

Exploring Ohio's Indigenous Peoples Grades 3-5

DESCRIPTION

Through hands on, group-based activities, students build an understanding of Ohio's indigenous peoples by analyzing artifacts from four pre-colonial time periods. Throughout the program learners use critical thinking skills and discussion of material culture, to explore what daily life could have looked like for Indigenous peoples before the arrival of European settlers.

OBJECTIVES

- Compare artifacts from different cultural time periods to learn more about the people who created them.
- Collaborate with group partners to answer questions, solve problems, and draw conclusions about the lifestyle of indigenous peoples based on observation of material culture.
- Explain how items such as tools and art changed over time.

OHIO'S LEARNING STANDARDS

Grade 3

History – Historical Thinking and Skills

- Events in local history can be shown on timelines organized by years, decades and centuries.
- Primary sources such as artifacts, maps and photographs can be used to show change over time.

Geography - Places and Regions

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

Geography - Human Systems

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

English Language Arts – Speaking and Listening

- SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly
- SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Grade 4

History - Historical Thinking and Skills

- The order of significant events in Ohio and the United States can be shown on a timeline
- Primary and secondary sources can be used to create historical narratives

History - Heritage

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

English Language Arts – Speaking and Listening

- SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Grade 5

History – Early Civilizations

- Early Indian civilizations (Maya, Inca, Aztec, Mississippian) existed in the Western Hemisphere prior to the arrival of Europeans. These civilizations had developed unique governments, social structures, religions, technologies, and agricultural practices and products

English Language Arts – Speaking and Listening

- SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Before your Program

If you are visiting us at the Museum...

If this will be your first trip to the Museum for some of your students, you may want to discuss the following questions:

- What is a Museum? Why are we going to the Cleveland Museum of Natural History?
- How should we handle objects at the Museum?
- Use the vocabulary and additional resources provided in this Teacher Guide to preview or review program content with your class.



If we are visiting you...

- Set-up requirements:
 - Students will be working in small groups, sharing materials provided by the museum instructor.
 - Each student will need a pencil and a flat surface to write on.
 - Museum educator will need to project slides. A classroom projector can be used if available. Otherwise, the educator will need a blank wall or white board to project from the Museum projector.
- Please have student desks clear before the program begins.
- Please provide an empty desk or small table for the museum educator to set up display items.
- Use the vocabulary and additional resources provided in this Teacher Guide to review content with your class prior to the program.
- If booking multiple programs in a row, transitions will be easier if museum staff sets up in only one location.

VOCABULARY

Material Culture – physical objects significant to a culture either due to practical use or symbolic meaning.

Indigenous People – distinct social and cultural groups that share collective ancestral ties to the lands and natural resources where they live.

Pre-contact –before European settlers arrived in North America.

Artifact – an object made or modified by humans.

Fossil – the preserved remains of a once living organism.

Nomadic – groups that live by traveling from place to place, often following food and resources.

Sedentism – practice of settling in one location and establishing semi-permanent to permanent settlements.





ONLINE RESOURCES FOR TEACHERS AND STUDENTS

Click the link below to find additional online resources for teachers and students. These websites are recommended by our Museum Educators and provide additional content information and some fun, interactive activities to share with your class.

[ARCHAEOLOGY IN OHIO | The Archaeological Society of Ohio](#)
[Stone Tools of North America - Museum of Stone Tools](#)
[What is Carbon Dating? | University of Chicago News](#)
[Native-Land.ca | Our home on native land](#)
[Home | Hopewell Ceremonial Earthworks](#)

CMNH Educators regularly review these links for quality. Web addresses often change so please notify us if any links have issues.

Cleveland Museum of Natural History <http://www.cmnh.org>

