



M A S S I L L O N M U S E U M

LESSON TITLE:

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

GRADE LEVEL:

1st

GROUPING OF STUDENTS:

Individual

MATERIALS:

Brown paper cut into a small sheet for each student, crayons/chalk/oil pastels in natural colors.

OBJECTIVES:

- Students will view artifacts and pictures of archaeology digs to learn about the past.
- Students will learn the difference between prehistoric Paleo-Indians and modern-day Native Americans, and how the way they met their basic needs differed.
- Students will learn how Native Americans met their basic needs through the production of goods.
- Students will learn briefly about trade between Native American groups across the east coast and Midwest.
- Students will learn the difference between the physical environment of the Ice Age and modern-day Ohio, and how people adapted to the environment in each period.
- Students will learn the definition of petroglyph, analyze local (Ohio) examples in detail, and discuss petroglyphs possible purposes (whether personal, functional, or decorative).
- Students will respond to what they learned in the Native American presentation by creating an artwork based on what they saw and discussed.

OHIO LEARNING STANDARDS:

First Grade

Social Studies

History Strand

Historical Thinking and Skills:

1. Time can be divided into categories (e.g., months of the year, past, present and future).
2. Photographs, letters, artifacts and books can be used to learn about the past.

Heritage:

3. The ways basic human needs are met have changed over time.

Geography Strand

Spatial Thinking and Skills:

4. Maps can be used to locate and identify places.

Places and Regions:

5. Places are distinctive because of their physical characteristics (land forms and bodies of water) and human characteristics (structures built by people).

Human Systems:

6. Families interact with the physical environment differently in different times and places.

7. Diverse cultural practices address basic human needs in various ways and may change over time

Economics Strand**Scarcity:**

11. Wants are unlimited and resources are limited. Individuals make choices because they cannot have everything they want.

Production and Consumption:

12. People produce and consume goods and services in the community.

Markets:

13. People trade to obtain goods and services they want.

Fine Arts**Visual Arts****Perceiving/Knowing (PE):**

1PE: Recognize and describe that people create art and art objects to communicate ideas and serve different purposes.

2PE: Explore and describe how a selected art object was made.

3PE: Examine one or more cultural and historical artworks and respond to the visual, expressive features in the work.

4PE: Identify and point out visual art and design elements and principles in their own artworks and in those of others using art vocabulary.

5PE: Identify and discuss what an artist does and find examples of works by artists in their schools and communities.

6PE: Generate artmaking ideas from their daily experiences and the environment.

Producing/Performing (PR):

1PR: Demonstrate beginning skill and craftsmanship in the use of art materials and tools.

2PR: Invent imagery and symbols to express thoughts and feelings.

3PR: Explore and use a range of subject matter to create original works of art.

4PR: Create an artwork based on observation of familiar objects and scenes.

5PR: Use selected art and design elements and principles to explore ideas, feelings and relationships.

Responding/Reflecting (RE):

1RE: Recognize and point out the strengths in their artworks and how the work could be improved.

2RE: Revise works of art to a level of personal satisfaction.

3RE: Share their artmaking processes with peers.

4RE: Explain how personal interests and experiences are reflected in the subject

matter of artworks.

5RE: Discuss the meanings of visual symbols, images and icons observed in artworks.

6RE: Select an art object and describe its personal, functional or decorative purpose.

7RE: Describe how elements and principles communicate meaning in works of art.

8RE: Express and share their own responses to works of art and consider the responses of others.

KEY TERMS:

Archaeologist: Scientists who study people in the past, and the things people leave behind

Community: A place where people live together

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: A scientist who studies the fossilized remains of animals and plants

Petroglyph: A carving into rock

Prehistory: Before there was written language

PREPARATION:

View images of artwork that Ohio Native Americans made, including the Leo Petroglyphs: What do you see in these pictures? What do you see that makes you say that? Did Native Americans a thousand years ago have paper to draw on? No. What do you think these pictures are drawn on?

This is a **petroglyph**, which means a picture scratched onto a rock.

None of the petroglyphs pictured here are more than a thousand years old. (The Leo Petroglyphs were made by the Fort Ancient culture that lived in Ohio from 1000 AD to 1650 AD).

Native Americans would have used colors made from things they found in nature to create an artwork—what could you use to make red? Yellow? Brown? White?

Why do you think Native Americans created these petroglyphs?

PROJECT:

Hand out paper sheets. I want everyone to crumple up their paper into a ball, and then smooth it out. What does it feel like? The petroglyphs we talked about were drawn on sandstone, which is very rough and gritty. We have made our paper rough to mimic the stone surface that Native Americans drew on.

We talked about how we saw animals, animal tracks, and people in the petroglyphs. I want you to use only red, yellow, brown, and white crayons to draw different animals and plants found in Ohio and people; you could even draw stars—but, everything must be something from the nature that you can find in Ohio because that's what the Native Americans who made these petroglyphs would have been looking at to create their art.

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 to learn more about Native Americans in our region.