



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.

5.15 The availability of productive resources (i.e., entrepreneurship, human resources, capital goods and natural resources) promotes specialization that could lead to trade.

3-5.ST.1.b. Identify positive and negative impacts one's use of personal technology and technology systems (e.g., agriculture, transportation, energy generation, water treatment) can have on one's community.

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 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.

5.4 Geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps.

5.9 Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere and results in diversity.



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.

N/A



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.

5.2 Early Indian civilizations (Maya, Inca, Aztec, Mississippian) existed in the Western Hemisphere prior to the arrival of Europeans. These civilizations had developed unique governments, social structures, religions, technologies, and agricultural practices.

5.3 European exploration and colonization during the 1400s-1600s had lasting effects which can be used to understand the Western Hemisphere today

5.8 American Indians developed unique cultures with many different ways of life. American Indian tribes and nations can be classified into cultural groups based on geographic and cultural similarities.



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.

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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.

Social Studies

5.15 The availability of productive resources (i.e., entrepreneurship, human resources, capital goods and natural resources) promotes specialization that could lead to trade. Production and consumption

5.16 The availability of productive resources and the division of labor can have a positive or negative impact on productive capacity. Markets

5.17 Regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services available. Financial literacy

5.18 Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.

Technology

3-5.ST.1.b. Identify positive and negative impacts one's use of personal technology and technology systems (e.g., agriculture, transportation, energy generation, water treatment) can have on one's community.

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.

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

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

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