

Integrated Model Curriculum Source Set

Ohio's First Peoples



Kindergarten – Grade 5, Grade 8

March 2026 DRAFT



**Department of
Education &
Workforce**

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Source Set Overview

The Integrated Model Curriculum Source Sets provide high-quality resources for integrating social studies content with English language arts materials. These source sets are broken down into grade bands of Kindergarten-grade 2, grades 3-5, and grade 8. Components of the source sets are as follows:

- **Links:** These links provide resources directly tied to the topic, aligned with the social studies standards, as well as connections to Ohio history and civics.
- **Key Vocabulary:** Identified key vocabulary provides domain-specific vocabulary necessary for comprehending the provided sources and texts.
- **Alignment to Ohio’s Learning Standards in Social Studies:** This section lists out the standards aligned to this topic from Ohio’s Learning Standards in Social Studies.
- **Alignment to Ohio’s Learning Standards in English Language Arts:** This section lists out the standards aligned to this topic from Ohio’s Learning Standards in English Language Arts.
- **Teaching Strategies:** This section includes social studies teaching strategies to provide instruction using the resources linked in each grade level.
- **Life Skills Connections:** Taken from the Professional Skills in the OhioMeansJobs-Readiness Seal, this section demonstrates where life skills can be connected to the resources and topics selected for the Integrated Model Curriculum.

Additionally, the *Integrated Model Curriculum Appendix* provides cross-grade level **comprehension and writing strategies**, social studies **instructional strategies**, a **continuum of supports** from the Integrated Multi-Tiered System of Supports, and **assessment** opportunities that are based on the social studies content in the included sources.

OHIO’S FIRST PEOPLES BACKGROUND INFORMATION

Ohio was home to various indigenous civilizations prior to European contact, including many Native American tribes. Theories indicate the early peoples stopped hunting wild animals and gathering plants, fruits, and nuts for their food, taking up agriculture instead. The Native American tribes lived throughout present day Ohio, each with distinct identities, traditions, and expectations. Civilizations developed with a social hierarchy, religious beliefs, and government structures. Clashes and cooperations with other tribes and Europeans resulted in lasting changes for Ohio’s indigenous peoples.

Kindergarten – Grade 2 Source Set

LINKS	SCIENCE OF READING CONNECTIONS
<p>Sources</p> <ul style="list-style-type: none">• The Chumash: The Past and Present of California's Seashell People (eBook)• Indigenous Peoples of the American Southwest (video, 28:05)• Indigenous Peoples of America: Tribes and the People (choice board)• Indigenous Peoples of America: Trials and Triumphs (choice board)• Mound builders (WorldBook Online)• The Pomo (eBook)• The Tlingit (eBook)	<p>Key Vocabulary</p> <p><i>Kindergarten:</i></p> <ul style="list-style-type: none">• Heritage• Indigenous• Tribes• Cultures• Customs• Celebrations <p><i>Grade 1:</i></p> <ul style="list-style-type: none">• Artifacts• Human Needs• Cultural Practices• Goods and Services <p><i>Grade 2:</i></p> <ul style="list-style-type: none">• Rights• Responsibilities• Accountability• Consequences

ALIGNMENT TO SOCIAL STUDIES STANDARDS

Refer to [Ohio's Learning Standards for Social Studies](#) for the text of the content statements.

Refer to [Ohio's Model Curriculum for Social Studies](#) for content elaborations and expectations for learning for the standards.

Kindergarten:

- K.3, K.8

Grade 1:

- 1.2, 1.3, 1.6, 1.7, 1.13

Grade 2:

- 2.1, 2.8, 2.9, 2.10, 2.11

ALIGNMENT TO ENGLISH LANGUAGE ARTS STANDARDS

Refer to [Ohio's Learning Standards for English Language Arts](#) for the text of the content statements.

Kindergarten:

- RI.K.1, RI.K.2, RI.K.3
- W.K.2
- L.K.4

Grade 1:

- RI.1.1, RI.1.2, RI.1.3
- W.1.2
- L.1.4

Grade 2:

- RI.2.1, RI.2.2, RI.2.3
- W.2.2
- L.2.4

LIFE SKILLS CONNECTIONS

- **Teamwork/Collaboration:** Through a variety of activities, students may use teamwork and/or collaboration to brainstorm ideas and share background knowledge, investigate problems, and present findings.
- **Critical Thinking/Problem-Solving:** Critical thinking can be an important skill when reviewing informational text, as students will need to move from explicit identification of ideas (key details and ideas) to implicit understanding of main ideas and overarching themes.
- **Leadership:** Through studying the historical documents, students will learn about Ohio's Indigenous leaders over time.
- **Oral and Written Communication:** Integration of social studies instructional strategies with English language arts standards provide opportunities for students to communicate what they have learned, and new ideas formed based on this information, using both oral and written communication specific to the skills taught per grade level.
- **Global/Intercultural Fluency:** Study of the people that live in your community, and those that came before, can help to build global and intercultural fluency.

Grades 3 – 5 Source Set

LINKS	SCIENCE OF READING CONNECTIONS
<p>Sources</p> <ul style="list-style-type: none"> • Adena Mound (Salem Press Encyclopedia) • Sunwatch Village: Native American Artifacts (video, 6:22) • Shawnee (PebbleGo Next article) • Tecumseh: Get to Know the Shawnee Chief Who Fought to Protect Native Lands • Our Ohio, Episode 308: Serpent Mound (video, beginning-7:30) • Wyandot (Salem Press Encyclopedia article) • Miami Indians (World Book Student article) • Ottawa (tribe) (Salem Press Encyclopedia article) • Lenape (Delaware) (PebbleGo Next article) • Seneca Indians (World Book Student article) 	<p>Key Vocabulary</p> <p><i>Grade 3:</i></p> <ul style="list-style-type: none"> • Mound • Village • Chief • Native Lands • Timelines • Primary Source • Secondary Source • Physical Map • Political Map • Modification • Cultural Groups <p><i>Grade 4:</i></p> <ul style="list-style-type: none"> • Primary Source • Secondary Source • Cooperation • Conflict • Compromise • Frontier <p><i>Grade 5:</i></p> <ul style="list-style-type: none"> • Civilizations • Government • Social Structures • Religions • Technologies • Agricultural Practices

ALIGNMENT TO SOCIAL STUDIES STANDARDS

Refer to [Ohio's Learning Standards for Social Studies](#) for the text of the content statements.

Refer to [Ohio's Model Curriculum for Social Studies](#) for content elaborations and expectations for learning for the standards.

Grade 3:

- 3.1, 3.2, 3.3, 3.4, 3.6, 3.8

Grade 4:

- 4.1, 4.2, 4.3, 4.6

Grade 5:

- 5.1, 5.2, 5.3, 5.7, 5.8, 5.10

ALIGNMENT TO ENGLISH LANGUAGE ARTS STANDARDS

Refer to [Ohio's Learning Standards for English Language Arts](#) for the text of the content statements.

Grade 3:

- RI.3.1, RI.3.2, RI.3.3
- W.3.2
- L.3.4

Grade 4:

- RI.4.1, RI.4.2, RI.4.3
- W.4.2
- L.4.4

Grade 5:

- RI.5.1, RI.5.2, RI.5.3
- W.5.2
- L.5.4

LIFE SKILLS CONNECTIONS

- **Teamwork/Collaboration:** Through a variety of activities, students may use teamwork and/or collaboration to brainstorm ideas and share background knowledge, investigate problems, and present findings.
- **Critical Thinking/Problem-Solving:** Critical thinking can be an important skill when reviewing informational text, as students will need to move from explicit identification of ideas (key details and ideas) to implicit understanding of main ideas and overarching themes.
- **Leadership:** Through studying the historical documents, students will learn about Ohio's Indigenous leaders over time.
- **Oral and Written Communication:** Integration of social studies instructional strategies with English language arts standards provide opportunities for students to communicate what they have learned, and new ideas formed based on this information, using both oral and written communication specific to the skills taught per grade level.
- **Global/Intercultural Fluency:** Study of the people that live in your community, and those that came before, can help to build global and intercultural fluency.

Grade 8 Source Set

LINKS	SCIENCE OF READING CONNECTIONS
<p>Sources</p> <ul style="list-style-type: none"> • Indian Wars World Book Student - INFOhio • Westward Movement in America World Book Student-INFOhio • Indian Reservations World Book Student - INFOhio 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> • Inhabited • Colonized • Territory • Westward Expansion • Sectional Issues • Displacement
ALIGNMENT TO SOCIAL STUDIES STANDARDS	ALIGNMENT TO ENGLISH LANGUAGE ARTS STANDARDS
<p>Refer to Ohio's Learning Standards for Social Studies for the text of the content statements.</p> <p>Refer to Ohio's Model Curriculum for Social Studies for content elaborations and expectations for learning for the standards.</p> <ul style="list-style-type: none"> • 8.2, 8.3, 8.11 	<p>Refer to Ohio's Learning Standards for English Language Arts for the text of the content statements.</p> <ul style="list-style-type: none"> • RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.9 • W.8.2, W.8.7
LIFE SKILLS CONNECTIONS	
<ul style="list-style-type: none"> • Teamwork/Collaboration: Through a variety of activities, students may use teamwork and/or collaboration to brainstorm ideas and share background knowledge, investigate problems, and present findings. • Critical Thinking/Problem-Solving: Critical thinking can be an important skill when reviewing informational text, as students will need to move from explicit identification of ideas (key details and ideas) to implicit understanding of main ideas and overarching themes. • Leadership: Through studying the historical documents, students will learn about Ohio's Indigenous leaders over time. • Oral and Written Communication: Integration of social studies instructional strategies with English language arts standards provide opportunities for students to communicate what they have learned, and new ideas formed based on this information, using both oral and written communication specific to the skills taught per grade level. • Global/Intercultural Fluency: Study of the people that live in your community, and those that came before, can help to build global and intercultural fluency. 	