

Around and About New Jersey

Teacher's Guide

Program Three

The Lenape Village at Waterloo

by

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and the

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I. Synopsis

John Kraft, the curator and guide of the Lenape Indian Village at Waterloo, explains how archaeologists learn about the past by digging in the ground and carefully studying the objects they find. Scientists think that the ancestors of the Lenape Indians* migrated across a land bridge from Asia about 15,000 years ago. They gradually spread throughout North and South America, arriving in what we now call New Jersey about 12,000 years ago. Over the centuries, these ancestors of the Lenape began to cultivate crops and live in villages along riverbanks.

We accompany Kraft through the reconstructed Lenape Village, learning how the Lenape built their houses, which were called *wigwams*, and how the men hunted and fished while the women grew vegetables, cooked meals, and raised children. Kraft explains that the way of life of the Lenape changed drastically when European traders began to arrive seeking furs. The Indians exchanged furs for brass pots, iron tools and cloth. They also caught diseases such as smallpox and measles from the newcomers. As furs became harder to find, the Lenape sold their land and moved west. Today, most of their descendants live in Oklahoma, Wisconsin, and Ontario, Canada.

The legacy of the Lenape includes such foods as corn, squash, beans, and many place names.

* In this program we use the terms *Native Americans* and *Indians*

interchangeably. Many descendants of the Lenape today refer to themselves as Indians.

II. KEY WORDS

Archaeologist - A person who studies the past by analyzing objects buried in the ground.

Land Bridge - A strip of land connecting another body of land.

Lenape-- The local Indians' name for themselves, which has been translated as "the people."

Migration - The movement of people or animals from one place to another

Prehistoric - Before the time of written records

III. New Jersey Core Curriculum Content Standards

STANDARD 6.4 (UNITED STATES AND NEW JERSEY HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF UNITED STATES AND NEW JERSEY HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND FUTURE.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

A. Family and Community Life

1. Discuss how families long ago expressed and transmitted their beliefs and values through oral tradition, literature, songs, and celebrations.

B. State and Nation

1. Compare the major early culture of the Lenape that existed in the region that became New Jersey prior to contact with the Europeans

IV. Themes

- A. **Origins**—The ancestors of the Lenape originated in Asia and migrated to North America across a land bridge.
- B. **European Contact**—The life of the Lenape changed after they encountered Europeans.
- C. **Migration**—Most of the descendants of the Lenape migrated from New Jersey to Oklahoma, Wisconsin, and Canada.

VI. Core Activities

A. ORIGINS

1. Objective

Students will interpret a Lenape creation myth and illustrate it with a drawing.

2. Before Viewing the Program

Ask the class if anyone knows who were the first New Jerseyans and where they originated? Explain that this is one of the main themes of the program they are about to view.

3. After Viewing the Program

Reproduce and distribute the adapted version of the "Lenape Creation Story" in the "Supplementary Materials" section of this guide. Explain that the Lenape had

their own account of their origins and that this story came from a journal kept by a Dutch traveler through New Jersey more than three hundred years ago. Explain that such stories are called myths. Have the students read the creation myth, or read it aloud to them as they follow in their texts. Ask them to draw a single picture or a series of pictures to illustrate this account.

You may want to ask them if this creation story is similar to other creation accounts they may know.

B. EUROPEAN CONTACT

1. Objective

Students will describe how cultures change.

2. Before Viewing the Program

Tell the class that one of the themes in the program they are about to view is the changes that occurred in Native-American life after contact with Europeans. Ask them to pay particular attention to this theme.

3. After Viewing the Program

Ask the students to write a short speech for a Lenape Indian *sachem* (chief) or *ch-kway'* (woman) telling about the changes that occurred in the Lenape life after the coming of Europeans. Ask volunteers to deliver their speeches to the entire class.

C. MIGRATION

1. Objective

Students will evaluate choices made in the past.

2. After Viewing the Program

Ask the students to imagine that the class is a band of Lenape Indians in New Jersey around 1800. The band must decide whether to join the migration of the Lenape from New Jersey to an uncertain future somewhere to the West. Ask students to debate the pros and cons of whether they should go or stay. Should the students make the decision as a group or should individuals decide for themselves?

VI. ADDITIONAL ACTIVITIES

A. THE LENAPE LANGUAGE

1. Objective

Students will identify some words in a Native-American language.

2. Before Viewing the Program

Using the transliterations in the "Supplementary Materials" section of this guide, teach the students to say the Lenape words for "man," "woman," "boy," "girl," "yes," and "no."

B. A LENAPE GAME

1. Objective

Students will play a Native-American game.

2. After Viewing the Program

Purchase a box of plain drinking straws. Have the students decorate the straws, inspired by the illustration in the "Supplementary Materials" section of this guide. Using the rules provided, have the students play the Lenape game of "Scattering Straws." Explain that the Indians would have used straws made out of reeds of grass.

VII. BIBLIOGRAPHY

A. FOR STUDENTS

Kraft, Herbert C. *The Lenape Indians of New Jersey*, with illustrations by John T. Kraft and Susan E. Finn. South Orange, N.J.: Seton Hall University Museum; Reprinted under the title *The Lenape or Delaware Indians* (1991).

A description of the Lenape Indians from prehistoric times to the present, based on the work of archaeologists. Contains accurate illustrations. Written at the fourth-grade reading level.

Bleeker, Sonia, *The Delaware Indians: Eastern Fishermen and Farmers*. New York: William Morrow, 1953.

Written at the elementary-school level with chapters on wampum, the doll ceremony, summer activities, the harvest ceremony, the Delaware Chief Tamanend, and the Walking Purchase. More oriented to Pennsylvania than New Jersey. Some inaccuracies in the illustrations, e.g., Mohawk haircuts and pitched roof wigwams.

B. FOR TEACHERS

Harrington, M. R. *The Indians of New Jersey: Dickon Among the Lenapes*. 1938, Reprint, New Brunswick: Rutgers University Press, 1963.

A fictional account of an English boy who is shipwrecked and lives among the Lenape Indians of New Jersey. Written by an anthropologist. Contains an accurate account of the Lenape culture, although some of the illustrations are inaccurate.

Kraft, Herbert C. and John T. Kraft. *The Indians of Lenapehoking (The Lenape or Delaware Indians)*. South Orange: Seton Hall University Museum, 1985.

A companion volume to *The Lenape Indians of New Jersey* with more detailed descriptions, written for advanced elementary-school students and middle-school students.

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

A simple summary of Lenape Indian history with accurate, glossy illustrations, maps, photographs, and prints. Written at a high-school level, with an emphasis on history rather than archeology.

SUPPLEMENTARY MATERIALS

A Lenape Creation Story

A Lenape came to the house of a Dutch man who lived in Hackensack. The Dutch man was curious about the Indian's beliefs.

He asked the Lenape, "And where did your father come from? And your grandfather and great-grandfather, and so on to the first of your people?"

The Lenape was silent for a little while, and he then took a piece of coal out of the fire and began to write upon the floor. He first drew a circle, on which he made four paws, a head, and a tail.

"This," he said, "is a tortoise, lying in the water."

He moved his hand around the figure, and continued:

"This was all water, and so at first was the earth. Then the tortoise gradually raised its round back up high, the water ran off, and thus the earth became dry."

He then took a little straw and placed it on end in the middle of the figure, and proceeded:

"The earth was now dry, and there grew a tree in the middle of the earth. The root of this tree sent forth a sprout, and there grew upon it a man, who was the first male. This man was alone, and would have remained alone, but the tree bent over until its top touched the earth, and there came forth another sprout, on which there grew a woman. From these two were all people produced."

Adapted from *The Journal of Jasper Danckaerts, 1679-1680.*

LENAPE INDIAN WORDS

lin-noo = man

pee-*lie*-tshitsh = boy

ch-*kway* = woman

ch-*kway*-tshitsh = girl

a-hick-*tah* = yes

koo = no

NOTE: The "ch" is a guttural as in the German "Bach"; the italicized syllables are stressed.

Based on Kraft, *The Lenape Indians of New Jersey*

Lenape Indian Game of "Scattering Straws"

Take 16 straws and decorate them following the designs shown below. Give each straw the value shown alongside its design:

	75
	70
	65
	60
	55
	50
	45
	40
	35
	30
	25
	20
	15
	10
	5
	1

Place a blanket on the floor. Shuffle the straws in the palm of your hand and drop them onto the blanket. Then, using a feather quill with the thick end folded into a hook or a crocheting needle (if a feather is not available), each player tries to pick up the straws from the blanket without moving the other straws. If a player moves another straw, he or she loses his turn. The first player to accumulate 100 points wins.