



Curriculum Guide

The Valley Experience: Prehistory to Present Early History and the Valley's Progression toward Today

When students visit the Arms Family Museum of Local History, they have the chance to relive the history of the Mahoning Valley. Starting with the Valley's prehistory and moving forward into today's world, students will be able to identify the changes the Valley endured over time. Beginning with the prehistoric Native Americans and moving ahead with the founding of Youngstown and eventually the effects of the steel industry, the exhibit provides a summary of the important people and events in local, state, and national history.

Tour Goals:

- Acquaint the students with the local history of their community
- Motivate students' learning of history with real artifacts and hands-on activities
- Encourage students' understanding and appreciation for the different peoples of the Valley throughout history
- Have students examine the history of the Valley in the larger national context

Objectives for Student Understanding:

- Locate cities and rivers of significance within the Mahoning Valley and the State of Ohio
- Explain aspects of Native American culture in Northeastern Ohio
- Describe the early life of Ohio settlers
- Outline Youngstown's industry and how it affected the Valley
- Explain the history of the Valley in larger contexts such as national events
- Examine changes in the community over time in transportation, business, and population

Periods within the Exhibit:

Prehistory

- This period shows the early peoples of the Mahoning Valley: Woodland, Archaic, Mississippian and the tools they used in their daily lives.

1796

- This year illustrates the beginnings of settlement by early pioneers in the Connecticut Western Reserve and the Mahoning Valley. John Young, the founder of Youngstown, along with others, such as Turhand Kirtland, surveyed the land. Daniel Shehy was the first Irish immigrant to the Valley.

1800-1840

- This span of forty years presents the Mahoning Valley during its industrial beginnings in iron. Most people made their living as farmers as the iron industry began to develop. These decades also saw the building of the Pennsylvania and Ohio canal as well as the growth of Youngstown's population.

1868-1896

- This era shows the rapid development of the Mahoning Valley with an increase in population through immigration as Youngstown becomes one of the largest iron-producers in the world. Early department stores, hospital buildings, fire and police departments were established, as well as the first sewer system and Mill Creek Park.

1896-1945

- This period in the Mahoning Valley saw the development of skyscrapers as well as the Youngstown-built cars, the Mahoning and the Fredonia. The beginning of the steel industry and its companies dominated Youngstown's economy. A local amusement park, Idora Park, was created for the entertainment of the people of the Mahoning Valley. While Youngstown reached its largest population at 170,002 in 1930, the Great Depression significantly impacted both the local economy and the United States. WWII significantly impacted the Valley and boosted local economy through the nation's high demand for the production of war materials.

1945-1977

- These years witnessed a decline in the economy of Youngstown with the housing boom in the rural townships and the demise of the steel industry. September 19, 1977 came to be known as “Black Monday” when Youngstown Sheet and Tube’s Campbell Works announced its closing. The auto industry soon became the Mahoning Valley’s largest employer after the end of steel.

Today

- In more recent years, organizations and programs have been created to redevelop Youngstown such as Wick Neighbors Inc., Youngstown Business Incubator, and the Youngstown 2010 plan. The city also has strong cultural institutions such as the Mahoning Valley Historical Society, the Butler Institute of American Art and the Youngstown Historical Center of Industry and Labor.

Ohio Academic Content Standards for Social Studies:

***Grade 2**

- Timelines
- Daily life as a pioneer
- Immigration (Cultural Diffusion)
- Map reading

***Grade 3**

- Local timelines
- Different immigrant groups (Cultural interactions)
- Map reading
- Community development and improvement

***Grade 4**

- Prehistoric and historic peoples of Ohio
- Use of primary and secondary sources regarding Ohio history
- Ohio growth and development
- Transportation in Ohio

***Grade 5**

- Timelines and their relevance to events in history
- Immigration to North America
 - Regional conflicts

***Grade 6**

- Timelines in relation to history and relationships to events
- Early civilizations and cultures

Ohio Academic Content Standards (Language Arts, Science, Visual Arts):

Language Arts

- Prewriting skills through discussions with peers
- Active listening skills
- Draw conclusions from maps, charts, graphs and diagrams

Science

- Understanding technology
 - benefits and risks; useful/dangerous

Visual Arts

- Identify and interpret photography about different events and people groups throughout Ohio history

Preparation and Expansion: Pre- and Post-Visit Learning Activities

Compare and Contrast (Grades: 3-4)

Encourage students to think about the lives of those who lived during this time in history by having them compare the lives of the Native Americans to the lives of early pioneers in Northeastern Ohio. Discuss and have students make a t-chart or a list of the similarities or differences they may find during the course of their learning about the history of the Mahoning Valley.

Link: <http://www.mahoninghistory.org/wdyk2-nativeamericans.htm>

Photography interpretation and comparison (Grades: 4-6)

Use photos from different periods of Mahoning Valley history and have students interpret and discuss what the photos are portraying as well as compare them to modern day versions. Early transportation and downtown Youngstown pictures provide excellent comparisons to today.

1. What do you see in the picture?
2. Why do you think the photographer chose this?
3. How have the images of Youngstown and the Mahoning Valley changed over time?

Links to photographs:

<http://www.mahoninghistory.org/Image040-canal.htm>

<http://www.mahoninghistory.org/Image077b-streetcars.htm>

<http://www.mahoninghistory.org/Image083a-downtown.htm>

<http://www.burghamfamilytree.com/Places%20pages/youngstown.htm>

http://en.wikipedia.org/wiki/Image:Youngstown2_036.jpg

http://mahoninghistory.blogspot.com/2007_08_01_archive.html (6 images on the page)

Video Segments (Grades: 2-6)

Have students watch the video segments “One State-Many Nations” about Native American life in Ohio from the local PBS website. The video segments are around ten minutes each and narrate the lives of the Native Americans that lived in Ohio up until the westward expansion of European settlers in the late nineteenth century. Uses Windows Media Player.

Link: <http://www.pbs4549.org/onestate/videoseg.htm>

Maps (Grades: 2-3)

There are many maps which depict the Connecticut Western Reserve and the Mahoning Valley during its early years as well as more recent times. Have students label and/or color code the Mahoning Valley on a map and outline the location of the Valley in Ohio and Pennsylvania as well as locate rivers and towns of importance.

Good maps of the Connecticut Western Reserve and the Mahoning Valley:

<http://www.mahoninghistory.org/archhome.stm>

<http://www.ohiohistorycentral.org/images/646.jpg>

Matching (Grades: 2-6)

Have students complete the matching worksheet included in this curriculum guide. It will help them remember some of the important names, facts, and events from Mahoning Valley history. The answers are included on the worksheet.

The Steel Industry and the Great Depression (Grades: 5-6)

The Great Depression had a serious impact on the steel industry in the Mahoning Valley. Not unlike the Great Depression’s Black Tuesday, the steel industry’s “Black Monday” was one of the worst events in local history to cause economic instability among many people. Have students determine the relationship between these two days in history by writing a short essay. This also works as a group activity as students write down their thoughts while discussing them with their peers. Link: <http://www.mahoninghistory.org/wdyk36-depression.htm>

Writing-Journals/Diaries/Letters (Grades: 5-6)

Journal and diary entries give a personal account of history from an eyewitness. They can also show a different perspective of a historical event that a textbook may not provide. Have students study primary documents such as journal or diary entries or have them read letters people have written. After they have read some personal accounts of local history, have them write their own account of their life history or write an account from the perspective of someone who could have lived in the valley during its beginnings. Have students use resources from the Mahoning Valley Historical Society's website for research such as letters from a soldier from the Civil War and images from newspapers about the sinking of the Titanic.

Links: <http://www.mahoninghistory.org/wdyk16-civilwar1.htm>

<http://www.mahoninghistory.org/wdyk17-civilwar2.htm>

<http://www.mahoninghistory.org/wdyk23-titanic.htm>

Hard copies of Turhand Kirtland's diary available on request--Call 330-743-2589

Teachers can also borrow a learning kit from the museum to enhance their curriculum on the topic of journaling. This learning kit is based on the journal of Margaret Van Horn Dwight, who traveled from Connecticut to northeast Ohio in 1810.

1810 Journey to Ohio learning kit link:

<http://www.mahoninghistory.org/eduteach.stm#1810%20Journey%20to%20Ohio>

Timelines (Grades: 2-4)

Memorizing dates can be difficult for students and the significance of the historical event can often be lost. Generating a timeline of images from the Mahoning Valley will help students to visually see the changes that occurred. Using images from the Mahoning Valley Historical Society, have students generate a photo timeline of the valley. Many of the images can be found online and have dates for reference.

Link: <http://www.mahoninghistory.org/whatdoyouknow.htm>

Teachers can also borrow a learning kit from the museum to enhance their curriculum on the subject of Timelines. This learning kit has poster-size, single and multi-tier timelines with important dates in world, national and local history, including a timeline history of toys, to help students understand the different scales and purposes of timelines.

Timelines learning kit link:

<http://www.mahoninghistory.org/eduteach.stm#Timelines>

Immigration (Grades: 2-3)

Simulating an experience through role playing can be a more effective and fun method of learning about a topic. An interactive simulation of Ohio immigration into the Mahoning Valley could help students understand the life of an immigrant in the late 1700s to the early 1900s as students are given roles as various European immigrants. Using the Mahoning Valley Historical Society and the Ohio Historical Society websites, teachers can gather information on the different types of immigrants in the Valley and develop roles that students can play.

Mahoning Valley Historical Society Links:

<http://www.mahoninghistory.org/wdyk7-immigration.htm>

Immigration in the 1800s

<http://www.mahoninghistory.org/wdyk25-immigration.htm>

Immigration after 1900

Immigration Suitcase Link:

<http://www.mahoninghistory.org/eduteach.stm#Immigration>

Ohio Historical Society:

<http://www.ohiohistorycentral.org/entry.php?rec=618>

A link to information about Polish Immigrants in Ohio

<http://www.ohiohistorycentral.org/entry.php?rec=586&nm=English-Immigrants>

A link to information about English Immigrants in Ohio

<http://www.ohiohistorycentral.org/entry.php?rec=596&nm=Irish-Immigrants>

A link to information about Irish Immigrants in Ohio

<http://www.ohiohistorycentral.org/entry.php?rec=592&nm=German-Immigrants>

A link to information about German Immigrants in Ohio

“Diversity in the Valley” Word Search Worksheet

Teachers can print a copy of this worksheet which challenges students to search for and find the names of over 30 immigrant groups that settled in the Mahoning Valley. A copy of this worksheet is in this curriculum guide.

Teachers can also borrow a learning kit from the museum to enhance their curriculum on the topic of immigration. This learning kit is based on information about local immigration to the Mahoning Valley and includes copies of primary documents and photographs, statistics, activities, games, books and much more.

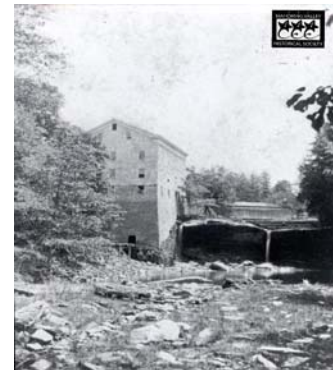
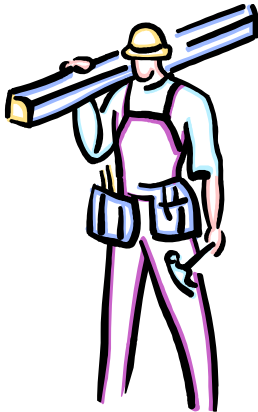
Immigration learning kit link:

<http://www.mahoninghistory.org/eduteach.stm#Immigration>



Matching Worksheet **Mahoning Valley History**

1. Council Rock
 2. Turhand Kirtland
 3. John Young
 4. William Rayen
 5. Hopewell
 6. Mill Creek Furnace
 7. Iron
 8. P. Ross Berry
 9. Volney Rogers
 10. Daniel Shehy
 11. Fredonia
 12. Idora Park
 13. Republic Iron and Steel
 14. "Black Monday"
 15. Mahoning
- a. Creator and caretaker of Mill Creek Park
 - b. Amusement park that burned down
 - c. One of the cars built in the Mahoning Valley
 - d. First iron furnace in Youngstown proper
 - e. One of the steel companies in Youngstown
 - f. Youngstown Sheet and Tube's Campbell Works shuts down
 - g. A county in the Valley of the same name
 - h. First Irish immigrant in the Mahoning Valley
 - i. Local Native American legend
 - j. Inspector and Surveyor of the area
 - k. Built important buildings in downtown Youngstown-late 1800's
 - l. Founded Youngstown's first high school
 - m. First iron furnace in 1803 in Struthers
 - n. Founded the city of Youngstown
 - o. Made from coal, iron ore, and limestone



Answers: 1 I; 2 J; 3 N; 4 L; 5 M; 6 D; 7 O; 8 K; 9 A; 10 H; 11 C; 12 B; 13 E; 14 F; 15 G



Diversity in the Valley

People from more than 30 foreign countries have settled in the Mahoning Valley. Hunt for their nationalities or ethnic identities in this puzzle by going across, down, up, backwards, or diagonally. When you have circled all the names, write the unused letters from the grid on the blank spaces at the bottom of the page. Keep all the letters in order from left to right and from top to bottom and you will find out what 'E Pluribus Unum' means!

P F R H S I N N I F S Y R I A N E A O
 U M H S T A U S T R A L I A N H S F E
 E H S I T T O C S M U C Z E C H E R A
 R S I N N Y O S I R I S H N E I N I O
 T L K A H S I D E W S S S I W S A C U
 O E R D U T C H I R R N I I A P B A T
 R W U I N O N A T U B I L S A A E N R
 I S T M G A D U A K A V O L S N L A O
 C N O X A S E S L R O F P O P I P M M
 A E O C R O A T I A N P L V E C R E A
 N J E W I S H R A I H C N E R F U R N
 G E R M A N F I N N R O M N M A S I I
 R N Y C N S P A N I S H O I R U S C A
 E L I T H U A N I A N U L A T V I A N
 E N G L I S H N I N D I A N T R A N I
 K C A N A D I A N O R W E G I A N E S

African-American
 Australian
 Austrian
 Canadian
 Croatian
 Czech
 Danish
 Dutch
 English
 Finnish
 French

German
 Greek
 Hispanic
 Hungarian
 Indian
 Irish
 Italian
 Jewish
 Latvian
 Lebanese

Lithuanian
 Norwegian
 Polish
 Prussian
 Puerto Rican
 Romanian
 Rus
 Russian
 Saxon
 Scottish

Serb
 Slovak
 Slovenian
 Spanish
 Swedish
 Swiss
 Syrian
 Turkish
 Ukrainian
 Welsh

'E Pluribus Unum' means " _____ , _____ ."

Informational Web Resources

There are many great web resources that have information about Mahoning Valley history as well as Ohio history. Conduct searches on some of the top search engines, such as Google, and enter *Mahoning Valley history*, *Ohio Native Americans*, *Mahoning Valley steel industry*, or *Idora Park*.

Ohio History Central

<http://www.ohiohistorycentral.org/>

This site is an online encyclopedia by the Ohio Historical Society that discusses many different aspects of history in Ohio. Native Americans, Civil War, World War I and II are only a few of the numerous topics the site covers.

An Archaeological History of Northeast Ohio

http://www.cmnh.org/site/ResearchandCollections_Archaeology_Research_GeneralAudienceNontechnical_HistoryNEOhio.aspx

Brian G. Redmond, Ph.D. Curator of Archaeology from the Cleveland Museum of Natural History provides an account of early northeastern Ohio history and its early people. The article has photos included about the Native Americans who inhabited the area.

Mahoning Valley Historical Society

<http://www.mahoninghistory.org/whatdoyouknow.htm>

Our website has links which lead to brief "What Do You Know?" articles about Mahoning Valley history. There are numerous articles to choose from such as Native Americans, Settlement of the Western Reserve, Civil War, and Immigration to the Valley, as well as information on the steel mills. There are also pictures of primary documents able to be printed for classroom use.

Virtual First Ohioans

http://ohsweb.ohiohistory.org/gallery2/main.php?g2_itemId=25

This website provides an artistic look at the first inhabitants of the state of Ohio. For Native Americans in the Mahoning Valley, the sections on the Archaic, Mississippian, Late Prehistoric, and Historic Period-Delaware, give good information and great images of the Native peoples.

Ellis Island Immigrants

http://www.ellisland.org/immexp/wseix_4_3.asp?

The Ellis Island website provides a timeline of the immigration into the United States from Pre-1790 to 2000. Each period is a link that, when clicked on, will provide information and photos about the immigrants from that time.

Ohio: Rise and Fall of the Steel Industry in the Mahoning Valley

<http://lcweb2.loc.gov/diglib/legacies/OH/200003429.html>

The Library of Congress-American Folklife Center describes the steel industry in the Mahoning Valley from its prominent beginnings to its eventual decline.

Idora Park Main Page

<http://illicitohio.com/SBNO/idoramain01.htm>

This is a personal website created by a local resident. It provides a summary of the history of the park as well as photographs.

Additional Web Resources-Activities

Many websites on the internet provide activities for classroom teachers in social studies. Some provide full lesson plans and others have activities that could enhance a student's understanding of a lesson. Many of them are for the primary grades, but some of the lessons can be used in the secondary grades. Most of the activities and plans are free, but some of them require signing up or downloading and having a cost attached to it.

Free Educational Software

<http://www.yourchildlearns.com/>

This website has many activities for more hands-on and active learning in the classroom. The site is geared toward grades K-8 and includes activities such as cutouts of farms, towns, and villages as well as map activities and resources.

Old Sturbridge Village

<http://www.osv.org/>

Enter the early pioneer days when you visit the Old Sturbridge Village in Massachusetts. The site provides a great deal of information for teachers and students. The site has a separate kid's zone where younger students can play games about pioneer history. Many educational activities available to teachers include outlines for candle making and recipes for foods and beverages. The village also offers teacher resources such as workshops, newsletters, and classroom materials including lesson plans and an online tour of the village.

Lesson Plans

<http://www.csun.edu/~hcedu013/plans.html#Lesson>

A great list of lesson plans spanning the history of the United States and the world from the California State University Northridge website. The lessons are divided into grades and many have descriptions. It also provides a list with descriptions for teachers with resources for other lessons and teaching strategies.

Social Studies for Kids

<http://www.socialstudiesforkids.com/>

This is a great website for students and teachers to find resources on many topics within the subject of social studies. On the left hand side of the home page is a menu with a list of all the topics such as timelines, U.S. presidents, economics, and world history.

Activities combining Social Studies and other Disciplines

Math Hunt

<http://teacher.scholastic.com/mathhunt/index.asp>

This game combines the disciplines of math and science or math and social studies. It is a type of webquest that allows you to search for the answer on the web and answer math questions in science or social studies context. This would be a great way to combine subjects and have students learning about two topics at once.

History Happens

<http://ushistory.com/stories1.htm>

This website combines some important stories about American history such as the Civil War, immigration and Native Americans and combines them with music. The lyrics are provided and it uses Windows Media Player.