

Native American Traveling Program

(1 min) Intro - Who I am and what I've brought today

- “I am _____ and with me I've got lots of different Artifacts... who can tell me what an Artifact is? “
- “These artifacts are Native American Artifacts. Today I'm going to show you everything I've brought and tell you a little about the groups of people that were here long before us.”

(5 min) Indians versus Native Americans - Language

- “But first, I said Native American. Have you heard other terms to describe the groups we're talking about today?”
- “Such as Indian, American Indian, Native American, Indigenous American, etc. “

Native people prefer to be called by their specific tribal name. In the United States, Native American has been widely used but is falling out of favor with some groups, and the terms American Indian or Indigenous American are preferred by many Native people. Native peoples often have individual preferences on how they would like to be addressed. When talking about Native groups or people, use the terminology the members of the community use to describe themselves collectively. -*Smithsonian National Museum of the American Indian*

- Across the US. Hundreds of different languages were spoken by the time Europeans arrived there were hundreds of different tribes- each with a unique identity
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(5 min) Background on Ohio- What did early Ohio look like and what nations/tribes lived here?

1650-1850

- Almost 200 years ago!
- Before the Civil War and even partially before the Revolutionary War

Many Nations lived in Ohio during this time **(Use the Map)**

- Many moved or were pushed in and around Ohio as Europeans arrived
- Many communities were formed by different cultural backgrounds coming together.
 - Miami- Moved over from Indiana
 - Ottawa- Where Toledo now is
 - Wyandot - Near Cedar Point

- Shawnee- Southwest Ohio
 - Partially Nomadic
- Delaware AKA Lenape - Eastern Ohio
- Erie- Northeast Ohio before 1656
- Mingo- Bordering Pennsylvania
- Seneca - Western Ohio

Northwest Ohio - The Ottawa

Landscape - Great Black Swamp

Last area to be fully settled by Europeans

(10 min) Woodland Indians - Tribes found in Ohio

- Way of life - mostly sedentary (Shifting cultivation)
- Housing -wigwams and Longhouses
 - What's the difference?
 - Showcase the Wigwam Model - Explain its construction
 - Cattail or Bark Roofs/coverings
 - Sapling Poles
 - A fire in the center
 - Show Picture of actual wigwam
- Food - 3 sisters (corn, beans, and squash) - agriculture
 - Shifting Cultivation
 - To not overwork the land- every X amount of harvests they would move and eventually after the soil has regained nutrients come back again.
- Hunting/ Clothing
 - (Showcase furs and types of clothes)
- Currency -wampum and eventually Furs
 - Handmade beads
 - Used like currency but also used ceremonially and symbolism
 - Wampum belts used as treaties
 - Wampum to adorn clothing and ceremonial garb
 - (Showcase beads and beaded items)
- Treaty and Trade wampum belts, gatherings as described in Tecumseh biography
- Cultural Roles
 - Women practiced agriculture while men hunted and fished
 - Family lines were often Matrilineal, meaning the Family/Clan Identity was through the female line

(10 min) Great Plains Indians

- Way of life
 - Nomadic
 - Followed the Buffalo
- Housing - Tipis
 - (Showcase the Model) Explain why the tipi was used by the Plains Indians and not by the Woodland Indians
 - Tipis were constructed by the Women and painted by the men
 - Each Tipi was unique to each family/painter, often times depicting scenes of battle.
- Food
 - Buffalo/Bison
 - Used every part of the Animal
 - (Showcase animal bone tools and any other furs)
 - Sinyu!

Natives versus Europeans

Different views on spirituality, property ownership, kinship networks, and women's involvement in matters. The tools they used varied

Europeans traded with Natives for Furs, in turn giving:

- Iron Tools/weapons
- Guns

Europeans initially traded and bought land from Natives but over time they began to simply take land and break treaties over and over again.

(10 min) Craft

- Tipi
 - Start with the blank template
 - Explain that before the tipi can be assembled, we must "paint" it.
 - Color an image on the tipi template
 - Cut it out
 - Glue the small fold on the inside of the overlapping flap
 - Cut the door open
 - Explain the poles would be placed where the black lines are on our paper model.

Pioneer Traveling Program

5 min intro

Who are you and what will we be doing?

What is an artifact?

- object from long ago

What are some examples

- Typewriters
- CDs

We have brought artifacts from people who lived in early Ohio and were going to put our curator hats on to guess what these may have been used for. Using our eyes, ears, and touch what do we think these could have been used for?

Roughly 25 min

Pass out guessing sheets with pencils

Present object 1-8 allowing students to see touch and hear some details about the object. (Don't give it away just yet!)

Then go through each object and tell what it was used for periodically asking students what they thought it was first.

1. Chamber pot- used as a restroom indoors before indoor plumbing
2. Asparagus blancher- used to turn asparagus white by depriving it sunlight while growing
3. Mustache curler- used to curl a man's mustache by heating the ends
4. Sock darning - used to patch a hole in a sock by stretching it over the foot shape
5. Candle holder - used to hold candles while riding to keep them dry and secure
6. Rug beater - used to clean dirt out of rugs
7. Popcorn maker- used to pop corn kernels over a fire
8. Butter mold - used to shape and stamp butter as a decorative element in homes

After all objects are talked about. Ask if there any questions.

Roughly 15 min

Then go on to tell how these objects were used for chores but how we'll see how kids would have played. Present the old fashioned games and explain what some were while placing them in stations around the classroom. Then allow students to try the stations in either a time based manor or as they wish.

2 min

Wrap up with questions and collect games and pencils. Students can keep their sheets.