Outline for Native American Activity

Introduction

1) Ask students what they have already learned about Native Americans and their culture. Let them answer with any responses they’d like. (3 - 5 min).

2) Ask the students, what are some of the differences between their culture and our culture? What is special about their culture? (3 – 5 minutes)
   a. Examples:
      i. They built their homes differently, they lived in Longhouses in our region, or if they were moving around, they would use a wetu, or temporary structure.
      ii. They had different languages, clothing and religions.
      iii. They were more respectful of the land, and preserved resources carefully.

3) See what students know about colonization and early PA. (What country do we live in? Do you know anything about how America began? Have you heard of the 13 colonies? We live in one of those colonies, which is it? Have you ever heard the name William Penn?) Talk about how Native Americans met with William Penn when the colonists from England arrived (show map of where England is and how they traveled across the ocean) Image #1 (5 - 7 minutes)
   • Which tribe was living right where we live now when William Penn arrived? The Lenni Lenape Indians were living in this part of Pennsylvania when colonists arrived. William Penn made agreements and treaties with Lenape in this area. (What is a treaty?)
   • Now we’re going to briefly talk about someone you’ve probably never heard of: James Logan. Image #2 James Logan was William Penn’s secretary or agent, so he worked for William Penn and was his “right hand man”. James Logan lived at a house called Stenton, which is still standing today and is now a museum where you can learn more about Pennsylvania as a colony. Image #3
   • (James Logan and the Native Americans, 5 minutes)** James Logan traded with the Native Americans, and became very wealthy and important. One of the things he traded was furs, especially beaver fur. James Logan also worked with many of the Native American treaties for the Penn family, and took part in agreements for buying land from the Lenape. James Logan also worked very closely with the Iroquois, a different Native American group.
      a. Explain to students the difference between the Lenape and the Iroquois. James Logan had a good relationship with the Iroquois tribe. They were a very powerful Native American tribe because they were six united tribes. Use the map to illustrate where these tribes would have been living before the colonists arrived (near the finger lakes in New York). Image #4 Point out where Philadelphia eventually would be built for context. Show the students that the Iroquois were made up of multiple tribes within the Iroquois Confederacy. Point out that this might be similar to how different states all
work together under the United States, etc. Image #5 and 6 show the different headdress or Gustoweh among the Iroquois tribes.

b. To further illustrate the differences between the tribes, do an activity where students are asked to repeat the word ‘hello’ in the different languages. This should illustrate the subtle differences between the Iroquois tribes as well as the difference between the Iroquois and the Lenape. Image #7

c. Language and communication between cultures

Question: what language do you think James Logan spoke? What language do you think the Indian leaders spoke? How did they communicate? [William Penn had learned the Lenape language; but Mr. Logan needed a translator: a German settler named Conrad Weiser, who had gone to live in a Mohawk Indian village for a year when he was a young man.]

II. Iroquois/Wampum activity- 15 minutes

Now that it has been established that the Iroquois and the Lenape are two completely separate tribes coming from two different parts of the continent, talk about the relationship that the two different groups had with James Logan. We will explore the Iroquois relationship first through the wampum activity.

A. When James Logan lived here, groups of other Indian tribes – what they called the Iroquois Nation "a union of 6 tribes living North of here [SHOW Iroquois MAP – see if kids can tell you the name of that area (state) today] Image #4, -- had gained control of some Lenape land in this area. So James Logan and other colonial leaders had meetings with many of these Native Americans. In fact, one time, in 1736, more than 100 Iroquois men, women and children camped on the property at Stenton, on their way to a meeting in Philadelphia!

B. Wampum craft activity and skit

a. Okay, so we know the Native Americans and colonists needed to find a way to understand each others’ language. The colonists also learned that in order to have good dealings and meetings with the Lenape or the Iroquois or other Native groups, they would need to follow some of their ceremonies and traditions. They learned that is was very important to Native Americans to start any important meeting with this: [hold up wampum belt picture; ask students if they know what is, what it’s called, what it’s made out of; To help, show shell/bead samples] Image #8. Wampum video option. https://www.youtube.com/watch?v=XlK6XHH5nxM

Explain the concept of wampum as “recorded message” from Indian’s council fire to treaties with other groups, different meanings in design of different belts – not written down but meant something to the Native Americans, like a symbol. **When a string of wampum is held in a person’s hand, they are said to be speaking truthfully. During ceremonies, the wampum strings are used to convey that the speaker’s words are true. People listening to a speaker holding the wampum also know this and are very attentive and respectful of the speaker’s message.** Image #9

b. Making wampum strings –

Students are going to make a string of wampum, which we’ll use in a very short version of the Wood’s Edge skit that is in your HH workbooks.

1. 10 beads per student, half purple, half white. String them on in any pattern.
2. Supervise and assist in stringing of wampum, help tie off ends in double or triple knots.

d. Skit
   i. Ask for two volunteers, one to be the colonist and one to be the Iroquois leader.

   [Guide: after colonist reads, ask all students about the phrases regarding dust and the journey; explain the symbols and meaning briefly.]

If you'd like, you can ask the kids to pretend they are the native American tribe and they can respond at the end of the skit with a "Yo Hey" meaning “we heartily agree, we are pleased and in good agreement.” Like a “Hooray” to us or “huzzah!” to the colonists.

III. Lenape - Final word and segue to Walking Purchase activity: (15 minutes)

A. We’ve talked about the Lenni Lenape Indians living in this part of Pennsylvania when colonists arrived. William Penn made agreements and treaties with Lenape in this area, and James Logan carried on many of these treaties for the Penn family, and took part in agreements for buying land from the Lenape.

Background:

*William Penn was a Quaker. Do you know that word? What does it mean? What do they believe in?* Because William Penn believed that all people are equal and everyone has God in them, he was a very fair leader and had a good relationship with the Lenape. He sent letter of friendship and brotherhood, and arranged a treaty to establish peace between them. He also paid them for their land. Now, they didn’t really understand the concept of buying land, because remember how we talked about how the Native Americans had a special culture? And they were very close to the earth, and shared all resources? Well purchasing land seemed to them like purchasing air. Which seems kind of impossible! So over time, they Native Americans get pushed further and further off of their land.

In the meeting that we have just recreated with the Iroquois exchanging wampum, all the groups were peaceful and happy. But as time went on, more colonists came and they wanted more land to live on; more problems arose; not all treaties about land worked out smoothly. In fact, the Lenape who lived along the Upper Delaware River in PA, and had been friends with William Penn, became very angry with Mr. Penn’s sons and James Logan.

An example of this is the Walking Purchase. In 1737, there was a land dispute between the colonists and the Lenape. Everyone was confused about where the boundaries were between the colonists’ land and the Native American land. So they decided to look at the original agreement that had been written many years before. The original agreement said the Native Americans were going to sell land with the boundary beginning at the Delaware and Lehigh River meeting point and extending “as far as a man can go in a day and a half”. So now, they decide they are going to see how far a man can go in a day and a half. Let’s see what happened.
Ask for two more volunteers. One student should be privately instructed to take 5 big steps, the other 5 small steps.

Who got more land? They both took five steps, so why isn't this fair? Well this is the same thing that happened with the Walking Purchase. James Logan hired the three fastest men in the colony to run as fast as they could for a day and a half. The Native Americans had one man, who just walked, and stopped to rest.

The colonists and the Native Americans didn't understand each other, did they? And the colonists kind of cheated, didn't they?

Remember, the Native Americans and the colonists didn't speak the same language, and didn't have the same culture, right? We already talked about how different the two groups were? So, differences in the understanding of “how far a man can go in a day and a half” ended badly for the Lenape who understood the phrase differently from the colonists.

So in the end, the Lenape were pushed out of their land and had to leave. Even though William Penn wanted to live peacefully with the Native Americans when he arrived, his sons, and James Logan, didn’t keep his promises after William Penn had died. Walking Purchase map Image #10.
Source:
HOTINONSHONNI (SIX NATIONS) GUSTOWEH (HEADDRESS) WORN BY THE ROYANNI (CHIEFS)
“Hello” in Different Native American Languages

LENAPÉ:
He (hay)

THE IROQUOIS NATIONS:

ONEIDA:
Shekó:lih! (pronounced "sheh-ko-lee")

MOHAWK:
She:kon! (shay-ghon)

TUSCARORA:
Chwe'n (chweh-n)

CAYUGA:
Sgé:no! (Sken-noh)

ONONDAGA:
Sgé:no! (skay-no)

SENeca:
Sgéno! (sken-noh)
THE WALKING PURCHASE OF 1737

To settle a dispute about land deeded to settlers, the Delawares agreed to a boundary to be set by a day-and-a-half walk along the Delaware River. They charged colonists cheated, claiming 1,200 square miles of land, much more than anticipated.

NEW NORTHERN BOUNDARY
Arbitrarily set by colony after walk

FINISH
Noon, Sept. 20

Easton
Boundary expected by the Delawares: Tohickon Creek

ROUTE OF WALKERS
55 miles covered in 18 daytime hours

Wrightstown
START
Dawn, Sept. 19

Philadelphia

NEW JERSEY

Sources: "History of the Lehigh Valley Region," W. Ross Yates;
"King of the Delawares: Teedyuscung 1700-1763," Anthony F. C. Wallace

Margee Forgosh The Morning Call