

S02. People in Societies

Ohio Social Studies Grade 3-5 Benchmarks

- A. Compare practices and products of North American cultural groups. (*Culture*)
 - Y2003.CSS.S02.G03-05.BA.L04.I01
- B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other. (*Interaction*)
 - Y2003.CSS.S02.G03-05.BB.L04.I02
 - Y2003.CSS.S02.G03-05.BB.L04.I03

Classroom Activities

Activity #1

Social Studies: Culture: Y2003.CSS.S02.G03-05.BA.L04.I01

Fine Art: Art: Y2003.CAV.S01.GKG-04.BA.L04.I01 and Y2003.CAV.S01.GKG-04.BB.L04.I02

Study designs found on pottery of Native Americans. Obtain clay from a local source, if possible, or make your own (see recipe below). Create a pot and using a stick (or a toothpick) cut a design into it similar to the examples you studied. Be sure to initial the bottom. Allow the pot to dry before handling.

Clay recipe (Yield: 1 pot):

Mix 1 cup of flour, 1 cup of salt, and just enough water to moisten into a ball of clay.

Activity #2

Social Studies: Culture: Y2003.CSS.S02.G03-05.BA.L04.I01

Fine Art: Art: Y2003.CAV.S05.GKG-04.BB.L04.I03

Writing: Y2003.CEW.S02.G03-04.BA.L04.I05

Study petroglyphs left by Ohio's prehistoric cultures. Brainstorm petroglyphs for common events and objects in the classroom and/or on the playground. Reproduce the petroglyphs so that each student has his/her own copy. Have the students write a story using only the petroglyphs. See if students can "read" each others stories.

Variation: Create clay tablets/plaques and have the students write their stories in the moist clay. Dry the plaques.

Activity #3

Social Studies: Culture: Y2003.CSS.S02.G03-05.BA.L04.I01

Choose one or more cultures and study the tools and building materials the culture(s) used for building houses, hunting for food, preparing meals, etc. Then, have the students create a chart to share what they have learned. One idea is displayed below. Alternative for assessment: Give the students a chart with most, but not all, of the information displayed and ask them to fill in the blanks.

| Cultural Group(s) | Tool | Material(s) | Product/Task |
|-------------------|--------|-----------------|--|
| Adena | Needle | Deer bone | Sewing |
| Hopewell | Hoe | Deer bone, wood | Loosening dirt for planting or weeding |

Variation #1: Compare and contrast the tools of historic and prehistoric Indians.

Activity #4

Social Studies: Culture: Y2003.CSS.S02.G03-05.BA.L04.I01

Mathematics: Measurement: Y2003.CMA.S02.G03-04.BB.L04.I01 and I05

Native Americans taught the settlers how to make deer jerky. Of course, today we also make jerky from other meats. They cut the deer meat into strips, smoked the strips and let them dry in the sun. The jerky would last for months and was easy to carry while they traveled Ohio or hunted for meat in the forests.

Prepare a feast of Native American foods including deer jerky, venison roast, rabbit stew, fried or baked squash, parched corn, dried berries, maple sugar candy, sunflower seeds, hickory nuts, and persimmons.

Variation #1: Prepare a feast of exclusively British, French, German, Irish, Latino, Asian, or African American foods.

Variation #2: Prepare a feast with one food from each culture (Native American, French, British, German, Irish, Latino, Asian, and African American). Examples: British > shepherd's pie, Irish > Irish stew, German > oxtail soup. Challenge the students to match the food to its originating culture.

Activity #5

Social Studies: Culture: Y2003.CSS.S02.G03-05.BA.L04.I01

Science: Physical: Y2003.CSC.S03.G03-05.BA.L04.I01 and Y2003.CSC.S03.G03-05.BB.L04.I04I

Have the students "churn" butter.

Gather materials: 1 cup whipping cream, small jar with secure lid, pinch of salt

Churn butter: Place 1 cup of whipping cream into a small jar with a secure lid. Allow it to warm to room temperature. Shake the cream until a clump of butter has formed. Add a scant pinch of salt. Serve on slices of bread.

Activity #6

Social Studies: Culture: Y2003.CSS.S02.G03-05.BA.L04.I01

Science: Physical: Y2003.CSC.S03.G03-05.BA.L04.I01 and I04

Ohio's pioneer settlers made candles from tallow or beeswax to make light for their evening activities in their homes. Here is a recipe for making candles. (CAUTION! Use extreme caution when handling melted paraffin.)

Gather Materials: stove, 48-ounce can, pan large enough to hold can, water to fill the pan to a depth of 2 inches, 2 sticks of paraffin, string: cut into 12 inch lengths for candle wicks and to tie off cooling candles, newspapers, broom handle, two chairs with high backs.

Prepare the workspace: Pour two inches of water into a large pot and place it on low heat. Place two sticks of paraffin into a clean, dry, empty 48-ounce can. Put the can in the pan of water that is being heated. While you wait for the paraffin to melt, place an old broom handle between the slats of two high-backed chairs. Spread newspapers under the chairs where the candles will cool and in the area where the candles will be dipped for easier cleanup of spills.

Dip the candles: Carefully remove the paraffin from the stove and move it to the newspaper-covered area. Lower a length of string into the melted paraffin. Lift it out and hold until it begins to harden. Repeat the process until the candle is the size you desire. Tie the wick onto the broomstick so that the finished candle can cool.

Activity #7

Social Studies:

- Interaction: Y2003.CSS.S02.G03-05.BB.G04.I03
- Culture: Y2003.CSS.S02.G03-05.BA.L04.I01

Writing: Communication: Y2003.CEW.S05.G03-04.BA.L04.I01 and Y2003.CEW.S05.G03-04.BD.L04.I03

Technology:

- Productivity: Y2003.CTE.S03.G03-05.BB.L04.I03, I04, I05, I06, I07;
- Productivity: Y2003.CTE.S03.G03-05.BC.L04.I01, I02, I03
- Applications: Y2003.CTE.S04.G03-05.BB.L04.I03, I04, I05
- Information Literacy: Y2003.CTE.S05.B03-05.BA.L04.I01, I02, I03

Have students interview their parents and grandparents about their family histories. Beforehand, prepare a list of questions that might be asked; acquire permission to record the interviews by audio or video. Questions might include:

- From what country (or countries) did you or (your ancestors) immigrate to America – or move to Ohio?
- Why did you (or your ancestors) immigrate to America – or move to Ohio?
- Can you tell me any stories, traditions, foods, celebrations, or beliefs you (or your ancestors) brought with them to America – or Ohio?

Variation #1: Prepare one or more posters that represent the stories, traditions, foods, and/or celebrations of your personal cultural heritage. Display your poster(s) and discuss them. Ask the students to brainstorm ideas that might demonstrate their own cultural heritage. Have the students prepare posters reflecting their cultural heritage.

Variation #2: Prepare a poster for one of Ohio's cultural groups. Display the poster and ask the students to identify the culture represented.

Variation #3: Use technology to share the results of the activities mentioned in Variation #1 or #2. Students could take digital photographs or scan artwork. They could use the images to create a slide show presentation or one or more postings to the class's web or blog site.

Word Bank

| Term | Part of Speech | Definition |
|------------------|----------------|---|
| Adena | noun | the name given the prehistoric culture that lived in Ohio from 800 B. C. to 400 A. D. |
| African-American | adjective | an American whose ancestors lived in Africa at some time in the past |
| Amish | noun | related to the Amish religion, or to the people who follow the Amish religion, or to their way of life |
| Appalachian | adjective | related to any of the areas of the United States where the Appalachian Mountains are found, or to the people from those areas or to their way of life |
| artifact | noun | any object made, changed, or used by human beings |
| Asian | adjective | related to any of the countries of Asia, or to the people from those countries or to their way of life |
| British/English | noun | related to any of people who come from England (also know as Great Britain) or to their way of life |

| Term | Part of Speech | Definition |
|-------------------|----------------|--|
| culture | noun | a way of life |
| European | adjective | related to any of the countries of Europe, or to the people from those countries or to their way of life |
| expansion | noun | the increase of a country's size by adding new territory |
| family ties | noun | the connections or links between people who are related to one another |
| flint | noun | a very hard, fine-grained stone made of quartz. It can be formed into a cutting edge and it creates sparks when it is struck with steel. |
| Fort Ancient | noun | the name given the prehistoric culture that lived in Ohio from 1000 to 1650 |
| Hopewell | noun | the name given to the prehistoric culture that lived in Ohio from 100 B. C. to 400 A. D. |
| hunter - gatherer | noun | a life style in which people get their food by hunting wild animals and collecting wild plants |
| impact | noun | the strong effect that something or somebody has |
| Latino | adjective | related to any of the countries of Latin America, or to the people from those countries or to their way of life |
| manufacturing | noun | making large amounts of goods; the making of a finished product using raw materials, especially in factories |
| Moundbuilder | noun | Adena and Fort Ancient people who built mounds of earth to use for burials, ceremonies, and/or for safety |
| obsidian | noun | a dark natural glass formed when molten lava cools in just the correct way |
| oppression | noun | the treatment of people in a harsh or cruel manner - usually by a group that claims a higher status |
| practices | noun | carrying out something according to a person or a groups beliefs, customs, or religion |
| prehistoric | adjective | the time period before events were first recorded in writing |
| products | noun | items that are made or created by a person, a machine, or a natural process - especially something that is offered for sale |
| religious | adjective | relating to people's strongly held beliefs and opinions about God, gods, or spirits |

Web Links

InfOhio

- <http://www.infohio.org>
- InfOhio's state-funded resources are available to all Ohio K-12 students and teachers. Use the Grade K-5 resource components.
- **Digital Video Collection.** The videos can be watched online or downloaded to your computer.
 - *GeoQuest Great Lakes Region* series: “Early Man.”
 - *Ohio River* series:
 - “Early Inhabitants”
 - “Sunwatch Village Native American Artifacts”
 - “Native Americans”
 - “Ohio Amish”
 - “Underground Railroad”
 - Episode 121: “First Farmers”
 - Episode 122: “Adena”

- InfOhio K-5 Resources (continued)
 - **American National Biography**
 - **Britannica Online**
 - **Kids Search**

Ohio Social Studies Resource Center

- People in Societies Standard: <http://www.ossrc.org/standard.php?rec=2>
- The Ohio Social Studies Resource Center (OSSRC) provides links to peer-reviewed instructional resources that have been identified by a review board of Ohio educators as exemplifying best or promising practices. The resources are correlated with the Ohio Social Studies Academic Content Standards. The site is organized first by content standard, then by grade level, and finally by indicator. Entries are divided into content resources and instructional resources.

Ohio Instructional Management System Model Lessons:

- <http://ims.ode.state.oh.us>
- Navigate to Ohio IMS. Do an IMS Quick Search for Lesson Plans. Content Area: Social Studies, Grade Level: as desired. A list of model lessons appears. Choose a lesson and add it to your IMS Backpack account – or download it in either PDF or Microsoft Word format.
- People in Societies Model Lessons include:
 - Grade 3: “Cultural Practices and Products of the Local Community” and “Cultures in the Community”
 - Grade 4: “Accordion Book for Comparing Cultures”
 - Grade 5: “African-American Slavery,” and “Exploring Cultural Practices and Products”

Ohio Treasure Chest of Technology Resources

- Social Studies: http://www.ohiotreasurechest.org/cgi-bin/course_list.pl?content_area=CSS
- The Ohio Treasure Chest is an online collection of thousands of web sites that are high quality, teacher-reviewed, interactive, and free. The Social Studies web site is aligned directly to the Ohio Academic Content Standards and is ready for use in your classroom. The site is organized first by grade level, then by standard, and finally by indicator. Entries are divided into web resources and lesson plans. North Canton City Schools’ Technology Integration Specialist Eric Curts administers this site.

eTSEO Programs

- *America on the Move*: “Migrations, Immigrations, and How We Got There”
- *American Scrapbook*: “North to Freedom”
- *It Happened Here*: “The First Ohioans”
- *Native Americans and Frontiersmen Series*: “Tecumseh”
- *Ohio Stories*: “Ohio Indians & Native Americans,” “Settlement & Immigration”, and “The African-American Experience”
- *Speaking of History* (Oral History)

Distance Learning Opportunities

The *Ohio Distance Learning* <http://www.ohiodl.org> web site links users to exemplary distance learning resources and provides a forum for discussing issues relating to video distance learning. Distance learning events are usually held in registered videoconferencing rooms (called Video Rooms). eTech Ohio registers the rooms. Video Rooms are located in many of Ohio’s K-12 schools, at Educational Service Centers, at State Support Team facilities, and in other locations. Each Video Room has a designated room contact and a technical contact person. Distance Learning events are scheduled through the contact people.

If your school or community has distance learning equipment but no registered Video Room, the *Ohio Distance Learning* web site includes video tutorials on how to register a room at eTech Ohio and how to schedule events.

The following list includes program titles and their content providers for the People in Societies standard.

Isobel Arvin http://www.cilc.org/program_detail_new.aspx?id=401

- Meet Mrs. Graber, An Amish Woman

Ohio Historical Society <http://www.ohiohistoryteachers.org/05/index.shtml>

- Ohio's Mound Building Cultures
- Show Me, Tell Me about American Indian Heritage
- Should They Go or Should They Stay? [American Indian removal from the Ohio Territory]
- Can She Trust You? [Underground Railroad]
- *So You Know Ohio?* Interactive game show cultural groups category: "Likes and Dislikes"

Field Trips

Two types of web links are listed for each of the suggested field trip locations.

- Facility links lead to touring information about the site. Expect to find information about hours, educational tours, exact location, and background about the site.
- Social Studies Connection links lead to historical information about the site.
 - In some instances these links are site specific.
 - Most entries reference articles in the Ohio Historical Society's online encyclopedia **Ohio History Central**. **Ohio History Central** encompasses Ohio's natural history, pre-history, and history. Access **Ohio History Central** at: <http://www.ohiohistorycentral.org>.

Adena

- Chillicothe, Ohio (Ross County)
- Facility: <http://ohsweb.ohiohistory.org/places/sw01/#location>
- Social Studies Connection: Ohio History Central: Adena Culture

Afro-American Museum and Cultural Center

- Dayton, Ohio (Montgomery County)
- Facility: <http://ohsweb.ohiohistory.org/places/sw13/index.shtml#location>
- Social Studies Connection: Ohio History Central: African Americans

Flint Ridge

- Glenford, OH (Licking County)
- Facility: <http://ohsweb.ohiohistory.org/places/c01/index.shtml>
- Social Studies Connection: Ohio History Central: Flint Ridge

Fort Ancient

- Oregonia, Ohio (Warren County)
- Facility: <http://ohsweb.ohiohistory.org/places/sw04/index.shtml>
- Social Studies Connection: Ohio History Central: Fort Ancient Culture

German Village

- Columbus, Ohio (Franklin County)
- Facility: <http://www.germanvillage.org/>
- Social Studies Connection: Ohio History Central: German Immigrants

Hopewell Culture National Park

- Chillicothe, Ohio (Ross County)
- Facility: <http://www.nps.gov/hocu/>
- Social Studies Connection: Ohio History Central: Hopewell Culture

Kennedy Museum of Art (Native American Art and Textiles)

- Athens, Ohio (Athens County)
- Facility: <http://www.ohiou.edu/museum/visit.htm>
- Kennedy Museum: <http://www.ohiou.edu/museum>
- Virtual Presentation: From Sheep to Loom: <http://www.ohiou.edu/museum/sheep/>

Leo Petroglyph

- Leo, Ohio (Jackson County)
- Facility: <http://ohsweb.ohiohistory.org/places/se05>
- Social Studies Connection: Ohio History Central: Leo Petroglyph

Miamisburg Mound

- Miamisburg, Ohio (Montgomery County)
- Facility: <http://ohsweb.ohiohistory.org/places/sw12/>
- Social Studies Connection: Ohio History Central: Adena Culture

Multicultural Ohio – Ohio Division of Travel and Tourism

- Locate Ohio culture events, festivals, fairs, cook-offs, and showcases.
- Regions: Northeast, Northwest, Central, and South.
- <http://www.discoverohio.com/multicultural/>

Newark Earthworks: Great Circle, Octagon, and Wright Earthworks

- Newark, Ohio (Licking County)
- Facility:
 - Great Circle: <http://ohsweb.ohiohistory.org/places/c08/>
 - Octagon: <http://ohsweb.ohiohistory.org/places/c08/octagon.shtml>
 - Wright Earthworks: <http://ohsweb.ohiohistory.org/places/c08/wright.shtml>
- Social Studies Connection: Ohio History Central: Newark Earthworks

Ohio Museum Listings

- Ohio Museums Association: View museum listings by name, region, or type:
<http://www.ohiomuseums.org/guide.html>

Seip Mound and Story Mound

- Chillicothe, Ohio (Ross County)
- Facilities:
 - Story Mound: <http://ohsweb.ohiohistory.org/places/sw17/>
 - Seip Mound: <http://ohsweb.ohiohistory.org/places/sw15/#location>
- Social Studies Connection: Ohio History Central: Hopewell Culture

Serpent Mound

- Bainbridge, Ohio (Adams County)
- Facility: <http://ohsweb.ohiohistory.org/places/sw16/>
- Social Studies Connection: Ohio History Central: Fort Ancient Culture

Shrum Mound

- Columbus, Ohio (Franklin County)
- Facility: <http://ohsweb.ohiohistory.org/places/c12/>
- Social Studies Connection: Ohio History Central: Adena Culture

Sunwatch Village

- Dayton, Ohio (Montgomery County)
- Facility: <http://www.sunwatch.org/>
- Social Studies Connection: Social Studies Connection: Fort Ancient Culture

Ohio Historical Society

- Columbus, Ohio (Franklin County)
- Facility: <http://ohsweb.ohiohistory.org/places/c09/index.shtml>
- Ohio Historical Society: <http://www.ohiohistory.org/>

Zoar Village

- Zoar, Ohio (Tuscarawas County)
- Facility: <http://ohsweb.ohiohistory.org/places/ne10/>
- Social Studies Connection: Ohio History Central: Zoar

Trade Book Connections

Social Studies Trade Books for Grades 3-5 • The Ohio Resource Center (ORC)

- http://www.ohiorc.org/adlit/ip_content.aspx?parentID=217&recID=223
- The web page is organized by Ohio Grades 3-5 benchmarks and lists each book's author, copyright date, title and publisher. ORC provides a bibliography of trade books compiled by Kathy Buck, Elementary Librarian, Xenia Community Schools.

Notable Social Studies Trade Books for Young People • The National Council of Social Studies (NCSS).

- <http://www.socialstudies.org/resources/notable/>
- Each year the NCSS publishes an annotated book list of notable books that were copyrighted in the previous year. The books are evaluated and selected by a Book Review Committee appointed by National Council for the Social Studies (NCSS) and assembled in cooperation with the Children's Book Council (CBC). One must purchase a membership to the NCSS to view the most recent year's online book list but past lists are available in downloadable PDF format.
- Once a book list file is downloaded and launched, use your PDF viewer's keyword search/find function to quickly locate appropriate books.
- Book lists are organized by Theme Strands. The NCSS strands that match Ohio's People in Societies standard include: **I. Culture; III. People, Places, and Environments; IV. Individual Development and Identity;** and **V. Individuals, Groups, and Institutions.**
- Grade Level codes are: Primary (P), Intermediate (I), Middle School (M), and High School (H)

People in Societies Question Bank – with Answers

A. **Culture:** Compare practices and products of North American cultural groups.

- 1) Prehistoric Ohio Paleo-Indian and Archaic cultures such as the Adena and Hopewell needed food to eat. Which of the following describe a way they got food.
 - a) Buying food in stores
 - b) Hunting animals on plains and in forests
 - c) Fishing in streams and rivers
 - d) Gathering ready to eat foods from nature

- 2) The Woodland Indians were hunter-gatherers. Which list of foods describes what hunter-gathers eat?
 - a) Dried deer meat, nuts, berries, and fresh fish
 - b) Beef, corn, squash, and peaches
 - c) Bologna, corn chips, cinnamon buns, and fruit rollups
 - d) Fresh whale meat, oranges, bananas, and broccoli

- 3) Both pre-historic and historic Ohio Indian cultures hunted for deer. Which of the following describe how they used deer?
 - a) Clothing, shoes, and shelter
 - b) Food
 - c) Tools like hoes, scrapers, needles or awls
 - d) Thread to sew hides together

- 4) Prehistoric Ohio cultures made their own tools. Which of the following are tools prehistoric Ohioans used for hunting animals?
 - a) Bows and arrows
 - b) Guns and bullets
 - c) Spears and atlatls
 - d) Swords and daggers

- 5) The prehistoric Ohio culture known as the Hopewells traveled long distances to trade flint for things that they could not find nearby. For what did the Hopewells trade their flint?
 - a) Clothes, hats, and shoes
 - b) Squash, corn, and beans
 - c) Copper, silver, and seashells
 - d) Glass beads, bullets, and steel knife blades

- 6) Ohio's prehistoric Archaic Indian culture used flint as a resource. Which of the following is a use of flint?
 - a) Tightly woven baskets to carry water and food
 - b) Wall supports for homes and shelters
 - c) Cutting and digging tools and weapons
 - d) Coverings for canoe frameworks

- 7) What is the difference between the Ohio's prehistoric and historic cultures?
- a) There were no cultural groups living in Ohio during prehistoric times.
 - b) Prehistoric cultures did not leave behind any products for present day Ohioans to find.
 - c) The people of prehistoric cultures wrote nothing down for today's Ohioans to read.
 - d) During prehistoric times, Ohio's climate was colder and glaciers covered much of the land.

- 8) Which of the following are artifacts (or products) of Ohio's prehistoric Indian cultures?
- a) Flint knife
 - b) Deer bone
 - c) Clay pot
 - d) Clam shell

- 9) Which of the following are **historic** Ohio Native American cultures?

- a) Mingo
- b) Hopewell
- c) Shawnee
- d) Miami

| |
|---|
| Ohio's Prehistoric Cultures: Paleo, Archaic, Woodland (Hopewell & Adena), Late Prehistoric (Fort Ancient) Ohio's Historic Native American Cultures: Ottawa, Wyandot, Mingo, Miami, Shawnee, Delaware |
|---|

- 10) The first culture to grow crops for food in Ohio were:

- a) The Adena
- b) The Mingo
- c) The Americans
- d) The English

- 11) Which of the following are **prehistoric** Indian cultures of Ohio?

- a) Hopewell
- b) Fort Ancient
- c) Ottawa
- d) Delaware

| |
|---|
| Ohio's Prehistoric Cultures: Paleo, Archaic, Woodland (Hopewell & Adena), Late Prehistoric (Fort Ancient) Ohio's Historic Native American Cultures: Ottawa, Wyandot, Mingo, Miami, Shawnee, Delaware |
|---|

- 12) Which of the following describe cultural practices of the Amish?

- a) Most Amish use the horse and buggy for transportation rather than cars and trucks.
- b) Most Amish use pins or hooks and eyes to fasten clothing rather than buttons or zippers.
- c) Most Amish earn a living by farming, making food products, or making products of wood.
- d) Most Amish choose not to vote or to serve in the military.

- 13) Which of the following describe practices or products of recent immigrants from Asia?

- a) Foods like fried rice and Wonton soup
- b) Sports like karate and judo
- c) Religions like Buddhism and Hinduism
- d) Beliefs like placing a high value on education and praying to ancestors for help and guidance.

B. Interaction: Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.

14) Which of the following describe how the growth of European and American settlements changed Ohio's historic Indian cultures?

Native Americans...

- a) ... lost their homelands and hunting grounds.
- b) ... built new, larger villages and became Ohio's best coal miners.
- c) ... were captured by the settlers and sold into slavery.
- d) ... became rich from the sales of their inventions.

15) Which of the following cultural groups immigrated to Ohio from the eastern United States?

- a) Latinos, African American and Asians
- b) Paleoindian, Archaic, Adena, and Hopewell
- c) New Englanders and Pennsylvania Dutch
- d) British, French, German and Irish

16) Which of the following is a list of countries where Latin American immigrants (Latinos) might have lived before they moved to Ohio?

- a) Great Britain, France, Germany
- b) Nigeria, Egypt, Ethiopia, Sudan
- c) Cambodia, China, India
- d) El Salvador, Guatemala, Haiti

| |
|---|
| Other Latin American countries: Antigua and Barbuda, Argentina, Bahamas, Barbados, Belize, Bolivia, Brazil, Chile, Columbia, Costa Rica, Dominica, Dominican Republic, Ecuador, El Salvador, Grenada, Guyana, Honduras, Jamaica, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, St. Kitts and Nevis, St. Lucia, Suriname, St. Vincent and the Grenadines, Trinidad and Tobago, Uruguay, and Venezuela. |
|---|

17) Ohio coal and clay miners of the 1800s were immigrants from which European countries?

- a) France and Italy
- b) Ireland and Wales
- c) Spain and Russia
- d) Egypt and South Africa

18) Why did people from Europe come to live in Ohio after it became a state in 1803? Some Europeans wanted to...

- a) ... explore the Ohio River.
- b) ... escape being treated unfairly.
- c) ... earn a living.
- d) ... be near family members who had already moved to Ohio.

19) African Americans came to Ohio during the time of slavery. Which of the following are true statements about African Americans in Ohio at that time?

- a) African American slaves passed through Ohio on their way to freedom in Canada. The Underground Railroad helped them.
- b) Ohio was a slave state. African American Ohioans were born into slavery and stayed slaves until they died.
- c) African Americans were carried up the Mississippi and Ohio Rivers to Cincinnati by steamboat. Slave auctions in Cincinnati sold them to buyers in Canada.
- d) African American slaves who escaped to Ohio were given their freedom by the General Assembly. They settled down near the first Ohio town or city they reached.

PEOPLE IN SOCIETIES VOCABULARY QUIZ

Name: _____ Date: _____

Directions: Write the letter of the definition in the box before the word it defines. Use capital letters.

| | |
|--|----------------------|
| | 1. oppression |
| | 2. products |
| | 3. hunter - gatherer |
| | 4. prehistoric |
| | 5. impact |
| | 6. culture |
| | 7. family ties |
| | 8. religious |
| | 9. obsidian |
| | 10. artifacts |

- A. a dark glass formed by nature when molten lava cools in just the correct way
- B. things that are made, changed, or created by human beings
- C. a way of life
- D. relating to people's strongly held beliefs and opinions about God, gods, or spirits
- E. a life style in which people get their food by hunting wild animals and collecting wild plants
- F. goods that are made or created by a person, a machine, or a natural process - especially something that is offered for sale
- G. the strong effect that something or somebody has
- H. the time period before events were first recorded in writing
- I. the treatment of people in a harsh or cruel manner - usually by a group that claims a higher status
- J. the connections or links between people who are related to one another

People in Societies Vocabulary Quiz • Answer Key

Directions: Write the letter of the definition in the box before the word it defines. Use capital letters.

| | |
|----------|----------------------|
| I | 1. oppression |
| F | 2. products |
| E | 3. hunter - gatherer |
| H | 4. prehistoric |
| G | 5. impact |
| C | 6. culture |
| J | 7. family ties |
| D | 8. religious |
| A | 9. obsidian |
| B | 10. artifacts |

- A. a dark glass formed by nature when molten lava cools in just the correct way
- B. things that are made, changed, or created by human beings
- C. a way of life
- D. relating to people's strongly held beliefs and opinions about God, gods, or spirits
- E. a life style in which people get their food by hunting wild animals and collecting wild plants
- F. goods that are made or created by a person, a machine, or a natural process - especially something that is offered for sale
- G. the strong effect that something or somebody has
- H. the time period before events were first recorded in writing
- I. the treatment of people in a harsh or cruel manner - usually by a group that claims a higher status
- J. the connections or links between people who are related to one another

PEOPLES IN SOCIETIES CELEBRATIONS, FESTIVALS, AND HOLIDAYS

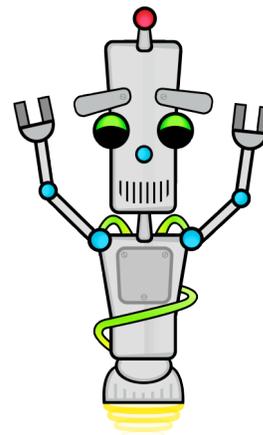
Name: _____ Date: _____

Directions:

Match each celebration to the correct **culture** (bold) or religion (not bold). Write the letter of the **culture** or religion in the box in front of the celebration. Some letters will be used more than once.

| | |
|-----|-------------------------------|
| 1. | Oktoberfest |
| 2. | Christmas |
| 3. | Kwanza |
| 4. | Japanese or Chinese New Year |
| 5. | Hanukah |
| 6. | Juneteeth or Emancipation Day |
| 7. | Ramadan |
| 8. | St. Patrick's Day |
| 9. | Cinco de Mayo |
| 10. | Powwow |
| 11. | Three Kings Day |
| 12. | Doll Festival |
| 13. | Passover |
| 14. | Easter |
| 15. | Cherry Blossom Festival |

- A. **African American**
- B. **Asian American**
- C. Christian
- D. **German**
- E. **Hispanic or Latino**
- F. **Irish**
- G. Jewish
- H. Muslim
- I. **Native American**



Peoples in Societies

Celebrations, Festivals, and Holidays • Answer Key

Directions:

Match each celebration to the correct **culture** (bold) or religion (not bold). Write the letter of the **culture** or religion in the blank in front of the celebration. Some letters will be used more than once.

| | |
|----------|----------------------------------|
| D | 1. Oktoberfest |
| C | 2. Christmas |
| A | 3. Kwanza |
| B | 4. Japanese or Chinese New Year |
| G | 5. Hanukah |
| A | 6. Juneteeth or Emancipation Day |
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