

# Ohio Standards and Benchmarks

## Writing Applications

- 3.1 Write stories that put events in order and develop characters, setting (time and place) and plot (timeline)
- 3.2 Produce informal writings such as journals.

*Activity*     1. Use the timeline to write a journal or story about early explorers.  
2. Keep your own journal about your family and friends.

## Reading Applications

- 4.1 Locate important details about a topic using sources such as books, magazines, newspapers and the Internet.
- 4.2 Draw distinctions between fact and opinion.
- 4.3 Understand the meaning of main ideas and supporting details
- 4.4 First person narration: the point of view is that of the main character.
- 4.5 Third person narration: the point of view is that of someone outside of the story.

*Activity*     1. Discuss how Mr. Bob's performance used both storytelling (third person) and acting (first person) to tell his stories.  
2. Discuss how a historian decides what is true (fact) and what is opinion (stories).  
3. Discuss the difference between oral and written history. Which is more accurate? Why? Are you sure? When does oral history become written history? Does it change then?

## Research

- 3.(4)1 Choose a topic for research based on a list of questions or area of interest.
- 3.(4)2 Communicate findings orally or through writing.

*Activity*     1. Find a story about your favorite African American, Native American or European person from history. Write a report and share your story with the class.

## Geometry

- 3.1 Find locations on a grid such as a map.

*Activity*     1. Survey your "claim" or play ground.  
2. Review early maps like those drawn by Lewis and Clark. Compare them to modern maps. Discuss why they are different.  
3. Locate the towns and rivers you heard about n Mr. Bob's performance.

## Mathematical processes

3.1 Use a scale. Understand what the markings and measurements mean.

Activity     1. Create an old fashioned store and measure flour and salt as pioneers did.

4.1 Do a simple investigation such as tracking times of the sunrise and sunset. Make a graph and discuss how and why the times change.

Activity     1. Read a copy of Benjamin Banneker or Benjamin Franklin's almanac. Why was it so important to people on the frontier to know the weather? How did it affect their lives?

## Life Sciences

3.1 Compare the life cycles of different animals including birth to adulthood, reproduction, and death.

Activity     1. Discuss how knowing these things would be important to people living in early Ohio? Why was this important to a farmer? A hunter?

3.2 Relate animal structures to the specific ways they survive (i.e. escaping or hiding from enemies).

Activity     1. How did this affect the hunting techniques of early inhabitants of Ohio? How do you catch beaver (trapping) or deer (shooting)?

3.3 Describe how changes in an organisms habitat (home) are sometimes helpful and sometimes harmful.

Activity     1. Describe the effect on the lives of the animals of cultural housing and life styles. How would cutting down the woods to create houses and farms affect the lives and habitat of the animals? Would Native Americans affect the habitat the same way?

## Sciences and Technology

3.1 Describe how technology can extend human abilities such as moving things or extending a person's senses.

Activity     1. How was technology used by the Europeans and Native Americans?  
2. Compare and contrast weapons used by Europeans, Africans and Native Americans. How did the use of those weapons affect the lives of the people?  
3. Compare and contrast every day living items -- bowls (clay, gourd or tin), clothing (skins or cloth), hats (furs or straw), or shoes (store bought or moccasins). How did their differences affect trade?

## Scientific Inquiry

3.1 Discuss observations and measurements made by other people.

Activity     1. Read early almanacs and discuss how weather would affect people living in Ohio and Kentucky.  
2. Record your local weather and discuss how it would have affected the lives of slaves, Native Americans, and settlers. Think housing!

## History

3.1 Describe changes in a community over time including changes in housing or architecture.

Activity 1. Compare and contrast the styles of shelter used by the settlers and Indians. How did the architecture change in Ohio with the coming of the settlers?

4.1 Explain how canals and railroads changed settlement patterns in Ohio. How did that affect Ohio economic and political status in the United States?

Activity 1. Locate early settlements of Indians and settlers in Ohio. Discuss why they are located near rivers and the importance of transportation. Locate new towns formed by the canals and railroads. How is their location different from the early settlements?

5.1 Explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways.

Activity 1. Read the journals of Lewis and Clark and the descriptions of the various tribes they met on their journey. Compare and contrast the lifestyles of the tribes. How did their location affect their lives?

## People in Societies

3.1 Compare some of the customs and traditions of different groups of people who have lived in the local community including religion, food, language and art.

4.1 Explain the reasons people came to Ohio including opportunities in farming, hunting, manufacture, family ties, religion, and political freedom.

Activity 1. Review Mr. Bob's performance with the students and discuss how he described what was different and what was the same between the frontier cultures.

## Geography

3.1 Describe the land, weather patterns, plants, people and types of work in your community.

Activity 1. How does your community compare with the early frontier cultures?

3.2 Identify ways that physical traits of the environment such as bodies of water have been changed by the community.

Activity 1. How did early inhabitants of Ohio use the lakes and rivers? Which cultures and lifestyles changed the rivers or lakes most?

3.3 Identify transportation on the frontier used to move people and products from place to place.

Activity 1. How did inhabitants of the early frontier communicate with each other? How did they travel? How could they ship trade goods?

## Geography continued

- 5.1 Use coordinates of latitude and longitude to determine the exact location of points in North America.

Activity

1. Locate your school on a map. Locate early towns and rivers described by Mr. Bob in his performance.
2. Read the journals of early explorers like Lewis and Clark or Christopher Columbus. How did they navigate?
3. Why was a chronometer (traveling clock) invented? (to help determine longitude -- Greenwich Time)

## Economics

- 3.1 Understand that consumers are people who purchase goods and services, and producers are people who make goods and services.
- 3.2 Be able to tell if an activity is consumption or production.
- 3.3 Explain the advantages and disadvantages of producing an item by having different people specialize in different parts of the task.
- 4.1 Explain how business people use natural resources, labor, and equipment to produce goods and services, and how they attempt to make a profit by taking risks.
- 4.2 Explain ways in which people and households obtain and use income.
- 4.3 Explain why many jobs in Ohio create products that are sold in other countries and why products from other countries are sold here.
- 5.1 Explain how the demand for furs on the frontier changed the lives of the Native Americans.

Activity

1. Why is a dollar called a buck? (one buckskin was worth one dollar)
2. Discuss the stories from Mr. Bob's performance. How did trade affect the lives of the early settlers, Indians, and slaves?
3. Find books about the frontier cultures.  
What did the Indians produce? What did they grow that they could sell? How important was their knowledge of frontier foods to early settlers? What happens to the animals when you kill them just for their fur?
4. What did the settlers produce? What did they need that they could not make themselves? Why did they want furs in Europe? (fashion)
5. What did slaves produce? What did they need? Did they get the benefits of their production?

## **Citizenship Rights and Responsibilities**

- 3.1 Describe ways that people make the community a better place to live.
- 3.2 Describe the responsibilities of citizenship with emphasis on voting, obeying laws, and respecting rights of others.

- Activity*
1. Who could vote on the frontier? In the Indian village? In the slave quarters?
  2. York & Sacagawea voted for their winter camp. When did women and African Americans get the right to vote?
  3. Discuss how the Iroquois confederacy affected our form of government. (Ben Franklin witnessed their use of representative government and included it in our use of house and senate)
  4. How did the wars described by Mr. Bob in his performances affect the rights of the people involved?

## **Social Studies Skills and Methods**

- 3.1 Get information about local issues from different sources such as maps, oral histories, newspapers, letters, and documents.

- Activity*
1. How did Mr. Bob in his performance describe the difference between oral and written history?
  2. Talk to the oldest living members of your family and write down their life story. Use photos or other historic items to help tell the story to your class.
  3. Understand the difference between primary and secondary sources of information. Which is more accurate?
  4. Which is more accurate -- oral or written history? Why? When does oral history become written history? Does that make it more accurate?
  5. How does the point of view of one culture affect the history it records? Would points of view have an effect on the history you are taught?
  6. In what ways did Mr. Bob use different points of view to teach history in his performance?