



## **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**

4.10: The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio.

4.11: The regions of the United States known as the North, South and West developed in the early 1800s largely based on their physical environments and economies.

### **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.ST.3.b. Demonstrate how technology innovations/inventions can have multiple applications.

3-5.ST.3.c. Identify and discuss how the use of technology affects self and others in various ways.

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.

## **2. General Rufus Putnam house/Conestoga Wagon**

*Students will learn about wagon travel in the 19<sup>th</sup> 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**



4.3: Various groups of people have lived in Ohio over time including American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in cooperation, conflict and compromise.

4.5: The Northwest Ordinance incorporated democratic ideals into the territories. It provided a process for territories to become states and recognized them as equal to the other existing states.

### **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.*

### **Social Studies**

4.4: The 13 colonies came together around a common cause of liberty and justice, uniting to fight for independence during the American Revolution and to form a new nation.

### **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.*

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4.12 People have modified the environment throughout history resulting in both positive and negative consequences in Ohio and the United States.

4.13 The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio's population has become increasingly reflective of the multicultural diversity of the United States.

### **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 18<sup>th</sup> century. Artifacts from this time period, and discussion of the impact that Anglo-settlers had on natives will be the focus.*

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## **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.*

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### **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.*

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### **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.*

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### **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.*

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**1. 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.*

4.ESS.1 Earth's surface has specific characteristics and landforms that can be identified.

4.ESS.2 The surface of Earth changes due to weathering.

4.ESS.3 The surface of Earth changes due to erosion and deposition.

4.LS.1 Changes in an organism's environment are sometimes beneficial to its survival and sometimes harmful.

4.LS.2 Fossils can be compared to one another and to present-day organisms according to their similarities and differences.