



# **Building Cultural Proficiency:**

# **Learning Lenni-Lenape**

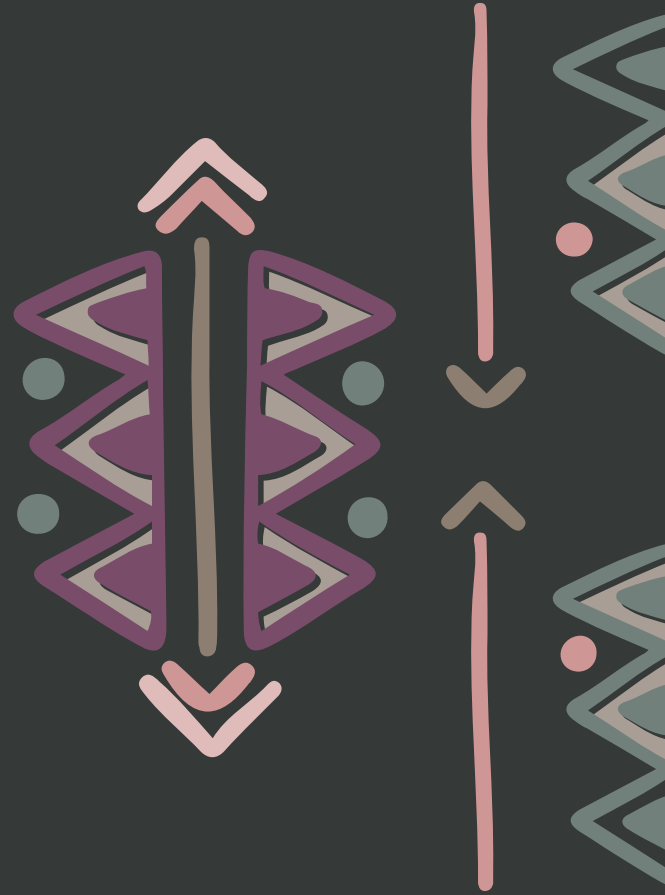
November 8th Inservice

Julie Overly - Elementary Instructional Coach



# Agenda:

- ❖ Land Acknowledgement
- ❖ Define Cultural Proficiency & Instructional Tips for Teachers
- ❖ Explore Lenni-Lenape resources to build personal knowledge
- ❖ Time to brainstorm ways to apply and expand on resources in the classroom (crowd-sourcing)
- ❖ Discussion/Share out





**Click HERE for the  
official  
Lenni-Lenape Land  
Acknowledgment**



# 5 Essential Elements of Cultural Proficiency/Competence

The essential elements are the standards for culturally competent values, behaviors, policies and practices:

- Assessing Cultural Knowledge – Being aware of what you know about your and others' cultures, about how you react to others' cultures, and what you need to do to be effective in cross-cultural situations.
- Valuing Diversity – Making the effort to be inclusive of people whose viewpoints and experiences are different from yours and will enrich conversations decision-making, and problem solving.
- Managing the Dynamics of Difference – Viewing conflict as a natural and normal process that has cultural contexts that can be understood and can be supportive in creative problem solving.

★ Adapting to Diversity – Having the will to learn about others and the ability to use others' cultural experiences and backgrounds in educational settings.

★ Institutionalizing Cultural Knowledge – Making learning about cultural groups and their experiences and perspectives as an integral part of your on-going learning.

# Tips for Teachers:

## Developing Instructional Materials about American Indians

[Full Resource: Tips for Teachers from American Indians in Children's Literature](#)

There are 500+ sovereign Native Nations that have legal agreements with the U.S. Best educational practice is to talk about sovereignty of Native Nations and then delve into unique cultural attributes like language, traditional stories, etc.

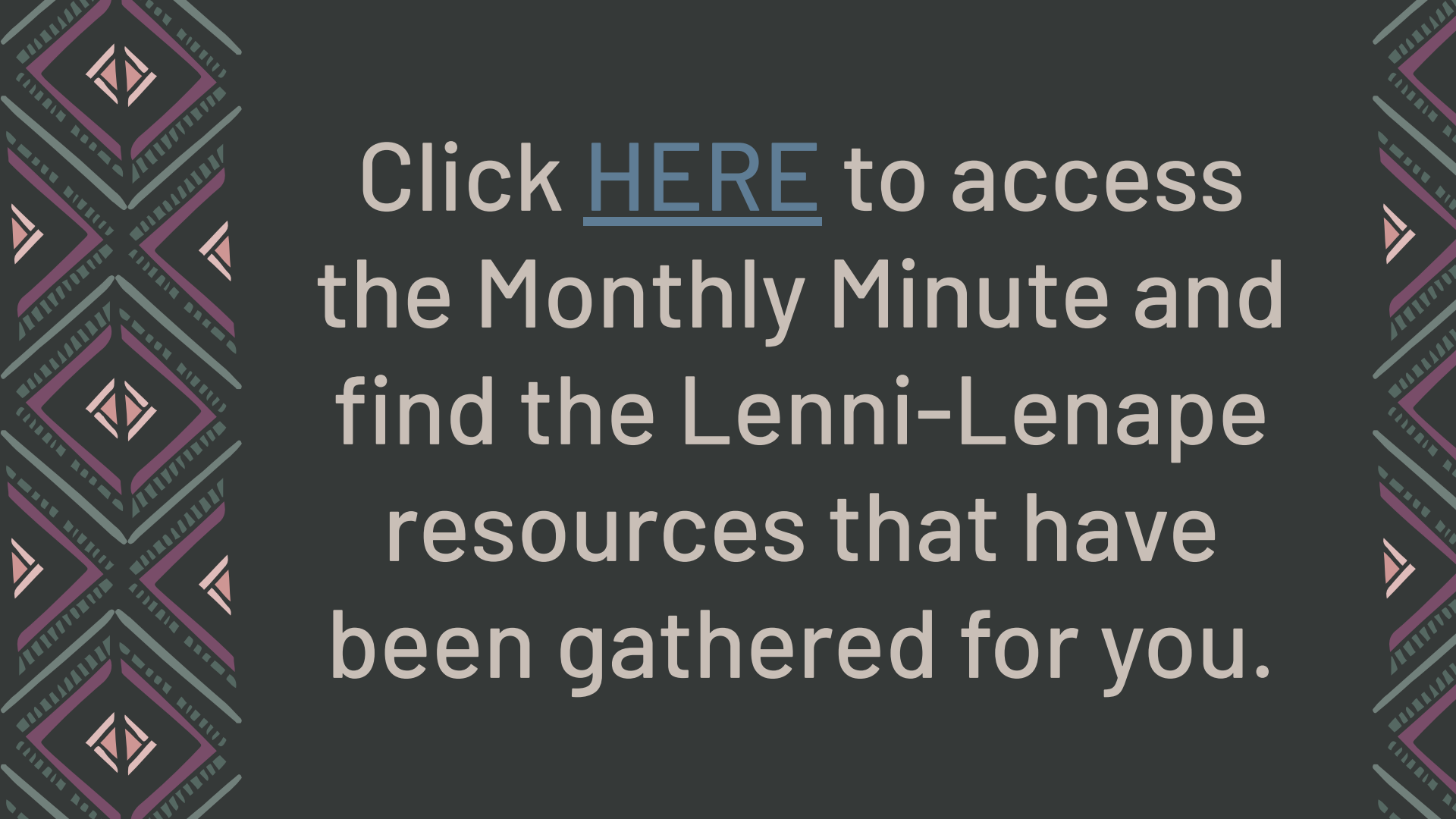
Best educational practice is to teach about and use the name of a specific Native Nation instead of using the terms *Native American*, *American Indian* or *Indigenous*. Teachers should start with info about the Nation in the area where they teach.

There is a tendency to talk, speak, and write about Native peoples in the past tense, as if they no longer exist. Use present tense verbs in your lessons and include Native Peoples in your teaching all year long, not just once a year.

# Schoolology:



If you cannot find the course, please let me know or ask a table mate to help you!

The image features a dark gray background with intricate, colorful geometric patterns on the left and right edges. These patterns consist of repeating diamond and zigzag shapes in shades of purple, teal, and pink. The central text is white and blue, providing a clear call to action.

Click [HERE](#) to access  
the Monthly Minute and  
find the Lenni-Lenape  
resources that have  
been gathered for you.

# Locate the ***Representation Matters*** box:

- ❖ Time to explore resources
- ❖ Time to chat and record ideas for application
  - Example: Land Acknowledgment

## Representation Matters

UMASD sits upon [Lenni-Lenape land](#).

Use these resources to learn about the Native Americans who were here first:



[Land Acknowledgement](#)



[Epic Book: The Lenape](#)



[Lenape Lifeways Video Collection](#)



[Lenape Pow Wow News Clip](#)



**You have 20 minutes to explore!**



Take notes as you explore!

# Native Land Digital Map

- Explore the Digital Map with students – have each student share an area where their family lives or frequently visits to learn the name of the Native Land
- Show students that there are Native people all over the world, visit the different continents
- See how many tribes exist in PA

# Official Website (Land Acknowledgement)

- Commit 1x/week during Nov. to recite the Land Acknowledgement (during Morning Meeting?)
- Sometime this month go outside, plant your feet in the grass and recite the LA for/with your class
- Share and discuss photobook  
<https://nlltribe.com/photobook/>

# EPIC Book: The Lenape



- Makerspace: students create games or items around holidays/cultures
- Read Aloud to students or record voice and the students could listen
- Focusing on different chapters and creating activities based on what we learned. The myth of the worlds creation would be something fun to do with students.
- Students could record their learning in a Lenni-Lenape journal following read alouds with words and/or drawings.
- Play some of the Lenape games that are described in chapter 3.
- Using props/puppets/pictures to reenact some of the stories within the larger text to help students understand and be a part of the history

# Lenape Lifeways Video Collection

- Split class into groups and have each one watch and report out on one of the videos in the collection (poster, Book Creator, etc.)
- Watch the video on Lenape home building and Wigwam time lapse, give the students materials to design and build their own wigwam.
- Include Native perspective and ways of life from these video when teaching these topics in social studies.
- Show video on tribal governing when learning about US government. Look for similarities

# Lenape Pow Wow News Clip

- The video talked about how they post a "Pow Wow Code of Conduct" so that everyone understands the expectations. This made me think of the PBIS expectations that we have in schools. Students could read and explore the code of conduct here: <https://nlltribe.com/annual-pow-wow/>



# **Did you find anything else during your explorations?**

## **Have you used other resources you love?**

- Lenni-Lenape Talking Dictionary-
  - Use Lenape words during Morning Meeting for greeting
  - For specialist: say hello/good-bye
- Lenni Lenape Village Field Trip - Field Trip Ideas grades 2-4
- Free Pow wow in Bridgeton, NJ in June!
- My husband is part Native American (Susquehannock) It was interesting to zoom in the area of Harrisburg that he's from to see that is in fact where the Susquehannock settled.
- Pennsylvania Tribes - <http://www.native-languages.org/pennsylvania.htm>
- <https://nativeamericans.mrdonn.org/art.html>
- <https://www.nativeamericanactivities.com/index.html>
-

# Discussion & Share-out

- ❖ Did you learn anything that was super interesting to you?
- ❖ Do you have a class implementation idea worth shouting out to the whole group?
- ❖ What was helpful about this session?
- ❖ Any other thoughts?



# THANKS!

Let me know if you need anything!

- ❖ Brainstorming
- ❖ Co-planning & co-teaching
- ❖ Reflection
- ❖ Gathering more resources

[joverly@umasd.org](mailto:joverly@umasd.org)

CREDITS: This presentation template was created by Slidesgo, including icons by Flaticon, and infographics & images by Freepik

