Grade Four

Theme	***Ohio in the United States***
Strand	***History***
Topic	***Historical Thinking and Skills*** Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.
Content Statement	***1. The order of significant events in Ohio and the United States can be shown on a timeline.***

Content Elaborations

Chronological thinking helps students develop a clear sense of historical time in order to recognize the temporal sequence of events in history. Students were first introduced to timelines in grade two. Grade-three students practiced chronological order by placing local events on a timeline. By grade four, students are able to construct timelines with appropriate titles, evenly spaced intervals for years, decades and centuries, and events in chronological order.

As students place events on timelines, they begin to understand cause-and-effect relationships among events and gain early experience with the conventions of BC/BCE and AD/CE. (Note: Students begin using these conventions in grade six).

In grade five, students will examine relationships between events on multiple-tier timelines.

Expectations for Learning

Construct a timeline of significant events in Ohio and the United States to demonstrate an understanding of units of time and chronological order.

Instructional Strategies

Teacher posts a timeline that can remain in the classroom all year long. As people and events are studied, students add information, such as images, primary sources, annotations and other resources to the timeline.

Students can practice by constructing timelines ordering significant events in Ohio and United States history. The timelines could be based on themes like transportation, industrialization, etc.

Diverse Learners

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Use partially completed timelines to practice chronological order with students.

Instructional Resources

Teaching History

http://teachinghistory.org.

Access a seven-minute video entitled *What is Historical Thinking?*

Connections

Connect to History Content Statement 8 by creating a classroom chart or graphic organizer and posting it as a re-teaching or enrichment tool to show innovations in communications, technology and transportation. For example:

	17th	18th	19th	20th
Communication				
Industrialization				
Transportation	horseback	flatboats	railroads	airplanes

Essential Questions

Theme	***Ohio in the United States***
Strand	***History***
Topic	***Historical Thinking and Skills*** Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.
Content Statement	***2. Primary and secondary sources can be used to create historical narratives.***

Content Elaborations

Historical narratives recount human events. Students locate, evaluate and organize a variety of sources to reconstruct an historical event.

Primary sources are records of events as they are first described, usually by witnesses or by people who were involved in the event. Many primary sources were created at the time of the event. Other primary sources may include memoirs, oral interviews or accounts that were recorded later. Visual materials (e.g., photos, official documents, original artwork, posters, films) also are important primary sources.

Secondary sources offer an analysis or a restatement of primary sources. They are written after the events have taken place by people who were not present at the events. They often attempt to describe or explain primary sources. Examples of secondary sources include encyclopedias, textbooks, books and articles that interpret or review research works.

By having students examine various primary and secondary sources related to an event or topic, they begin to understand historical perspective, a concept further developed in grade seven. Students also gain early experience identifying supporting details, distinguishing fact from opinion, and speculating about cause and effect relationships.

Instructional Strategies

An engaging way to introduce students to the narrative process is to have them write their own personal history. Students research, organize and evaluate personal photos, documents and other primary and secondary sources to tell their story. Students can use various media to share their stories (e.g., graphic software, poster display, word processor, presentation tools). This same process can be applied to reconstruct historical narratives of events in Ohio and U.S. History.

Have students create a National History Day exhibit or performance, analyzing primary and secondary sources to construct a historical narrative. For more information, visit http://www.ohiohistoryday.org.

Diverse Learners

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National History Educational Clearinghouse

http://teachinghistory.*org*

Search *adapting primary documents* for strategies with adapting and modifying challenging historical texts.

Historical narratives are constructed based upon primary and secondary sources. These sources are used to provide background information and support for the accounts of historical events and the perspectives of the writer. **Expectations for Learning** Research, organize and evaluate information from primary and secondary sources to create an historical narrative.	**Instructional Resources** **The Library of Congress** http://www.loc.gov/teachers/usingprimarysources/guides.html Search *Teacher's Guides and Analysis Tool* to review the *Teacher's Guide to Analyzing Primary Resources*. A related site is the American Memory Collection where you can browse sources by topic. **The Ohio Historical Society** http://www.ohiohistory.org/ The Ohio Historical Society website includes various programs on primary and secondary sources at the Columbus location and through outreach. For educational outreach, visit: **Charting the Future of Teaching the Past** http://sheg.stanford.edu/ Select *Reading Like A Historian* for a curriculum that engages students in historical inquiry. Each lesson revolves around a central historical question and features sets of primary documents modified for groups of students with diverse reading skills and abilities. **Connections** History Content Statements 3-8 provide a variety of opportunities for students to create historical narratives within the history strand content. Connections can be made to Technology Academic Content Standards, Technology for Productivity Applications Standard, Benchmark B, regarding generating a document that includes graphics from more than one source and finding images that match assignment needs for insertion into a document.
Essential Questions ***How do we know what really happened in the past?***	

Theme	***Ohio in the United States***
Strand	***History***
Topic	***Heritage*** Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.
Content Statement	***3. Various groups of people have lived in Ohio over time including prehistoric and historic American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in both cooperation and conflict.***

Content Elaborations

Prehistoric (Paleo, Archaic, Woodland, Late Prehistoric [Fort Ancient]) and historic (Delaware, Miami, Ottawa, Seneca, Shawnee and Wyandot) American Indians were the original inhabitants of Ohio. While information on prehistoric groups is somewhat limited, there is evidence of cooperation involving the construction of mounds and trade with distant groups. In addition, there is evidence of conflict, especially among the Late Prehistoric groups as they sometimes fought over access to hunting territories or the most fertile agricultural lands.

Europeans began to appear in the Ohio Country beginning with the French in the late 1600s followed closely by the English. Later waves of immigration included, but were not limited to, the Scotch-Irish and Germans. Migrating settlers came into the Ohio Country from other colonies.

Immigrants worked together to create new settlements in Ohio. They cooperated in building transportation systems and developing new businesses. Hunting strategies and agricultural practices were sometimes shared among American Indians and European settlers. On the other hand, issues surrounding the use and ownership of land caused conflict between these groups.

The continuing struggle among European powers for control of the Ohio River Valley resulted in the French and Indian War, which further strained relationships among the European settlers and the various American Indian tribes.

Expectation for Learning

Explain how interactions among prehistoric peoples and

Instructional Strategies

Divide the class into groups representing American Indians, migrating settlers and immigrants. Have each group determine how they will use available resources (e.g., land, timber, water). Guide students to evaluate the impact of each decision on the other groups.

Diverse Learners

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Extension Activity: Current events, like the Gulf oil spill, suggest that corporate actions sometimes lead to conflict regarding the use of resources. Help students draw inferences about how present day issues and conflicts relate to the conflict that occurred among the settlers, American Indians and European powers during the 18th century.

Instructional Resources

Library of Congress
http://memory.loc.gov/ammem/index.html
Primary and secondary sources are available in the American Memory Collection.

What's the Point
http://www.oplin.org/point/
This site helps users identify flint artifacts, but also features information on Ohio's Prehistoric Peoples including a timeline.

Connections

History Content Statement 3 builds conceptually to History Content Statement 6 regarding the idea that issues left unresolved surface again in future conflicts.

historic American Indians and European settlers resulted in both cooperation and conflict.	
Essential Questions ***How do we really know what happened in the past?***	

Theme	***Ohio in the United States***
Strand	***History***
Topic	***Heritage*** Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.
Content Statement	***4. The 13 colonies came together around a common cause of liberty and justice, uniting to fight for independence during the American Revolution and to form a new nation.***

Content Elaborations

The American colonies united in 1776 to issue the Declaration of Independence, announcing their decision to free themselves from Great Britain. They felt two practices of the British were particularly unjust:

1. High taxes were levied on stamps, paint and tea without input from the colonists, who had no representation in Parliament.
2. The Proclamation of 1763 prohibited the colonists from settling west of the Appalachians.

The colonists had begun to think of themselves as Americans and wanted to govern themselves. They fought the American Revolution to end British rule. During this same time period, Ohio was developing as a populated frontier. Fort Laurens was the only fort built in Ohio during the American Revolution since no major battles were fought in the Ohio Country.

Americans formed a new national government under the Articles of Confederation.

The Articles of Confederation were ineffective for running a new nation. A constitutional convention was called and delegates from 12 states chose to attend and wrote a constitution. The Constitution of the United States allowed for changes, or amendments, to be made to the Constitution. The first 10 amendments are called the Bill of Rights.

This foundational content prepares students for a more in-depth examination of colonial dissatisfaction with British rule and the events leading to the Declaration of Independence and the American Revolution in grade eight.

Expectations for Learning

Explain why the American colonists united to fight for independence from Great Britain and form a new nation.

Instructional Strategies

Divide the class into three groups representing the Northern, Middle and Southern colonies. Have each group identify the economic characteristics of the region and then explain why colonists would have found issue with British policies.

Identify students with relatives who have served in the U.S. armed forces. Invite veterans to the class to discuss the importance of the freedoms Americans have.

Have students examine the Declaration of Independence section that begins "When in the Course of human events…" and ends with "…Life, Liberty and the Pursuit of Happiness…" Then have the students examine the Preamble of the United States' Constitution. Allow students to restate the ideas in these parts of the documents through class presentations, drawings, poems, collages, etc.

Diverse Learners

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Instructional Resources

American Memory Collection
http://memory.loc.gov/ammem/index.html
Search for information on the colonists, taxes, Proclamation of 1763.

National Archives
http://www.archives.gov/exhibits/charters/charters_of_freedom_1.html
The original text of the Declaration of Independence and the U.S. Constitution can be found at the National Archives web page.

Connections

Connect to Government Content Statement 15 and Government Content Statement 19, regarding the Articles of Confederation and the Bill of Rights.

Connect to Government Content Statement 20 and Government Content Statement 21, regarding the Constitution.

Essential Questions
How do we know what really happened in the past?

Theme	***Ohio in the United States***
Strand	***History***
Topic	***Heritage*** Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.
Content Statement	***5. The Northwest Ordinance established a process for the creation of new states and specified democratic ideals to be incorporated in the states of the Northwest Territory.***

Content Elaborations

As students reflect on the way ideas and events from the past have shaped the world today, they understand the significance of the democratic ideals established by the Northwest Ordinance.

The Northwest Ordinance guaranteed rights to the people such as freedom of religion and the right to a trial by jury. Education would be encouraged and the Indians would be treated in good faith. It also banned slavery in the Northwest Territory.

In addition, the Northwest Ordinance established a three–step plan for admitting states from the Northwest Territory (like Ohio) to the United States. The steps included:

1. Congress would appoint a group of leaders to govern people in the territory.
2. With a minimum population, the people of a part of the territory could elect political leaders to govern them.
3. When the population of the district was large enough, it could be admitted as a state.

Political leaders in Ohio wrote Ohio's first constitution so Ohio could become a state. Ohio's Constitution was modeled after the U.S. Constitution.

Some land from Northwest Territory was granted to Revolutionary War veterans as compensation for their service.

Expectations for Learning

Explain how Ohio progressed from territory to statehood,

Instructional Strategies

On a map, have students locate the states that were created as a result of the Northwest Ordinance.

Diverse Learners

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Instructional Resources

Ohio History Central
http://www.ohiohistorycentral.org/
Enter *Northwest Ordinance* in search box for numerous resources.

Our Documents
http://www.ourdocuments.gov/doc.php?flash=old&doc=8&page=transcript
The original text of the Northwest Ordinance can be found here.

Connections

Connect to Geography Content Statement 9 regarding relative location.

including the terms of the Northwest Ordinance. Explain how the Northwest Ordinance influenced the incorporation of democratic ideals in the states formed from the Northwest Territory.	
Essential Questions	

Theme	***Ohio in the United States***
Strand	***History***
Topic	***Heritage*** Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.
Content Statement	***6. The inability to resolve standing issues with Great Britain and ongoing conflicts with American Indians led the United States into the War of 1812. Victory in the Battle of Lake Erie contributed to American success in the war.***

Content Elaborations

For years following the American Revolution, the British continued to supply weapons to the American Indians from their military outposts in Canada, allowing native tribes to continue to fight against the Americans. The British wanted to keep their hold on both Canada and the profitable fur trade in the Northwest Territory.

A coalition of American Indians rejected the Americans' claim that the Treaty of Paris gave the United States title to Indian lands in the Ohio valley. Tribal leaders, such as Blue Jacket and Little Turtle, fought to resist the flood of American settlers into the region. After initial victories against the American army, the coalition was defeated at the Battle of Fallen Timbers. Many tribes signed the Treaty of Greenville, giving up their claims to land in much of Ohio. Others, with British aid, continued the fight to defend their lands.

Tecumseh and his brother, the Prophet, attempted to form a new Indian confederacy, but they suffered a serious defeat at the Battle of Tippecanoe, leaving the confederacy in a weakened state.

The United States declared war on Great Britain in June of 1812. Fort Meigs was constructed along the Maumee River as a staging area for an invasion of British Canada. British troops and Indian warriors attacked the fort, but were defeated.

Oliver Hazard Perry and American sailors defeated the British navy at the Battle of Lake Erie (1813). This defeat meant the British could no longer provide American Indians with weapons to continue the fight.

Instructional Strategies

As a class, generate a cause and effect chart to explain some of the unresolved issues that led to the War of 1812. Begin with the arrival of the settlers in the Ohio territory and guide the class to review issues that resulted in the French and Indian War, Revolutionary War, Northwest Ordinance, frontier wars, etc.

Diverse Learners

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Instructional Resources

National Archives
http://docsteach.org/
Select *Documents* or *Activities* and then *Revolution and the New Nation* for images and documents or activities related to the topics.

Connections

Even though the War of 1812 would not end until 1814, Indian resistance to the American settlement of Ohio ended with the Battle of Lake Erie. **Expectations for Learning** Explain how the inability to resolve standing issues with Great Britain and ongoing conflicts with American Indians led to the War of 1812. Explain the significance of the Battle of Lake Erie to American success in the War of 1812.	
Essential Questions ***How do we know what really happened in the past?***	

Theme	***Ohio in the United States***
Strand	***History***
Topic	***Heritage*** Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.
Content Statement	***7. Sectional issues divided the United States after the War of 1812. Ohio played a key role in these issues, particularly with the anti-slavery movement and the Underground Railroad.***

Content Elaborations

Following the War of 1812, the nation quickly expanded, forcing the question of whether or not to allow the practice of slavery in the new territories.

Under the terms of the Northwest Ordinance, Ohio was admitted to statehood as a free state.

The Fugitive Slave Act of 1850 made it illegal to help slaves escape. While not all Ohioans were abolitionists, seeds of the anti-slavery movement were planted by local antislavery newspapers, growing Ohio into a strong center of opposition to slavery. The Ohio Anti-Slavery Society employed lecturers to travel across the state, hoping they would convince Ohioans to join the abolitionist movement. Uncle Tom's Cabin was a popular novel based on runaway slaves the author had met in Cincinnati.

Ohio served as the northern "trunk line" of the Underground Railroad, a system of secret routes used by free people in the North and South to help slaves escape to freedom. Escape routes developed throughout Ohio with safe houses where slaves could be concealed during the day. Escaped slaves typically traveled at night to their destinations. Many cities in Ohio today have houses that were once used by fugitive slaves heading north along the Underground Railroad.

Expectations for Learning

Describe the sectional issues that divided the United States after the War of 1812.

Explain the role Ohio played with the anti-slavery movement and the Underground Railroad.

Instructional Strategies

Diverse Learners

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Instructional Resources

National Geographic

http://www.nationalgeographic.com/railroad/j4.html

This site includes interactive information on the Underground Railroad.

Connections

Essential Questions

Theme	***Ohio in the United States***
Strand	***History***
Topic	***Heritage*** Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.
Content Statement	***8. Many technological innovations that originated in Ohio benefitted the United States.***

Content Elaborations

Ohio has influenced the development of the United States. Inventors from Ohio have contributed innovations which have benefitted the United States.

For example, the light bulb made it possible for people to work and play after dark. The phonograph allowed people to be entertained in their home. The traffic light and gas mask improved safety. The cash register helped businesses keep track of money.

Other inventions, such as the electric starter and ethyl gasoline for the automobile improved transportation. The airplane made it possible for people and goods to travel long distances in less time.

Expectations for Learning

Explain how technological innovations of inventors from Ohio or that originated in Ohio benefitted the United States.

Instructional Strategies

Diverse Learners

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Instructional Resources

Ohio Inventors – Grade Four
https://ims.ode.state.oh.us/ODE/IMS/Lessons/Web_Content/CSS_LP_S01_BC_L04_I06_01.pdf
This ODE Model Lesson can be adapted to Content Statement 8.

Ohio Inventors
http://www.oplin.org/famousohioans/inventors/puzzler.html
Online game of Ohio inventors from Ohio Public Library Information Network (OPLIN).

Ohio Inventors-Scrapbook
http://www.ohiohistorycentral.org/scrapbook-view.php?rec=135
Scrapbook with information and images of Ohio inventors and inventions from the Ohio Historical Society.

Bibliography of Ohio Inventors
http://www.oplin.org/famousohioans/inventors/reading.html
Bibliographies for Ohio Inventors.

Connections

Connect to Geography Content Statement 10 and Geography Content Statement 14 regarding the influence of Ohio's agriculture, industry and natural resources and its location within the U.S. on the development of both Ohio and the U.S.

Connections can be made to Technology Academic Content Standards, Technology Design Standard, Benchmark A, regarding the identification of Ohio inventors and designers who

	contributed to the development of each of the technological systems: 1. Energy and power; 2. Transportation; 3. Manufacturing; 4. Construction; 5. Information and communication; 6. Medical; and 7. Agricultural and related biotechnologies.
Essential Questions ***How has Ohio influenced the growth of the United States?***	

Theme	***Ohio in the United States***
Strand	***Geography***
Topic	***Spatial Thinking and Skills*** Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.
Content Statement	***9. A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States.***

Content Elaborations

First introduced in grade four, *relative location* is the location of a place relative to other places (e.g., northwest or downstream). Fourth-grade students describe the relative location of the physical and human characteristics of Ohio and the United States using a map scale and cardinal and intermediate directions.

A *map scale* shows the relationship between a unit of length on a map and the corresponding length on the Earth's surface. Students can describe relative location by using the map scale to approximate the distance between places.

Cardinal directions are the four main points of the compass (north, south, east and west).

Intermediate directions are the points of the compass that fall between north and east, north and west, south and east, and south and west, i.e., NE, NW, SE and SW.

Cardinal and intermediate directions also can be used to describe relative location, such as Dayton is west of Zanesville or Virginia is southeast of Ohio.

Map skills are developed further in grades five and six as students study the Western and Eastern Hemispheres.

Expectations for Learning

Use a map scale and cardinal and intermediate directions to describe the relative location of physical and human characteristics of Ohio and the United States.

Instructional Strategies

Using Ohio and U.S. maps, students challenge each other by identifying a starting city and directions for another student to reach a destination. The student reading the map should end up at the correct destination by using the map scale and the cardinal and intermediate directions provided. Students also can describe the relative location of the end point to the starting point.

Diverse Learners

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Instructional Resources

United States Geological Survey
http://egsc.usgs.gov/isb/pubs/teachers-packets/mapshow/
This site includes lesson plans, maps and map activity worksheets. Select *What do Maps Show?*

Connections

Connect to Geography Content Statement 10, by having students use map scale and cardinal and intermediate directions to describe the economic development of Ohio and the U.S.

Connect to Geography Content Statement 11, by having students use map scale and cardinal and intermediate directions to describe the physical and economic characteristics of the northern, southern and western regions of the U.S.

Connect to History Content Statement 5 regarding states formed from the Northwest Ordinance.

Essential Questions

Theme	***Ohio in the United States***
Strand	***Geography***
Topic	***Places and Regions*** A place is a location having distinctive characteristics, which give it meaning and character and distinguish it from other locations. A region is an area with one or more common characteristics, which give it a measure of homogeneity and make it different from surrounding areas. Regions and places are human constructs.
Content Statement	***10. The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio.***

Content Elaborations

Ohio's abundant natural resources and skilled laborers, along with its central location and extensive waterways, allowed it to play a crucial role in the early development of the United States. Ohio's forests provided the resources for building materials and paper. Ohio farms, as well as the fisheries along Lake Erie, supplied food for a rapidly growing nation. Ohio coal powered the factories producing goods and the ships and trains that carried products to market during the late 19th and early 20th centuries.

While a significant percentage of Ohio's corn was once used to feed the growing nation, a significant portion of corn and soybeans is now used in the production of bio-fuels, reflecting national fuel conservation efforts.

Current economic challenges such as global competition influence basic industries in Ohio (e.g., automobile, rubber, steel, heavy equipment) and in the nation as a whole.

Wind turbines are being constructed in Ohio as the nation moves toward alternative energy sources. Ohio's waterways serve as a conduit for transportation and provide recreational opportunities.

Expectations for Learning

Explain how Ohio's agriculture, industry and natural resources continue to both influence and be influenced by the economic development of the United States.

Instructional Strategies

Diverse Learners

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Instructional Resources

Connections

Students can complete an interdisciplinary study using writing response journals for potential connections with reading, art and technology.

Connect to History Content Statement 8, regarding the idea that innovations in communications, technology and transportation that began in Ohio benefited the United States.

Connect to Geography Content Statement 11 and Geography Content Statement 14, regarding the influence of the physical environment on the economic development of a region.

Essential Questions

How does where you live influence how you live?

Theme	***Ohio in the United States***
Strand	***Geography***
Topic	***Places and Regions*** A place is a location having distinctive characteristics, which give it meaning and character and distinguish it from other locations. A region is an area with one or more common characteristics, which give it a measure of homogeneity and make it different from surrounding areas. Regions and places are human constructs.
Content Statement	***11. The regions which became known as the North, South and West of the United States developed in the early 1800s largely based on their physical environments and economies.***

Content Elaborations

By the early 1800s, the borders of the United States stretched from the Atlantic Ocean to the Mississippi River. Regions developed in the United States based upon common physical environments and economies. Ohio was considered part of the West during this time.

North:

- Large cities, small cities and towns;
- Rocky and thin soil;
- Trade centers;
- Manufacturing centers (shipbuilding), logging; and
- Factories, ironworks, textiles, cottage industries.

South:

- Rural, with few large cities and towns;
- Coastal marshes;
- Plantation economy;
- Tobacco, cotton and sugar cash crops;
- Long growing season; and
- Producers of raw materials for northern and British factories.

Instructional Strategies

Students identify distinctive characteristics of each region by creating a tri-fold or poster and presenting this information during a classroom gallery walk. Have the class come back together to analyze similarities and differences within the regions.

Students use electronic or print resources to research the physical and economic characteristics of the northern, southern and western regions of the United States in the early 1800s. Students search for information on manufacturing, the physical environment, economic development, etc. Students organize the information to complete a regional summary in the form of a chart or narrative for each region. Students can learn about the each of the regions by participating in a gallery walk.

Diverse Learners

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Instructional Resources

How to Use a Gallery Walk

http://serc.carleton.edu/introgeo/gallerywalk/how.html

This site hosted by the Science Education Resource Center at Carleton College provides strategies for using a gallery walk.

Connections

Understanding the physical and economic characteristics of regions of the United States will help students understand the concept of sectionalism in grade eight.

West (including Ohio): • Rural with growing cities and towns; • Inexpensive farmland; • Rich soil for farming; and • Producers of raw materials for northern and British factories (timber, minerals). **Expectations for Learning** Describe physical and economic characteristics of the northern, southern and western regions of the United States in the early 1800s.	
Essential Questions ***How does where you live influence how you live?***	

Theme	***Ohio in the United States***
Strand	***Geography***
Topic	***Human Systems*** Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.
Content Statement	***12. People have modified the environment since prehistoric times. There are both positive and negative consequences for modifying the environment in Ohio and the United States.***

Content Elaborations

Students at this level should be able to explain the consequences (both positive and negative) of human modifications to the environment in Ohio and the United States.

Examples of modifications to the environment include:

- Construction of farms, towns, transportation systems and dams;
- Use of fertilizers, herbicides and pesticides; and
- Destruction of wetlands and forests.

As students look at the positive and negative consequences of these human modifications to the environment, they begin to understand the responsibility of individual citizens to use resources in ways that are sustainable to future generations, building on the concept of the common good begun in grade three.

Expectations for Learning

Describe ways humans have modified the environment and explain the positive and negative consequences resulting from those modifications.

Instructional Strategies

This content statement can be embedded in multiple units of instruction using an environmental theme.

Students can construct a table or chart identifying various ways in which people have modified the environment of Ohio and the U.S. The charts could include positive and negative consequences associated with each modification.

Diverse Learners

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Instructional Resources

Connections

Essential Questions

How does where you live influence how you live?

Theme	***Ohio in the United States***
Strand	***Geography***
Topic	***Human Systems*** Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.
Content Statement	***13. The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio's population has become increasingly reflective of the cultural diversity of the United States.***

Content Elaborations

Ohio's population grew slowly during the colonial period, totaling 45,365 persons in 1800. When the Ohio territory became a state in 1803, settlers flocked to Ohio and the population quintupled to 230,760 by 1810.

In1860, Ohio had 14 percent of its population foreign born, with the largest groups of immigrants coming from Germany, Ireland and Britain.

Industrialization altered the demographic data for Ohio and the United States. The 1900s brought increased immigration from eastern, central and southern Europe (Spain, Italy and Greece) especially to Ohio's largest cities.

In 2003, Blacks made up 12.7 percent of the nation's population. According to the U.S. Census Bureau, Hispanics are now the fastest-growing minority group in the U.S. The Hispanic population is projected to nearly triple. Asians comprise the third largest minority group – and the second fastest-growing group – in the United States. The U.S. Census Bureau predicts that the numbers of Asians will increase from 5 percent of the U.S. population in 2008 to 9 percent by 2050.

By 2008, the three largest groups of immigrants to Ohio were from India, Mexico and China. Ohio's population increasingly reflects the cultural diversity of the nation.

Expectations for Learning

Explain how Ohio's population is increasingly reflective of the cultural diversity of the United States.

Instructional Strategies

Using census data for Ohio, students construct a chart or table showing population data and data on race, ethnicity, language and religion. Guide students as they analyze the relationship between Ohio's data and that of the U.S. about diversity.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources

2000 US Census Data Diversity Report
http://www.census.gov/population/
This site provides U.S. maps highlighting diversity.

2010 US Census Data
http://www.census.gov/
This site provides population data for the U.S.

Connections

Essential Questions

Theme	***Ohio in the United States***
Strand	***Geography***
Topic	***Human Systems*** Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.
Content Statement	***14. Ohio's location in the United States and its transportation systems continue to influence the movement of people, products and ideas.***

Content Elaborations

At one time, Ohio was a gateway to the West. Ohio's principal commercial artery was the Ohio River. During the 19th century, canals, railroads and roads were constructed to accommodate the needs of a westward-expanding nation.

Ohio continues to function as a major transportation hub for the nation. Ohio's extensive travel arteries (e.g., air, highway, rail, river) are vital to the national and international distribution of merchandise, influencing the movement of people, products and ideas.

Ohio is home to corporate offices for banks, insurance companies and retail stores. People from around the world buy Ohio products and materials such as chemicals, rubber, agricultural products, trucks and stone.

Expectations for Learning

Explain how Ohio's location and its transportation systems have influenced the movement of people, products and ideas.

Instructional Strategies

Students create a travel brochure promoting various transportation systems in Ohio. Sections of the brochure can focus on early roads, canals, railroads, highways and air travel. The brochure includes an illustration and information about each transportation system, such as how people use it, when it was first used and if it is still in use today.

As a culminating activity, have students write an essay describing how transportation systems in Ohio continue to influence the movement of people, products and ideas in the United States, and the significance of Ohio's location in the U.S.

Diverse Learners

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Instructional Resources

Connections

Connect History Content Statement 8 and Geography Content Statement 10 and Geography Content Statement 14

Connections can be made to Technology Academic Content Standards, Technology Designed World Standard, Benchmark A, regarding the way modes of transportation have changed over the years in Ohio.

Essential Questions

How does where you live influence how you live? How has Ohio influenced the growth of the United States?

Theme	***Ohio in the United States***
Strand	***Government***
Topic	***Civic Participation and Skills*** Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.
Content Statement	***15. Individuals have a variety of opportunities to participate in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States.***

Content Elaborations

In grade three, students considered the social and political responsibilities of being a community member, including solving problems in a way that promotes the common good. In grade four, students focus on the role of citizens in the state and nation.

Students examine the opportunities citizens have to participate in and influence their state and national governments, including voting, communicating with officials, participating in civic and service organizations, and performing voluntary service.

Students understand the rights of citizenship including freedom of religion, speech and press, right of petition and right of assembly. They understand that citizens have personal responsibilities such as taking advantage of the opportunity to be educated. Citizens also have civic responsibilities including obeying the law and respecting the rights of others.

Citizens have an obligation to uphold both the Ohio and U.S. Constitutions by obeying laws, paying taxes, serving on juries and (for men) registering for the selective service.

Expectations for Learning

Describe the ways citizens participate in and influence their state and national government.

Explain the rights and responsibilities of citizens in a democratic government.

Instructional Strategies

As a class, students use print or electronic resources to identify a state/national concern or issue and investigate the ways in which citizens can participate in and influence their government. Some things they can do now (letter writing, volunteering, communicating with officials) and some will come later (voting).

Through visual or performing arts (e.g., collages, posters, songs, role play) have students demonstrate an understanding of the individual rights and responsibilities of citizens in a democratic government.

Read the First Amendment as a class. Have students re-write the First Amendment in their own words or draw pictures explaining the meaning of the First Amendment.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Strategies for participation should address student readiness, interest and learning profile.

Student groups create designs (e.g., a calendar, coloring book, PowerPoint presentation, brochure, documentary, collage, website) to promote various service organizations. Performance objectives will vary based on individual student ability.

Instructional Resources

Connections

Connect to History Content Statement 4 and Government Content Statement 19 regarding the Bill of Rights.

Essential Questions

How are civic ideals translated into practice?

Theme	***Ohio in the United States***
Strand	***Government***
Topic	***Civic Participation and Skills*** Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.
Content Statement	***16. Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively.***

Content Elaborations

Effective civic participation requires that individuals make informed and reasoned decisions using various digital and non-digital sources to evaluate information critically.

Students at this level learn to:

- Identify possible cause and effect relationships;
- Identify main ideas and supporting details from factual information;
- Distinguish between fact and opinion;
- Read and interpret pictographs, bar graphs, line graphs and tables;
- Recognize perspective and purpose; and
- Compare points of agreement and disagreement.

These skills also are key components of historical thinking.

Expectations for Learning

Use information effectively to make an informed decision.

Instructional Strategies

Have students look into an issue that is on the ballot for their home area in the Fall or Spring elections. Then, have them create a chart showing reasons people are opposed to or in favor of the issue. Students can use the information to take a personal position and defend it.

Use a variety of graphs and polls to interpret and analyze data related to a public issue for accuracy and/or bias.

Diverse Learners

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Instructional Resources

Connections

Connect to History Content Statement 2 regarding primary sources.

Essential Questions

How are civic ideals translated into practice?

Theme	***Ohio in the United States***
Strand	***Government***
Topic	***Civic Participation and Skills*** Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.
Content Statement	***17. Effective participants in a democratic society engage in compromise.***

Content Elaborations

A compromise is a settlement of differences in which each side makes concessions. Compromise is important in a democratic society, which seeks the common good.

Compromise involves taking turns, looking for common goals or principles, and give and take.

Expectations for Learning

Describe a strategy for compromise in a situation where there are differences of opinion on a matter.

Instructional Strategies

To introduce compromise, give examples from a storybook (e.g., *Because of Winn Dixie* by Kate DiCamillo). Ask the follow-up question: *When people face differences of opinions on a given situation, how do they resolve the issue?*

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources

Connections

Connect to Government Content Statement 15 and Government Content Statement 16 regarding civic participation.

Essential Questions

How are civic ideals translated into practice?

Theme	***Ohio in the United States***
Strand	***Government***
Topic	***Rules and Laws*** Rules play an important role in guiding behavior and establishing order in families, classrooms and organizations. Laws are enacted by governments to perform similar functions.
Content Statement	***18. Laws can protect rights, provide benefits and assign responsibilities.***

Content Elaborations

Laws in a democratic society establish rule and order.

Laws are established by governments to protect rights such as religion, speech, press, petition and assembly.

At this level, students understand a few of the benefits provided to citizens by laws such as providing order in daily life (e.g., traffic laws), protecting property (e.g., outlawing theft), providing public education (e.g., school laws), and protecting rights (e.g., freedom of speech).

Laws also assign responsibilities (obligations) to citizens like paying taxes, serving on juries and obtaining licenses.

Expectations for Learning

Describe ways in which laws protect rights, provide benefits and assign responsibilities to citizens.

Instructional Strategies

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources

Ben's Guide to U.S. Government for Kids
http://bensguide.gpo.gov/3-5/lawmaking/index.html
Select *What are Laws?*

Connections

Connect to Government Content Statement 19 regarding the protection of rights.

Essential Questions

What are the purposes and functions of government in Ohio and the U.S.?

Theme	***Ohio in the United States***
Strand	***Government***
Topic	***Rules and Laws*** Rules play an important role in guiding behavior and establishing order in families, classrooms and organizations. Laws are enacted by governments to perform similar functions.
Content Statement	***19. The U.S. Constitution establishes a system of limited government and protects citizens' rights; five of these rights are addressed in the First Amendment.***

Content Elaborations

Fourth-grade students should understand that the U.S. Constitution provides a framework for government, describing what it may and may not do.

Weaknesses in the Articles of Confederation led to calls for a new framework for government. (At this level, a basic understanding that the Articles of Confederation were not working is appropriate, with a more in-depth analysis to follow in grade eight).

The U.S. Constitution was created and provided a government with limited powers and protections for the rights of citizens.

Fourth-grade students need to understand that in the United States, the people are the source of the government's authority and that citizens choose representatives and decide issues through the process of voting.

They also need to understand that the U.S. Constitution protects the basic rights of citizens. Students at this level become familiar with the First Amendment, guaranteeing the freedoms of religion, speech, press, petition and assembly.

Expectations for Learning

Explain how the U.S. Constitution limits the power of government and protects the rights of citizens.

Instructional Strategies

Organize groups of students to research each of the rights included in the First Amendment. Have students compare information from the small groups and explore the ways in which the Constitution limits governmental power and protects citizens' rights. A participation rubric can be used to evaluate the group's work.

Divide students into groups to research each of the rights addressed in the First Amendment. Each group will create and perform a skit demonstrating those rights.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Students collaborate in small groups to design a role play involving one of the First Amendment rights and present it to the class.

Instructional Resources

Ohio Center for Law Related Education
http://www.oclre.org/
This informative site is sponsored by the Supreme Court of Ohio, the Attorney General of Ohio, the ACLU of Ohio Foundation and the Ohio State Bar Association.

We The People
http://www.oclre.org/WeThePeople/
The *Citizen and the Constitution* is an instructional program on the history and principles of American constitutional democracy. The program is based on curricular materials developed by The Center for Civic Education.

	Connections Connect to the Common Core State Standards in English Language Arts by having students create a persuasive writing sample supporting one of the five First Amendment rights as the most important. Connect to History Content Statement 4 and Government Content Statement 15 regarding the Articles of Confederation and Bill of Rights.
Essential Questions ***What are the purposes and functions of government in Ohio and the U.S.?***	

Theme	***Ohio in the United States***
Strand	***Government***
Topic	***Roles and Systems of Government*** The purpose of government in the United States is to establish order, protect the rights of individuals and promote the common good. Governments may be organized in different ways and have limited or unlimited powers.
Content Statement	***20. A constitution is a written plan for government. Democratic constitutions provide the framework for government in Ohio and the United States.***

Content Elaborations

A constitution is a written document describing the way a government is organized and how its power is allocated.

Ohio and the United States have democratic constitutions that provide frameworks limiting the powers of the government and defining the authority of elected officials.

Expectations for Learning

Describe the purpose of democratic constitutions in Ohio and the United States.

Instructional Strategies

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources

Ohio History Central

http://www.ohiohistorycentral.org/index.php

Search this site using keywords *1803 Ohio Constitution* and *U.S. Constitution*.

Connections

Connect to History Content Statement 4, Government Content Statement 19 and Government Content Statement 21 regarding the U.S. Constitution.

Essential Questions

What are the purposes and functions of government in Ohio and the U.S.?

Theme	***Ohio in the United States***
Strand	***Government***
Topic	***Roles and Systems of Government*** The purpose of government in the United States is to establish order, protect the rights of individuals and promote the common good. Governments may be organized in different ways and have limited or unlimited powers.
Content Statement	***21. The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.***

Content Elaborations

Both the Ohio Constitution and the United States Constitution establish governments with three branches, each having a distinctive role:

- The legislative branch passes laws;
- The executive branch carries out and enforces the laws; and
- The judicial branch interprets and applies the laws.

Expectations for Learning

Explain major responsibilities of each of the three branches of government in Ohio and the United States.

Instructional Strategies

Students work in small groups to research a branch of government in Ohio and the United States. They organize information to complete the appropriate section of a color-coded chart showing the responsibilities of all three branches. As each group presents its information, students complete the corresponding section of the chart.

Diverse Learners

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Allow students to demonstrate vocabulary words through art, drama or music.

Extension Activity: Allow students to role play the law-making process. Organize students into groups representing the legislative, executive and judicial branches of government. The process could involve the lawmakers drafting a proposal for a new bill, debating it, approving it and passing it on to the executive to be signed into law. The judicial group can determine constitutionality.

Extension Activity: Have students use a graphic organizer to illustrate differences and similarities between the three branches at the state and national level.

Instructional Resources

Ben's Guide to U.S. Government for Kids
http://bensguide.gpo.gov/
Select *Branches of Government*.

Connections

Connect to History Content Statement 4, Government Content Statement 18, Government Content Statement 19 and Government Content Statement 20 regarding the U.S. Constitution.

Essential Questions

What are the purposes and functions of government in Ohio and the U.S.?

Theme	***Ohio in the United States***
Strand	***Economics***
Topic	***Economic Decision Making and Skills*** Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence, and proposing alternatives to economic problems.
Content Statement	***22. Tables and charts help people to understand information and issues. Tables organize information in columns and rows. Charts organize information in a variety of visual formats (pictures, diagrams, graphs).***

Content Elaborations

The organization of information in tables and charts can help us understand and present information about our lives as consumers, producers, savers, investors and citizens.

Tables display information using a series of rows and columns with the resulting cells used to present data. Charts portray information in various formats and combinations of formats including pictures, diagrams and graphs.

Students learn to read and interpret tables and charts, laying the groundwork for more complex tasks of creating tables and charts to organize and communicate research in later grades.

Expectations for Learning

Use tables and charts to interpret information.

Instructional Strategies

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Students create a fictional budget for themselves. They are assigned a salary and told how much is taken out for taxes. They can choose how to spend the rest of their money from a list of options, including the cost for different-sized houses, types of cars, eating home-cooked meals or eating out, entertainment, clothing, etc. Next, they create a pie chart showing how they spent their money for the year. The goal is to see how much of a piece of the pie is left for savings or emergencies.

Instructional Resources

Connections

Use the above personal-budget differentiation idea to connect to Economics Content Statement 24, regarding the importance of saving a portion of one's income.

Essential Questions

Theme	***Ohio in the United States***
Strand	***Economics***
Topic	***Production and Consumption*** Production is the act of combining natural resources, human resources, capital goods and entrepreneurship to make goods and services. Consumption is the use of goods and services.
Content Statement	***23. Entrepreneurs in Ohio and the United States organize productive resources and take risks to make a profit and compete with other producers.***

Content Elaborations

Productive resources (i.e., natural resources, human resources and capital goods) are the resources used to make goods and services.

An entrepreneur is an individual who organizes the use of productive resources to produce goods or services.

Entrepreneurs are willing to take risks to identify and develop new products or start a new business. Entrepreneurs recognize opportunities to use productive resources to make a profit and accept the challenges involved in competing with other producers in the marketplace.

Expectations for Learning

Explain characteristics of entrepreneurship, including the risks and benefits.

Instructional Strategies

To introduce productive resources, have students help you create a list of everything that is needed to make a good (e.g., chocolate chip cookies). Talk with students about where these resources come from and the risks involved in making this product (e.g., W*hat if the price of sugar or chocolate chips rises dramatically?*).

Possible unit question: *Do decisions made by entrepreneurs determine the success of a business?*

Career Connection

Students will role-play that they are coordinating a fundraiser and need to buy the resources needed to make cookies. Students will assume career-based roles (e.g., purchasing, advertising, budgeting, baking, logistics) while addressing aspects of entrepreneurship and production. Then, lead a discussion with students addressing the relationship among these skills to the classroom and the workplace.

Diverse Learners

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Introduce the topic with stories and picture books related to entrepreneurs.

Have the students design and create a product using recycled materials. They will create the marketing and advertisements and sell the product with the proceeds being donated to charity.

Instructional Resources

Connections

Essential Questions

Theme	***Ohio in the United States***
Strand	***Economics***
Topic	***Financial Literacy*** Financial literacy is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.
Content Statement	***24. Saving a portion of income contributes to an individual's financial well-being. Individuals can reduce spending to save more of their income.***

Content Elaborations

Students need to understand the advantage of saving a portion of their income to meet a short-term goal. They also need to understand that it may involve a temporary sacrifice (trade-off).

Students looked at the benefit of having a budget to help them make personal economic decisions in grade three. In grade four, students understand that people can save more of their income by reducing the amount of money they spend.

Expectations for Learning

Demonstrate how saving a portion of income contributes to an individual's financial well-being.

Explain how individuals can save more of their income by reducing spending.

Instructional Strategies

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources

Pickle Patch Bathtub by Frances Kennedy
In 1925 on a farm in Missouri, a young girl concludes that she has grown too tall to fit properly in the family's washtub to take her bath. Her mom explains that a new "real" bathtub is out of the question since "We need to spend our money on more important things." The father needs a new tractor. Seeing an ad in the newspaper for a tub, the young girl and her siblings try to figure out ways to save for the tub. It takes them almost a year of doing hard jobs, but they do it!

Arthur's Funny Money by Lillian Hoban
Arthur attempts to save enough money to buy a T-shirt.

Connections

Essential Questions

Why can't people have everything they want?