



## TEACHER GUIDE

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### OHIO NATIVE AMERICANS: NATIVE CULTURES THROUGH TIME

#### DESCRIPTION

For 12,000 years or more, Indians have been living in Ohio. From the Paleo-Indians, through the mound building of the Woodland tradition, to the historic tribes, evidence, in the form of artifacts, reveals their lifestyles. Become an archaeologist and discover clues to the past.

#### OBJECTIVES

- Identify artifacts and the materials used to create them
- Distinguish between cultural groups by comparing and contrasting artifacts from those groups
- Explain how and why successive cultural groups changed their lifestyles

### OHIO'S LEARNING STANDARDS

#### GRADE 3

Social Studies: 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.

Social Studies: Geography – Places and Regions


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

Social Studies: Geography – Human Systems

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

#### GRADE 4

Social Studies: History – Heritage

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- 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.

## GRADE 5

### Social Studies: 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.

## BEFORE YOUR PROGRAM & HOW TO SET UP YOUR ROOM

- 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.
- If booking multiple programs, transitions will be easier if museum staff sets up in only one location.
- Additional set-up requirements:
  - Your museum educator will be bringing a power point presentation, laptop and projector. Please make sure there is an electrical outlet available as well as a blank wall to project the images. Alternatively, we are typically able to connect to an existing projector system if available.
- Introduce the vocabulary and additional resources provided below.

## VOCABULARY

**A.D.** – Anno Domini (in the year of the Lord); along with B.C., based on the western calendar

**anthropology** – the study of human culture


**archaeology** – the branch of anthropology that is concerned with the scientific study of remains of past human life

**artifact** – any object that people have modified or made

**B.C.** – before Christ; with A.D., based on the western calendar

**B.P.** – before present. Used only for radio-carbon dating (Carbon-14)

**ceremony** – a formal act or set of acts prescribed by ritual custom or etiquette



**context** – where an artifact is found in relation to other artifacts in a site

**culture** – the customs, skills, tools, arts, foods, language, etc. of groups of people living during a given time period

**historic** – having and using a written language

**prehistoric** – before having a written language. In Northern Ohio prehistoric times ended approximately 1650 A.D.

**projectile point** – the point used on the tip of a spear, dart or arrow

**site** – any place that has remains of past human activity

**subsistence** – how people get their necessities; food, water, shelter. Hunt, gather, trade, etc.

## EXTENSION ACTIVITIES

1. Discuss the needs of all people: food, clothing and shelter. Try to determine how Ohio's prehistoric people satisfied their needs, and where they obtained needed materials. Contrast this with the needs of people in Ohio today.
2. Make a list of materials prehistoric people may have used to maintain their lifestyles. Which of the materials might be preserved over hundreds, if not thousands, of years? What materials do we have today that may last for thousands of years? Think about clothing, utensils and tools, toys, and food.
3. Trash tells a lot about people. Do not dig through anyone's trash, but on trash day, as people set out items to be picked up, have students jot down what they see being thrown away. Are there broken children's toys in the trash? What might that say about the family? Can you tell if there are boy or girl children? Are there pieces of wood or materials that might tell us that a family is remodeling their home? When the trash goes to the landfill, have students think about what may decompose and what may remain for thousands of years – what will archaeologists of the future determine about us?!

## EDUCATOR RESOURCE CENTER (ERC)



**Educator Resource Center**  
CLEVELAND MUSEUM OF NATURAL HISTORY  
Celebrating 30 years of supporting science education

The Educator Resource Center is dedicated to providing teachers with the classroom resources and professional development they need to create dynamic, enriching, and inquiry-based experiences for their students.

Contact the ERC at 216-231-2075 for information on individual or school membership.

Visit the Museum's ERC website for more information  
<https://www.cmnh.org/ERC>

### MATERIALS FOR LOAN

With close to 100 dioramas and over 130 thematic teaching kits, our lending library has the materials you need to make science come alive for your students.

If you're interested in additional resources be sure to check out the following ERC materials or browse ERC materials online at  
<https://cmnherc.myturn.com/library/>

### EDUCATOR PROFESSIONAL DEVELOPMENT

Get connected to trending teaching methods, best practices in science education, and hot topics in current scientific research.

To learn more visit  
<https://www.cmnh.org/learn/educator-resource-center/educator-workshops>

Email inquiries to [erc@cmnh.org](mailto:erc@cmnh.org).

