

# Unit 2: Native Americans in New Jersey: The Lenni Lenape

Content Area: **Social Studies**  
Course(s):  
Time Period: **Trimester 2**  
Length: **1 Trimester**  
Status: **Published**

## Brief Summary of Unit

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Students will uncover New Jersey by exploring our first inhabitants, the Lenni Lenape Tribe. While continuing their tour, they'll investigate the way they lived, their beliefs and humble way of life.

## Standards

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SOC.6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
SOC.6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.
SOC.6.1.4.B.8	Compare ways people choose to use and distribute natural resources.
SOC.6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
SOC.6.1.4.D.10	Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
SOC.6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.

## Transfer

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## Essential Questions

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- • How can our resources help us to live and prosper in society?
- • How did the Lenape use the resources in the environment to meet their needs?
- • How do the beliefs of a particular culture influence society?
- • What causes cultural changes and conflict?
- • What happens when cultures collide?
- • Why do we study other cultures?

## Essential Understandings

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- • American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in New Jersey and the United States.
- • cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
- • cultures struggle to maintain traditions in a changing society.
- • prejudice and discrimination can be obstacles to understanding other cultures.
- • the cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.
- • the physical environment can both accommodate and be endangered by human activities.
- • the study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.

## Students Will Know

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- • how humans impact the environment.
- • the impact of European colonization on Native Americans.
- • the influence of Lenape Indians on New Jersey's culture.

## Students Will Be Skilled At

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- • the influence of Lenape Indians on New Jersey's culture.

## Evidence/Performance Tasks

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- • break students into groups to become expert on the Daily Life of the Lenape. Through a Lenape's eyes write journal entries. Include what your life was like, different tasks for boys/girls, home life (longhouses/wigwams), entertainment and customs (oral tradition). Include internal dialogue through thoughts and feelings.
- • create a representation of a longhouse and use visuals to show use of natural resources.
- • create Pin Wheels of the Cycle of the Seasons, Lenape's patterns of seasons, to visually represent the natural resources of their region.
- • Huber Woods Field trip to build a Lenape longhouse.
- • Lenape web quest.
- • Quizzes on vocabulary and characteristics of a Lenape and their daily lives', resources, and way of life.
- • Various other assessments using paper and pencil; open ended essays and/or unit tests.
- • Various videos explaining the Lenape.
- • write a double-entry poem to show the relationship between Natives and the Dutch prior to settlement of New Jersey with that after New Jersey settlement. Use models and samples from other forms of literature.
- • write a short newspaper article, editorial, or another genre of writing describing the life of a

Lenape.

- • write dialogue between a New Jersey explorer and a Native American.

## Learning Plan

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- • break students into groups to become expert on the Daily Life of the Lenape. Through a Lenape's eyes write journal entries. Include what your life was like, different tasks for boys/girls, home life (longhouses/wigwams), entertainment and customs (oral tradition). Include internal dialogue through thoughts and feelings.
- • Direction sheet and template created by teacher for ALL above.
- • Huber Woods Field trip to build a Lenape longhouse.
- • Lenape journals/newspaper articles written from the perspective of a Lenape.
- • Lenape Life ways presentation: John Kraft School Visit—Expert on Lenape presenter.
- • Quizzes on vocabulary and characteristics of a Lenape and their daily lives', resources, and way of life.
- • Various other assessments using paper and pencil; open ended essays and/or unit tests.
- • Various videos explaining the Lenape.
- Supplemental Literature Suggestions: • Native Americans of North America series (Life in a Plains Camp, Life in a Pueblo, Life of the Navajo), by Bobbi Kalman. • Growing Up in a New World 1607 – 1775 (Our America), by Brandon Marie Miller. • Iroquois Indians (Native Americans), by Caryn Yacowitz. • The Great Kapok Tree by Lynne Cherry. • A River Gone Wild by Lynne Cherry. • The Colony of Massachusetts by Susan Whitehurst.

## Materials

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- • A River Gone Wild by Lynne Cherry.
- • Growing Up in a New World 1607 – 1775 (Our America), by Brandon Marie Miller.
- • <http://www.socialstudiesforkids.com>
- • Iroquois Indians (Native Americans), by Caryn Yacowitz.
- • Native Americans of North America series (Life in a Plains Camp, Life in a Pueblo, Life of the Navajo), by Bobbi Kalman.
- • The Colony of Massachusetts by Susan Whitehurst.
- • The Great Kapok Tree by Lynne Cherry.
- • Unitedstreaming.com for videos on Lenni Lenape.

## Suggested Strategies for Modifications

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