



1. Candle dipping

Students will learn about the different materials that were used to make candles in the Pioneer Days. Students will receive a pre-dipped candle made of beeswax and paraffin, and experience, first-hand, the act of hand-dipping candles in melted wax.

Social Studies

3.SS.GS.PR.5 : Daily life is influenced by agriculture, industry and natural resources in different communities

3.SS.ES.PC.17 : A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services

Technology

3-5.ST.3.a. Describe the advantages and disadvantages of technology (past, present, future) to understand the relationship between technology, society and the individual.

3-5.DT.1.a. Demonstrate how applying human knowledge using tools and machines extends human capabilities to meet our needs and wants.

3-5.DT.1.b. Give examples of how requirements for a product can limit the design possibilities for that product.

3-5.DT.1.c. Describe a process as a series of actions and how it is used to produce a result.

3-5.DT.1.d. Identify and describe examples of technology products and processes.

3-5.DT.1.e. Explain how controls use information to cause systems to change, like a home thermostat turning on the heat based on the low temperature of a room.

3-5.DT.3.c. Identify a product and describe how people from different disciplines combined their skills in the design and production of the product.

3-5.DT.3.a. Design a product with multiple components and describe how the components interact to form a system.

3-5.DT.3.b. Explore and document connections between technology and other fields of study.

3-5.DT.3.c. Identify a product and describe how people from different disciplines combined their skills in the design and production of the product.



2. General Rufus Putnam House/Conestoga Wagon

Students will learn about wagon travel in the 19th century. The museum's "Buck Family" Conestoga Wagon serves as the backdrop for contrasting overland travel methods through frontier history. A guided tour of the Putnam House (a restored portion of the original stockade, Campus Martius) helps students imagine what life was like for the people who lived in Marietta's first colony from 1788-1795.

Social Studies

3.1 : Events in local history can be shown on timelines organized by years, decades and centuries.

3.2 : Primary and secondary sources can be used to show change over time.

3.3: Local communities change overtime

Technology

3-5.ST.3.a. Describe the advantages and disadvantages of technology (past, present, future) to understand the relationship between technology, society and the individual.



3. Military drill and arms

Description of weapons carried by Revolutionary soldiers and frontiersman, followed by basic parade drills practiced by soldiers and militia, offer the participants a look at how our pioneers defended themselves and survived the wilderness.

Locomotor and non-locomotor combined skills 1 Perform a sequence of movements (e.g., dance, gymnastics, jump rope) with a beginning, middle and end.



4. Ohio paleo-Americans 800BcE-1650ce

In this program, students study a timeline exhibit that examines native cultures from Ohio's prehistoric times. Artifacts used to understand the lives of these groups will be displayed, and local archaeological findings will be discussed.

3.1: Events in local history can be shown on timelines organized by years, decades and centuries

3.2: Primary and secondary sources can be used to show change over time.

3.3: Local communities change overtime

3.4 : Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions.

3.6: Evidence of positive and negative human modification of the environment can be observed in the local community.

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

3.8: Communities may include diverse cultural groups.



5. Ohio post-contact woodland Indian culture 1650-1795

Examining a two-tiered timeline, students will learn about native Ohio tribes' encounter with the first Anglo-explorers, and be able to describe other historical events going on in the world in the 18th century. Artifacts from this time period, and discussion of the impact that Anglo-settlers had on natives will be the focus.

Historical thinking and skills

3.1: Events in local history can be shown on timelines organized by years, decades and centuries.

3.2: Primary and secondary sources can be used to show change over time.

3.3: Local communities change overtime

3.4 : Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions.

3.5: Daily life is influenced by the agriculture, industry and natural resources in different communities

3.6: Evidence of positive and negative human modification of the environment can be observed in the local community.

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

3.8: Communities may include diverse cultural groups.



6. Pioneer clothes

Participants will examine, try on and learn about different types of clothing from the museum's costume collection of the 1700's. Compare with today's styles, and pose by the Conestoga Wagon, loom, or Land Office for a great photo opportunity.

Social Studies

3.1 : Events in local history can be shown on timelines organized by years, decades and centuries.

3.2 : Primary and secondary sources can be used to show change over time.

3.3: Local communities change overtime

3.5 : Daily life is influenced by agriculture, industry and natural resources in different communities

3.17 : A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services

Technology

3-5.ST.3.a. Describe the advantages and disadvantages of technology (past, present, future) to understand the relationship between technology, society and the individual.

3-5.DT.1.a. Demonstrate how applying human knowledge using tools and machines extends human capabilities to meet our needs and wants.

3-5.DT.3.c. Identify a product and describe how people from different disciplines combined their skills in the design and production of the product.3a1a

Fine Arts: Visual Arts Perceiving / Knowing (PE)

1CE Observe and compare similar themes, subject matter and images in artworks from historical and contemporary eras.

2CE Identify the relationships between and among selected elements and principles of art and design. 3CE Use historical and cultural artworks to answer questions about daily life.

5CE Provide examples of how we encounter art and artists in everyday life.

6CE Recognize and identify choices that give meaning to a personal work of art.



7. Quill pens, hornbooks and one-room schools

In this make-and-take program, participants will learn about quill writing, practice with a quill pen and create a design on paper suitable for framing. Students will also learn how hornbooks were made and used, and what it was like in the first schools of the Northwest Territory.

3.1 : Events in local history can be shown on timelines organized by years, decades and centuries.

3.2 : Primary and secondary sources can be used to show change over time.

3.3: Local communities change overtime

3.5 : Daily life is influenced by the agriculture, industry and natural resources in different communities

Technology

3-5.ST.3.a. Describe the advantages and disadvantages of technology (past, present, future) to understand the relationship between technology, society and the individual.

3-5.DT.1.a. Demonstrate how applying human knowledge using tools and machines extends human capabilities to meet our needs and wants.

3-5.DT.1.b. Give examples of how requirements for a product can limit the design possibilities for that product.

3-5.DT.1.c. Describe a process as a series of actions and how it is used to produce a result.

3-5.DT.1.d. Identify and describe examples of technology products and processes.

Fine Arts: Visual Arts Perceiving / Knowing (PE)

1CE Observe and compare similar themes, subject matter and images in artworks from historical and contemporary eras.

2CE Identify the relationships between and among selected elements and principles of art and design. 3CE Use historical and cultural artworks to answer questions about daily life.

5CE Provide examples of how we encounter art and artists in everyday life.

6CE Recognize and identify choices that give meaning to a personal work of art.



8. Transportation into the frontier

Early settlers arrived in Marietta by boat and by wagon, on horseback and by foot. Students will learn about these modes of transportation, their advantages, disadvantages and dangers through a tour of museum exhibits.

History

3.1 : Events in local history can be shown on timelines organized by years, decades and centuries.

3.2 : Primary and secondary sources can be used to show change over time.

3.3: Local communities change overtime

3.5 : Daily life is influenced by the agriculture, industry and natural resources in different communities

3-5.ST.3.a. Describe the advantages and disadvantages of technology (past, present, future) to understand the relationship between technology, society and the individual.

3-5.DT.3.c. Identify a product and describe how people from different disciplines combined their skills in the design and production of the product.



9. Weaving

Students will examine cotton, wool, Linsey Woolsey and linen, and learn what materials were used to make cloth, rugs and ribbon. Participants will be given their own hand loom, and learn basic weaving in this make-and-take program.

History

3.1 : Events in local history can be shown on timelines organized by years, decades and centuries.

3.2 : Primary and secondary sources can be used to show change over time.

3.3: Local communities change overtime

3.5 : Daily life is influenced by the agriculture, industry and natural resources in different communities

3-5.ST.3.a. Describe the advantages and disadvantages of technology (past, present, future) to understand the relationship between technology, society and the individual.

3-5.DT.1.a. Demonstrate how applying human knowledge using tools and machines extends human capabilities to meet our needs and wants.

1CE Observe and compare similar themes, subject matter and images in artworks from historical and contemporary eras.

2CE Identify the relationships between and among selected elements and principles of art and design. 3CE Use historical and cultural artworks to answer questions about daily life.

4CE Recognize selected artists who contributed to the cultural heritages of the people of the United States.

5CE Provide examples of how we encounter art and artists in everyday life.

6CE Recognize and identify choices that give meaning to a personal work of art.

1PR Demonstrate skill and expression in the use of art techniques and processes.

2PR Use appropriate visual art vocabulary during artmaking processes.



10. Fossils of the Valley

How are fossils formed? What fossils are found in the Mid-Ohio Valley? Why is a Dimetrodon not a dinosaur? Students will handle fossils from area excavations, and learn about the vertebrates that lived in the Permian era that is exposed here in the valley. Students will mold an area fossil using Crayola Magic.

3.ESS.1 Earth's nonliving resources have specific properties.

3.ESS.2 Earth's resources can be used for energy.

3.ESS.3 Some of Earth's resources are limited.