

## At-Home Lesson Plan

Please note: This lesson plan was adapted from a museum-based program. It is recommended that families work together on this lesson. Once the museum is open to the public again, come for a tour and see the actual artifacts in person!

### *Implications of European Settlement on Native Americans*

**Context:** The Lenni-Lenape came in contact with European settlers in the 16<sup>th</sup> century. Since then, the tribe has gone through various degrees of contact which had great implications on their lives and culture. This lesson will utilize a primary source document to begin to explore the complexities of the impact of Europeans on the Lenni-Lenape.

**Grade Level:** 6-8<sup>th</sup> Grade

**Learning Objectives:** By the end of the lesson, students will be able to:

- Explain the impact that European settlement had on Lenni-Lenape tribes
- Draw context and conclusions from a primary source document and understand the importance of this type of material
- Develop critical thinking and group discussion skills

**Standards: (New Jersey Social Studies Standards) 6.1.8.D.1.b** Explain how interactions among African, European, and Native American groups began a cultural transformation, **6.1.8.D.2.b** Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed, **6.1.8.B.3.a** Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies, **6.1.8.D.3.e** Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the (Revolutionary) war. **(6-8th Grade English Language Arts Standards) RI.6.2** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments, **RI.8.3** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories), **SL.6.3** Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

## **Glossary:**

- 1) Primary Source: An artifact, a document, diary, manuscript, autobiography, a recording, or other source of information that was created at the time under study.
- 2) Treaty: A formal agreement between two or more states, countries, etc. in reference to a peace or alliance.

## **Lesson Guide:**

- 1) Ask students to describe what a primary source is? What is a secondary source and how is that different than a primary source? What can we learn from primary sources (advantages/disadvantages?)
- 2) Explain that we are going to be exploring a document from 1778. Ask students if they know what was going on during that time in the U.S. This was the first treaty signed with Native Americans by the new government. Note that at this time, many Lenni-Lenape were already forced to relocate from the state.
- 3) Show the students the print-out of the original Treaty with the Delawares. Note that the original document is held by the U.S. National Archives. Ask the students what the document looks like, why it is in the condition it is in.



Photo courtesy of the National Archives and Records Administration. Learn more:

<https://www.si.edu/newsdesk/releases/first-written-treaty-between-us-and-native-american-nation-be-shown-american-indian-museum>

4) Read the following text with experts from the document. You can also read the entire treaty here [https://avalon.law.yale.edu/18th\\_century/del1778.asp](https://avalon.law.yale.edu/18th_century/del1778.asp)

### **“ARTICLE III**

And whereas the United States are engaged in a just and necessary war, in defence and support of life, liberty and independence, against the King of England and his adherents, and as said King is yet possessed of several posts and forts on the lakes and other places, the reduction of which is of great importance to the peace and security of the contracting parties, and as the most practicable way for the troops of the United States to some of the posts and forts is by passing through the country of the Delaware nation, the aforesaid deputies, on behalf of themselves and their nation, do hereby stipulate and agree to give a free passage through their country to the troops aforesaid, and the same to conduct by the nearest and best ways to the posts, forts or towns of the enemies of the United States, affording to said troops such supplies of corn, meat, horses, or whatever may be in their power for the accommodation of such troops, on the commanding officer's, &c. paying, or engaging to pay, the full value of whatever they can supply them with. And the said deputies, on the behalf of their nation, engage to join the troops of the United States aforesaid, with such a number of their best and most expert warriors as they can spare, consistent with their own safety, and act in concert with them; and for the better security of the old men, women and children of the aforesaid nation, whilst their warriors are engaged against the common enemy, it is agreed on the part of the United States, that a fort of sufficient strength and capacity be built at the expense of the said States, with such assistance as it may be in the power of the said Delaware Nation to give, in the most convenient place, and advantageous situation, as shall be agreed on by the commanding officer of the troops aforesaid, with the advice and concurrence of the deputies of the aforesaid Delaware Nation, which fort shall be garrisoned by such a number of the troops of the United States, as the commanding officer can spare for the present, and hereafter by such numbers, as the wise men of the United States in council, shall think most conducive to the common good.”

### **“ARTICLE VI.**

Whereas the enemies of the United States have endeavored, by every artifice in their power, to possess the Indians in general with an opinion, that it is the design of the States aforesaid, to extirpate the Indians and take possession of their country to obviate such false suggestion, the United States do engage to guarantee to the aforesaid nation of Delawares, and their heirs, all their territorial rights in the fullest and most ample manner, as it hath been bounded by former treaties, as long as they the said Delaware nation shall abide by, and hold fast the chain of friendship now entered into. And it is further agreed on between the contracting parties should it for the future be found conducive for the mutual interest of both parties to invite any other tribes who have been friends to the interest of the United States, to join the present confederation, and to form a state whereof the Delaware nation shall be the head, and have a representation in Congress: Provided, nothing contained in this article to be considered as conclusive until it meets with the approbation of Congress. And it is also the intent and meaning of this article, that no protection or countenance shall be afforded to any who are at present our enemies, by which they might escape the punishment they deserve.”

“In witness whereof, the parties have hereunto interchangeably set their hands and seals, at Fort Pitt, September seventeenth, anno Domini one thousand seven hundred and seventy-eight.

Andrew Lewis, [L. S.]  
Thomas Lewis, [L. S.]  
White Eyes, his x mark, [L. S.]  
The Pipe, his x mark, [L. S.]  
John Kill Buck, his x mark, [L. S.]

In presence of-

Lach'n McIntosh, brigadier-general, commander the Western Department.  
Daniel Brodhead, colonel Eighth Pennsylvania Regiment,  
W. Crawford, collonel,  
John Campbell,  
John Stephenson,  
John Gibson, colonel Thirteenth Virginia Regiment,  
A. Graham, brigade major,  
Lach. McIntosh, jr., major brigade,  
Benjamin Mills,  
Joseph L. Finley, captain Eighth Pennsylvania Regiment,  
John Finley, captain Eighth Pennsylvania Regiment.”

5) After giving time to read over the document, discuss the following questions: *Who were the two parties agreeing to the treaty? What are the main ideas? What was the purpose for the treaty? Why would the Lenape sign the document? Do you think the promises were kept?* If needed, explain that this was the first treaty between the new U.S. government and a Native American tribe. The government was promising sovereignty to the Lenape if they agreed to fight against the British. Allow time for questions and further exploration of sections if students wish or ask.

6) If time allows, explain that the promises in the treaty were not kept. Further conflict between the two parties led to even more relocation to other states.

Explore more resources here:

<https://nanticoke-lenape.info/history.htm>

<https://nanticokelenapemuseum.org/>