

Native Knowledge

Grades: Elementary (3-5)

Key Words and Definitions

LENAPE	A group of indigenous peoples who, prior to colonization in 1624, occupied territory from New York to Delaware, including land by the Hudson River. Because of forced migration and displacement by European colonizers, many Lenape now live in the Oklahoma area, but some still do live in New York City.
MORAL	A lesson gleaned from the telling of a story, often used to exemplify a desired human behavior or value
BIODIVERSITY	The variety of different species of organisms, including animal and plant life, within an ecosystem or habitat
SEED SAVING	The practice of saving seeds from one year's crop in order to preserve that plant for the following year

Pre-Field Trip Activity: Storytelling Practice

One 20-minute session; pre-visit

Learning Objective

Students will learn how the Lenape use storytelling and will practice building a story structure to reflect their understanding.

Materials

- Paper and pencil
- Copies of the Lenape Eagle story, linked in the resources

Procedure

1. Tell the class that during our field trip to Wave Hill, we will be learning about the Lenape, who are indigenous to the area we live in today. Storytelling is very important to the Lenape, as it is used instructionally, in order to teach, as well as to relay history.
2. Read the eagle story, linked under resources. Ask the class how the story made them feel, making a list on the board of emotions.
3. Say that the Lenape use storytelling for teaching purposes. What does the class think the story was trying to tell us? Make a list on the board of possible morals. The young man in the story realizes it is important to respect the land by taking only what he needs, and not depriving living things of what they need (feathers).
4. Give the class about 5 minutes to jot down or think of a story about their own life, saying that they should identify within their stories an emotion the listener might feel as a result, as well as a possible moral or lesson.
5. Ask students to share their stories with a partner, then talk about how each other's stories made them feel, and what was learned. Encourage the class to keep thinking about emotions and morals within the storytelling of the Lenape during the field trip at Wave Hill!

Resources

 [Eagle story: The Warrior and the Eagle \(occities.org\)](https://www.occities.org)

Post-Field Trip Activity: Seed Saving

One 20-minute session; post-visit

Learning Objective

Students will hone their skills of investigation by practicing seed saving with local produce, gaining an awareness of the interconnection of history, culture and science within this practice.

Procedure

1. Choose some veggies or fruits that contain seeds to distribute to your class—tomatoes, apples, cucumbers, zucchini, etc., are all good options.
2. You may want to pre-slice your veggie/fruits of choice, slicing in half lengthwise to reveal the seeds.
3. Distribute one half to each student, along with a paper towel, a spoon (tweezers or toothpicks also work well), a plate, and a plastic baggie.
4. Introduce the concept of seed saving to your class. This is the practice of saving seeds from the past year's growing season to ensure a plentiful harvest the following year. Can anyone think of any other reasons we might want to save seeds?
5. Seed saving is an important part of indigenous culture, as many native plants have been depleted or changed over the years as a result of standardized agriculture and displacement of native peoples. Seed saving is a way to ensure future generations will still have access to these culturally important plants.
6. Saving seeds is also beneficial ecologically by contributing to biodiversity, by preserving a wide variety of species of native plants.
7. Ask your students to carefully extract, pat dry with a paper towel, bag and label their seeds.
8. If there is time: To plant seeds in the classroom, punch a few holes in the bottoms of plastic containers, using the lid as a tray for the bottom. Fill the container about halfway with soil, then use a finger or utensil to poke a couple small holes in the soil. Place your seeds in the holes and cover lightly with a sprinkle of soil. Depth of seeds in soil varies depending on the plant, so be sure to check online for instructions specific to the seeds you're using.
9. You can allow students to take home their planters or leave them by a window in the classroom for observation. If you have a school garden, you can take some time as a class to plant your seeds outside!
10. Note: not all veggie seeds from the grocery store will sprout. Sprouting will be more likely if using an heirloom variety or produce purchased from a farmer's market (these will be less likely to have been frozen or cold for a while, which has the potential to kill seeds).

Materials

- Veggies or fruits with seeds
- Paper towels
- Spoons, tweezers or toothpicks
- Plates
- Plastic baggies
- Tupperware and soil (optional)

Sources

[!\[\]\(6059a5aa8b4ca7bb793408023d6c6e42_img.jpg\) Info sheet about seed saving and seed sovereignty | First Nations Development Institute](#)

[!\[\]\(c50c8b7b2cc2cf9ff925edec0ee94c0d_img.jpg\) Seed saving lesson plan info sheet \(for teachers\) | Storyline Frameworks For Educators - Learning in Places](#)



Scan for a page with all links