.
3. **POST MUSEUM VISIT**, students will complete a CCSS-aligned explanatory writing task about the Eastern Woodlands Indians.

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): “Eastern Woodlands Indians: The People and Their Environment” (p. 9-14)
- Answers to graphic organizer for "Eastern Woodlands Indians: The People and Their Environment" (p. 15-16)
- Answers to student worksheets (p. 17-20)
- Assessment rubric for student writing task (p. 21)

For Students
- Article (student version): “Eastern Woodlands Indians: The People and Their Environment” (p. 22-26)
- Graphic organizer for “Eastern Woodlands Indians: The People and Their Environment” (p. 27-28)
- Student worksheet for the Hall of Eastern Woodlands Indians visit (p. 29-32)
- Writing task and rubric (p. 33-34)

1. **IN THE CLASSROOM**

Students will read a content-rich article and look at illustrations that will introduce them to the culture of the Lenape people.

**Preparation**
- Familiarize yourself with the teacher version of the article and illustrations (p. 3-14), and plan how to facilitate the students’ reading of the article.

**Instructions**
- Engage students in the content using the illustrations and a facilitated discussion (p. 3-8).
- Read and discuss the article, using the teacher notes to facilitate.

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**Common Core State Standards**

**RH.6-8.1**: Cite specific textual evidence to support analysis of primary and secondary sources.

**RH.6-8.2**: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**WHST.6-8.2**: Write informative/explanatory texts, including the narration of historical events.

**New York State Social Studies Middle School 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. AT THE MUSEUM
At the Museum, students will gather information on Eastern Woodlands Indians to enable them to 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 worksheets (p. 29-32) and the map of the hall in the Educator’s Guide.

Instructions
• Distribute and review the worksheet. Clarify what information students should collect, and where.
• Review the writing task with students prior to the visit.

Additional Suggestions for Facilitating the Museum Visit
• Have students explore the hall in pairs or small groups, with each student completing his or her own student worksheet.
• The worksheet can be jigsawed and divided according to your students’ needs and skills.
• 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.
• Point out to students the location of the label copy, and that they will need to read the label copy carefully in order to complete some sections of the worksheet.
• Enforce an understanding that the Lenape are a small subset of the larger group called the Eastern Woodlands Indians.

3. POST MUSEUM VISIT
Students will use what they have learned from the Museum visit to complete a CCSS-aligned explanatory writing task describing life in the Eastern Woodlands before European colonization.

Preparation
• Plan how you will explain the student writing task and rubric (p. 33-34) 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.
• Referring to the writing prompt, 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.
PRE-READING ACTIVITY
ANALYZING AND DISCUSSING ILLUSTRATIONS

Standard: CCSS.ELA-LITERACY.CCRA.R.7
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Overview: Viewing and analyzing images is a way to generate student interest in a topic prior to reading about that topic. Additionally, students’ thoughts and questions about the illustrations will activate their thinking about the ideas and themes they will encounter in the text.

Instructions:
• Begin by inviting the entire class to examine each illustration. Use some of the prompts or sentence starters below to facilitate a class discussion about each illustration.
• Then, divide the class into four groups and assign an illustration to each group. Have students use the prompts to have a small group discussion. Afterwards, invite students to share out some of their thoughts about the illustrations.

Open-Ended Prompts:
• What do you notice? Describe what you see...
• What do you wonder?
• What do you think is happening in the illustration based on what you have noticed?

Prompts with Scaffolding:
Who:
• What do you notice about individuals in the illustration?
• What does that make you think?

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

Sentence Starters:
• I see...
• I notice...
• That makes me think...
• I wonder...
ARTICLE: TEACHER VERSION

About this Article
Lexile: 1005
Wordcount: 1167

Text Complexity: Somewhat complex texts

Note for Teachers: This text narrates the life of members of the Lenape tribe from childhood through death. It provides details on the structured roles played by men, women, and children, and illustrates the ways in which the Lenape respected and relied upon the resources of the natural world in their environment (modern day New Jersey, New York, Delaware, and Pennsylvania).

These teacher notes offer suggestions for how you might use this text with your middle school students. A graphic organizer is provided for students to use for note-making.

There are several ways you could facilitate students reading this text and completing the graphic organizer:

• Regardless of which option you select, you may want to read the two introductory paragraphs along with the illustration and caption, as an interactive read aloud (see teacher version of article) as it will help set a purpose for reading. After reading the introductory section, pass out and explain the graphic organizer to students.

• You might ask students to “listen with a lens” of a particular role (male or female). You could assign half the class the task of note-taking about the role of girls/women on the graphic organizer, and assign the other half the task of note-taking about the role of boys/men on the graphic organizer.

• Students can read the text independently and complete the graphic organizer on their own. You may suggest that students read the text through first, annotating in the margins, keeping in mind the kind of information the graphic organizer asks for, possibly modeling this process first.

• You can read the entire text as an interactive read aloud, stopping after each section to facilitate note-taking on the graphic organizer. You may choose to demonstrate note-taking for the beginning paragraphs on chart paper/smartboard/document camera, then invite students to make suggestions for what to put on the graphic organizer next, and finally, instruct students to note-make with a partner or individually, all the while listening and reading along with the text as you read aloud.

• You can begin with interactive read aloud for the first few paragraphs of the text, completing the graphic organizer (taking students’ suggestions for what to write), and then inviting students to complete the rest of the reading independently, filling out the graphic organizer with a partner or on their own.
Eastern Woodlands Indians: The People and Their Environment

If you could travel back in time 400 years, the area that is now New York City would look very different. There would be no skyscrapers, paved streets, nor cars. Instead you would find lush woodlands filled with deer, beavers, and bears. You would see rivers and streams teeming with fish like salmon and shad. If you were to walk along a stream, chances are you would come across a settlement of native people: the Lenape (len-AH-peh) Indians.

Near the coastline and along rivers and streams, men and boys gathered to fish. They used fishnets woven from plant fibers and spears carved from deer antlers. Dugout canoes made of hollowed out logs were also used for fishing and for travel.

Entering a Lenape village four centuries ago, you would encounter people of all ages working together, with men and boys, women and girls having distinct roles and responsibilities. The Lenape inhabited the areas of modern day New York, New Jersey, Delaware, and Pennsylvania. These people relied on their resource-rich environment to provide food, shelter, clothing, and much more. Their culture reflected their deep personal connection to the natural world.

Prior to reading aloud, say: Close your eyes and visualize the picture that is painted in your mind as I read.

Think-Pair-Share: Tell a partner what you envisioned as you listened. Listen in to students’ conversations and select a student to share out.

Invite students to look closely at the illustration. Think-Pair-Share: What do you see? What does it make you think? What does it make you wonder? Listen in to students’ conversations and make note of any thoughts or wonderingings that you might want to make public for the class prior to reading on.

ART: Students should note the tasks that are being done.
CAPTION: Students should notice that the Lenape used natural resources to make tools for fishing, hunting, and transportation.

Think-Pair-Share: Based on this paragraph, what do you expect to learn from this text? Listen in to students’ conversations and select student(s) to share out. Facilitate brief whole class discussion on what students expect to learn. This paragraph states two main themes that the text will delve into: (1) the distinct roles of Lenape men, boys, women, and girls (based on age and gender) and (2) the Lenape’s dependence on and deep connection to the natural world. If the class discussion does not touch on these themes, think aloud, explaining that you expect the text will delve into these two themes, showing the lines in the text that make you think this. Before reading on, introduce the graphic organizer, making sure students are ready to jot notes as you read. As you read aloud, pause at appropriate points in the text, allowing time for students to take notes.
Childhood

Throughout the village, you might see young children playing and working alongside the adults. Young girls followed their aunts and mothers into the woods, learning which berries, nuts, and mushrooms were edible. They were taught how to gather clams and shellfish from along coastlines and streams, and eggs from bird nests. They helped the women tend the crops in the gardens surrounding the village. As girls matured they learned more complex skills such as pottery making and making clothes from animal skins.

Young boys also learned the essential skills they would need as adults. Working alongside the men they learned to shoot arrows, set animal snares, and fish using nets and spears. They helped clear fields, make tools, and build canoes. They also helped build longhouses and wigwams, where the Lenape lived. Several families lived together in a longhouse, each with its own space and shared cooking areas. The Lenape spent most of their time outdoors, but evenings and winters were spent inside. It was here that children would hear stories and myths told by their elders during the long winter months.

Pause to allow students to gather information to jot on “Childhood” (girls) section of graphic organizer.

Women and girls tended the crops. The main crops were corn, beans, and squash, known as “the three sisters.” The corn stalks provided a natural pole for the bean vines. The vines helped stabilize the corn stalks and added nitrogen to the soil. The large squash leaves shaded the soil, helping it to retain moisture. This farming technique was a sophisticated sustainable system that provided nutritious food and fertile soil.

Think-Pair-Share: Turn and talk to your partner about what you see in this illustration. Allow time for partner talk. Think-Pair-Share: Turn and talk to your partner about what you have learned from the caption. Explain to your partner how these three crops work together.

Pause to allow students to gather information to jot on “Childhood” (boys) section of graphic organizer.
It took men and boys working together to construct a longhouse, which was often 40 to 60 feet long. The frame was made of tree saplings driven into the ground and the tops tied together to form a rounded roof. Horizontal poles were lashed to the saplings for stability. Tree bark covered the frame to make the walls and roof.

**Becoming an Adult**

At the age of ten or twelve, young people, mostly boys, undertook a “vision quest” which marked the passage from childhood to adulthood. During the vision quest, a young person would set off into the forest alone for many days to fast and to dream. There they hoped to find a guardian spirit that would protect and guide them. This spirit would most often be in the form of an animal such as a hawk, a bear, or even an insect. It could also take on a non-living form such as a rock or the sky. The spirit guides were thought to have insights into the natural world that humans did not, and were especially important to boys, as they would one day face the dangers of being a hunter.

The Lenape believed that everything in their world—fire, water, birds, animals, trees, insects, and even storms—had a spirit. The Lenape treated these spirits with great respect. For example, when they killed an animal, they would thank the animal's spirit. Lenape girls or boys who had especially powerful dreams or visions would often go on to become spiritual leaders.
Adulthood

Young women usually married around the age of fourteen, while young men married around eighteen. To announce his intention to marry, a young man would present the young woman’s family with an animal he had killed. This demonstrated that he was a skilled hunter, and ready to provide for a family. If the young woman accepted the offer she would cook the meat and present it to the young man’s family. That showed she was ready to take on the duties of a wife.

Once married the husband went to live with his wife and her mother’s side of the family. The Lenape were what is known as a matrilineal society. This meant that they traced their lineage through the mother’s family line rather than the father’s. Women were in charge of the house and the fields. Property was usually also passed from mother to daughter.

Lenape women gave birth with help from midwives, women who assisted in childbirth. Before they could walk, infants were carried in wooden cradle boards strapped to their mother’s backs. The main task required of young married women was tending the crops and gathering wild food. Often, soon after giving birth, women would be back in the garden working, their baby sleeping in a cradleboard nearby. If something happened to the mother, her matrilineage would care for the baby.

Men were hunters and fishermen. Hunting provided the Lenape with meat and raw materials to make needed items. These items ranged from clothing and moccasins to needles, bowstrings, fishhooks, and toys. Deer were abundant and an especially important resource. When a deer was killed all its parts were used; nothing was wasted. The Lenape also hunted bear, elk, beaver, raccoon, and rabbit for their meat, sinew, and skins. Turkeys, ducks, and geese were hunted for meat and feathers. Hunters used long bows and arrows or traps and snares to catch their prey. Hunting required the hunter to have patience, to know the habits of various animals, and to often walk many miles, tracking them.

While the Lenape worked hard, there was still time for leisure activities. Music, singing, dancing, and socializing were some of the favorite ways to pass the time. Both men and women enjoyed competing in contests and games.
Elders

As men and women grew older, they took on new positions of political, spiritual and educational leadership within their communities.

Elders were revered and respected for their experience, wisdom, and advice. The Lenape were a democratic society. Matters were debated and decided upon by the community, often led by an elder leader. Much of the time it was the settlement's oldest matriarchs who appointed leaders. They were also the ones who removed leaders who did not fulfill their duties.

Elders lent their expertise in medicine and served as teachers to the young, who listened to their stories and instruction. After a Lenape elder passed away their name was never spoken again. The Lenape believed that the Milky Way was the pathway that the dead walked on their way to paradise in the sky where they would be reunited with their family and kin.

The Lenape had a communal way of life and their customs were deeply connected to the world around them. Although much of Eastern woodlands culture was altered by European contact, the modern Lenape still maintain many of their old customs and ceremonies, which serve as a reminder of an ancient and proud heritage.

Image Credits
All illustrations © AMNH/Agnieszka Fierwala

End of Article Question (for partner and whole group discussion and/or written response):
Find a part of the text that shows an example of how the Lenape were connected with the natural world. In your own words, explain how this excerpt illustrates the Lenape’s connection to the natural world.

OR

What is an example of a skill a man/woman had to develop? How does this skill show an example of the Lenape’s connection to the natural world?
## GRAPHIC ORGANIZER FOR “EASTERN WOODLANDS INDIANS: THE PEOPLE AND THEIR ENVIRONMENT”

<table>
<thead>
<tr>
<th>Phase of Life for: Girls/Women</th>
<th>What are the main tasks and activities of the individual at this stage?</th>
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</thead>
<tbody>
<tr>
<td><strong>Childhood</strong></td>
<td>Answers may include:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• She learned which berries, nuts, and mushrooms were edible from spending time with her aunts and mothers in the woods.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• She learned how to gather clams and shellfish along coastlines and streams, and to gather eggs from bird nests.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• She helped tend the crops in the gardens surrounding the village.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• As she got older, a girl would learn more complex skills such as pottery making and making clothes from animal skins.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Some girls may become spiritual leaders.</td>
<td></td>
</tr>
<tr>
<td><strong>Adolescence and Adulthood</strong></td>
<td>Answers may include:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Most girls got married around age 14.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Once married, she and her husband would live with her side of the family (her grandmother and mother would live in same house with her).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• She would cook the meat from the animal her husband had hunted and presented to her family.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• She would be in charge of the house and the fields.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Property would be passed down to her from her mother and from her to her daughter.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• She would give birth with the help of midwives and carry her baby strapped on her back.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• As a young married woman, her main tasks would be tending the crops and gathering wild food.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• For leisure, women would participate in music, singing, socializing, and playing games and in contests.</td>
<td></td>
</tr>
<tr>
<td><strong>Elderly</strong></td>
<td>Answers may include:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• When she grew older, a Lenape woman would have taken on new positions of political, spiritual, and educational leadership within the community.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• She would have been respected by her community and valued for her experience, wisdom, and advice.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The eldest matriarchs would appoint leaders and remove leaders who did not fulfill their duty to the people.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• She would have lent her expertise in medicine and served as a teacher to the young.</td>
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<td>Phase of Life for: Boys/Men</td>
<td>What are the main tasks and activities of the individual at this stage?</td>
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<tr>
<td><strong>Childhood</strong></td>
<td>Answers may include:</td>
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<tr>
<td></td>
<td>• He learned how to shoot arrows, set animal snares, and fish using nets and spears (hunting).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• He helped clear fields and make tools.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• He helped build canoes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• He helped build longhouses and wigwams (where the Lenape lived).</td>
<td></td>
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<tr>
<td><strong>Adolescence and Adulthood</strong></td>
<td>Answers may include:</td>
<td></td>
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<tr>
<td></td>
<td>• At age 10-12, a boy would go on a “vision quest” to mark the passage from childhood to adulthood. On the vision quest he would try to find a guardian spirit (e.g., a hawk, bear, an insect, or even a rock).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• He would marry around age 18. To announce his intention to marry, he would present the young woman’s family with an animal he killed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• He would live with his wife and her family (her mother, grandmother).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• He would become a hunter and fisherman to provide the Lenape with meat and raw materials to make needed items.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• He would hunt deer, bear, elk, beaver, raccoon, rabbit, turkeys, ducks, and geese.</td>
<td></td>
</tr>
<tr>
<td><strong>Elderly</strong></td>
<td>Answers may include:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• When he grew older, a Lenape man would have taken on new positions of political, spiritual, and educational leadership within the community.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• He would have been respected by his community and valued for his experience, wisdom, and advice.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• He would have lent his expertise in medicine and served as a teacher to the young.</td>
<td></td>
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</table>
The Eastern Woodlands Indians inhabited a large area that stretched east from the Mississippi river to the Atlantic coast and south from the great lakes to the Gulf of Mexico.

At the Museum today, you will explore how the Eastern Woodlands Indians relied on nature and their own ingenuity to satisfy their needs for food, shelter, clothing, and transportation.

To do so, you will visit four sections of the hall (you can start in any section):

- **Farming** (A)
- **Hunting** (C)
- **Preparation of Hides** (D)
- **Housing** (E)
- **Transportation** (F)

At each section, use the questions and prompts in this worksheet to help you observe and describe some of the objects on display and related exhibit text.

### ANSWER KEY

**FARMING**

**Most Eastern Woodlands Indians were farmers. What were they farming?**

(Hint: See the exhibit text to the right the display case.)

*corn (maize), beans, pumpkin, squash, sunflower, tobacco*

**Observe (from right to left) the three paintings of the Cherokee Indians working in the field. Describe what is happening.**

*The paintings show men preparing the land for planting; women breaking up the soil, planting the crops, and harvesting them.*

**Pick and describe an object used in farming.**

Object: *Answers will vary.*

Indian group that made it: *Answers will vary.*

What is it made from? *Answers will vary.*

Describe its use (provide as much detail as possible): *Answers will vary.*
# Hall of Eastern Woodlands Indians

## GRADES 6-8

### STUDENT WORKSHEET

**Name**

<table>
<thead>
<tr>
<th><strong>HUNTING</strong></th>
<th><strong>FISHING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What were the principal weapons used in hunting?</strong></td>
<td><strong>What were the principal weapons used in fishing?</strong></td>
</tr>
<tr>
<td><em>bow and arrow</em></td>
<td><em>Fish were caught all year long.</em></td>
</tr>
<tr>
<td><strong>What were the most important animals hunted?</strong></td>
<td><strong>Pick and describe an object used in fishing.</strong></td>
</tr>
<tr>
<td><em>deer, rabbit, bear, moose, birds</em></td>
<td><em>Object: Answers will vary.</em></td>
</tr>
<tr>
<td><strong>Pick and describe an object used in hunting.</strong></td>
<td><strong>Illustration:</strong></td>
</tr>
<tr>
<td><strong>Object:</strong> <em>Answers will vary.</em></td>
<td><strong>Indian group that made it:</strong> <em>Answers will vary.</em></td>
</tr>
<tr>
<td><strong>Indian group that made it:</strong> <em>Answers will vary.</em></td>
<td><strong>What is it made from?</strong> <em>Answers will vary.</em></td>
</tr>
<tr>
<td><strong>What is it made from?</strong> <em>Answers will vary.</em></td>
<td><strong>Describe its use (provide as much detail as possible):</strong> <em>Answers will vary.</em></td>
</tr>
<tr>
<td><strong>Describe its use (provide as much detail as possible):</strong> <em>Answers will vary.</em></td>
<td><strong>Answers will vary.</strong></td>
</tr>
</tbody>
</table>

*Answers will vary.*
# STUDENT WORKSHEET

## Pick and describe one type of housing

<table>
<thead>
<tr>
<th>Housing type:</th>
<th>Answers will vary.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illustration:</td>
<td></td>
</tr>
<tr>
<td>Indian group that made it:</td>
<td>Answers will vary.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is it made from?</th>
<th>Answers will vary.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe its use (provide as much detail as possible):</td>
<td>Answers will vary.</td>
</tr>
</tbody>
</table>

## Examine both sides of the Transportation display case. Read the label copy and pick an object to describe.

<table>
<thead>
<tr>
<th>Object:</th>
<th>Answers will vary.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illustration:</td>
<td></td>
</tr>
<tr>
<td>Indian group that made it:</td>
<td>Answers will vary.</td>
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<table>
<thead>
<tr>
<th>What is it made from?</th>
<th>Answers will vary.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe its use (provide as much detail as possible):</td>
<td>Answers will vary.</td>
</tr>
</tbody>
</table>
### What were animal hides used for?

Animal hides were used to make clothing, shoes, pouches, bags, and storage boxes.

### What is tanning?

Tanning is a process of treating animals skins to make leather, which is durable and supple and can be used to make clothing, shoes, and other items.

### Pick and describe an object used in hunting.

<table>
<thead>
<tr>
<th>Object:</th>
<th>Answers will vary.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indian group that made it:</td>
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<td>Describe its use (provide as much detail as possible):</td>
<td>Answers will vary.</td>
</tr>
</tbody>
</table>
# ESSAY SCORING RUBRIC: TEACHER 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: Hall of Eastern Woodlands Indians</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accurately presents information relevant to all parts of the prompt with paraphrased details from the hall</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<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>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrates relevant and accurate social studies content with thorough explanations that demonstrate in-depth understanding about how the Eastern Woodlands Indians relied on natural resources and their own ingenuity to meet their needs</td>
<td>Presents social studies content relevant to the prompt with sufficient accuracy and explanations that demonstrate understanding of how the Eastern Woodlands Indians relied on natural resources and their own ingenuity to meet their needs</td>
<td>Attempts to include social studies content in explanations, but understanding of how the Eastern Woodlands Indians used the resources in their environment is weak; content is irrelevant, inappropriate, or inaccurate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses illustrations that effectively communicate relevant information</td>
<td>Uses illustrations to sufficiently communicate relevant information</td>
<td>Illustrations are unrelated to the topic OR fewer than three illustrations are provided</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>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>Includes well-chosen, highly detailed examples to address the writing prompt</td>
<td>Includes sufficient examples to address the writing prompt</td>
<td>Includes examples, but not sufficient to fully address the prompt</td>
<td>Does not include any examples</td>
<td></td>
</tr>
<tr>
<td>Provides a concluding section that follows from and effectively supports the information or explanation presented</td>
<td>Provides a concluding section that mostly supports the information or explanation presented</td>
<td>Provides a concluding section that does not supports the information or explanation presented OR provides no concluding section</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors; response includes language and tone consistently appropriate to the purpose and specific requirements of the prompt</td>
<td>Demonstrates a command of standard English conventions and cohesion, with few errors; response includes language and tone appropriate to the purpose and specific requirements of the prompt</td>
<td>Demonstrates an uneven command of standard English conventions and cohesion; 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>

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**American Museum & Natural History**

21
The Lenape: People and Their Environment

If you could travel back in time 400 years, the area that is now New York City would look very different. There would be no skyscrapers, paved streets, nor cars. Instead you would find lush woodlands filled with deer, beavers, and bears. You would see rivers and streams teeming with fish like salmon and shad. If you were to walk along a stream, chances are you would come across a settlement of native people: the Lenape (len-AH-peh) Indians.

Near the coastline and along rivers and streams, men and boys gathered to fish. They used fishnets woven from plant fibers and spears carved from deer antlers. Dugout canoes made of hollowed out logs were also used for fishing and for travel.

Entering a Lenape village four centuries ago, you would encounter people of all ages working together, with men and boys, women and girls having distinct roles and responsibilities. The Lenape inhabited the areas of modern day New York, New Jersey, Delaware, and Pennsylvania. These people relied on their resource-rich environment to provide food, shelter, clothing, and much more. Their culture reflected their deep personal connection to the natural world.
Childhood
Throughout the village, you might see young children playing and working alongside the adults. Young girls followed their aunts and mothers into the woods, learning which berries, nuts, and mushrooms were edible. They were taught how to gather clams and shellfish from along coastlines and streams, and eggs from bird nests. They helped the women tend the crops in the gardens surrounding the village. As girls matured they learned more complex skills such as pottery making and making clothes from animal skins.

Women and girls tended the crops. The main crops were corn, beans, and squash, known as “the three sisters.” The corn stalks provided a natural pole for the bean vines. The vines helped stabilize the corn stalks and added nitrogen to the soil. The large squash leaves shaded the soil, helping it to retain moisture. This farming technique was a sophisticated sustainable system that provided nutritious food and fertile soil.

Young boys also learned the essential skills they would need as adults. Working alongside the men they learned to shoot arrows, set animal snares, and fish using nets and spears. They helped clear fields, make tools, and build canoes. They also helped build longhouses and wigwams, where the Lenape lived. Several families lived together in a longhouse, each with its own space and shared cooking areas. The Lenape spent most of their time outdoors, but evenings and winters were spent inside. It was here that children would hear stories and myths told by their elders during the long winter months.
Becoming an Adult

At the age of ten or twelve, young people, mostly boys, undertook a “vision quest” which marked the passage from childhood to adulthood. During the vision quest, a young person would set off into the forest alone for many days to fast and to dream. There they hoped to find a guardian spirit that would protect and guide them. This spirit would most often be in the form of an animal such as a hawk, a bear, or even an insect. It could also take on a non-living form such as a rock or the sky. The spirit guides were thought to have insights into the natural world that humans did not, and were especially important to boys, as they would one day face the dangers of being a hunter.

The Lenape believed that everything in their world—fire, water, birds, animals, trees, insects, and even storms—had a spirit. The Lenape treated these spirits with great respect. For example, when they killed an animal, they would thank the animal’s spirit. Lenape girls or boys who had especially powerful dreams or visions would often go on to become spiritual leaders.
Adulthood

Young women usually married around the age of fourteen, while young men married around eighteen. To announce his intention to marry, a young man would present the young woman’s family with an animal he had killed. This demonstrated that he was a skilled hunter, and ready to provide for a family. If the young woman accepted the offer she would cook the meat and present it to the young man’s family. That showed she was ready to take on the duties of a wife.

Once married the husband went to live with his wife and her mother’s side of the family. The Lenape were what is known as a matrilineal society. This meant that they traced their lineage through the mother’s family line rather than the father’s. Women were in charge of the house and the fields. Property was usually also passed from mother to daughter.

Lenape women gave birth with help from midwives, women who assisted in childbirth. Before they could walk, infants were carried in wooden cradle boards strapped to their mother’s backs. The main task required of young married women was tending the crops and gathering wild food. Often, soon after giving birth, women would be back in the garden working, their baby sleeping in a cradleboard nearby. If something happened to the mother, her matrilineage would care for the baby.

Men were hunters and fishermen. Hunting provided the Lenape with meat and raw materials to make needed items. These items ranged from clothing and moccasins to needles, bowstrings, fishhooks, and toys. Deer were abundant and an especially important resource. When a deer was killed all its parts were used; nothing was wasted. The Lenape also hunted bear, elk, beaver, raccoon, and rabbit for their meat, sinew, and skins. Turkeys, ducks, and geese were hunted for meat and feathers. Hunters used long bows and arrows or traps and snares to catch their prey. Hunting required the hunter to have patience, to know the habits of various animals, and to often walk many miles, tracking them.

While the Lenape worked hard, there was still time for leisure activities. Music, singing, dancing, and socializing were some of the favorite ways to pass the time. Both men and women enjoyed competing in contests and games.
Elders

As men and women grew older, they took on new positions of political, spiritual and educational leadership within their communities.

Elders were revered and respected for their experience, wisdom, and advice. The Lenape were a democratic society. Matters were debated and decided upon by the community, often led by an elder leader. Much of the time it was the settlement’s oldest matriarchs who appointed leaders. They were also the ones who removed leaders who did not fulfill their duties.

Elders lent their expertise in medicine and served as teachers to the young, who listened to their stories and instruction. After a Lenape elder passed away their name was never spoken again. The Lenape believed that the Milky Way was the pathway that the dead walked on their way to paradise in the sky where they would be reunited with their family and kin.

The Lenape had a communal way of life and their customs were deeply connected to the world around them. Although much of Eastern woodlands culture was altered by European contact, the modern Lenape still maintain many of their old customs and ceremonies, which serve as a reminder of an ancient and proud heritage.

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</tbody>
</table>
The Eastern Woodlands Indians inhabited a large area that stretched east from the Mississippi river to the Atlantic coast and south from the great lakes to the Gulf of Mexico.

At the Museum today, you will explore how the Eastern Woodlands Indians relied on nature and their own ingenuity to satisfy their needs for food, shelter, clothing, and transportation.

To do so, you will visit four sections of the hall (you can start in any section):

- Farming (A)
- Fishing (B)
- Hunting (C)
- Preparing of Hides (D)
- Housing (E)
- Transportation (F)

At each section, use the questions and prompts in this worksheet to help you observe and describe some of the objects on display and related exhibit text.

### Most Eastern Woodlands Indians were farmers. What were they farming?

(Hint: See the exhibit text to the right the display case.)

### Observe (from right to left) the three paintings of the Cherokee Indians working in the field. Describe what is happening.

### Pick and describe an object used in farming.

- **Object:**
- **Indian group that made it:**
- **What is it made from:**
- **Describe its use (provide as much detail as possible):**
### STUDENT WORKSHEET

**Hall of Eastern Woodlands Indians**

<table>
<thead>
<tr>
<th><strong>HUNTING</strong></th>
<th><strong>FISHING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What were the principal weapons used in hunting?</td>
<td>When were the fish caught?</td>
</tr>
<tr>
<td>What were the most important animals hunted?</td>
<td>Pick and describe an object used in fishing.</td>
</tr>
<tr>
<td>Pick and describe an object used in hunting.</td>
<td>Object:</td>
</tr>
<tr>
<td></td>
<td>Indian group that made it:</td>
</tr>
<tr>
<td></td>
<td>What is it made from?</td>
</tr>
<tr>
<td></td>
<td>Describe its use (provide as much detail as possible):</td>
</tr>
<tr>
<td></td>
<td>When were the fish caught?</td>
</tr>
<tr>
<td></td>
<td>Pick and describe an object used in fishing.</td>
</tr>
<tr>
<td></td>
<td>Object:</td>
</tr>
<tr>
<td></td>
<td>Indian group that made it:</td>
</tr>
<tr>
<td></td>
<td>What is it made from?</td>
</tr>
<tr>
<td></td>
<td>Describe its use (provide as much detail as possible):</td>
</tr>
</tbody>
</table>
**STUDENT WORKSHEET**

<table>
<thead>
<tr>
<th>HOUING</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pick and describe one type of housing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Housing type:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indian group that made it:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is it made from?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe its use (provide as much detail as possible):</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TRANSPORTATION</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Examine both sides of the Transportation display case. Read the label copy and pick an object to describe.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Object:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indian group that made it:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is it made from?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe its use (provide as much detail as possible):</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Hall of Eastern Woodlands Indians

### STUDENT WORKSHEET

<table>
<thead>
<tr>
<th>What were animal hides used for?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is tanning?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pick and describe an object used in hunting.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Object:</td>
</tr>
<tr>
<td>Illustration:</td>
</tr>
<tr>
<td>Indian group that made it:</td>
</tr>
<tr>
<td>What is it made from?</td>
</tr>
<tr>
<td>Describe its use (provide as much detail as possible):</td>
</tr>
</tbody>
</table>

---

American Museum & Natural History
STUDENT WRITING TASK

Eastern Woodlands Indians inhabited an environment rich in natural resources. The combination of what nature had to offer and the skills and tools developed by the Eastern Woodlands Indians helped them meet their need for food, shelter, transportation, and clothing.

Write an illustrated essay in which you describe objects from the Museum that demonstrates how the Eastern Woodlands Indians relied on resources from the natural environment and their own ingenuity to meet many of their needs.

In your essay, be sure to:

• Use at least 3 objects you researched at the Museum. For each object:
  • include an illustration
  • describe what natural resources it was made from
  • describe how it was used
  • include additional details that strengthen your explanations
## 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:</strong> Hall of Eastern Woodlands Indians</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<td>All of the information I included about how Eastern Woodlands Indians relied on natural resources and their own ingenuity to meet their needs is correct</td>
<td>Most of the information I included about how Eastern Woodlands Indians relied on natural resources and their own ingenuity to meet their needs is correct</td>
<td>Some of the information I included about how Eastern Woodlands Indians relied on natural resources and their own ingenuity to meet their needs is correct</td>
<td>None of the information I included about how Eastern Woodlands Indians relied on natural resources and their own ingenuity to meet their needs is correct</td>
<td></td>
</tr>
<tr>
<td>I included very detailed illustrations</td>
<td>I included illustrations</td>
<td>I included fewer than three illustrations or the illustrations were not of the objects I described</td>
<td>I did not include any illustrations</td>
<td></td>
</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<td>I included a clear introductory paragraph on the Eastern Woodlands Indians</td>
<td>I included an introductory paragraph on the Eastern Woodlands Indians</td>
<td>I included an introduction that doesn’t relate to the topic of my essay</td>
<td>I did not include an introduction</td>
<td></td>
</tr>
<tr>
<td>I includended more than enough detailed examples to describe how Eastern Woodlands Indians relied on natural resources and their own ingenuity to meet their needs</td>
<td>I includended enough examples to describe how Eastern Woodlands Indians relied on natural resources and their own ingenuity to meet their needs</td>
<td>I didn’t includend any examples to describe how Eastern Woodlands Indians relied on natural resources and their own ingenuity to meet their needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I wrote a concluding paragraph that relates to all of the information in my essay</td>
<td>I wrote a concluding paragraph that relates to most of the information in my essay</td>
<td>I wrote a concluding paragraph or sentence at the end of the essay</td>
<td>I did not write a concluding sentence or a paragraph</td>
<td></td>
</tr>
<tr>
<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>
<td></td>
</tr>
</tbody>
</table>