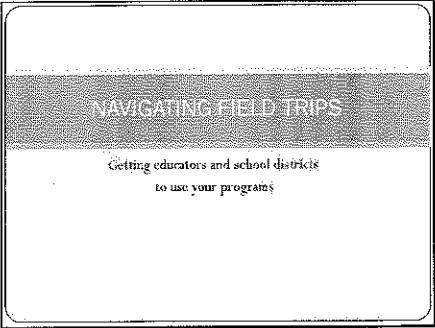
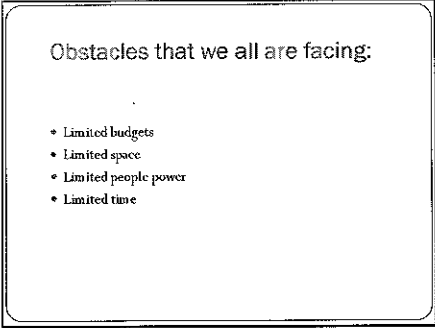


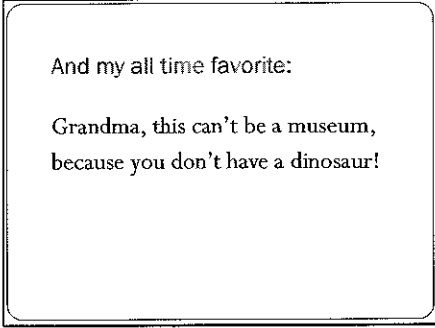
Slide 1



Slide 2



Slide 3



Slide 7

How do I do that?

- Take a good look at the programs you are doing currently or have done in the past.
- Do a complete evaluation of your exhibits, artifacts, etc.
- Take a good look at the standards.
- How can you make all of this work together in ways that will help the teacher supplement their curriculum?

Slide 8

MODEL CURRICULUM FOR EACH GRADE LEVEL

- Print off by grade level: Comparative Analysis of the Revised Content Standards for Social Studies
- Print off by grade level: 2010 Academic Content Standards
- Print off by grade level: 2011 Model Curriculum

1. Provides links to websites that may help you.
2. Ideas for lessons that you can use as an outline to customize or develop your own programs.

Slide 9

GROUP PROGRAMS Available AT CAMPUS MARTIUS MUSEUM

- Programs are designed to help schools meet the Ohio Academic Content Standards.
- We can "customize" any of the programs to fit your time schedule.
- They are hands-on, interactive programs.

Quilts, early writing
Candle dipping
Farming
Quilting
Pioneer clothing
Patriot House and pioneer foods
Sunbathing
Transportation (Conestoga wagon, canoes, flatboats, etc.)
Native Americans
Underground Railroad
Silhouettes
Military drill
Weaving
Pioneer trades

Slide 10

Mini tours

MINI-TOURS: We offer mini- tours throughout the museum.

- For schools with a very limited time frame, we will have designated tour guides stationed throughout the museum.
- The guides keep the students focused. They were able to point out and discuss exhibits with the children and answer questions the students have.

Slide 11

Appalachian Migration into Ohio (1850-1970)

Besides the history, we will also address the issues in parenthesis.

- **Assembly line** (hands on activity which shows the advantages and disadvantages of specialized work as opposed to mass production.)
- **Coal mining** (positive and negative human impacts on the environment)
- **Farming** (changes in technology; positive and negative human impacts on the environment)
- **Transportation** (changes in transportation and the effects on migration)

FOURTH GRADES ONLY: We do offer Achievement Advantage which focuses on integrating certain math skills with social studies.

Slide 12

SCHOOL PROGRAMS Available AT OHIO RIVER MUSEUM

- Tour of W.P. Snyder, Jr. plus steam engines and how they work (upon request)
- Stream table: how streams are formed, flood plain, and effects of erosion, etc.
- Canoes, flatboats, tows, and more boats (changes in transportation)
- History of Wildlife of Ohio
- Fresh water mussels, invasive species and the historic button industry!
- Human activity and impact on our rivers and streams can be addressed in multiple programs.

For students 5th grade and older we do have math problems.

Slide 13

TECHNOLOGY scares me to death!

- Facebook
- School websites
- Museum website
- Local websites
- Real letters
- Emails
- Twitter
- Constant Contact

Slide 14

Local sources of support and funding:

- Library
- Colleges and universities
- Service clubs and organizations
- Home Town History on Wheels
- Be visible in your school community

Slide 15

So, how do we make this all work?

- Accommodate them.
- Adapt
- Make it work: Call for details, special requests, etc.

Slide 16

Yes, Virginia, we do have a
dinosaur. It just happens to look
like Rufus Putnam.



LOCATION: Campus Martius Museum

PROGRAM TITLE: Pioneer Living Program - Candedipping skill

- I. Earliest sources of light
 - A. Sun
 1. Nature's light
 2. Unpredictable (cloudy, shorter days in fall and winter)
 - B. Fire
 1. Manmade
 2. Like today's electricity (provided warmth, cooking source, light)
 3. Disadvantages
 - a. confining and not mobile
 - b. dangerous
 - C. Earliest ancestor of the candle (moveable fire)
 1. Torch
 - a. originally bundle of sticks or a log lit on fire
 - b. then dipped the log in tallow (bear or deer fat)
 - D. Earliest candle
 1. Form of a torch
 2. Center part was a reed or cat-tail
 3. Outer part was tallow
- II. Candlemaking in Pioneer times
 - A. Materials used
 1. wicks - tow (coarse part of flax), twisted silk from milkweed, and later cotton
 2. tallow
 3. beeswax - very expensive but if possible added for slower burning and pleasant scent
 4. bayberries - (used in colonial America) readily available, burned steadily and didn't melt or bend in hot weather
 - B. Procedure
 1. Wick dipped in hot fat
 2. Pulled out and allowed to dry
 3. Repeat approx. 30 times
 4. Wax temperature - @ 110 degrees F
 5. Cool place preferable for dipping
 - C. Later developments
 1. Candle racks (speed up process)
 2. Revolving candle stands
 - a. chandlers wheel - (chandler was a person who made a living dipping candles) demonstrate
 3. Molds (easier, more could be made at one time, safer) show molds
- III. Hands-on activity
 - A. Make candles
 1. Pass around beeswax and paraffin (produced @ 1850) ingredients for candles made at museum
 2. Form human chandlers wheel
 3. Distribute wicks with weights attached
 4. Rotate making 25-30 dips (discussion of people's last names reflecting trades)

Carver, Smith, Shoemaker, Baker, Cook, Weaver, Chandler, Miller, Carpenter,
Butcher

5. Cool candles by rolling on table and then place in paper bags when cool

Third Grade Social Studies Ohio Proficiency Standards-adopted Dec. 2002:

People in Society Standard

- Cultural: Compare some of the cultural practices and products of people who lived in the local community
- Interaction: Describe settlement patterns of cultural groups within the local community

Fourth Grade Science Ohio Proficiency Standards-adopted Dec. 2002:

- Nature of matter: Identify characteristics of a simple physical change (heated/cooled wax), and explain that matter has different states (solid, liquid, and gas) and that each state has distinct physical properties

Updated, July 2011

First Grade:

- History Strand, Heritage
The way basic human needs are met has changed over time.

Second Grade

- History Strand, Heritage
Science and technology have changed daily life

Third Grade:

- Social Studies: History-Growth
Science and technology have changed daily life.

Ideas to fit standard:

- Discuss how using candles vs. electricity changes community habits (ex: taking advantage of sunlight, jobs that were created because of electricity)
- What developments occurred in candlemaking?

Fourth Grade:

- Social Studies: History-Heritage
Many technological innovations that originated in Ohio benefitted the United States.

Ideas to fit standard:

- Connections can be made to Technology Academic Content Standards, Technology Design Standard, Benchmark A, regarding the identification of Ohio inventors and designers who contributed to the development of each of the technological systems:
 1. Energy and power

CANDLE DIPPING BIBLIOGRAPHY

Butler, Joseph T., Candleholders in American, New York, Bonanza Books, 1967

Bengler, Harry Williams, "Bayberries and Bayberry Candles," American Forest, 73: 4-7, 46-51, December 1967

Hayward, Arthur H., Colonial Lighting, New Your, Dover Publications, Inc., 1962

Tunis, Edwin, Colonial Craftman, Cleveland, World Publishing Company, 1965

CANDLE DIPPING VERBAL ACTIVITIES FOR CHILDREN WHILE THEY DIP CANDLES

To pass the time during candle dipping, try the following productive activities:

1. Multiplication table practice
2. Mention that since paper and textbooks were scarce during pioneer days, not many children had books. Mostly the Bible was the book used for reading. The New England Primer could possibly have been used. Go around the circle asking students to say 1 syllable words. Then go to two syllable words, and so on. Or you can say a word and ask the students how many syllables are in the word. (use attached word sheet from the New England Primer)
3. Starting with the letter A and continuing in order through the alphabet, have students take turns saying a word that begins with that letter that relates to Pioneer living or things they have seen at the museum.
4. Discuss people's last names relating to their occupations: Tanner, Carpenter, Smith, Cooper, Cook, Weaver, Baker, etc....