

## Self-Guided Tour, Schoenbrunn Village

### Description and Curriculum Resources

<b>Self-Guided Tour:</b>	Schoenbrunn Village
<b>Availability:</b>	Wednesday, Thursday, and Friday September, October, April, and May by appointment
<b>Time Allowance:</b>	1½ hours at site
<b>Cost:</b>	\$3.00 admission fee per student
<b>Grades:</b>	K, 1st, 2nd, 3rd, 4th, adaptable to all Limit 150 students

#### **Description:**

This self guided tour by appointment. It enables groups to explore this reconstructed Moravian village, an 18th century Christian mission to the Delaware Indians. Upon arrival, tour leaders will be greeted in the parking lot or in the museum and all logistics are reviewed, such as location of restrooms, order of activities, etc. A costumed interpreter will give the group a 20-minute orientation in the village's school or church before allowing groups to begin their self-guided tour.

School group leaders receive a "Teachers' Guide" prior to their visit so they are prepared to conduct the walking tour of the village with their students. A "Touch Basket" is available during a visit to assist teachers of preschool to 2nd grade. Teachers are also welcome to schedule use of the school for teacher-led activities.

#### **Social Studies Academic Content Standards Addressed:**

##### **History (Chronology)**

**K.** Use vocabulary associated with time to distinguish broad categories of historical time such as long ago, yesterday, today and tomorrow.

**3<sup>rd</sup>.** Place local historical events in sequential order on a time line.

##### **History (Daily Life)**

**1<sup>st</sup>.** Raise questions about how families lived in the past and used photographs, letters, artifacts, and books to clarify what is known and what is unknown.

**1<sup>st</sup>.** Compare past and present, near and far, with emphasis on daily life including: the roles of men, women, and children; the identification of basic human needs; various ways people meet human needs

**2<sup>nd</sup>.** Use historical artifacts, photographs, biographies, maps, diaries and folklore to answer questions about daily life in the past.

**2<sup>nd</sup>.** Identify the work that people performed to make a living in the past and explain how jobs in the past are similar and/or different from those of today.

### **History (Heritage)**

2<sup>nd</sup>. Recognize the importance of individual action and character and explain how they have made a difference in others' lives with emphasis on the importance of: social and political leaders in the United States (e.g., George Washington, Thomas Jefferson, Tecumseh, Harriet Tubman, Abraham Lincoln, Sojourner Truth, Susan B. Anthony and Martin Luther King Jr.); explorers, inventors and scientists (e.g., George Washington Carver, Thomas Edison, Charles Drew, Rachel Carson and Neil Armstrong).

History (Settlement)

4<sup>th</sup>. Describe the earliest settlement in Ohio including those of prehistoric peoples.

### **People in Societies (Cultures)**

1<sup>st</sup>. Describe similarities and differences in the ways different cultures meet common human needs including: food; clothing; shelter; language; artistic expressions.

3<sup>rd</sup>. Compare some of the cultural practices and products of various groups of people who have lived in the local community including: artistic expression; religion, language, and food.

4<sup>th</sup>. Describe the cultural practices and products of various groups who have settled in Ohio over time: Paleoindians, Archaic Indians, Woodland Indians (Adena and Hopewell), and Late Prehistoric Indians (Fort Ancient); historic Indians of Ohio (Ottawa, Wyandot, Mingo, Miami, Shawnee and Delaware); European immigrants; Amish and Appalachian populations; African-Americans; recent immigrants from Africa, Asia and Latin America.

### **People in Societies (Diffusion)**

2<sup>nd</sup>. Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in particular culture.

2<sup>nd</sup>. Explain how contributions of different cultures within the United States have influenced our common national heritage.

### **People in Societies (Interaction)**

3<sup>rd</sup>. Describe settlement patterns of various cultural groups within the local community.

4<sup>th</sup>. Describe the impact of the expansion of European settlements on American Indians in Ohio.

### **Geography (Places and Regions)**

1<sup>st</sup>. Identify and describe the physical features (lake, river, hill, mountain, forest) and human features (town, city, farm, park, playground, house, traffic signs/signals) of places in the community.

### **Geography (Human Environmental Interaction)**

4<sup>th</sup>. Identify how environmental processes (i.e., glaciation and weathering) and characteristics (landforms, bodies of water, climate, vegetation) influence human settlement and activity in Ohio.

### **Economics (Production, Distribution, and Consumption)**

1<sup>st</sup>. Describe the ways people produce, consume and exchange goods and services in their community.

### Economics (Markets)

1<sup>st</sup>. Explain ways that people may obtain goods and services that they do not produce including the use of money and barter.

Citizenship Rights and Responsibilities (Participation)

2<sup>nd</sup>. Demonstrate skills and explain the benefits of cooperation when working in group settings; manage conflict peacefully; display courtesy; respect others.

### Schoenbrunn Glossary:

**American Indian.** Member of one of the tribes living in North and South America before the Europeans discovered these continents.

**artifact.** A material object of a culture such as a tool, an article of clothing, or a prepared food.

**attack.** To begin a fight against.

**country.** A unit of political space, the entire land area of a nation or state.

**culture.** Learned behavior of a group of people, which includes their belief systems and languages, their social relationships, their institutions and organizations, and their material goods such as food, clothing, buildings, tools, and machines.

**diffusion.** The spread of people, ideas, technology, and products among places.  
execution. The act of putting to death.

**famine.** A very great lack of food in an area that causes many people to die of starvation.

**frontiersman.** A man who lives in the frontier.

**harassment.** To bother or annoy again and again.

**King Netawatwes.** A Delaware Indian chief.

**Lapowinsa.** A Delaware Indian Chief who signed the Walking Purchase Treaty of 1737.

**massacre.** The brutal, bloody killing of many people.

**military.** Having to do with an army, soldiers, or war.

**militia.** A group of citizens who are trained to fight and help in emergencies.

**mission.** A church or other place where a group of missionaries work.

**missionary.** A person who is sent by his church to teach his religion in another place.

**Moravian.** Having to do with a Protestant church founded by John Huss.

**nation.** A group of people bound together by a strong sense of shared values and cultural characteristics, including language, religion, and common history.

**natural resources.** A productive resource supplied by nature (e.g., ores, trees, arable land).

**natural rights.** A belief that individuals are naturally endowed with basic human rights that cannot be taken away or given up.

**perspective.** A specific point of view in understanding or judging things or events.

**preacher.** A person who preaches.

**primary source.** An account of an event by someone who was present at the event.

**raid.** A sudden surprise attack.

**reconstructed.** Rebuilt or remade over.

**responsibilities.** The conditions or tasks for which a person is accountable or answerable.

**Revolutionary War.** The war from 1775 to 1783 by which the thirteen American colonies won independence from England.

**rights.** Just claims that belong to a person by law, nature, or tradition.

**scarcity.** The lack of sufficient resources to produce all the goods and services that people desire.

**secondary source.** An account of an event by someone who was not present at the event.

**soldier.** A person who is a member of an army.

**standard of living.** A person's or group's level of material well being, as measured by education, housing, health care, and nutrition.

**starvation.** To suffer from or die from hunger.

**stockade.** An area closed off by a fence made of strong posts that are set upright in the ground. A stockade serves as a barrier for defense against an attack.

**supplies.** A quantity of something that is needed.

**Tiscohan.** A Delaware Indian Chief.

**village.** A small group of houses.

**wilderness.** A place where few or no people live. It may be a dense forest with wild animals.

**Zeisberber, David.** The person who established the Moravian missionary in 1772.

**Pre/Post Visit Classroom Activities: (in separate files)**

Schoenbrunn Village Diary

Schoenbrunn Village: A History

Schoenbrunn Village is operated by the Ohio Historical Society, a nonprofit organization that serves as the state's partner in preserving and interpreting Ohio's history, archaeology, and natural history.