

Social Studies Standards for Native American Cultures of the Miami Valley

First Grade

Program: Native American Cultures of the Miami Valley

We explore the five Native American cultures and two principle tribes that lived in our part of Ohio from the end of the Ice Age through the early 1800s. Their story is told through both a PowerPoint presentation and artifacts for the students to examine. Artifacts include tools and trade items, including animal pelts, along with reproduction items pertaining to each group are part of the program.

History – Content Statements 1-3

We explore the five Native American cultures and two principle tribes that lived in our part of Ohio from the end of the Ice Age through the early 1800s. Their story is told through both a PowerPoint presentation and artifacts for the students to examine. The idea of “primary” sources is introduced, as students learn that we only know about these people through the artifacts they left behind, as they had no written language. The concept of a time-line will also be introduced, tying the cultures and when they lived to modern concepts that the students should understand (paleoindians were in our area during the “Ice Age” move series, Miami/Shawnee tribes “Pocahontas”). We also discuss the ideas of hunters and gatherers, needs and wants, and what the introduction of agriculture meant to these early people and how they lived.

Geography – Content Statements 4, 6-7

Maps are introduced to show where the Adena, Hopewell and Fort Ancient cultures, and the Miami and Shawnee tribes were located, as well as the trade locations for goods. The “wigwam” is explored as the housing choice used by most of the groups, and why their villages were located along rivers and creeks. The introduction of farming into the societies changed their way of life (hunting and gathering vs. farming) and how this change affected how the people interacted with nature (clearing of the trees, wearing out of the soil).

Government – Content Statement 9

The Native Americans had to learn to work together in order to survive. Everyone had to work in the early tribes, and once farming started, people began to develop specialized trades and skills.

Economics – Content Statements 11-14

Barter and trade, hunters and gatherers, needs and wants are important concepts in order to understand how these people lived. Initially, they had to spend almost their entire lives just finding food and shelter to survive. Eventually, they were able to stay in an area for a period of time and not spend all of the time just hunting for food, so they began to want items, such as decorated pottery and things not necessary for survival. The people began to trade with others for items that they did not have, but wanted. The people produced items from materials found where they lived and traded for items that they wanted, but were not locally available.

Second Grade

Program: Native Americans of the Miami Valley; Tomahawks and Guns: The Indian Wars and Leaders
We explore the five Native American cultures and two principle tribes that lived in our part of Ohio from the end of the Ice Age through the early 1800s. Their story is told through both a PowerPoint presentation and artifacts for the students to examine. Artifacts include tools and trade items, including animal pelts, along with reproduction items pertaining to each group are part of the program.

History – Content Statements 1-4

We explore the five Native American cultures and two principle tribes that lived in our part of Ohio from the end of the Ice Age through the early 1800s. Their story is told through both a PowerPoint presentation and artifacts for the students to examine. Students will see and touch some of the artifacts left behind by these early people and why everything else about these cultures is secondary sources. Daily life for these early people will be explored through these artifacts. Advances in technology will be discusses as the cultures move from being hunters and gatherers to farmers and for using the earthworks they built as calendars. The concept of a time-line will also be introduced, tying the cultures and when they lived to modern concepts that the students should understand (paleoindians were in our area during the “Ice Age” move series, Miami/Shawnee tribes “Pocahontas”). Students will also be introduced to some of the early key figures during the Indian Wars, such as Cornstalk, Little Turtle, Blue Jacket, Col. Andrew Lewis, General Josiah Harmar, General Arthur St. Clair and General Anthony Wayne.

Geography – Content Statements 5-9

Maps of the trade routes and locations of the early cultures and sites of the battles will help students understand where these people lived and fought. Geographic and climate locations will be discussed as to how they affected daily life (Paleoindians and Archaic cultures were hunters and gatherers as they spend almost their entire day trying to survive, while the Adena, Hopewell, Fort Ancient, Miami and Shawnee had become farmers and were able to stay in a location for a period of time). The location of the villages was based off of the need for access to rivers and streams for transportation. Interaction between groups living far apart spread both trade and the exchange of ideas (mound building). The small groups came together for various reasons (mound building, ceremonial purposes) and exchanged ideas and items (needs vs. wants).

Economics – Content Statements 14-17

Self-sufficiency was the life of the early cultures. After agriculture was introduced into daily life and people were able to stay in a location for an extended period of times, the concepts of needs vs. wants and barter and trade were introduced. People wanted items that were not necessary for survival and so people began to specialize in various jobs and trade for what they needed or wanted.

Third Grade

Programs: Native Americans of the Miami Valley; Tomahawks and Guns: The Indian Wars and Leaders
We explore the five Native American cultures and two principle tribes that lived in our part of Ohio from the end of the Ice Age through the early 1800s. Their story is told through both a PowerPoint presentation and artifacts for the students to examine. Artifacts include tools and trade items, including animal pelts, along with reproduction items pertaining to each group are part of the program.

History – Content Statements 1-3

We explore the five Native American cultures and two principle tribes that lived in our part of Ohio from the end of the Ice Age through the early 1800s. Their story is told through both a PowerPoint presentation and artifacts for the students to examine. Timelines are used to show the relationship between the native cultures in the Miami Valley and what is going on elsewhere in the world. Students will see and touch some of the artifacts left behind by these early people, learn why these are primary sources for the people, and why everything else about these cultures is secondary sources. Different types of primary and secondary sources are explained. Daily life for these early people will be explored through these artifacts. Advances in technology will be discussed as the cultures move from being hunters and gatherers to farmers. Students will also be introduced to some of the early key figures during the Indian Wars, such as Cornstalk, Little Turtle, Blue Jacket, Col. Andrew Lewis, General Josiah Harmar, General Arthur St. Clair and General Anthony Wayne.

Geography – Content Statements 5-8

The relationship between the developing cultures and the environment is discussed as they move from being primarily hunters and gatherers to farming. The need of the villages to move is discussed and is explained because of the lack of knowledge of crop rotation and the depleting of the soil. The location of the villages along waterways is explained due to the waterways being a principal source of transportation for the people. The development of the Native American mounds and earthworks is explored, as is the exchange of ideas and practices as the people begin to trade with surrounding people.

Government – Content Statements 11-12

The concept of matrilineal vs. patrilineal societies is introduced.

Economics – Content Statements 15-19

Self-sufficiency was the life of the early cultures. After agriculture was introduced into daily life and people were able to stay in a location for an extended period of times, the concepts of needs vs. wants, barter and trade, and consumer vs. producer were introduced. People wanted items that were not necessary for survival and so people began to specialize in various jobs and trade for what they needed or wanted.

Fourth Grade

Programs: Native Americans of the Miami Valley; Tomahawks and Guns: The Indian Wars and Leaders. We explore the five Native American cultures and two principle tribes that lived in our part of Ohio from the end of the Ice Age through the early 1800s. Their story is told through both a PowerPoint presentation and artifacts for the students to examine. Artifacts include tools and trade items, including animal pelts, along with reproduction items pertaining to each group are part of the program.

History – Content Statements 1-3, 6

The discussion of primary and secondary sources is a key component of these programs, especially in the Native Americans of the Miami Valley. The clash of cultures is key in the Tomahawks and Guns program. Discussed are the five cultures that inhabited this part of Southwest Ohio (Paleoindians, Archaic, Adena, Hopewell and Fort Ancient cultures, along with the Miami and Shawnee tribes). This includes how they lived and how they interacted with their neighbors. The program on the Indian Wars includes the Beaver Wars, Lord Dunsmore's War, Revolution, the Harmar Campaign, St. Clair's Defeat, and the Battle of Fallen Timbers. It explains that the wars were the result of settlers moving into the Northwest Territory due to being given land as Revolutionary War pay and how the U.S. government attempted to deal with the Native American "problem". Students will also be introduced to some of the early key figures during the Indian Wars, such as Cornstalk, Little Turtle, Blue Jacket, Col. Andrew Lewis, General Josiah Harmar, General Arthur St. Clair and General Anthony Wayne. The Indian Wars program ends with the Treaty of Green Ville.

Geography – Content Statements 12, 14

The relationship between the developing cultures and the environment is discussed as they move from being primarily hunters and gatherers to farming. The need of the villages to move is discussed and is explained because of the lack of knowledge of crop rotation and the depleting of the soil. The location of the villages along waterways is explained due to the waterways being a principal source of transportation for the people.