



MASSILLON MUSEUM

LESSON TITLE:

Native Americans in Our Home State of Ohio:
The Native American Collection of the
Massillon Museum

GRADE LEVEL:

3rd and 4th

GROUPING OF STUDENTS:

Individual

MATERIALS:

Drawing paper and various tools (pen, pencils, etc.). Heavyweight paper if using paints. Objects that Native Americans would have used in the past for students to reference when drawing. Images in a slideshow or items brought in to share.

OBJECTIVES:

- Students will view artifacts and pictures of archaeology digs to learn about the past.
- Students will learn the difference between prehistoric Paleo-Indians, Mound Builders, and historic and modern Native Americans.
- Students will learn how Native Americans met their basic needs through the production of goods.
- Students will learn differences between Ohio's climate during the Ice Age and today.
 - Students will learn the difference between a primary and secondary source.
- Students will choose a primary source (object) that Native Americans would have used in the past and create a secondary source by illustrating how a Native American would have used the object.
- Students will then think of objects they use daily and create a primary source by illustrating themselves using the present-day object.
- Students will be able to verbalize the difference between primary and secondary sources and the differences between the objects we use today, and the objects Native Americans use or used.

OHIO LEARNING STANDARDS:

Third Grade

Social Studies

History Strand

Historical Thinking and Skills:

1. Events in local history can be shown on timelines organized by years, decades and centuries.
2. Primary and secondary sources can be used to show change over time.

Heritage:

3. Local communities change overtime

Geography Strand

Places and Regions:

5. Daily life is influenced by the agriculture, industry and natural resources in different communities.

Human Systems:

7. Systems of transportation and communication move people, products and ideas from place to place.

8. Communities may include diverse cultural groups.

Economics Strand

Scarcity:

15. Both positive and negative incentives affect individuals' choices and behaviors.

16. Individuals must make decisions because of the scarcity of resources. Making a decision involves a trade-off.

Production and Consumption:

17. A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services.

Markets:

18. A market is where buyers and sellers exchange goods and services.

Fine Arts

Visual Arts

Perceiving/Knowing (PE):

1PE: Observe and compare similar themes, subject matter and images in artworks from historical and contemporary eras.

2PE: Identify the relationships between and among selected elements and principles of art and design.

3PE: Use historical and cultural artworks to answer questions about daily life.

4PE: Recognize selected artists who contributed to the cultural heritages of the people of the United States.

5PE: Provide examples of how we encounter art and artists in everyday life.

6PE: Recognize and identify choices that give meaning to a personal work of art.

Producing/Performing (PR):

1PR: Demonstrate skill and expression in the use of art techniques and processes.

2PR: Use appropriate visual art vocabulary during artmaking processes.

3PR: Find and solve problems of personal relevance and interest when developing artmaking ideas.

4PR: Create artworks that demonstrate awareness of two- and three-dimensional space.

5PR: Show increasing attention to the nuances of elements and principles of design when creating personal works of art.

Responding/Reflecting (RE):

1RE: Examine and describe how art and design principles are used by artists to create visual effects.

2RE: Select an object and explain reasons why they think it is a work of art.

3RE: Compare and contrast their opinions of a work of art with those of their peers.

4RE: Identify artworks from their communities or regions and communicate how they reflect social influences and cultural traditions.

5RE: Use feedback and self-assessment to improve the quality of personal artworks.

OHIO LEARNING STANDARDS: Fourth Grade

Social Studies

History Strand

Historical Thinking and Skills:

1. The order of significant events in Ohio and the United States can be shown on a timeline.

2. Primary and secondary sources can be used to create historical narratives.

Heritage:

3. Various groups of people have lived in Ohio over time including American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in cooperation, conflict and compromise.

Geography Strand

Place and Regions:

10. The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio.

Human Systems:

12. People have modified the environment throughout history resulting in both positive and negative consequences in Ohio and the United States.

13. The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio's population has become increasingly reflective of the multicultural diversity of the United States.

14. Ohio's location and its transportation systems continue to influence the movement of people, products and ideas in the United States.

Fine Arts

Visual Arts

Perceiving/Knowing (PE):

1PE: Use sensory details and descriptive language to identify and describe universal themes, subject matter and ideas expressed across arts disciplines.

2PE: Notice and describe different visual effects resulting from artmaking techniques.

3PE: Compare and contrast art forms, techniques and functions and artistic styles from a variety of cultures and historical periods.

4PE: Identify and describe how artists from various cultural and ethnic groups have impacted Ohio's history.

5PE: Link ideas in and design of works of art to the emotions and moods expressed in them.

6PE: Identify and name the sources for artmaking ideas (e.g., self, environment and other people).

Producing/Performing (PR):

1PR: Identify, select and vary art materials, tools and processes to achieve desired results in their artwork.

2PR: Experiment with art materials by using them in unexpected and creative ways to express ideas and convey meaning.

3PR: Generate ideas and employ a variety of strategies to solve visual problems.

4PR: Demonstrate motivation, independence and persistence during studio practices to complete artworks.

5PR: Combine the elements and principles of art and design to create visually effective compositions in original works of art.

6PR: Demonstrate technical skill through the integration of common processes and topics from other subject areas.

Responding/Reflecting (RE):

1RE: Identify qualities that contribute to the design and meaning of their artworks and the works of others.

2RE: Develop and share their ideas, beliefs and values about art.

3RE: Recognize and describe the relationship of artworks to their social and cultural contexts.

4RE: Generate criteria for discussing and assessing works of art.

5RE: Refer to criteria and use art vocabulary when discussing and judging the quality of artworks.

6RE: Give and use constructive feedback to produce artworks that achieve learning goals.

KEY TERMS:

Archaeologist: A scientist who studies people in the past, and the things people leave behind

Community: A place where people live together

Extinct: A species, family, or other group of animals or plants having no living members

Ice Age: A very cold time in history 2.4 million years ago that lasted until 11,500 years ago

Mound Builders: A member of a prehistoric American Indian people whose earthworks are found from the Great Lakes down the Mississippi River valley to the Gulf of Mexico

Nomad: Someone who packs up their home and moves to follow resources, such as food and edible plants

Paleo-Indians: First people in prehistoric Ohio

Paleontologist: Scientists who study the fossilized remains of animals and plants

Petroglyph: A carving into rock

Prehistory: Before there was written language

Primary Source: An immediate, firsthand account from someone who participated in or witnessed an event

Secondary Source: Information created later by someone who did not personally participate in or witness an event

PREPARATION:

What are some objects we learned about today that Native Americans used in the past? How were those objects used? What are some objects we use today that are similar? How are some objects we use today different? I want you to pick one object we learned about today that Native Americans would have used in the past, and one object you use on a regular basis.

Give an example to help students think of what they could make. For instance, a deer scapula for scraping and kitchen knife for cutting food.

PROJECT:

Once you have an idea for the two items, I want you to draw me two pictures. In the left box, draw a Paleo-Indian, Mound Builder, or Native American from the past using an object like arrowheads that we learned about in the presentation. This will be a secondary source. In the right box, draw yourself using an everyday object from today's world, like a computer. This will be a primary source. You can also write next to the drawings to describe what is happening, similar to how picture books or comic books are written.

When working on the drawing, I want you to think about why objects are important in our everyday life. Think about how life would be if we did not have certain objects today. Sometimes it is hard to imagine what life would be like in the past. By thinking about our differences and similarities to the past we are able to better understand the achievements of the present day, while also understanding where we came from.

POST ACTIVITY:

- Ask students to pair up and compare and contrast their petroglyphs.
- Ask students to volunteer to show their petroglyph to the class and share what part of nature in Ohio inspired their work.
- Visit the American Indian Gallery at the Massillon Museum with your students.