



Native Americans in Our Home State of Ohio

The Native American Collection
of the Massillon Museum

Teacher's Guide
Grades 3 and 4

TOUR OF THE MASSILLON MUSEUM

Grade Level

This lesson and the accompanying art activity are intended for students in third and fourth grade.

Lesson Objectives

1. Students will view artifacts to learn about the past.
2. Students will learn the difference between prehistoric Paleo-Indians, Mound Builders, and American Indians (including modern American Indians).
3. Students will learn how American Indians met their basic needs through the production of goods.
4. Students will learn differences between modern-day Ohio thousands of years ago and today.

Third Grade Ohio Learning Standards in Social Studies

History Strand

2. Primary and secondary sources can be used to show change over time.
3. Local communities change overtime.

Geography Strand

5. Daily life is influenced by the agriculture, industry, and natural resources in different communities.
6. Evidence of positive and negative human modification of the environment can be observed in the local community.
8. Communities may include diverse cultural groups.

Fourth Grade Ohio Learning Standards in Social Studies

History Strand

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

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

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

Key Terms for Your Visit

Anthropologist: A professional who studies humans and cultures both past and present

Archaeologist: A scientist who studies people in the past and the materials (tools, pottery, monuments, etc.) people left behind

Community: A group of people who live together

Diné (pronounced din-EH): This word means “The people.” The English version of the term is Navajo. The Diné came to the Southwest sometime between 600 and 1,000 years ago. Today, the Navajo Nation is located in northeastern Arizona, northwestern New Mexico, and southeastern Utah.

Mound Builder: 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

Paleo-Indians: The first peoples who lived in prehistoric Ohio

Prehistory: The study of prehistoric humans, before there was a written record

Activity

Tour the Massillon Museum and the American Indian Gallery on the second floor. During your visit, pay special attention to the artifacts on display. Students will see baskets, arrowheads, weavings, and other artifacts created by Native Americans living in Ohio and other locations in North America. Some artifacts date back thousands of years, while others were made more recently. These artifacts will help students create their petroglyphs during the art activity portion of their tour or the in-class activity following their tour.

FIELD TRIP OR IN-CLASS ART ACTIVITY

Art Activity

Petroglyph Drawing

Art Overview

In this lesson, third- or fourth-grade students will explore artwork made by Native Americans who lived in Ohio from 1000 to 1650 CE. Students will create their own petroglyph based off of nature or objects they can find in Ohio.

Key Terms for the Art Activity

Petroglyph: A picture scratched into rock

Primary source: Immediate, firsthand accounts of a topic from people who had a direct connection with it

Secondary source: Information that was created later by someone who did not experience firsthand or participate in the event

Activity Objectives

1. Students will learn the difference between a primary and secondary source.
2. Students will choose an item that American Indians would have used in the past and create a secondary source by illustrating how an American Indian would have used the object.
3. Students will then think of objects they use in their own daily lives and will create a primary source by illustrating themselves using that object.
4. Students should be able to verbalize the difference between primary and secondary sources and the differences between the objects we use today and the objects American Indians used in the past.

Materials

- Drawing paper, or heavyweight paper if using paints
- A variety of drawing materials or paints
- Objects that American Indians would have used in the past for students to reference when drawing. You can use photographs of objects on view in the American Indian Gallery at the Massillon Museum or images used in a slideshow you present.

Discussion

What are some objects we learned about today that American Indians 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 American Indians 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, like a deer scapula for scraping and a kitchen knife for cutting food.

Activity

Once you have an idea for the two items, I want you to draw two boxes on your paper. In the left box, draw a Paleo-Indian, Mound Builder, or American Indian person using an object (like weavings) that we learned about on our tour. This will be a secondary source. In the right box, draw yourself using an everyday object from today's world (like a blanket). This will be a primary source. You can also write next to the drawings to describe what is happening, similar to how some 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 different 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 similarities to and differences from the past, we are able to learn more about what life was like a long time ago and we can better understand the achievements of people of the past and present.