

Ohio History Teachers 30 Minute Program

SETTLING THE OHIO FRONTIER (Grades 3, 4, 5 & 8)

Description: During this PowerPoint and hands-on presentation, students handle authentic and reproduction artifacts, and learn about the pioneer period in Ohio, a brief period, spanning the late 1700's through the 1830s. This program examines the first European settlers in Ohio, their lifestyles. Through a simulation, students experience the impact of European expansion upon the American Indians in Ohio. The Discovery Theater is the setting for this hand-on program.

Primary Objectives:

Grades 3 – 5: Through hands on activities, students will experience some cultural practices and products of historic Indians and American settlers and the impact of settlement on the historic Indians.
Grade 8: Through hands on activities, students will be exposed to some to exchanges between American Indians and European settlers. They will realize that it was the physical environment of Ohio and its natural resources that lead both the historic Indians and Europeans to migrate westward to continue to engage in the economics of the fur trade. They will understand that trade was primary reason for colonization and discover that in Ohio contact eventually resulted in land acquisition, treaties, and finally Indian removal.

Location: Ohio Historical Center, Columbus, Ohio

Availability: September – March
Thursdays, Fridays
10:00 a.m. – 2:00 p.m.
Maximum 50 students

Time Allowance: 30 minutes

Cost: Students \$4.00 includes admission
Chaperones \$3.00
Teachers free

Vocabulary:

Archaeologist – A person who studies ancient cultures through the examination of their buildings, tools, and other objects.

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

Barter – The trade of goods and services for other goods and services without the use of money.

Cultural Practice – A pattern of behavior accepted by a society.



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Cultural Product – A tangible (e.g., a painting, a cathedral, a mosque, a piece of literature, a pair of chopsticks) or intangible (e.g., an oral tale, a dance, a sacred ritual, a system of education) aspect produced by a cultural group.

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.

Goods – Objects that are capable of satisfying people’s wants.

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

Primary source – An account of an event by someone who was present at the event.

Ration – A fixed allowance for food or provisions.

Scarcity – The lack of sufficient resources to produce all the goods and services that people require.

Secondary source - An account of an event by someone who was not present at the event.

Settlement – A group of settlers living in close contact.

Territory – An area of land; the land and waters under the jurisdiction of a state, nation, or sovereign.

Tradition – A long-established action or pattern of behavior in a community or group of people, often one that has been handed down from generation to generation.

Pre Visit Activity:

Go over the definitions of cultural practice, cultural products. Read and discuss one of these following articles.

American Frontier <http://www.ohiohistorycentral.org/entry.php?rec=651>

Frontier Education <http://www.ohiohistorycentral.org/entry.php?rec=1556>

Frontier Women <http://www.ohiohistorycentral.org/entry.php?rec=591>

Ohio Country <http://www.ohiohistorycentral.org/entry.php?rec=780>

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Assessment Activity: Following the program the presenters will sit down with the students and engage in a conversation of what they learned because of their experience with the program, particularly focusing on the objectives for their specific grade.

Post Visit Assessment Activity:

Using Venn diagrams, Grades 3-5 students will compare the cultural practices and products of Ohio's early pioneers and Historic Indians and draw conclusions.

Social Studies Standards Connections (by Alignment of Benchmarks and Grade-Level Indicators):

- Grade 3: People in Societies – A1; Economics – C5
- Grade 4: History – A1, B2, B3; People in Societies – A1, B2, B3; Economics – C5; Social Studies Skills and Methods – A3
- Grade 5: History – A1, B3, C6; People in Societies – A1
- Grade 8: History – D2; People in Societies – B3; Geography – C2, D3

English Language Arts Standards Connections (by Grade-Level Indicator)

- Grade 3: Communication: Oral and Visual – 1, 3
- Grade 4: Communication: Oral and Visual – 1
- Grade 5: Communication: Oral and Visual – 1
- Grade 8: Communication: Oral and Visual – 1

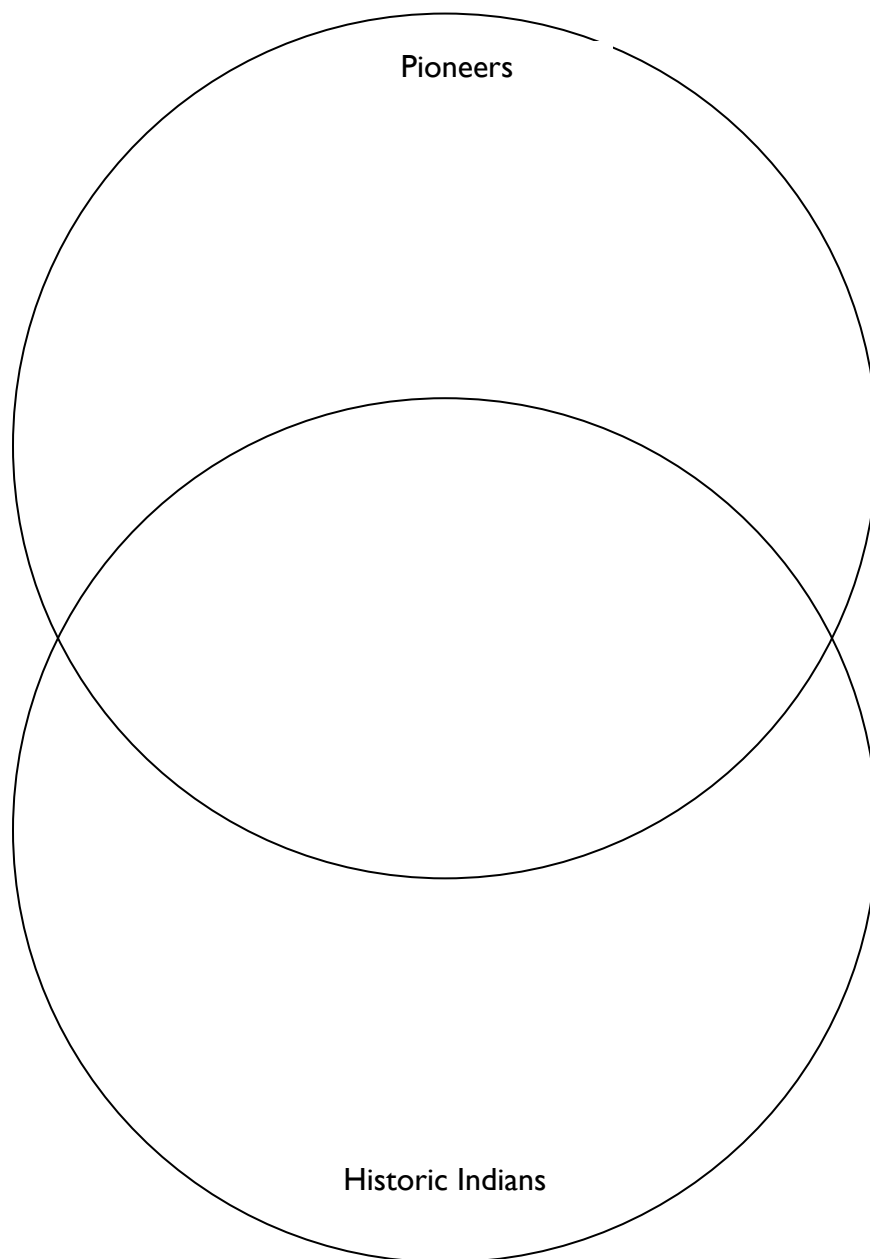


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Pioneer Life Cultural Practices and Products

Grades 3 - 5 Assessment Activity

Compare the similarities and differences between the cultural practices and products of Ohio's early pioneers and the Historic Indians of Ohio. (Another group that settled in Ohio may be substituted for the Historic Indians.)



My Conclusions: _____

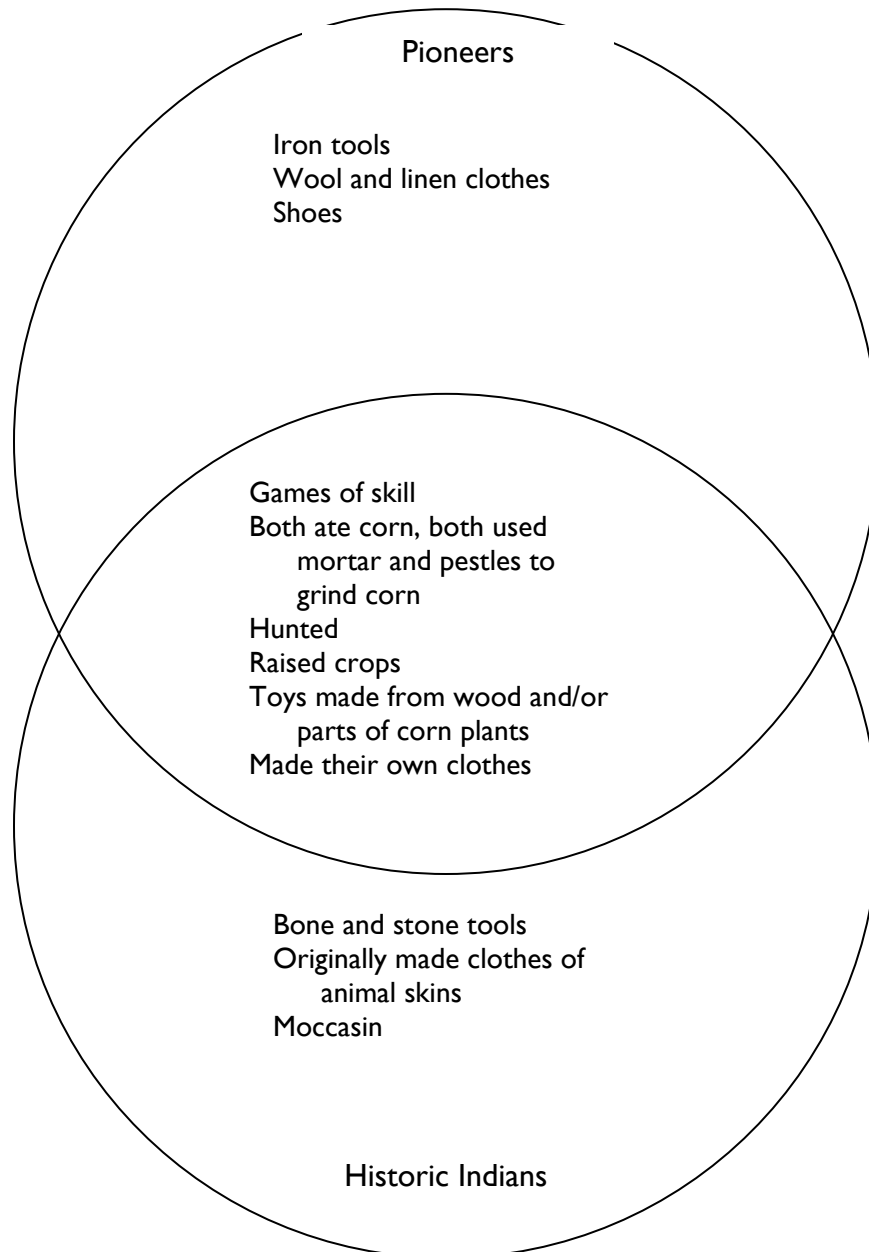


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Pioneer Life Cultural Practices and Products

Grades 3 - 5 Assessment Activity Venn diagram with possible answers and conclusions

Compare the similarities and differences between the cultural practices and products of Ohio's early pioneers and the Historic Indians of Ohio. (Another group that settled in Ohio may be substituted for the Historic Indians.)



My Conclusions: The Historic Indians and the Pioneers were similar in the types of things they did. They hunted, farmed, and made their own clothes. They were different in the resources available to them. The Historic Indians relied on the natural resources of Ohio, rocks, trees, and animals. The pioneers imported resources and technologies from Europe such as sheep for wool and the ability to make iron tools.

