



MASSILLON MUSEUM

**LESSON TITLE:**

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

**GRADE LEVEL:**

3<sup>rd</sup> and 4<sup>th</sup>

**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**

#### **Creating (CR):**

3.1CR: Identify problems as sources in preparation for artmaking.

3.2CR: Investigate artistic challenges using various materials and tools.

3.3CR: Experiment with the elements of art to explore connections with the principles of design.

#### **Performing (PE):**

3.1PE: Demonstrate flexible thinking in revising personal works of art.

3.2PE: Demonstrate expressive and purposeful use of materials and tools.

3.3PE: Use principles of design to arrange the elements of art.

#### **Responding (RE):**

3.1RE: Compare and contrast personal interpretations of works of art with those of peers.

3.2RE: Use feedback and self-assessment to improve the techniques utilized in personal artworks.

3.3RE: Generate and defend established criteria for determining what is a work of art.

#### **Connecting (CO):**

3.1CO: Understand that the context impacts the creation, interpretation and perception of an artwork.

3.2CO: Explain the reasons and value of documenting and preserving works of art.

3.3CO: Consider the opinions of others when working toward a common goal in art.

## **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**

#### **Creating (CR):**

- 4.1CR: Discover and solve problems of personal relevance and interest when developing artmaking ideas.
- 4.2CR: Select materials and processes to solve artistic problems.
- 4.3CR: Consider the elements of art and principles of design to create visually effective compositions

#### **Performing (PE):**

- 4.1PE: Engage and persist in artistic risk-taking.
- 4.2PE: Select and vary materials, tools, and processes to achieve innovative outcomes.
- 4.3PE: Utilize innovative ways to apply the elements of art and principles of design.

#### **Responding (RE):**

- 4.1RE: Identify qualities that contribute to the design and meanings of works of art.
- 4.2RE: Provide and receive constructive feedback for personal skill development.
- 4.3RE: Analyze art forms, techniques, and artistic styles from a variety of cultures and historical periods.

#### **Connecting (CO):**

- 4.1CO: Explore artists and works of art that impact the history and culture of Ohio.
- 4.2CO: Explore universal themes expressed across arts disciplines.

**4.3CO:** Demonstrate empathetic reactions in response to works of art.

**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.