

History Making Productions

## A Lost World: 1600-1680

### Teacher Materials Lesson Plan and Answer Key

#### - ***Learning Through Media-***

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## INTRO TO OUR MATERIALS

**We here at History Making Productions hope that the *Philadelphia: The Great Experiment* series can enrich your classroom teaching in a way that is exciting for your students and not too time-consuming for you. Here's how it works.**

For each 25-minute episode you will find:

### **BEFORE**

Attention grabbing "hooks" to stimulate student interest

Images and/or documents from the film along with suggested discussion questions to prepare students to view the episode

Vocabulary lists to teach unfamiliar terms

Essential questions to help you frame the lesson

Relevant Pennsylvania Common Core Standards

### **DURING**

Note-taking sheets to keep your students focused as they view the episode

Suggested stopping points to maximize student interest and understanding

### **AFTER**

Follow-up lessons based on content from the episode

Class activities based on the webisodes that accompany each episode, along with webisode worksheets that require information gathering, exploration of primary sources, and critical analysis

Lessons based on primary sources relevant to the episode

Suggestions for topics that can be explored more fully using our Shortcuts, brief interviews with experts that are available on the *historyofphilly.com* website

A set of five quiz questions based on the note taking sheet

## A Lost World: Lesson Plan for Teachers

### BEFORE

**(Preparing for and showing the episode should take approximately one 50-minute class period.)**

To stimulate interest, show the **introductory PowerPoint**. It will orient students to the map of the region and get them thinking about the land's original inhabitants and their early contact with Europeans. It will also raise questions about the ways that visual interpretations of the past influence our understanding of history.

On the slide with the heading "Which do you think is more accurate and why?" note that in the image on the left, almost all of the Lenape are male, armed, and wearing feathers. In the image on the right, a man is helping with child care, and both sexes and varied ages are shown. The image on the right was completed recently by John Kraft, a Lenape educator and is based on extensive research and fieldwork. On the following slide, there is an image of The Landing of the Swedes on the Delaware, a ceiling mural painted in 1928 for the opening of the American Swedish Historical Society in Philadelphia. Note the following objects: telescope (exploration), staff & sword (conquest), farming implements (settlement, agriculture), a book—possibly a Bible (conversion), box of trinkets (trade). Point out that this image has many inaccuracies: there were no women or children on the original voyages, the Swedes are much more dressed up (and clean!) than one would expect after a long voyage; the Lenape sachems who greeted the Swedes would have been older.

### Words before watching:

These are terms that are used in the episode and on the note sheet. It will be helpful to review any unfamiliar terms with students or to distribute the **Vocabulary List** to students.

Archaeological – referring to the study of the human past based on material remains

Formidable – inspiring fear or respect through strength, size or power

Commercial – having to do with trade of goods and/or earning money

Hospitality – friendly treatment of visitors or guests

Vanquished – defeated

Extraction – process of taking out or removing something (as in natural resources)

Languish – to lack progress

Parochial – limited to things that impact a local area

Thwart – prevent

Indifference – lack of interest or concern

Mercenary – a soldier that serves for wages

Indentured Servant – a person who agrees to work for another for a specified time, usually in return for payment of travel expenses and maintenance

Imperious – domineering

Autocratic – characteristic of person ruling with absolute power

Treason – betraying or trying to overthrow one's government

Strongman – a leader who uses violence or threats

Decimate – to destroy a large number

Jeopardize – to put in danger

### Wondering before watching

These are the essential questions that permeate the episode and all supplementary materials. You may choose to present them before and/or after watching.

- What was the culture of the Lenni Lenape, the original inhabitants of our region?
- What were the initial reactions of the Lenni Lenape to European explorers and vice versa?
- What were the short-term and long-term impacts of Dutch and Swedish control of our region?
- How did the English Quakers differ from other European settlers? What is their legacy to our region and our nation?

- How do ideas of power (cultural, military, commercial, religious, etc.) impact the story of our region from 1600-1680?
- How do depictions of the past influence our understanding of history?

## **DURING**

### **Work while watching:**

Students will fill out a **note-taking sheet** that, once filled out, will provide an outline of the episode. *NOTE: It may be helpful to have students preview the note-taking sheet. Indicate that the note sheet is broken into five "chapters" and that Chapter III requires that they try to understand the roles of key figures rather than filling in blanks. You may want to assign two or three figures per student and then have them share their notes after the film.*

### **Pause while watching:**

**(9:00)** *How do you predict this meeting would have gone between the Dutch and the Lenape? What would each group have tried to convey to the other? What would have happened after the meeting?*

**(17:02)** *Have students work in small groups or "Think-Pair-Share" to determine the role of each of the six historical figures involved in New Sweden. Review the vocabulary words used in this section and indicated on the note sheet. (For Philadelphia area students, ask if they know of any remnants of New Sweden in the modern city.)*

## **AFTER**

### **(Approximately one class period)**

#### **Discussion after watching**

- The title of this episode is "A Lost World." Why is that a fitting title? What world has been lost—why and in what ways? What would be other appropriate titles for the film?
- The Swaanendaele massacre occurred in the aftermath of a Lenape man stealing a Dutch sign. Do you think the history of this region would have been significantly different if the sign had either never been posted or had been left alone?
- According to Erica Dunbar, "It was from the very beginning, an experiment in tolerance, an experiment in diversity, an experiment in different nationalities and types of people living together." What were "the experiments'" greatest successes and most significant failures during the period depicted in the film?
- At the end of the film, Michael Zuckerman says, "The people who were drawn here were people warned explicitly that you're going to have to work. It's not going to fall into your lap. If you do, this will be the best poor man's country on earth and it was." Do you agree with Zuckerman's assertion? Was it true in the period 1600-1680? Is it accurate when describing the United States today?
- Refer to **essential questions**



### Activity after watching

In order to have students review the content of "A Lost World," distribute the **chapter review worksheet** and/or the **timeline**. If you choose to have students do the chapter review worksheet, you may want them to work in pairs or small groups to complete the "Important Points" column using their completed note sheets. The illustration is meant to be the student's own drawing or design that conveys the major ideas of the chapter or event.

### Activity after watching—primary sources (Approximately one class period)

Show students the following two images

#### **Nova Suecia 1638-1655 tapestry** **Trading with Europeans watercolor**

Have them fill out the **Comparing Images** and/or **Venn Diagram** worksheets. Make sure they have plenty of time to examine the images in great detail. This would work well as a partner activity. Then, have students respond to the **Images Questions** or process these questions as a whole class discussion.

The tapestry hangs in the [American Swedish Historical Museum](#) in Philadelphia. Historical fallacies found in a 1928 ceiling mural painted to celebrate the opening of the museum (shown in the Introductory PowerPoint) led to the creation the tapestry in 1959. It portrays the Lenape, their crops, and their goods more accurately than does the mural—note the long houses, corn, tobacco, and domesticated turkeys on the left side of the tapestry. The right side of the tapestry shows the colonists' way of life with a sailing ship, a log cabin, a church, domesticated sheep and wheat crops. The windmill at the top of the tapestry symbolizes the Dutch settlement of New Amsterdam to the north.

If you'd like to use more of John T. Kraft's watercolors depicting Lenape life, you can find them [here](#). John T. Kraft is a Lenape archaeologist and educator who runs the [Lenape Lifeways](#) program based in New Jersey. His drawings are based on enormous amounts of research and fieldwork.

Although these are not primary sources in the sense of being eyewitness documents, they are primary sources in terms of exemplifying our evolving understanding of Lenape life.

### **(Varied depending on goals, assignments)**

### Activity after watching—shortcuts

If you and your students want to pursue topics introduced in "A Lost World" you can use the Shortcuts to get information from the experts on a variety of topics. A partial list of Shortcuts follows.

The Lenape

- Clan Mothers with Abigail Seldin

- Coexistence between Quakers and the Lenni-Lenape with Reverend John Norwood
- Lenape & German Relations with Shelley du Paul
- Lenape Land Management with Abigail Seldin
- Lenape Paths with Shelley du Paul
- Lenape People & English Settlers with Jean Soderlund
- Lenape People and the Dutch with Erica Dunbar
- Lenape Values with Jean Soderlund
- Lenape Women's Role in the Tribe with Shelley du Paul
- Lenni-Lenape and the Land of the New World with Reverend John Norwood
- The Lenape Population Decline with Jean Soderlund
- The Role of Lenni-Lenape Women with Reverend John Norwood
- Trading in Lenape Tribes with Shelley du Paul
- William Penn and Lenni-Lenape with Reverend John Norwood

#### The Dutch

- Lenape People and the Dutch with Erica Dunbar

#### New Sweden

- Adaptability of Swedes in Philadelphia with Carrie Hogan
- Johan Printz with Carrie Hogan
- New World Trade with Carrie Hogan
- Peter Minuit in the New Sweden Colony with Carrie Hogan

#### Disease

- Plagues After European Contact with Abigail Seldin

#### The Quakers/William Penn

- Coexistence between Quakers and the Lenni-Lenape with Reverend John Norwood
- First Versus Second Generation Quakers with Michael Zuckerman
- Motives of European Settlement in the New World with Erica Dunbar
- Penn and his Greatest Legacy with Sharon Ann Holt
- Quakers and the Spiritual Thought with Sharon Ann Holt
- Quakers Leaving England with Nathaniel Popkin
- The Role of Quaker Women with Nathaniel Popkin
- William Penn and Lenni-Lenape with Reverend John Norwood
- William Penn's Past with Michael Zuckerman

## A Lost World: Vocabulary List

- Archaeological – referring to the study of the human past based on material remains
- Formidable – inspiring fear or respect through strength, size or power
- Commercial – having to do with trade of goods and/or earning money
- Hospitality – friendly treatment of visitors or guests
- Vanquished – defeated
- Extraction – process of taking out or removing something (as in natural resources)
- Languish – to lack progress
- Parochial – limited to things that impact a local area
- Thwart – prevent
- Indifference – lack of interest or concern
- Mercenary – a soldier that serves for wages
- Indentured Servant – a person who agrees to work for another for a specified time, usually in return for payment of travel expenses and maintenance
- Imperious – domineering
- Autocratic – characteristic of person ruling with absolute power
- Treason – betraying or trying to overthrow one's government
- Strongman – a leader who uses violence or threats
- Decimate – to destroy a large number
- Jeopardize – to put in danger



**Key Ideas and Details**

**Grade 6-8**

- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- Identify key concepts in a text's description of a process related to history/social studies(e.g., how a bill becomes law, how interests rates are raised or lowered).

**Grade 9-10**

- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text
- Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**Grade 11-12**

- Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationship among the key details and ideas
- Evaluate various explanations for actions or events and determine which explanation best accords with the textual evidence, acknowledging where the text leaves matters uncertain

**Craft and Strucure**

**Grade 6-8**

- Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language inclusion or avoidance of particular facts).

**Grade 9-10**

- Analyze how a text uses structure to emphasize key points or advance an explanation or analysis

**Grade 11-12**

- Evaluate authors' differing points of view on the same historical event or issue by assessing the author's claims, reasoning, and evidence.

**Integration of Knowledge and Ideas**

**Grade 6-8**

- Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts)
- Distinguish among fact, opinion, and reasoned judgment in a text.
- Analyze the relationship between a primary and secondary source on the same topic.

**Grade 9-10**

- Assess the extent to which the reasoning and evidence in a text support the author's claims.
- Compare and contrast treaments of the same topic in several primary and secondary sources

**Grade 11-12**

- Integrate an evaluate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, as well as in words) in order to address a question or solve a problem
- Evaluate an authors's premises,claims, and evidence by corroborating or challenging them with other information
- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an event, noting discrepancies among sources.



# Note Taking Sheet

## A Lost World: 1600-1680

Fill this in as you watch. Sentences in italics are direct quotations from the episode.

### I. The Lenape

Archaeological evidence has proven that the Lenape have been in our region for **13,000** years.

The Lenapewihittuck River was important for **food, communication, and travel**.

*Lenapes put value on **freedom**.*

Lenape women had power to **make important decisions, appoint chiefs, hold property, and kick their husbands out**.

European explorers pushed the native peoples into **war** with each other.

*The war ended in more or less a **truce** with the Lenapes saying this is **not your land**. This is Lenape **land**.*

### II. The Dutch

European explorers were looking for **power** and **profit**.

In **1609** Henry Hudson, working for the Dutch East India Company, finds the Lenapewihittuck, but instead goes to Mannahatta (Manhattan) where there is easier access to the **beaver** trade.

*The Dutch envision a formidable commercial **empire** that stretches to the Lenapewihittuck.*

The initial response of the Lenape to the Europeans was to **greet them** and to show hospitality.

*The Lenape people had heard about people in big boats with **white skin** and interesting **trade goods**.*

The Lenape did not think **land** could be owned by **individuals**.

The Lenape did not understand why the Dutch painted their **coat of arms** on a **tin** sign to hang on a tree. A Lenape man used the sign to make **tobacco pipes**.

When the Dutch misunderstand the Lenape decision to **kill the thief and give his head to the Dutch**, the Lenape end up **killing** all the Europeans in Swaanendaele.

*The vanquished Dutch, will not **return** to the **area** for **decades to come**.*

## Note Taking Sheet, Continued

### III. New Sweden

**Identify the role of each of the following in the formation of New Sweden:**

King Gustavas Adolphus of Sweden- (*extraction*) **Leader who envisions a Swedish empire ("New Sweden" to challenge Dutch control of Atlantic Coast of North American. Killed in battle before this happens.**

Queen Kristina- (*languish, parochial, thwart, indifference*) **Daughter of Gustavas Adolphus. Her court lets idea languish. Eventually they enlist Peter Minuit to develop New Sweden. Later, doesn't send Johan Printz enough soldiers to get rid of all Lenape.**

Peter Minuit- (*mercenary*) **Meets with Lenape chiefs and buys land. Dies in a tropical storm in the Caribbean.**

Peter Gunnarson Rambo- (*indentured servant*) **Indentured servant who, once free, buys land in New Sweden and becomes a farmer. Later leads a revolt against Johan Printz.**

Johan Printz- (*imperious, autocratic, treason, strongman*) **Very large (and imperious and autocratic) governor of New Sweden who wants to get rid of all Lenape. Rambo and other landholders revolt against his harsh rule. He has one of them killed for treason. Queen Christina calls him back to Sweden. Once he leaves, there is no "strongman" to take his place.**

Armegot Printz- **Daughter of Johan Printz who becomes one of the first women to own land in the New World.**

Following Printz's departure from New Sweden, the **Dutch** again gain control.

### IV. Disease

European diseases included **small pox, influenza, malaria and other viruses.**

More than **three quarters** of native people in the Mid-Atlantic region died from European diseases.

Disease not only *decimates* the Lenape **population** ; it also *jeopardizes* **land**.

### V. The Quakers

The British defeat the **Dutch** and take control of the region.

The Church of **England** tries to get rid of all other religions—including the *radical* Society of **Friends** or Quakers.

King Charles II grants land to to **3** leading Quakers including William **Penn.**

How were Quaker settlements different from those of previous groups who had come to the colonies?

- **Not based on a cash crop economy**
- **Not based on strict religious piety**
- **Discouraged people looking to get rich quick**
- **"Wild-eyed notions" of religious freedom and democracy**
- **Tried to coexist with Lenape**

## A Lost World: 1600-1680

### TEACHER KEY

Name of Chapter	Important Points	Illustration Illustrations will vary
The Lenape	<ul style="list-style-type: none"> <li>In region for 13,000 years</li> <li>Lenapewihittuck River key for food, communication, travel</li> <li>Valued freedom</li> <li>Women had power (decisions, chiefs, property, marriage)</li> <li>Forced into war with other native peoples by Europeans → ended with truce</li> </ul>	
The Dutch	<ul style="list-style-type: none"> <li>1609, Henry Hudson finds Lenapewihittuck but prefers Manahatta for beaver trade</li> <li>Initial Lenape response to Dutch was hospitality</li> <li>Lenape did not think individuals could own land</li> <li>Dutch put a tin sign with coat of arms on tree → made into pipes by a Lenape → Lenape kill the man and give his head to Dutch</li> <li>All Dutch killed in Swaanendaele massacre soon after</li> </ul>	
New Sweden	<ul style="list-style-type: none"> <li>To challenge Dutch, New Sweden established by Peter Minuit by order of Queen Kristina</li> <li>Former indentured servant Peter Rambo leads revolt against Johan Printz, the harsh governor</li> <li>Once Printz departs, Dutch reassert control</li> </ul>	
Disease	<ul style="list-style-type: none"> <li>Europeans brought small pox, influenza, malaria, etc.</li> <li>&gt;3/4 of native people died of disease</li> </ul>	
The Quakers	<ul style="list-style-type: none"> <li>British defeat Dutch and take control of region</li> <li>King Charles II grants land to leading Quakers including Wm Penn</li> <li>Quakers different than other settlers (no cash crop, not looking to get rich quick, religious freedom/democracy, peace with Lenape)</li> </ul>	

# A Lost World Time Line Worksheet

*Student answers will vary*

DATE	MAJOR EVENT	ILLUSTRATION
<b>11,000 B.C.E.</b>	Archaeological evidence indicates existence of Lenni Lenape	
<b>1609</b>	Henry Hudson of Dutch East India Company finds Lenapewihittuck but continues to Manahatta (Manhattan)	
<b>1631</b>	Dutch establish Swanendaele in modern day Delaware	
<b>1632</b>	Swanendaele massacre	
<b>1638</b>	Peter Minuit establishes New Sweden (but soon dies in the Caribbean)	
<b>1643</b>	Johan Printz becomes governor of New Sweden	
<b>1653</b>	Johan Printz called back to Sweden following Rambo's rebellion; Dutch take control ending the colony of New Sweden	
<b>1677-1680</b>	Over 1,500 Quakers come to the Delaware River region	

## Nova Suecia 1638-1655 Tapestry



## Images of "A Lost World": Comparing Images of Lenape/European Trade

*Student Answers Will Vary*

	<b>New Sweden Wall Tapestry</b>	<b>Trading With Europeans Watercolor</b>
Clothing of Europeans		
Clothing of Lenape		
Items Europeans are selling to Lenape		
Items Lenape are selling to Europeans		
Background (What types of natural and manmade features are visible?)		
Composition (Which figures are front and center; which are in the background?)		





## Images of "A Lost World": Comparing Images of Lenape/European Trade

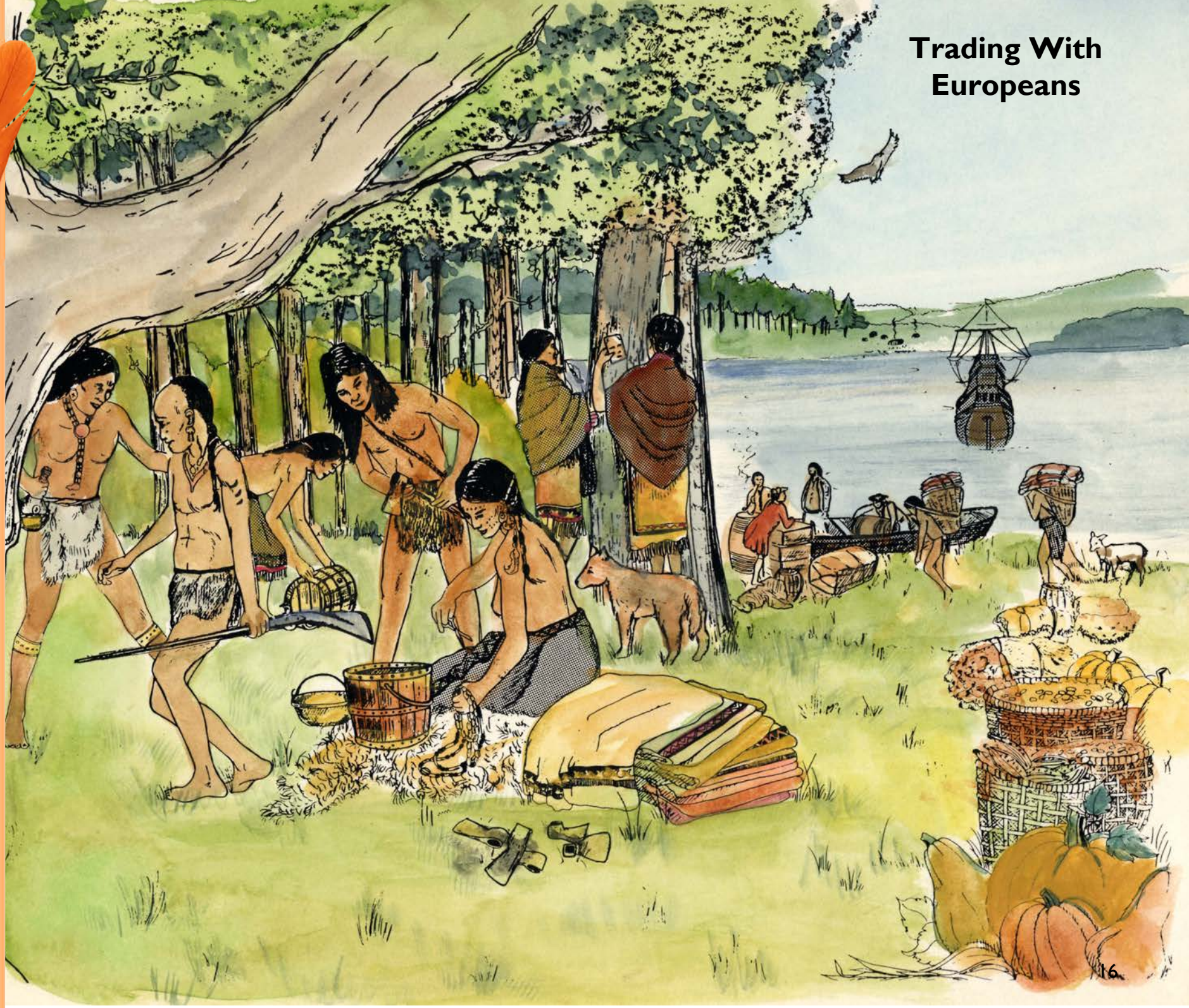
New Sweden Wall Tapestry

Trading with Europeans Watercolor

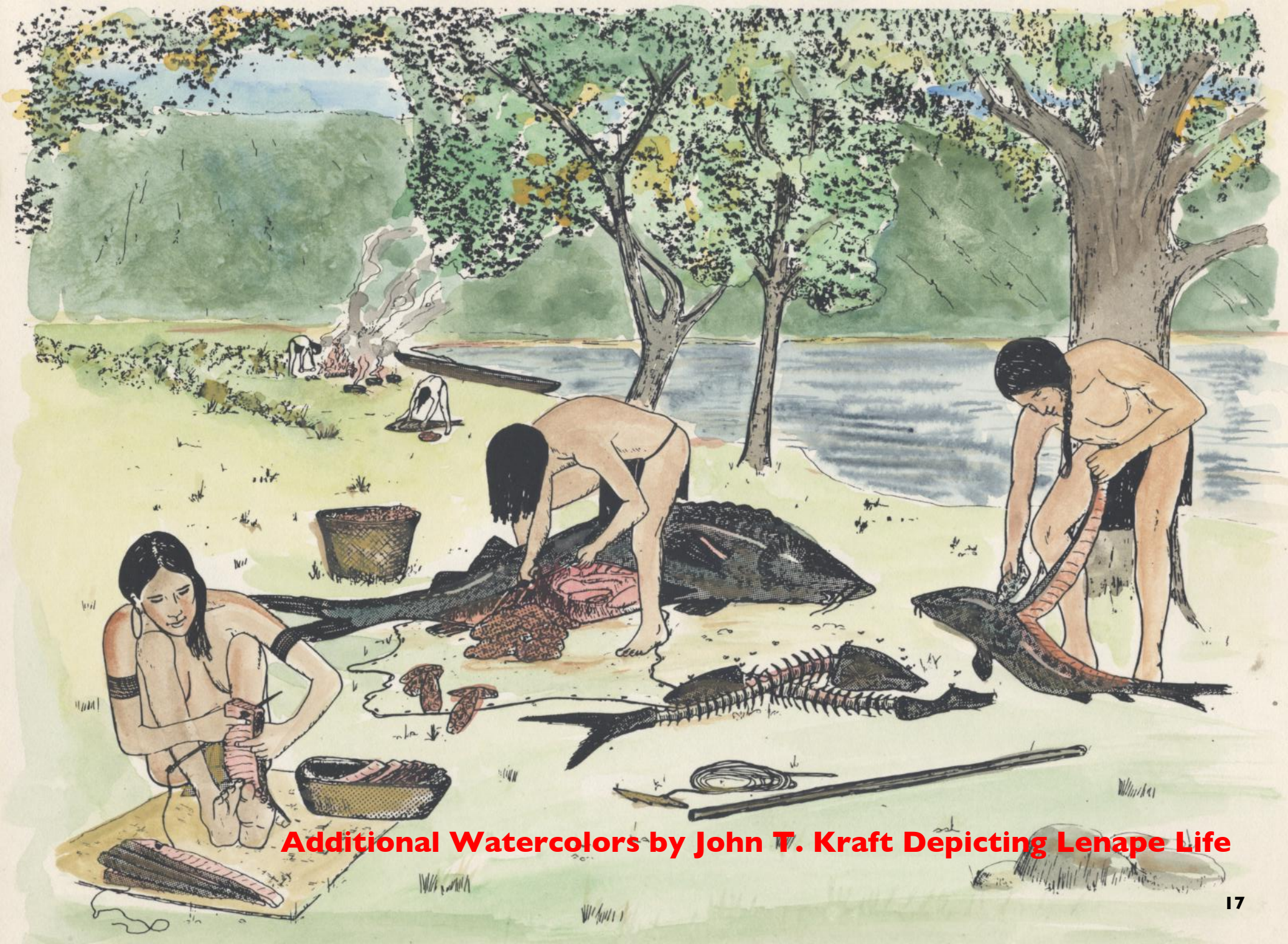
***Student Answers Will Vary***



## Trading With Europeans





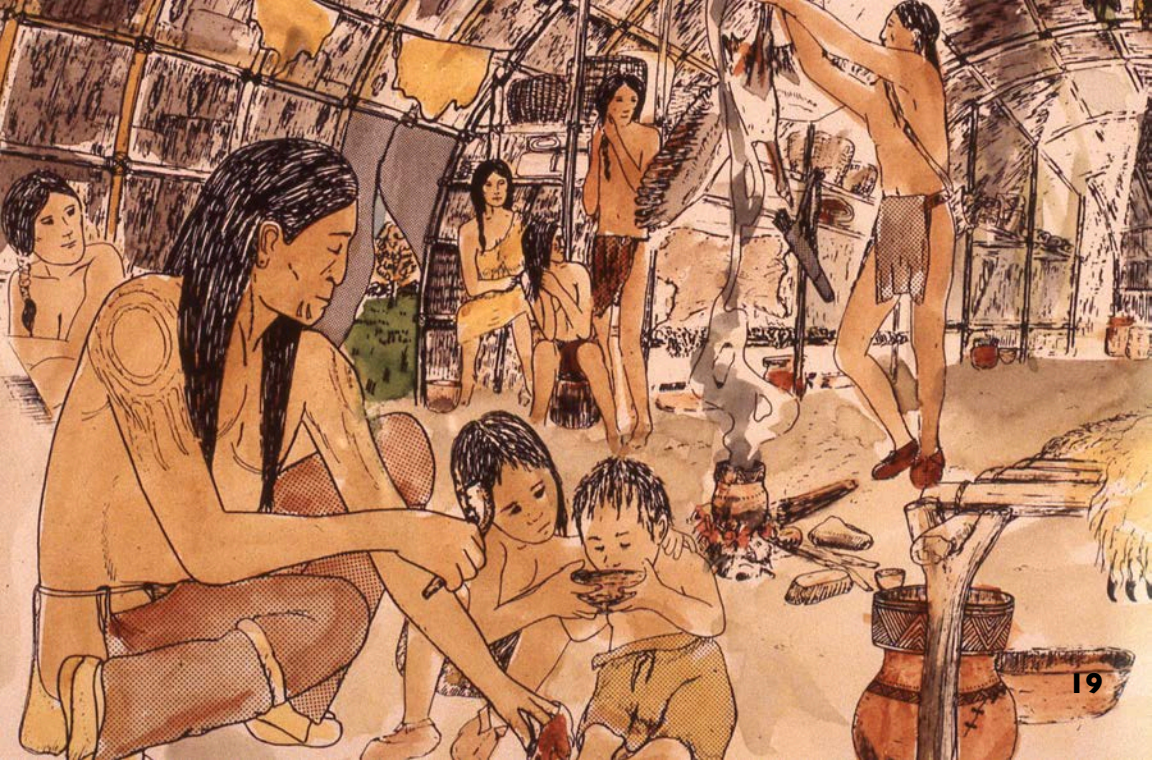


**Additional Watercolors by John T. Kraft Depicting Lenape Life**















## **A Lost World: 1600-1680 Quiz Questions (Based on Note Taking Sheet)**

1. \_\_\_\_ Each of the following is true of the Lenape EXCEPT
  - a. Archaeological evidence has proven that they have been in the Philadelphia region for about 13,000 years.
  - b. The Lenapewihittuck River was important to them for food, communication, and travel.
  - c. Only men made important decisions and appointed leaders.
  - d. At times they were at war with other Indian tribes.
2. \_\_\_\_ The Swaanendaele Massacre was a result of a misunderstanding between the Dutch and the Lenape about
  - a. Land ownership.
  - b. Animal sacrifice.
  - c. Christianity.
  - d. Access to the river.
3. \_\_\_\_ Johan Printz was called to Sweden by Queen Christina after he
  - a. Killed a large number of Lenape.
  - b. Had a Swedish settler killed for treason.
  - c. Refused to let his daughter Armegot own property.
  - d. Assassinated Peter Minuit.
4. \_\_\_\_ More than  $\frac{1}{4}$  of native people in the Mid-Atlantic region died from
  - a. Diseases brought to the New World by Europeans.
  - b. Starvation once the Europeans seized their lands.
  - c. Exposure to cold temperatures during a brutal winter.
  - d. Battles with European settlers.
5. \_\_\_\_ Quaker settlements were different from those of previous groups who had come to the colonies because they
  - a. Had a cash crop economy.
  - b. Forced the Lenape to follow their religion.
  - c. Promised substantial amounts of gold to those willing to come to Pennsylvania.
  - d. Tried to peacefully coexist with the Lenape.

### **Answer Key:**

1. **c** 2. **a** 3. **b** 4. **a** 5. **d**