

Fairview Park Schools	
Parkview Intermediate School	
Gayle Dill	Laura Ponsart
Titles: “INFOhio databases, Internet Resources, and Library Materials” and “Database Research”	

Ohio Native Americans Grant Proposal Report
 Laura Ponsart, Gayle Dill: Fairview Park

This unit for fourth graders was comprised of four lessons:

1. Introduction to Ohio’s Prehistoric Indians: Using the social studies text, the students and classroom teacher spent five days reading and discussing five groups of prehistoric Native Americans, organizing information in individual charts and on a group wall web.
2. Historic Ohio Native American Tribes: After being assigned to one of five historic Native American tribes, students gathered information from *Ohio Native Peoples* by Schonberg under the direction of the media specialist. Groups also collected pictures of artifacts from the *Ohio Memory* and *Ohio History Central* web sites.
3. Historic Tribe Presentations: The groups from Lesson 2 prepared a poster of facts, created a model of their tribe’s dwelling, and presented the information to the class.
4. Archaeological Dig/Assessment: The classroom teacher and media specialist created five artifact boxes of Native American items buried in sand. Students participated in an archaeological dig in groups, unearthing the artifacts, listing the items on a chart, and drawing conclusions as to which Native American group the items represented.

The grant provided supplies for the presentations in Lesson 3 and the five artifact boxes in Lesson 4. While it took considerable effort to locate items to represent various Native American groups, the enthusiasm of the students during “the dig” made the time spent worthwhile. A class field trip to the Cleveland Museum of Natural History for a lesson and activity on Ohio’s Native Americans was an added bonus paid for with grant monies. The students retained a great deal of information through the hands-on activities and explanations of the displays by an archaeologist. Books relating to 4th grade social studies topics were purchased for the library with the remainder of the grant money.

For the information literacy instruction portion of the grant, the classroom teacher and media specialist presented election resources to teachers at a staff meeting during the third week of school. INFOhio databases were promoted and new passwords for the year were provided. This information was distributed in a brochure for the teachers which

also included five student oriented election web sites, a list of resources in the school library, and a list of additional resources available at the public library. While all teachers found the information valuable, an informal survey in mid-November showed 10 of the 17 classroom teachers had used some of the resources. The electronic resources were chosen as the most useful because they provided the most current information and/or activities in which students could participate.

The focus of the information literacy instruction to students was an introduction of the differences between primary and secondary sources using the theme of the settlement of Ohio, a topic following Ohio Native Americans in the curriculum. A primary source from *American Memory* was selected entitled *Sketches of the Life and Adventures of Jacob Parkhurst*, which is a gentleman's first-hand account of his family's move to Ohio during his childhood. This primary source was of interest to the students as it spoke of childhood activities while giving a flavor of the danger of Indian attacks that surrounded the settlers. An article called *Gentle Pioneer: Johnny Appleseed* was selected from *Sirs Discoverer* as the secondary source. Both sources were bookmarked for easy access.

Students had a beginning knowledge of primary and secondary sources from information in the social studies text. The differences between these sources were reviewed using props – photos, letters, newspapers, magazines, books, etc. It was helpful to show a family scrapbook (secondary source) that contained primary sources (photos and letters), discussing which parts were primary sources and which parts were secondary sources. The class then looked at the American Memory memoir, discussed what life was like for this man as a child, and decided that this was a primary source. The Johnny Appleseed article was read together and it was decided this was a secondary source. Students were then given a list of six items and had to determine whether each would be classified as a primary or secondary source. Almost all of the students correctly labeled the resources.