

STRAND: HISTORY**TOPIC: HISTORICAL THINKING AND SKILLS****Content Statement****1. The order of significant events in Ohio and the United States can be shown on a timeline.****CONTENT ELABORATION**

Chronological thinking helps students develop a clear sense of historical time to recognize the temporal sequence of events in history. Grade-three students practiced chronological order by placing local events on a timeline. In grade four, students 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.

Students begin using these conventions in grade five. In grade six, 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.

Content Statement**2. Primary and secondary sources can be used to create historical narratives.****CONTENT ELABORATION**

Historical narratives recount human events. Students analyze sources related to historical events. Primary sources are records of events as they are first described by people who witnessed the events. Primary sources include:

- photos;
- official documents;
- autobiography/memoir;
- interviews of a participant in an event; and
- journals/diaries.

Secondary sources offer an analysis or a restatement of primary sources. They are written after the events have taken place by people who did not witness the events. Secondary sources may include:

- newspaper articles;
- textbooks;
- biographies;
- online encyclopedias; and
- reviews of research.

EXPECTATIONS FOR LEARNING

Identify and analyze primary and secondary sources to distinguish between perspectives of a historical event.

TOPIC: HERITAGE**Content Statement**

- 3. Various groups of people have lived in Ohio over time including American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in cooperation, conflict, and compromise.**

CONTENT ELABORATION

Various groups of people have lived in Ohio over time including American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in cooperation, conflict, and compromise.

The themes of cooperation, conflict, and compromise are meant to be integrated throughout the school year.

While all the various groups are listed below, teachers should choose examples to illustrate the interactions at the higher level (i.e., prehistoric, historic, migrating settlers).

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| <ul style="list-style-type: none"> • Prehistoric American Indians <ul style="list-style-type: none"> ○ Paleo; ○ Archaic; ○ Woodland; and ○ Late Prehistoric or Fort Ancient. | <ul style="list-style-type: none"> • Historic American Indians <ul style="list-style-type: none"> ○ Delaware; ○ Miami; ○ Ottawa; ○ Seneca; ○ Shawnee; and ○ Wyandot. | <ul style="list-style-type: none"> • Migrating Settlers/Immigrants <ul style="list-style-type: none"> ○ English; ○ Scots-Irish; and ○ Germans. |
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Conflict is a verbal or physical disagreement. Examples of conflict include:

- use and ownership of hunting and agricultural territories; and
- power and control over the Ohio River Valley.

Cooperation is working together. Examples of cooperation include:

- building of mounds;
- trade;
- developing transportation systems;
- agricultural and hunting strategies; and
- creating new settlements.

Compromise is both sides give up something to reach an agreement. An example of compromise is a treaty.

EXPECTATIONS FOR LEARNING

Explain how interactions among these groups have resulted in cooperation, conflict, and compromise.

TOPIC: HERITAGE**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 ELABORATION

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.

By 1776, the colonists had begun to think of themselves as Americans and wanted to govern themselves. The American colonists joined together in 1776 to write the Declaration of Independence, announcing their decision to free themselves from the rule of Great Britain. Colonists felt two practices of the British were particularly unjust:

- high taxation without representation; and
- the Proclamation of 1763 which prohibited the colonists from settling west of the Appalachians.

The defeat of the British during the American Revolution ended British rule. Americans formed a new national government under the Articles of Confederation, which was the first attempt to organize the new nations' government.

During this same time period, Ohio was developing as a populated frontier.

EXPECTATIONS FOR LEARNING

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

Content Statement

- 5. The Northwest Ordinance incorporated democratic ideals into the territories. It provided a process for territories to become states and recognized them as equal to the other existing states.**

CONTENT ELABORATION

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 established a plan for admitting states from the Northwest Territory to the United States. The Northwest Ordinance incorporated democratic ideals into the territories by:

- encouraging education;
- guaranteeing trial by jury;
- banning slavery in the Northwest Territory;
- establishing territorial government; and
- encouraging the treatment of American Indians in good faith.

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.

EXPECTATIONS FOR LEARNING

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

TOPIC: HERITAGE**Content Statement****6. Ongoing conflicts on the Ohio frontier with American Indians and Great Britain contributed to the United States' involvement in the War of 1812.****CONTENT ELABORATION**

Following the American Revolution, the British continued to supply weapons to the American Indians from their military outposts in Canada, encouraging American Indians 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 to Indian lands in the Ohio Territory. After initial American Indian victories against the American army, the coalition was defeated. Many tribes were forced to give up their claims to land in what became Ohio.

The United States declared war on Great Britain in June of 1812. The United States defeated Great Britain in the Battle of Lake Erie (1813). After this defeat, the British could no longer provide American Indians with weapons.

Significant events leading to the War of 1812 include:

- Battle of Fallen Timbers; and
- the Treaty of Greenville.

Reasons why the United States declared war on Great Britain include:

- impressment (forcefully taking American sailors from their ships to work on British ships along the eastern seaboard);
- British supplying weapons to American Indians; and
- British restrictions on American overseas trade.

EXPECTATIONS FOR LEARNING

Explain on-going conflicts before and during the War 1812.

Content Statement**7. Following the War of 1812, Ohio continued to play a key role in national conflicts including the anti-slavery movement and the Underground Railroad.****CONTENT ELABORATION**

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 states. Under the terms of the Northwest Ordinance, Ohio was admitted to the United States' 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 anti-slavery newspapers, helping to grow Ohio into a strong center of opposition to slavery.

The Ohio Anti-Slavery Society employed lecturers to travel across the state, encouraging Ohioans to join the abolitionist movement.

Ohio served as one of the main routes of the Underground Railroad, a system of secret routes used by people in the North and South to help slaves escape to freedom. Escape routes developed with safe houses where slaves could be concealed.

EXPECTATIONS FOR LEARNING

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

TOPIC: HERITAGE**Content Statement****8. Many technological innovations that originated in Ohio benefitted the United States.****CONTENT ELABORATION**

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 introduced a new way for people to be entertained in their home;
- the traffic light and gas mask improved safety;
- the cash register helped businesses keep track of money;
- the electric starter and ethyl gasoline for the automobile improved transportation; and
- 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.

STRAND: GEOGRAPHY**TOPIC: SPATIAL THINKING AND SKILLS****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 ELABORATION**

The map scale a tool used to approximate the distance between places on a map and shows the relationship between a unit of length on a map and the corresponding length on Earth's surface.

Cardinal directions are introduced in the third grade. Intermediate directions are the points that fall in-between cardinal directions: north east, north west, south east, and south west.

Relative location is the location of a place relative to other places. Cardinal and intermediate directions can be used to describe relative location, such as Dayton is west of Zanesville or Virginia is southeast of Ohio. Relative location can also be expressed in informal ways such as downstream or next to.

EXPECTATIONS FOR LEARNING

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

TOPIC: PLACES AND REGIONS**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 ELABORATION

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 (livestock and crops), as well, as the fisheries along Lake Erie, supplied food for a rapidly growing nation. Ohio coal powered the factories producing goods (rubber, steel, glass) and the ships and trains that carried products to market from the 1800s to today. 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 economic development of the United States.

Ohio's agriculture, industry, and its natural resources have evolved and continue to have a significant impact on the economic progress of the state, region, and country. Examples of the modern influences Ohio has had on the economy include:

- bio fuels (from corn and soybeans);
- alternative energy industry (solar energy cells, wind turbines, nuclear);
- biotech industries (research/development, medical device manufacturing);
- food processing (frozen food industry, pet food); and
- financial services (commercial banking, Federal Reserve Bank of Cleveland).

EXPECTATIONS FOR LEARNING

Explain how Ohio's agriculture, industry, and natural resources influence the economic development of the United States.

TOPIC: PLACES AND REGIONS**Content Statement**

11. The regions of the United States known as the North, South and West developed in the early 1800s largely based on their physical environments and economies.

CONTENT ELABORATION

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 the time.

Physical characteristics of the North include a shorter growing season and economic characteristics include manufacturing centers for ship building and textile factories.

Physical characteristics of the South include a longer growing season and economic characteristics include the plantation economy cotton and tobacco.

Physical characteristics of the West include abundant natural resources and rich soil. Economic characteristics include inexpensive farmland and timber.

EXPECTATIONS FOR LEARNING

Describe physical and economic characteristic of the northern, southern, and western regions of the United States in the early 1800's.

TOPIC: HUMAN SYSTEMS**Content Statement**

12. People have modified the environment throughout history resulting in both positive and negative consequences in Ohio and the United States.

CONTENT ELABORATION

As students look at the cause and effect of human modification to the environment, they understand the positive and negative consequences of these changes.

Students explain the positive and negative consequences of human modifications to the environment in Ohio and the United States.

Examples of modifications to the environment include:

- construction of farms and towns;
- transportation systems;
- fertilizers, herbicides and pesticides; and
- destruction of wetlands and forests.

EXPECTATIONS FOR LEARNING

Explain why human modifications to the environment are positive and/or negative.

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 multicultural diversity of the United States.

CONTENT ELABORATION

The population of Ohio and the United States has changed over time, leading to increased diversity. This change is the result of immigration and migration into and out of Ohio.

There are many factors that cause this immigration and migration. Push factors are reasons that people move away from a place. Pull factors are reasons that people move to a new place.

Push and pull factors may include:

- economic opportunity;
- conflict;
- natural disasters;
- availability of land; and
- religious and political freedoms.

The theme of diversity is meant to be taught throughout the school year.

EXPECTATIONS FOR LEARNING

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

TOPIC: HUMAN SYSTEMS**Content Statement****14. Ohio's location and its transportation systems continue to influence the movement of people, products, and ideas in the United States.****CONTENT ELABORATION**

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 transportation systems are vital to the national and international distribution of merchandise, influencing the movement of people, products, and ideas. Travel systems include:

- air;
- highway;
- rail; and
- water routes.

EXPECTATIONS FOR LEARNING

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

STRAND: GOVERNMENT**TOPIC: CIVIC PARTICIPATION AND SKILLS****Content Statement**

15. Individuals have a variety of opportunities to act in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States.

CONTENT ELABORATION

Students examine the role of citizens and the opportunities citizens have to participate in and influence their state and national governments and understand the rights of citizenship. They understand that citizens have personal responsibilities such as taking advantage of the opportunity to be educated. Citizens also have civic responsibilities. Citizens have an obligation to uphold both the Ohio and U.S. Constitutions.

Citizens' roles and opportunities to participate include:

- voting;
- communicating with elected officials;
- become active in civic and service organizations; and
- performing voluntary service.

Rights of citizenship include:

- freedom of religion, speech, and press;
- right of petition; and
- right of assembly.

Citizens' civic responsibilities include:

- obeying laws;
- paying taxes;
- serving on juries;
- (for men) registering for the selective service; and
- respecting the rights of others.

EXPECTATIONS FOR LEARNING

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

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

TOPIC: CIVIC PARTICIPATION AND SKILLS**Content Statement**

16. Civic participation in a democratic society requires individuals to make informed and reasoned decisions by accessing, evaluating, and using information effectively to engage in compromise.

CONTENT ELABORATION

Effective civic participation requires that individuals make informed and reasoned decisions using various digital and non-digital sources to evaluate information critically. These skills are also key components of historical thinking.

Students at this level learn to:

- identify possible cause and effect relationships;
- distinguish between fact and opinion;
- read and interpret various types of data;
- recognize perspective and purpose; and
- compare points of agreement and disagreement.

EXPECTATIONS FOR LEARNING

Use information effectively to make an informed decision.

TOPIC: RULES AND LAWS**Content Statement**

17. Laws can protect rights, provide benefits, and assign responsibilities.

CONTENT ELABORATION

Laws in a democratic society establish rule and order. Laws are established by governments to protect rights. Some of these rights include:

- religion;
- speech;
- press;
- petition; and
- assembly.

Benefits provided to citizens by laws include:

- providing order in daily life (traffic laws);
- protecting property (outlawing theft);
- providing public education (school laws); and
- protecting rights (freedom of speech).

Responsibilities assigned to citizens by laws include:

- 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.

TOPIC: RULES AND LAWS**Content Statement**

18. 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 ELABORATION

Weaknesses in the Articles of Confederation led to calls for a new framework for government. The U.S. Constitution was created and provided a government with limited powers and protections for the rights of citizens. It established the right of citizens to choose representatives and decide issues through the process of voting.

The First Amendment guarantees five rights:

- freedom of speech;
- freedom of religion;
- freedom of press;
- freedom of petition; and
- freedom of assembly.

EXPECTATIONS FOR LEARNING

Describe how the U.S. Constitution protects the rights of citizens through the First Amendment.

TOPIC: ROLES AND SYSTEMS OF GOVERNMENT**Content Statement**

19. A constitution is a written plan for government. The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.

CONTENT ELABORATION

A constitution is a written document describing the way a government is organized and how its power is allocated. The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.

Responsibilities of the three branches include:

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

EXPECTATIONS FOR LEARNING

Identify the three branches of government and the responsibilities of each branch of government.

STRAND: ECONOMICS**TOPIC: ECONOMIC DECISION MAKING AND SKILLS****Content Statement**

20. Tables and charts organize data in a variety of formats to help individuals understand information and issues.

CONTENT ELABORATION

The organization of information into tables and charts can help people understand and present information about many topics. Students learn to read and interpret tables and charts for a variety of purposes.

Tables organize information in columns and rows.

Charts organize information in a variety of visual formats, for example a T-Chart.

EXPECTATIONS FOR LEARNING

Interpret information from tables and charts.

TOPIC: PRODUCTION AND CONSUMPTION**Content Statement**

21. Entrepreneurs in Ohio and the United States organize productive resources and take risks to make a profit and compete with other producers.

CONTENT ELABORATION

An entrepreneur is an individual who organizes different 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.

Productive resources are used to make goods and services. They include:

- natural resources such as water and land;
- human resources such as employers and employees; and
- capital goods such as money, tools, and buildings.

EXPECTATIONS FOR LEARNING

Describe how entrepreneurs use productive resources.

TOPIC: FINANCIAL LITERACY**Content Statement**

22. Saving a portion of income contributes to an individual's financial well-being. Individuals can reduce spending to save more of their income.

CONTENT ELABORATION

Students need to understand that saving a portion of their income can help them meet short- and long-term goals. Saving money may include short term sacrifices or trade-offs. Saving occurs when spending is reduced. Short-term goals are typically less expensive than long-term goals.

EXPECTATIONS FOR LEARNING

Explain how individuals can save some of their money for later by reducing spending.