



# LESSON PLAN Rusty Goes to Inwood Hill Park

## Objective

This lesson aims to teach students about the history of the last remaining natural park in Manhattan, Inwood Hill Park. This park has a historical significance as the Native Americans lived and fished along the land. This lesson will discuss the values, motivations, and beliefs of the Lenape and the Europeans. Students will learn about the land use change and how humans have treated our environment over the centuries. Students will make determinations based on current assumptions of trash or garbage and will be prompted to consider their individual impact as consumers and contributors to the waste stream.

## Teacher Background

The Lenni Lenape are one of the many Native communities that have lived in New York State and throughout the Western Hemisphere for thousands of years. It is well known that many millions of Native Americans were forced to migrate inland as the European settlers took over much of Eastern North America. There are thousands of different Native communities and each is **distinct** with its own history, language, arts, values, traditions and beliefs. Students will go on a virtual field trip to explore Inwood Hill Park along three separate hiking trails. They will learn three distinct topics about the Native Americans and Europeans and then teach the rest of their peers what they learned.

## Materials Needed

- Oyster shells (optional)
- Printed Rusty character (optional)
- Smartboard or projector to view short video and slides (optional)
- Slide Deck (printed or available to view on several computers)
- Venn Diagram worksheet
- NYC Then & Now worksheet
- Archaeology worksheet

## Procedure

As students arrive in class explain to them that Rusty is visiting today and has some questions he needs help answering. While walking through a beautiful park in northern Manhattan, Rusty came across a curious, bumpy, hard, greyish thing sticking out of the ground. He carefully dug around the object and thinks that it might be some kind of shell (If using an oyster shell, pass around or hold up for class to view). But how did it get in the park and why is it there?



To help Rusty, today we will visit the same park without even leaving our classroom. Are you ready?

1. Watch [Rusty Field Trip video](#)
2. Review slides 1-9 together as a class. These slides provide an introduction to the park and a brief background on the Lenni Lenape and arrival of the Europeans.
3. Following slide 9, divide the class into groups to separately explore the three color coded trails. Students will use the provided worksheet for each trail to answer the questions posed by Rusty throughout the lesson.

### **Three trails:**

#### **Gray Trail**

- Before seeing slide 12, students draw or describe what the two hawks may see and imagine.
- Students then move onto slide 12 and answer the question, “How do you think Mannahatta became Manhattan?”

#### **Blue Trail**

- Students use a Compare/Contrast chart, or a Venn-Diagram to compare and contrast the values, motivations and beliefs of the Lenape with the Europeans.
- Students self-identify and describe their own values, culture and beliefs and that of their families and communities.

#### **Orange Trail**

- Students compare/contrast the waste from a lunch meal today with a lunch meal then.
  - Students imagine what future archaeologists may find and conclude about our society when exploring our middens (landfills) of waste today.
  - Students answer what can be done to reduce the waste we leave behind.
4. Once complete, each group can give a short presentation to the class about what they discovered on their trail.
  5. Finish the lesson by viewing the final three slides as a group. Ask students how they can take what they learned about the Lenni Lenape to move their class, school and city towards zero waste.