



# The Lenape: The People of the Seasons

6

## ✓ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Describe the food, clothing, and shelter of the Lenape
- ✓ Describe the environment in which the Lenape lived
- ✓ Describe aspects of the Lenape culture
- ✓ Identify the Lenape as a tribe that settled in a particular area rather than one that moved from place to place

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, compare and contrast the Lenape environment, clothing, food, and shelter with that of the Lakota Sioux and the Wampanoag (RI.K.9)
- ✓ Use a combination of drawing, dictating, and writing to present information about the crops harvested by the Lenape (W.K.2)
- ✓ With assistance, categorize and organize information about the environment, clothing, food, and shelter of the Lenape (W.K.8)
- ✓ Provide additional detail to descriptions of crops harvested by the Lenape by adding drawings to the descriptions (SL.K.5)
- ✓ Prior to listening to “The Lenape, The People of the Seasons,” identify orally what they know and have learned about other Native American tribes

## Core Vocabulary

**burrows, n.** Holes or tunnels used by animals as homes or hiding places

*Example:* While Julian was hiking, he came across several animal burrows and even saw a rabbit jump into one!

*Variation(s):* burrow

**harvested, v.** Gathered crops when they were ripe

*Example:* The farmer harvested the wheat crop at the end of the summer.

*Variation(s):* harvest, harvests, harvesting

**trekked, v.** Traveled slowly, with difficulty


*Example:* The mountain climbers trekked up the mountain in the middle of a blizzard.

*Variation(s):* trek, treks, trekking

**wigwam, n.** A dome-shaped dwelling used by Native American tribes of northeastern North America

*Example:* The Lenape made sure their wigwam was built well enough to withstand the cold winter wind.

*Variation(s):* wigwams

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<i><b>Introducing the Read-Aloud</b></i>	<b>What Have We Already Learned?</b>		10
	<b>Purpose for Listening</b>		
<i><b>Presenting the Read-Aloud</b></i>	<b>The Lenape, The People of the Seasons</b>	U.S. map	10
<i><b>Discussing the Read-Aloud</b></i>	<b>Comprehension Questions</b>		10
	<b>Word Work: Harvested</b>	drawing paper, drawing tools	5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<i><b>Extensions</b></i>	<b>Native American Chart</b>	Image Cards 10–13	15



# The Lenape: The People of the Seasons

6<sub>A</sub>

## ***Introducing the Read-Aloud***

**10** minutes

### **What Have We Already Learned?**

Remind students of the previous read-aloud about Bear, Gull, and Crow. Tell them that the Upright Walkers in that story were Native Americans from the Wampanoag tribe. Ask students to recall some of the things that they have already learned about the Wampanoag from that read-aloud. You may prompt them with questions such as, “What kinds of houses did they live in? (dome-shaped huts called wetus) What did they eat?” (clams, fish, corn, potatoes, etc.) Tell students that today they will hear about another Native American tribe—the Lenape (lun-*NAH*-pay).

### **Purpose for Listening**

Tell students to listen carefully to hear about the Lenape and how they lived.

## The Lenape, The People of the Seasons



### ◀ Show image 6A-1: Four seasons of the Eastern Woodlands

- 1 [Show a map of the United States today and point to the states of New York, Pennsylvania, and Delaware.] This is the general area in which the Lenape lived.

The Lenape people have lived in the Eastern Woodlands of North America for thousands of years.<sup>1</sup> For most of that time, they lived on the land. They hunted and gathered and, later, farmed. Their daily lives were guided by the seasons, and each season brought with it certain changes.

- 2 You learned the word *blossom* when we studied plants. What is a blossom? (flowers on a plant or tree)

Springtime meant that the days were warmer and brighter. Springtime also meant that new life was appearing everywhere. One of the first signs of springtime was the appearance of some flowering plants and trees. This included the black cherry blossoms.<sup>2</sup> The sight of the beautiful white blossoms made the Lenape people smile. The blossoms were usually a sign that the last snow had fallen, and that animals would soon shed their winter coats.



### ◀ Show image 6A-2: The Lenape in the spring

As the spring sunshine warmed the earth, the Lenape people set to work. They planted their spring crops. The Lenape men and boys prepared the fields for planting. When the fields were ready, the women and girls planted corn, squash, and beans. They also planted herbs, tobacco, and sunflowers.

- 3 A burrow is a hole or tunnel used by animals as a home or a hiding place.

As the Lenape people worked in the fields, the creatures of the land and sky set to work, too. Some animals woke up from their winter sleep. Others dug **burrows**, and birds built nests in preparation for their young.<sup>3</sup> The Lenape and the animals and birds worked side by side.

With the ice and snow gone, Lenape men and older boys were able to go on longer hunting trips. Usually they hunted on foot. Sometimes they traveled far from their villages in their dugout canoes. Their canoes glided smoothly and silently along the rivers

4 [Point to the rivers of this region on the U.S. map.]



5 *Harvested* means gathered crops when they were ripe enough.



6 What does harvested mean?

7 *Wigwam* is the name given to one type of Lenape home. [Point to the wigwam in the image.]

of the mid-Atlantic.<sup>4</sup> When they returned from their hunting trips, they brought back meat and animal furs with them. The Lenape hunted animals such as bear, deer, elk, and raccoon. They hunted and trapped birds, too.

◀ **Show image 6A-3: The Lenape in the summer**

Spring slowly turned into summer. The heat from the sun became even stronger. During this time, the Lenape people fished for salmon, herring, and shad. They guarded their ripening crops from the greedy birds. Lenape children gathered berries, collected firewood, and played in the sparkling rivers. As they played, they searched for turtles basking in the sunshine.

In the summer, the Lenape people **harvested** their corn, beans, and squash.<sup>5</sup> Corn was one of their most important food crops. It was ground to make cornmeal. It was used to make bread. It was roasted in the fire. Often, the kernels were stored for use during the cold days of winter when nothing could grow in the frozen earth.

◀ **Show image 6A-4: The Lenape in the fall**

In the autumn, the Lenape harvested their gourds and pumpkins.<sup>6</sup> They gathered nuts, roots, and berries such as huckleberries, raspberries, and strawberries. They made beautiful baskets to store their winter food in. They strengthened their **wigwams** and longhouses in preparation for the winter winds and snow that would surely come.<sup>7</sup> In late autumn, the golden, red, and orange leaves fell from the trees. The Lenape children rushed to catch them, or jump in the gathering piles. Gradually the leaves blew away, carried by the chilly winds. The days darkened and winter arrived.



← **Show image 6A-5: The Lenape in the winter**

During the wintertime, the Lenape people spent more time in their warm homes called wigwams. Their wigwams, made from saplings, rushes, bark, and fur, were warm and cozy. Inside the wigwams, the elders told stories of long ago. They told stories about the history of their people. They told stories about the creation of the earth and the Great Spirit. Women and girls stayed busy making clothes and moccasins from animal skins and turkey feathers. The women and girls made pottery jars for cooking and storage, too. Men and boys made spears, bows, and arrows.

When snow fell from the dark wintry sky, the Lenape children, just like children everywhere, rushed outside to play in it. Even in winter, the men and older boys went off to hunt. They **trekked**<sup>8</sup> through the deep snow on snowshoes. They followed animal tracks in the snow. If they returned with meat, the women and girls prepared a warm stew or soup.

8 or traveled slowly, with difficulty



← **Show image 6A-6: Lenape foods**

One season followed another, as it has always done. The Lenape lived their lives according to the seasons—spring, summer, autumn, and winter.<sup>9</sup> They listened to the earth's rhythm of life. The world in which they lived provided them with everything they needed. They were guided by the earth's turning and the changing seasons. Such was the way of the Lenape.

9 What is another name for autumn?

### Comprehension Questions

10 minutes

1. *Literal* What is the name of the Native American tribe described in this read-aloud? (Lenape)
2. *Literal* What types of food did the Lenape eat? (animals such as deer and elk; crops such as corn, gourds, and pumpkins; and fish)
3. *Inferential* What did the Lenape do during the springtime? (planted crops; went on hunting trips)
4. *Inferential* What did they do during the summer? (fished; collected berries and firewood; harvested the crops at the end of the summer)
5. *Inferential* What did they do during the autumn, or fall? (stored their summer harvests; prepared their wigwams for the winter winds)
6. *Inferential* What did they do during the winter? (spent time in their cozy wigwams; told stories; made clothes; hunted)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* If you were a Lenape child, which season would you like best? Why? (Answers may vary.)
8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

## Word Work: Harvested

5 minutes

1. In the read-aloud you heard, “In the summer, the Lenape *harvested* their corn, beans, and squash.”
2. Say the word *harvested* with me.
3. *Harvested* means gathered crops when they were ready to be picked.
4. The farmer harvested the wheat crop at the end of the summer.
5. What types of crops were harvested by the Lenape? Try to use the word *harvested* when you describe the crops harvested by the Lenape. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “The Lenape harvested . . .”]
6. What’s the word we’ve been talking about?

Use a *Drawing* activity for follow-up. Directions: Draw a picture of one of the crops the Lenape people harvested.

- ✈ Above and Beyond: For those students able to do so, have them label their drawings with a word or simple sentence.



**Complete Remainder of the Lesson Later in the Day**



# The Lenape: The People of the Seasons

6<sub>B</sub>

## Extensions

15 minutes

### Native American Chart

Display the Native American Chart, showing the environment, clothing, food, and shelters of your students, and that of the Lakota Sioux and Wampanoag tribes. Tell students that they are going to complete the chart today. Ask them to tell you the name of the tribe they learned about in the read-aloud today.

Ask students if they remember where the Lenape lived. Acknowledge that they lived in the Northeastern part of North America. Then, ask students to describe the environment of the Lenape, or the area in which the Lenape lived. (experienced all four seasons; near water; near forests; land cleared for farming; etc.) Show students Image Card 10 (Deciduous Forest), and tell them that you are going to use it to represent the Eastern Woodlands where the Lenape lived. Place the Eastern Woodlands card in the *Lenape* row in the *Environment* column.

Discuss the clothing the Lenape wore (women and girls/men and boys). Tell students that the Lenape often used animal furs to keep warm during the cold winter months as well. Then, show students Image Card 11 (Lenape Clothing). Place these cards on the chart in the *Lenape* row in the *Clothing* column.

Ask students what the Lenape ate. Show students Image Card 12 (Lenape Food) and remind students that, because the Lenape did not move from place to place, they planted vegetables to eat, and they hunted and fished in the area in which they lived. Place this card in the *Lenape* row in the *Food* column.

Ask students, “What is the name of the type of house in which the Lenape lived? (wigwam or longhouse) Did the Lenape keep their wigwam in the same place all the time, or did they pack it up and move it around from place to place? (They kept their wigwam in

the same place all the time.) Why did the Lenape not move from place to place as the Lakota Sioux did? (They were able to get everything they needed from the area in which they settled.) Show students Image Card 13 (Wigwam). Place the card in the *Lenape* row in the *Shelter* column.

Tell students that you have now completed the chart and that you will review the information in the chart with them to help them remember what they have learned.

Compare and contrast the four cultures depicted on the chart (the students', the Lakota Sioux, the Wampanoag, and the Lenape) by asking the following questions:

How are your foods, clothing, and shelter similar to that of the Lakota Sioux? The Wampanoag? The Lenape?

How are your foods, clothing, and shelter different from that of the Lakota Sioux? The Wampanoag? The Lenape?

How are the Lakota Sioux, the Wampanoag, and the Lenape food, clothing, and shelter similar to each other?

How are the Lakota Sioux, the Wampanoag, and the Lenape food, clothing, and shelter different from each other?