

National Park Service
U.S. Department of the Interior

Hopewell Culture National Historical Park



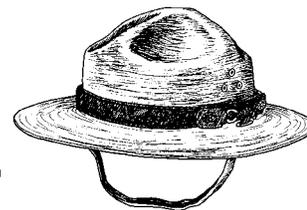
Expeditions into Ohio's Past

Teacher's Guide



An Integrated Curriculum for Grades 3-5

Ohio Academic Content Standards



Section 1: Charting the Course

ACS do not apply to this section

Section 2: Clues to the Past

Activity

Sharing Ohio's Prehistory

Page 29

Content Area:	Social Studies
Grade-Level Band:	Grades 3-5
Standard:	History
Benchmark:	B: Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict.
Organizer:	Settlement
Grade-Level Indicator:	Grade 4 2. Describe the earliest settlements in Ohio including those of prehistoric peoples.

Content Area:	Social Studies
Standard:	People in Societies
Benchmark:	A. Compare practices and products of North America cultural groups.
Organizer:	Cultures
Grade-Level Indicator:	Grade 3 1. Compare some of the cultural practices and products of various groups of people who have lived in the local community including: a. Artistic expression; b. Religion; c. Language; d. Food. 2. Compare the cultural practices and products of the local community with those of other communities in Ohio, the United States and countries of the world. Grade 4 1. Describe the cultural practices and products of various groups who have settled in

Ohio over time:

- a. The Paleo Indians, Archaic Indians, Woodland Indians (Adena and Hopewell) and late Prehistoric Indians (Fort Ancient).

Activity

Comparing Timelines

Page 31

Content Area:	Social Studies
Standard:	History
Benchmark:	A: Construct time lines to demonstrate the understanding of units of time and chronological order.
Organizer:	Chronology
Grade-Level Indicator:	Grade 3 1. Define and measure time by years, decades and centuries

Content Area:	Social Studies
Standard:	People in Societies
Benchmark:	A. Compare practices and products of North America cultural groups.
Organizer:	Cultures
Grade-Level Indicator:	Grade 3 1. Compare some of the cultural practices and products of various groups of people who have lived in the local community including: a. Artistic expression; b. Religion; c. Language; d. Food.

Activity

Fun with Words

Page 39

Content Area:	English Language Arts
Standard:	Acquisition of Vocabulary
Organizer:	Contextual Understanding
Grade-Level Indicator:	Grade 3 1. Determine the meaning of unknown words using a variety of context clues, including word, sentence and paragraph clues.

Activity

Locating Hopewell Culture National Historical Park

Page 41

Content Area:	Social Studies
Standard:	Geography
Benchmark:	A. Use map elements or coordinates to locate physical and human features of North America.
Organizer:	Location
Grade-Level Indicator:	<p>Grade 3</p> <ol style="list-style-type: none"> 1. Use political maps, physical maps and aerial photographs to ask and answer questions about the local community. 2. Use a compass rose and cardinal direction to describe the relative location of places. 3. Read and interpret maps by using the map title, map key, direction indicator and symbols to answer questions about the local community. <p>Grade 4</p> <ol style="list-style-type: none"> 2. Use cardinal and intermediate directions to describe the relative location of places. 4. Use maps to identify the location of major physical and human features of Ohio including: <ul style="list-style-type: none"> a. Lake Erie; b. Rivers; c. Plains; d. The Appalachian Plateau e. Bordering states f. The capital city; g. Other major cities. <p>Grade Five</p> <ol style="list-style-type: none"> 1. Use coordinates of latitude and longitude to determine the of points in North America.

Content Area:	Social Studies
Standard:	Social Studies Skills and Methods
Benchmark:	A. Obtain information from a variety of primary and secondary sources using the component parts of the sources.
Organizer:	Obtaining Information
Grade-Level Indicator:	<p>Grade 3</p> <ol style="list-style-type: none"> 1. Obtain information about local issues from a variety of sources including: <ul style="list-style-type: none"> a. Maps; b. Photos; f. Artifacts.

Activity

Why is the Past Important? Part One
Page 47

Content Area:	English Language Arts
Standard:	Communication: Oral and Visual

Organizer: Speaking Applications

Grade-Level Indicator: Grade 3, Grade 4 and Grade 5
9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.

Activity

Look it up!
Page 49

Content Area: English Language Arts

Standard: Acquisition of Vocabulary

Organizer: Tools and Resources

Grade-Level Indicator: Grade 3
9. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technological resources, and other reference materials, including digital resources, and textual features, such as definitional footnotes or sidebars.

Grade 4
9. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technological resources, and other reference materials, including digital resources, and textual features, such as definitional footnotes or sidebars.

Grade 5
9. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technological resources, and other reference materials, including digital resources, and textual features, such as definitional footnotes or sidebars.

Activity

A Penny for Your Thoughts
Page 53

Content Area: Social Studies

Standard: Social Studies Skills and Methods

Benchmark: A. Obtain information from a variety of primary and secondary source using the component parts of the sources.

Organizer: Obtaining Information

Grade-Level Indicator: Grade 4
4. Describe how archeologist and historians study and interpret the past.

Activity

Today & Yesterday
Page 55

Content Area: Social Studies

Standard: History

Benchmark: C. Explain how new development led to the growth of the United States.

Organizer: Growth

Grade-Level Indicator: Grade 3
Describe changes in the community over time including changes in:
b. Architecture
c. Physical features
f. Transportation
h. Religion
i. Recreation

Content Area: Social Studies

Standard: People in Societies

Benchmark: A. Compare practices and products of North America cultural groups.

Organizer: Cultures

Grade-Level Indicator: Grade 3
1. Compare some of the cultural practices and products of various groups of people who have lived in the local community including:
a. Artistic expression;
b. Religion;
c. Language;
d. Food.

Activity
Comparing Cultures
Page 55

Content Area: Social Studies

Standard: History

Benchmark: B: Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict.

Organizer: Settlement

Grade-Level Indicator: Grade 4
2. Describe the earliest settlements in Ohio including those of prehistoric peoples.

Grade 5
3. Explain why European countries explored and colonized North America

Content Area: Social Studies

Standard: History

Benchmark: C. Explain how new development led to the growth of the United States.

Organizer: Growth

Grade-Level Indicator: Grade 3
Describe changes in the community over time including changes in:
a. Business
b. Architecture
c. Physical features
d. Employment
e. Education
f. Transportation
g. Technology
h. Religion
i. Recreation

Content Area: Social Studies

Standard: People in Societies

Benchmark: A. Compare practices and products of North America cultural groups.

Organizer: Cultures

Grade-Level Indicator: Grade 3
1. Compare some of the cultural practices and products of various groups of people who have lived in the local community including:
a. Artistic expression;
b. Religion;
c. Language;
d. Food.

Grade 4
1. Describe the cultural practices and products of various groups have settled in Ohio over time:
a. The Paleo Indians, Archaic Indians, Woodland Indians (Adena and Hopewell) and late Prehistoric Indians (Fort Ancient).

Grade 5
Compare the cultural practices and products of diverse groups in North America including:
a. Artistic Expression
b. Religion;
c. Language;
d. Food;
e. Clothing;

Section 3: Tracing the Past

Activity

Site Flow Chart

Page 65

Content Area: Social Studies

Standard: Social Studies Skills and Methods

Benchmark: A. Obtain information from a variety of primary and secondary sources using the component parts of the sources.

Organizer: Obtaining Information

Grade-Level Indicator: Grade 4
4. Describe how archeologist and historians study and interpret the past.

Activity

Peanut Butter & Jelly Archeology
Page 69

Content Area: Social Studies

Standard: Social Studies Skills and Methods

Benchmark: A. Obtain information from a variety of primary and secondary sources using the component parts of the sources.

Organizer: Obtaining Information

Grade-Level Indicator: Grade 4
4. Describe how archeologist and historians study and interpret the past.

Activity

Excavate a Trash Can
Page 73

Content Area: Social Studies

Standard: Social Studies Skills and Methods

Benchmark: A. Obtain information from a variety of primary and secondary sources using the component parts of the sources.

Organizer: Obtaining Information

Grade-Level Indicator: Grade 4
4. Describe how archeologist and historians study and interpret the past.

Activity

Playground Archeology
Page 79

Content Area: Social Studies

Standard: People in Societies

Benchmark: A. Compare practices and products of North America cultural groups.

Organizer: Cultures

Grade-Level Indicator: Grade 3
1. Compare some of the cultural practices and products of various groups of people who have lived in the local community including:
a. Artistic expression;
b. Religion;
c. Language;
d. Food.

Activity

What's Hidden in the Midden?

Page 83

Content Area: Social Studies
Standard: History
Benchmark: A: Construct time lines to demonstrate the understanding of units of time and chronological order.
Organizer: Chronology
Grade-Level Indicator: Grade 4
1. Define and measure time by years, decades and centuries.

Content Area: Social Studies
Standard: History
Benchmark: B: Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict.
Organizer: Settlement
Grade-Level Indicator: Grade 4
Describe the earliest settlements in Ohio including those of prehistoric peoples.

Content Area: Social Studies
Standard: People in Societies
Benchmark: A: Compare practices and products of North America cultural groups.
Organizer: Cultures
Grade-Level Indicator: Grade 4
1. Describe the cultural practices and products of various groups who have settled in Ohio over time:
a. The Paleo Indians, Archaic Indians, Woodland Indians (Adena and Hopewell) and Late Prehistoric Indians (Fort Ancient).

Activity

What Ought to Rot?

Page 89

Content Area: Science

Standard: Scientific Inquiry

Benchmark: B. Organize and evaluate observations, measurements and other data to formulate inferences and conclusion.

Organizer: Doing Scientific Inquiry

Grade-Level Indicator:

- Grade 3
 - 2. Discuss observation and measurements made by other people.
 - 3. Read and interpret simple tables and graphs produced by self/others.
 - 5. Record and organize observations (e.g. journals, charts and tables).
- Grade 5
 - 2. Evaluate observations and measurements made by other people and identify reasons for any discrepancies.

Content Area: Science

Standard: Scientific Inquiry

Benchmark: C. Develop, design and safely conduct scientific investigations and communicate the results.

Organizer: Doing Scientific Inquiry

Grade-Level Indicator:

- Grade 3
 - 6. Communicate scientific findings to others through a variety of methods.
- Grade 4
 - 4. Explain the importance of keeping conditions the same in an experiment.

Activity

Prehistoric Tool Time
Page 93

Content Area: Social Studies

Standard: People in Societies

Benchmark: A. Compare practices and products of North America cultural groups.

Organizer: Cultures

- Grade-Level Indicator: Grade 3
 1. Compare some of the cultural practices and products of various groups of people who have lived in the local community including:
 a. Artistic expression
- Grade 4
 1. Describe the cultural practices and products of various groups who have settled in Ohio over time:
 a. The Paleo Indians, Archaic Indians, Woodland Indians (Adena and Hopewell) and Late Prehistoric Indians (Fort Ancient).
- Grade 5
 1. Compare the cultural practices and products of diverse groups in North America including:
 a. Artistic Expression

Activity

Habitats of the Hopewell
 Page 95

- Content Area: Social Studies
- Standard: History
- Benchmark: B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict.
- Organizer: Settlement
- Grade-Level Indicator: Grade 4
 2. Describe the earliest settlements in Ohio including those of the Prehistoric peoples.

- Content Area: Social Studies
- Standard: People in Societies
- Benchmark: A. Compare practices and products of North American cultural groups.
- Organizer: Cultures
- Grade-Level Indicator: Grade 3
 1. Compare some of the cultural practices and products of various groups of people who have lived in the local community including:
 d. Food
- Grade 4
 1. Describe the cultural practices and products of various groups who have settled in Ohio over time:
 a. The Paleo Indians, Archaic Indians, Woodland Indians (Adena and Hopewell) and Late Prehistoric Indians (Fort Ancient).

Content Area: Social Studies

Standard:	Geography
Benchmark:	B. Identify the physical and human characteristics of places and regions in North America.
Organizer:	Places and Regions
Grade-Level Indicator:	Grade 3 6. Identify and describe the landforms and climate, vegetation, population and economic characteristics of the local community.

Activity

Supertime 2,000 Years Ago
Page 97

Content Area:	Social Studies
Standard:	People in Societies
Benchmark:	A. Compare practices and products of North American cultural groups.
Organizer:	Cultures
Grade-Level Indicator:	Grade 4 1. Describe the cultural practices and products of various groups who have settled in Ohio over time: a. The Paleo Indians, Archaic Indians, Woodland Indians (Adena and Hopewell) and Late Prehistoric Indians (Fort Ancient).

Activity

Travel or Trade?
Page 101

Content Area:	Social Studies
Standard:	Geography
Benchmark:	A. Use map elements or coordinates to locate physical and human features of North America.
Organizer:	Location
Grade-Level Indicator:	Grade 3 1. Use political maps, physical maps and aerial photographs to ask and answer questions about the local community. 2. Use a compass rose and cardinal direction to describe the relative location of places. 3. Read and interpret maps by using the map title, map key, direction indicator and symbols to answer questions about the local community. Grade 4 2. Use cardinal and intermediate directions to describe the relative location of places.

4. Use maps to identify the location of major physical and human features of Ohio including:

- a. Lake Erie;
- b. Rivers;
- c. Plains;
- d. The Appalachian Plateau
- e. Bordering states
- f. The capital city;
- g. Other major cities.

Grade Five

1. Use coordinates of latitude and longitude to determine the absolute location of points in North America.

2. Use maps to identify the location of:

- c. The Rocky and Appalachian mountain systems
- d. The Mississippi River
- e. The Great Lakes

Activity

Pots and Pieces

Page 105

Content Area:	Social Studies
Standard:	People in Societies
Benchmark:	A. Compare practices and products of North American cultural groups.
Organizer:	Cultures
Content Area:	Fine Arts
Standard:	Historical, Cultural and Social Contexts
Benchmark:	A. Recognize and describe visual art forms and artworks from various times and places.
Organizer:	Visual Arts

Grade-Level Indicator:	Grade 3
	1. Compare the cultural practices and products of various groups of people who have lived in the local community including: <ul style="list-style-type: none">a. Artistic expression
	Grade 4
	1. Describe the cultural practices and products of various groups who have settled in Ohio over time: <ul style="list-style-type: none">a. The Paleo Indians, archaic Indians, Woodland Indians (Adena and Hopewell) and Late Prehistoric Indians (Fort Ancient).

Grade-Level Indicator: Grade 3
1. Connect various art forms and artistic styles to their cultural traditions.

Grade 4
1. Identify and describe artwork from various cultural/ethnic groups (e.g. Paleo Indians, European immigrants, Appalachian, Amish, African or Asian groups) that settled in Ohio over time.

Content Area: Fine Arts
Standard: Historical, Cultural and Social Contexts
Benchmark: C. identify and describe the different purposes people have for creating works of art.
Organizer: Visual Arts
Grade-Level Indicator: Grade 3
1. Identify artworks from their communities or regions and communicate how they reflect social influences and cultural traditions.

Activity

Hopewell Effigy Pipes
Page 109

Content Area: Social Studies
Standard: People in Societies
Benchmark: A. Compare practices and products of North American cultural groups.
Organizer: Cultures
Content Area: Fine Arts
Standard: Historical, Cultural and Social Contexts
Benchmark: A. Recognize and describe visual art forms and artworks from various times and places.
Organizer: Visual Arts

Grade-Level Indicator:
Grade 3
1. Compare the cultural practices and products of various groups of people who have lived in the local community including:
 a. Artistic expression
Grade 4
1. Describe the cultural practices and products of various groups who have settled in Ohio over time:
 a. The Paleo Indians, archaic Indians, Woodland Indians (Adena and Hopewell) and Late Prehistoric Indians (Fort Ancient).

Grade-Level Indicator: Grade 3
1. Connect various art forms and artistic styles to their cultural traditions.

Grade 4
1. Identify and describe artwork from various cultural/ethnic groups (e.g. Paleo Indians, European immigrants, Appalachian, Amish, African or Asian groups) that settled in Ohio over time.

Content Area: Fine Arts

Standard: Historical, Cultural and Social Contexts

Benchmark: B. Identify art forms, visual ideas and images and describe how they are influenced by time and culture.

Organizer: Visual Arts

Grade-Level Indicator: Grade 4
2. Compare and contrast art forms from different cultures and their own cultures.

Content Area: Fine Arts

Standard: Historical, Cultural and Social Contexts

Benchmark: C. Identify and describe the different purposes people have for creating works of art.

Organizer: Visual Arts

Grade-Level Indicator: Grade 3
1. Identify artworks from their communities or regions and communicate how they reflect social influences and cultural traditions.

Content Area: Fine Arts

Standard: Historical, Cultural and Social Contexts

Benchmark: C. Identify and describe the different purposes people have for creating works of art.

Organizer: Visual Arts

Activity
Map Quest!
Page 111

Content Area: Social Studies

Standard: Geography

Grade-Level Indicator: Grade 4
3. Compare the decorative and functional qualities of artwork from cultural/ethnic groups within their communities.

- Benchmark: A. Use map elements or coordinates to locate physical and human features of North America.
- Organizer: Location
- Grade-Level Indicator: Grade 3
1. Use political maps, physical maps and aerial photographs to ask and answer questions about the local community.
 2. Use a compass rose and cardinal directions to describe the relative location of places.
 3. Read and interpret maps by using the map title, map key, direction indicator and symbols to answers questions about the local community.

Section 4: Remembering the Past

Activity

Why is the Past Important? Part Two
Page 119

- Content Area: English Language Arts
- Standard: Writing Applications
- Grade-Level Indicator: Grade 3, Grade 4 and Grade 5
5. Produce informal writings for various purposes.

Activity

Write of Passage
Page 121

- Content Area: English Language Arts
- Standard: Writing Applications
- Grade-Level Indicator: Grade 3, Grade 4 and Grade 5
3. Write formal and informal letters that include relevant information and date, proper salutation, body, closing and signature.

Activity

Short Stories in Archeology
Page 123

- Content Area: English Language Arts
- Standard: Writing Applications

Section 5: Appendix

ACS do not apply to this section