



# **Social Studies**

## **Grade 4**

### **Ohio in the United States**

## **2024-2025**

**Aligned with Ohio's Learning Standards  
for Social Studies (2018)**

**Department of Academic Services  
Office of Teaching and Learning  
Curriculum Division**

**COLUMBUS CITY SCHOOLS**

## Curriculum Map

### Year-at-a-Glance

The Year-at-a-Glance provides a high-level overview of the course by grading period, including:

- Timeframe;
- Strand;
- Topic; and
- Standard.



### Scope and Sequence

The Scope and Sequence provides an overview of each grading period, including:

- Timeframes;
- Standards; and
- Lesson Resources.



### Curriculum and Instruction Guide

The Curriculum and Instruction Guide provides direction for standards-based, including:

- Unpacked Standards / Clear Learning Targets;
- Essential Understanding;
- Academic Vocabulary;
- Success Criteria;
- Content Elaborations
- Instructional Strategies
- Sample Questions and Performance Tasks; and
- Instructional Resources

**Year at a Glance**

<b>Grading Period 1</b>	<b>Unit 1. Early Ohio and America</b> <span>9 weeks</span>		
	<b>Historical Thinking Skills</b> History Learning Targets 1-2 Government 16  These standards should be incorporated throughout the course.	<b>Geography and Social Studies Skills</b> <b>* Election Lesson</b> Geography Learning Targets 9, 12 Economics Learning Target 20  These standards should be incorporated throughout the course.	<b>American Indians in Ohio</b> History Learning Target 3
<b>Grading Period 2</b>	<b>Unit 2. The American Revolution and U.S. Government</b> <span>9 weeks</span>		
	<b>The American Revolution</b> History Learning Target 4	<b>Rules and Laws</b> Government Learning Target 17	<b>The U.S. Constitution</b> Government Learning Targets 18-19
<b>Grading Period 3</b>	<b>Unit 3. Growth of Ohio and the United States</b> <span>9 weeks</span>		
	<b>Northwest Ordinance and Ohio Government</b> History Learning Target 5 Government Learning Targets 15, 19	<b>American Indians and the War of 1812</b> History Learning Target 6	<b>Antislavery and the Underground Railroad</b> History Learning Target 7
<b>Grading Period 4</b>	<b>Unit 4. Geography and Economics</b> <span>9 weeks</span>		
	<b>U.S. Regions</b> Geography Learning Targets 11-13	<b>Ohio Innovations and Resources</b> History Learning Target 8 Geography Learning Targets 10, 14	<b>Entrepreneurs and Financial Literacy</b> Economics Learning Targets 21-22

## Scope and Sequence

Grading Period I	Unit I. Early Ohio and America				9 weeks
	Lesson	Standards / Learning Targets	Strategies/Activities	Supplemental Resources	
	Historical Thinking Skills	<p><a href="#">History 1. Construct a timeline of significant events in Ohio and the United States to demonstrate an understanding of units of time and chronological order.</a></p> <p><a href="#">History 2. Identify and analyze primary and secondary sources to distinguish between perspectives of a historical event.</a></p> <p><a href="#">Government 16. Use information effectively to make an informed decision.</a></p>	<ul style="list-style-type: none"> <li>Classroom timeline</li> <li>Chronological order practice</li> <li>Practice thematic timelines</li> <li>Personal history narrative with sources</li> </ul>	<p><i>Studies Weekly: Our Changing State</i></p> <ul style="list-style-type: none"> <li>Periodical 17, Timelines</li> <li>Periodical 18, Sources</li> <li><a href="#">Library of Congress Primary Source Guides</a></li> <li><a href="#">Teacher's Guide: Primary Sources</a></li> </ul>	
	Geography and Social Studies Skills	<p><a href="#">Geography 9. 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.</a></p> <p><a href="#">Geography 12. Explain why human modifications to the environment are positive and/or negative.</a></p> <p><a href="#">Economics 20. Interpret information from tables and charts.</a></p>	<ul style="list-style-type: none"> <li>Reach a destination challenge using directions and map scales</li> <li>Create tables of positive and negative modifications of the environment</li> <li>Visual discovery: modifications of the environment</li> </ul>	<p><i>Studies Weekly: Our Changing State</i></p> <ul style="list-style-type: none"> <li>Periodical 1, Thinking Like a Geographer</li> <li>Periodical 6, Human-Environment Interaction</li> <li>Periodical 19, Using Data</li> </ul> <p>* Election Lesson</p>	
	American Indians in Ohio	<p><a href="#">History 3. Explain how interactions among groups in Ohio have resulted in cooperation, conflict, and compromise.</a></p>	<ul style="list-style-type: none"> <li>American Indians, migrating settlers, immigrant group roles: decide how to use available resources</li> </ul>	<p><i>Studies Weekly: Our Changing State</i></p> <ul style="list-style-type: none"> <li>Periodical 20, Native Peoples of Ohio</li> </ul>	

Grading Period 2	Unit 2. The American Revolution and U.S. Government				9 weeks
	Lesson	Standards / Learning Targets	Strategies/Activities	Supplemental Resources	
	The American Revolution	<a href="#">History 4. Explain why the American colonists united to fight for independence from Great Britain and form a new nation.</a>	<ul style="list-style-type: none"> <li>Restate the main ideas of the Declaration in creative form</li> <li>Visual discovery: events lead to independence</li> <li>American Revolution cause and effect chart</li> <li>Original poster, speech, poem or song on reasons for independence</li> </ul>	<i>Studies Weekly: Our Changing State</i> <ul style="list-style-type: none"> <li>Periodical 23, French and Indian War</li> <li>Periodical 24, The Road to Revolution</li> <li>Periodical 25, The American Revolution (p. 1-3)</li> </ul>	
	Rules and Laws	<a href="#">Government 17. Describe ways in which laws protect rights, provide benefits, and assign responsibilities to citizens.</a>	<ul style="list-style-type: none"> <li>Benefits of laws research and persuasive speech</li> <li>Visual discovery activity: responsibilities of laws</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Ben's Guide to Government: What is a Law?</a></li> </ul>	
	The U.S. Constitution	<a href="#">Government 18. Describe how the U.S. Constitution protects the rights of citizens through the First Amendment.</a>  <a href="#">Government 19. Identify the three branches of government and the responsibilities of each branch of government.</a>	<ul style="list-style-type: none"> <li>First amendment research</li> <li>First amendment rights group skit</li> <li>Branches of government color-coded chart</li> <li>Lawmaking role play - branches of government</li> <li>State and national branches graphic organizer</li> </ul>	<i>Studies Weekly: Our Changing State</i> <ul style="list-style-type: none"> <li>Periodical 26, Founders and the Process (p. 1)</li> <li>Periodical 13, Foundations of Government</li> <li>Periodical 14, Structure and Functions of Government</li> </ul> iCivics Lessons <ul style="list-style-type: none"> <li><a href="#">Why Do We Have So Many Governments?</a></li> <li><a href="#">How Do Different States Structure Their Government?</a></li> </ul>	

Grading Period 3	Unit 3. Growth of Ohio and the United States				9 weeks
	Lesson	Standards / Learning Targets	Strategies/Activities	Supplemental Resources	
	Northwest Ordinance and Ohio Government	<a href="#">History 5. Explain how the Northwest Ordinance influenced the incorporation of democratic ideals in the states formed from the Northwest Territory.</a>  <a href="#">Government 15. Describe the ways citizens act in and influence their state and national government.</a>  <a href="#">Explain the rights and responsibilities of citizens in a democratic government.</a>	<ul style="list-style-type: none"> <li>• Locate states on a map from Northwest Territory</li> <li>• Visual or performing art on rights and responsibilities of citizens</li> <li>• Do now and do later chart to address state/national concerns</li> </ul>	<i>Studies Weekly: Our Changing State</i> <ul style="list-style-type: none"> <li>• Periodical 27, The Northwest Ordinance to Ohio Statehood</li> <li>• Periodical 15, Government of Ohio</li> <li>• Periodical 16, Rights and Responsibilities of Citizens</li> </ul> iCivics Lesson <ul style="list-style-type: none"> <li>• <a href="#">Where Do I Go When I Want To Make a Change?</a></li> </ul>	
	American Indians and the War of 1812	<a href="#">History 6. Explain on-going conflicts before and during the War 1812.</a>	<ul style="list-style-type: none"> <li>• War of 1812 cause and effect chart</li> <li>• Timeline of War of 1812 events</li> <li>• War of 1812 map activity</li> </ul>	<i>Studies Weekly: Our Changing State</i> <ul style="list-style-type: none"> <li>• Periodical 28, The War of 1812</li> </ul>	
	Antislavery and the Underground Railroad	<a href="#">History 7. Explain the role Ohio played with the anti-slavery movement and the Underground Railroad.</a>	<ul style="list-style-type: none"> <li>• Investigate local Underground Railroad homes and their history</li> <li>• Use a map to chart the main routes escaped enslaved people lived to move north</li> </ul>	<i>Studies Weekly: Our Changing State</i> <ul style="list-style-type: none"> <li>• Periodical 30, The Abolitionist Movement and the Underground Railroad</li> </ul>	

Grading Period 4	Unit 4. Geography and Economics				9 weeks
	Lesson	Standards / Learning Targets	Strategies/Activities	Supplemental Resources	
	U.S. Regions	<a href="#">Geography 11. Describe physical and economic characteristics of the northern, southern, and western regions of the United States in the early 1800s.</a>  <a href="#">Geography 13. Explain that Ohio's population is increasingly reflective of the cultural diversity of the United States.</a>	<ul style="list-style-type: none"> <li>• Tri-fold poster and gallery walk of characteristics of each region</li> <li>• Visual Discovery - photos of regional characteristics</li> <li>• Create a table showing population data and other demographic information</li> </ul>	<i>Studies Weekly: Our Changing State</i> <ul style="list-style-type: none"> <li>• Periodical 29, The United States in the 1800s</li> <li>• Periodical 7, Culture</li> </ul>	
	Ohio Innovations and Resources	<a href="#">History 8. Explain how technological innovations of inventors from Ohio or that originated in Ohio benefited the United States.</a>  <a href="#">Geography 10. Explain how Ohio's agriculture, industry, and natural resources influence the economic development of the United States.</a>  <a href="#">Geography 14. Explain how Ohio's location and its transportation systems have influenced the movement of people, products, and ideas.</a>	<ul style="list-style-type: none"> <li>• Match a set of inventions with their benefits</li> <li>• Create an ad for a new invention</li> <li>• Map activities - Ohio resources and transportation systems</li> </ul>	<i>Studies Weekly: Our Changing State</i> <ul style="list-style-type: none"> <li>• Periodical 31, Innovators from Ohio</li> <li>• Periodical 32, Contributions of Ohioans to the United States</li> <li>• Periodical 11, Economy of Ohio</li> <li>• Periodical 4, Transportation and Communication</li> </ul>	
	Entrepreneurs and Financial Literacy	<a href="#">Economics 21. Describe how entrepreneurs use productive resources.</a>  <a href="#">Economics 22. Explain how individuals can save some of their money for later by reducing spending.</a>	<ul style="list-style-type: none"> <li>• Entrepreneurship role play/simulation</li> <li>• Create a budget for a month</li> </ul>	<i>Studies Weekly: Our Changing State</i> <ul style="list-style-type: none"> <li>• Periodical 10, Producers and Consumers</li> <li>• Periodical 12, Personal Finance</li> </ul>	

## Curriculum and Instruction Guide

### Unit I. Early Ohio and America

#### Unpacked Standards / Clear Learning Targets

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

History Content Statement I. The order of significant events in Ohio and the United States can be shown on a timeline.

#### Essential Understanding

- Chronological thinking
- Temporal sequence
- Appropriate titles
- Evenly spaced intervals for years, decades, and centuries

#### Extended Understanding

- Cause and effect relationships

#### Academic Vocabulary/Language

##### **Tier 2**

cause  
construct  
create  
effect

##### **Tier 3**

centuries  
chronological order  
decades  
intervals  
significant  
temporal sequence

#### Success Criteria

- Ia. I can recognize the temporal order of events in history.
- Ib. I can differentiate time span using years, decades and centuries.
- Ic. I can list events in historical order and construct a timeline.
- Id. I can construct a timeline based on given information using an appropriate title and intervals.
- Ie. I can construct a timeline of significant events in Ohio and the United States to demonstrate an understanding of units of time and chronological order.

#### **HI.3.1 (Prior Grade Standard)**

Events in local history can be shown on timelines organized by years, decades and centuries.

#### **HI.5.1 (Future Grade Standard)**

Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.



**Content Elaborations**

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.

**Instructional Strategies**

Post a classroom timeline that can remain for 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.

Use partially completed timelines to practice chronological order with students.

**Sample Assessments and Performance Tasks**

Locate the date for each of the primary sources included in this unit. Arrange the documents in chronological order on your table.

Identify 10 significant events in the history of Ohio and the United States from the textbook chapter. List each event and the date. Then, construct an original timeline of the events with evenly spaced intervals for years, decades, and centuries.

Discuss the cause and effect relationship between two or more of the events listed on the timeline. How did event 1 help lead to event 2?

Look at the four timelines shown and decide what the theme of each timeline is. Give each timeline an appropriate title.

What is an appropriate title for the timeline shown?

Drag and drop the events listed into the appropriate places on the timeline.

Use the list of events to construct an original timeline about \_\_\_\_.

**Supplemental Instructional Resources**

*Studies Weekly*, Periodical 17, Timelines (printed copy or digital program through [CCS Classlink Launchpad](#))

[Timeline Lesson Plan](#) (Capstone)

[Timeline Creator](#) (ReadWriteThink)

**Videos**

- [Timelines for Kids \(Learn Bright\)](#)
- [Organizing a Timeline \(Lincoln Learning Solutions\)](#)
- [How to Make a Timeline \(Simon Kids\)](#)

## Unpacked Standards / Clear Learning Targets

### History Learning Target 2. Identify and analyze primary and secondary sources to distinguish between perspectives of a historical event.

History Content Statement 2. Primary and secondary sources can be used to create historical narratives.

#### Essential Understanding

- Research process
- Locate sources
- Evaluate information
- Reconstruct an historical event
- Primary and secondary sources

#### Extended Understanding

- Identify supporting details
- Distinguish fact from opinion
- Historical perspective
- Cause and effect relationship

#### Academic Vocabulary/Language

##### **Tier 2**

Evaluate  
locate  
reconstruct  
research

##### **Tier 3**

fact  
historical events  
historical narrative  
opinion  
primary source  
secondary source

#### Success Criteria

- 2a. I can identify and categorize different types of primary or secondary sources.
- 2b. I can use information from sources to arrange historical events in order.
- 2c. I can justify why a source is a primary source/first-hand account.
- 2d. I can evaluate information from sources.
- 2e. I can create a historical narrative based on information from primary and secondary sources.
- 2f. I can research, organize, and evaluate information from primary and secondary sources to create a historical narrative.

#### **HI.3.2 (Prior Grade Standard)**

Primary and secondary sources can be used to show change over time.

#### **HI.8.1 (Future Grade Standard)**

Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

**Content Elaborations**

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.

**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>

**Sample Assessments and Performance Tasks**

Choose a significant event from the textbook chapter. Use research to locate at three primary sources and three secondary sources on the event. How did the information gained from your research add to your understanding of this event?

Use the set of sources given to create an historical narrative about the following event: \_\_\_\_\_.

Using the primary sources provided, compare and contrast \_\_\_\_\_ by creating a Venn diagram.

Drag and drop the following events into chronological order based on the primary and secondary sources provided.

Which source would be considered a primary source about \_\_\_\_\_?

Explain why the following source material would be considered a primary (or secondary) source.

Explaining why the following source would be appropriate for researching the following topic: \_\_\_\_\_.

**Supplemental Instructional Resources**

*Studies Weekly*, Periodical 18, Sources (printed copy or digital program through [CCS Classlink Launchpad](#))

[Library of Congress Primary Source Guides](#)

[Teacher's Guide: Primary Sources \(Gallopade\)](#)

**Videos**

- [Primary and Secondary Sources](#) (Lincoln Learning Solutions)
- [Primary and Secondary Sources in History Explained](#) (History Skills)
- [Primary & Secondary Sources](#) (Bowtie Guy & Wife)

## Unpacked Standards / Clear Learning Targets

### Government Learning Target 16. Use information effectively to make an informed decision.

Government 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.

#### Essential Understanding

- Evaluating information critically
- Resolving differences through compromise

#### Extended Understanding

- Explaining errors in reasoning that make information unreliable
- Examples of compromise in U.S. history.

#### Academic Vocabulary/Language

##### **Tier 3**

access  
civic participation  
common good  
compromise  
democratic society  
evaluate  
informed  
opinion  
reasoned  
society  
strategy

#### Success Criteria

- 16a. I can analyze digital and non-digital sources of information.
- 16b. I can justify why informed and reasoned decisions are important to civic participation.
- 16c. I can cite compromise strategies, including take turns, look for common goals, and give and take.
- 16d. I can justify how compromise promotes the common good and is important to a democratic society.
- 16e. I can analyze possible cause and effect relationships.
- 16f. I can recognize situations in which differences of opinion exist.
- 16g. I can use a strategy for compromise in a situation where there are differences of opinion on a matter.
- 16h. I can use information effectively to make an informed decision.
- 16i. I can apply a particular strategy of compromise to a specific situation.

#### **EC.3.14 (Prior Grade Standard)**

Line graphs are used to show changes in data over time.

#### **GO.5.11 (Future Grade Standard)**

Individuals can better understand public issues by gathering, interpreting and checking information for accuracy from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.

**Content Elaborations**

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.

**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. This activity can be used in conjunction with elections and media coverage.

Have students read two articles on the same topic and complete a Venn diagram by identifying points of agreement and disagreement between the two articles.

**Sample Assessments and Performance Tasks**

Classify the statements in the boxes below as facts or opinions by moving the boxes to the correct column on the t-chart.

Use the information on the table to decide which action is the best one to take.

Read the editorial below. What position does the editorial take on the issue of\_\_\_\_\_.

Which of the two statements below is based on facts?

In the informational text below, what is the main idea? What is one supporting detail of this main idea?

You have been asked to make an informed decision about the following issue \_\_\_\_\_. What sources of information would you use to make your decision?

Based on the information in the article below, which choice reflects the correct cause and effect relationship?

Read the information below. Explain why you would or would not make a decision about this issue based on the information presented.

What information is provided in the bar graph? How could this information help you make an informed decision?

**Supplemental Instructional Resources**

[Fact, Fiction, and Opinions](#) (Capstone interactive ebook and audiobook; available through INFOhio)

**Children's Literature** (Columbus Metropolitan Library links)

- [The Sad Little Fact by Jonah Winter & illustrated by Pete Oswald](#)



## Unpacked Standards / Clear Learning Targets

**Geography Learning Target 9. 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.**

Geography 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.

### Essential Understanding

- Using cardinal and intermediate directions
- Using map scales
- Describing the location of one place relative to another

### Extended Understanding

- Interpreting maps and other geographic data

### Academic Vocabulary/Language Tier 3

cardinal directions  
intermediate directions  
geographic data  
human characteristics  
map scale  
physical characteristics  
relative location

### Success Criteria

- 9a. I can explain what information is provided on a map scale.
- 9b. I can define and identify cardinal and intermediate directions.
- 9c. I can utilize cardinal directions and intermediate directions to describe relative location.
- 9d. I can design a map scale to show approximate distances between places.
- 9e. I can 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.

### **GE.3.4 (Prior Grade Standard)**

Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions.

### **GE.5.4 (Future Grade Standard)**

Geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps.

**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.

**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.

**Sample Assessments and Performance Tasks**

Look at the map of Ohio:

1. In which direction would you travel to go from Cincinnati to Columbus?
2. About how miles apart are the cities of Cleveland and Columbus?
3. Which statement is true about the relative location of Dayton and Zanesville?
4. Using the map scale, describe how many miles someone would have to travel on a trip from Cincinnati to Cleveland, and then from Cleveland to Toledo.

Show a map of the state of Ohio with the capital city of Columbus labeled, and four unmarked cities. Use the statements provided to identify the name of the city and place the name on the city.

1. Lima is about 90 miles northwest of Columbus.
2. Wooster is about 100 miles northeast of Columbus.
3. Chillicothe is about 50 miles south of Columbus.
4. Salem is about 150 miles northeast of Columbus.

**Supplemental Instructional Resources**

*Studies Weekly*, Periodical 1, Thinking Like a Geographer (printed copy or digital program through [CCS Classlink Launchpad](#))

[Measuring Distances on a Map Lesson](#) (National Geographic)

[Mapmaker](#) (National Geographic)

[Geography of Ohio Maps](#) (Worksheetworks)

[Absolute vs. Relative Location - Definition for Kids](#) (History Illustrated)

## Unpacked Standards / Clear Learning Targets

### Geography Learning Target 12. Explain why human modifications to the environment are positive and/or negative.

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

#### Essential Understanding

- Consequences of human modification of environment

#### Extended Understanding

- Responsibility of citizens to use resources in a sustainable way

#### Academic Vocabulary/Language Tier 3

consequences  
 environment  
 positive consequences  
 modification  
 negative consequences  
 responsibility  
 sustainable

#### Success Criteria

- 12a. I can cite examples of ways humans have modified the environment in Ohio and the U.S.
- 12b. I can classify consequences as positive or negative.
- 12c. I can provide evidence to explain the consequences of the construction of farms, towns, transportation systems, and dams.
- 12d. I can provide evidence to explain the consequences of fertilizers, herbicides, pesticides, and the destruction of wetlands and forests.
- 12e. I can connect how one act of environmental modification can have both positive and negative consequences.
- 12f. I can gather facts to analyze the ways humans have modified the environment throughout history resulting in both positive and negative consequences in Ohio and the United States.

#### **GE.3.6 (Prior Grade Standard)**

Evidence of positive and negative human modification of the environment can be observed in the local community.

#### **GE.5.7(Future Grade Standard)**

The variety of physical environments within the Western Hemisphere influences human activities. Likewise, human activities modify the physical environments.

**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.

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

**Instructional Strategies**

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.

Visual discovery: modifications of the environment - Use the internet to locate a series of photographs that show modifications of the environment: construction of farms, towns, transportation systems and dams; use of fertilizers, herbicides and pesticides; and destruction of wetlands and forests. For each image, ask a series of spiral questions from basic to complex:

- Level 1 - Description - What do you see?
- Level 2 - Interpretation - What was the purpose of this modification?
- Level 3 - Analysis - Was this a positive or negative modification? Are there better alternatives?

## Sample Assessments and Performance Tasks

Describing two positive and/or negative consequences of one of the following:

- use of fertilizers, herbicides and/or pesticides;
- clearing of wilderness for farms;
- conversion of wetlands to other uses, such as construction of houses, highways or farms.

On the map, modifications to the environment are shown. Drag the boxes to the map to show the consequences of each modification.

Identify one way that humans have modified the environment of Ohio and the United States for their benefit. Then, explain one positive and one negative consequence of this modification.

Forests are needed to make lumber. What is one positive consequence of cutting forests for lumber for people and the economy? What is one negative consequence of this action?

The chart shows modifications of the environment. In the middle column, identify one positive and one negative consequence of each modification. In the right column, explain one action that could be taken to prevent the negative consequence of each modification.

## Supplemental Instructional Resources

*Studies Weekly*, Periodical 6, Human-Environment Interaction (printed copy or digital program through [CCS Classlink Launchpad](#))

### Videos

- [How People Have Changed the Physical Environment \(Stephanie Lindenborn\)](#)
- [How Long Will Human Impact Last? \(Ted-Ed\)](#)
- [How The World's Longest Underwater Tunnel was Built \(TED-Ed\)](#)
- [Why Do We Live Where We Do? \(5 Minute Geography\)](#)

**Unpacked Standards / Clear Learning Targets**
**Economics Learning Target 20. Interpret information from tables and charts.**

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

**Essential Understanding**

- Interpreting tables and charts

**Extended Understanding**

- Use tables and charts to support claims

**Academic Vocabulary/Language**
**Tier 3**

charts  
 diagrams  
 graphs  
 tables

**Success Criteria**

- 20a. I can list the steps necessary to interpret tables and charts.
- 20b. I can describe how information is organized in different types of tables and charts.
- 20c. I can organize information and issues using tables and charts.
- 20d. I can choose to use a table, diagram, or graph based on my data.
- 20e. I can interpret information from a variety of formats (tables, diagrams, pictographs, line graphs, bar graphs, and circle graphs).

**EC.3.14 (Prior Grade Standard)**

Line graphs are used to show changes in data over time.

**EC.5.13 (Future Grade Standard)**

Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.

**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.

**Instructional Strategies**

Have students read the following information and enter the information into a table. Then, have students graph the information.

In 1810, Ohio's population was 230,700, with 1,890 African Americans in Ohio. By 1830, Ohio's population swelled to 581,400. The number of African Americans in Ohio in 1830 was 937,903. According to the 1850 census, Ohio's population was 1,980,329. There 25,279 African Americans in Ohio in that year.

Take a class vote on the best pizza in Columbus. Brainstorm a list of choices and list them on the board. Next to each choice, ask students about the characteristics of each type (e.g., thick/thin crust, cut in wedges/squares, high or low coverage of toppings). Then hold a show of hands votes and enter tally marks next to each choice. Have students take the information and organize into a table. Then, have students graph the information.

This standard can be used in conjunction with teaching about elections.

- Have students locate media reports with charts and tables about an election. Ask them to evaluate the charts for bias. Does the information seem to be organized or interpreted in a way to persuade people to vote a particular way?
- Use a table to show historical data on voter turnout rates. Have students graph the information. Ask students what conclusions they can draw from the data.
- Have students organize data from the electoral college results and popular vote results. How are the data sets different?



**Sample Assessments and Performance Tasks**

The information below is shown in three different types of tables or charts. Identify each type of table or chart. Then, explain the steps you would use to interpret the information in each type.

What information is shown on the graph below?

Which conclusion could you reach from the information on the table?

Create a line graph using the information provided in the table.

The line graph shows what happens to the demand for DVDs when the price increases. Suppose the price of DVDs increases to \$30. What will likely happen to the demand for DVDs if the price increases?

The table shows that the population of the United States has \_\_\_\_\_.

What is the source of information in the table?

Based on the graph, what changes occurred in the economy of Ohio in the 1800s?

**Supplemental Instructional Resources**

*Studies Weekly*, Periodical 19, Using Data

[Create a Graph](#) (NCES Kids Zone)

**Unpacked Standards / Clear Learning Targets**
**History Learning Target 3. Explain how interactions among groups in Ohio have resulted in cooperation, conflict, and compromise.**

History 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.

**Essential Understanding**

- American Indians
- Cooperation, conflict and compromise between American Indians, migrating settlers and immigrants.

**Extended Understanding**

- Unresolved issues surface in later conflicts

**Academic Vocabulary/Language Tier 3**

compromise  
conflict  
cooperation  
immigrants  
interactions  
migration  
resolve  
settlers  
unresolved

**Success Criteria**

- 3a. I can sort interactions between compromise, conflict, and cooperation.
- 3b. I can explain sources of conflict among the various historic groups that have lived in Ohio.
- 3c. I can cite reasons why the arrival of migrating settlers and immigrants in Ohio led to conflict with American Indians.
- 3d. I can describe examples of when American Indians, migrating settlers, and immigrants settled on a compromise to resolve an issue.
- 3e. I can relate how the interactions among American Indians, migrating settlers, and immigrants resulted in cooperation, conflict, and compromise.

**HI.3.3 (Prior Grade Standard)**

Local communities change over time.

**HI.5.3 (Future Grade Standard)**

European exploration and colonization during the 1400s - 1600s had lasting effects, which can be used to understand the Western Hemisphere today.

**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.

**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.

## Sample Assessments and Performance Tasks

List two ways that American Indians and migrating settlers worked together in Ohio.

In the reading, you learned about the importance of land as a resource. Explain how the need for land resulted in conflict between American Indians and European settlers in Ohio.

Explain two sources of conflict between historic American Indians and European settlers in Ohio.

Sort the list below by dragging and dropping the box into the appropriate columns, “Conflict” and “Cooperation.”

How did the lack of \_\_\_\_\_ as a resource lead to cooperation or conflict between \_\_\_\_\_ and \_\_\_\_\_ groups in Ohio?

How does trade solve problems among two groups?

Which is an example of cooperation between American Indians and European settlers in Ohio?

How did the French and Indian War cause further conflict among European settlers and American Indians in Ohio?

## Supplemental Instructional Resources

*Studies Weekly*, Periodical 20, Native Peoples of Ohio (printed copy or digital program through [CCS Classlink Launchpad](#))

### Children’s Literature (Columbus Metropolitan Library links)

- [The People Shall Continue by Simon Ortiz & illustrated by Sharol Graves](#)
- [This is My Land by George Littlefield](#)
- [We are Still Here!: Native American Truths Everyone Should Know by Traci Sorell & illustrated by Frane Lessac](#)

### Videos

- [Let's Explore the the Colonization of the U.S. \(Miacademy Learning Channel\)](#)

## Unit 2. The American Revolution and U.S. Government

### Unpacked Standards / Clear Learning Targets

**History Learning Target 4. Explain why the American colonists united to fight for independence from Great Britain and form a new nation.**

History 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.

#### Essential Understanding

- Unjust taxes – taxation without representation
- Proclamation of 1763 prohibited settlement west of Appalachians
- Declaration of Independence announced colonies' reasons for separation (grievances)

#### Extended Understanding

- In-depth examination of key ideas leading to colonial dissatisfaction and the Declaration

#### Academic Vocabulary/Language Tier 3

American Revolution  
Appalachians  
colonies  
Declaration of Independence  
grievances  
independence  
justice  
liberty  
nation  
prohibited  
representation  
separation  
taxation  
united

#### Success Criteria

- I can discuss the concept of taxation without representation.
- I can interpret information from sources to explain why Americans resented the Proclamation of 1763.
- I can cite evidence and develop a logical argument for why American colonies were dissatisfied with British rule.
- I can summarize the grievances listed in the Declaration of Independence against Britain.
- I can explain why the 13 American colonies united to fight for independence from Great Britain and form a new nation.
- I can analyze cause and effect relationships in the American Revolution.

#### **(Prior Grade Standard)**

N/A

#### **HI.8.5 (Future Grade Standard)**

The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.

## Content Elaborations

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:

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 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. Fort Laurens was the only fort built in Ohio during the American Revolution since no major battles were fought in the Ohio Country.

## 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 issues with British policies.

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.

Visual discovery: Events leading to the Revolution - Use the internet to locate a series of images on British policies leading to the fight for independence (Proclamation of 1763 map, Stamp Act, Townshend Act, Tea Act). For each image, ask a series of spiral questions from basic to complex:

- Level 1 - Description - What do you see? What policy is shown?
- Level 2 - Interpretation - How did the colonists react to this policy? Why would the colonists be angry over this policy?
- Level 3 - Analysis - Was the colonists' movement for independence justified? Why did some colonists oppose independence?

Create a cause and effect graphic organizer to show why the American colonies united to fight for independence against Great Britain.

Create an original protest poster, speech, poem or song that explains why the American colonists united to fight for independence from Great Britain.

## Sample Assessments and Performance Tasks

List the grievances the colonists had against Britain from the Declaration of Independence. Then, use your textbook to identify which specific events the Declaration is referring to in each grievance.

The chart shows the amount of different products used by the colonists. As the British government, you have the power to set the tax rates for these products. Which items would you tax to raise money for Britain? Why would these taxes upset the colonists?

Drag and drop the causes from column 1 to match the effects in column 2.

From the list below, select the reasons that the American colonists found a common cause to fight for independence.

Explain two reasons why American colonists believed British rule in the American colonies was unjust.

## Supplemental Instructional Resources

*Studies Weekly*, Periodical 23, French and Indian War (printed copy or digital program through [CCS Classlink Launchpad](#))

*Studies Weekly*, Periodical 24, The Road to Revolution (printed copy or digital program through [CCS Classlink Launchpad](#))

*Studies Weekly*, Periodical 25, The American Revolution (p. 1-3) (printed copy or digital program through [CCS Classlink Launchpad](#))

[The Declaration of Independence](#) (National Archives)

**Capstone Interactive ebooks with audio read aloud** (available through INFOhio)

- [A Primary Source History of the American Revolution](#)
- [For Life and Liberty](#)

**Children's Literature** (Columbus Metropolitan Library links)

- [George vs. George: The American Revolution from Both Sides](#) written & illustrated by Rosalyn Shanzer
- [You Wouldn't Want to Be at the Boston Tea Party!: Wharf Water Tea You'd Rather Not Drink](#) by Peter Cook & illustrated by David Antram

**Videos**

- [History Brief: Women in the American Revolution \(History Brief\)](#)
- [Would You Have Joined the American Revolution? \(PBS\)](#)

## Unpacked Standards / Clear Learning Targets

**Government Learning Target 17. Describe ways in which laws protect rights, provide benefits, and assign responsibilities to citizens.**

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

### Essential Understanding

- The purpose of laws and the relationship between laws and citizens.

### Extended Understanding

- Connect specific laws and rules to rights, benefits and responsibilities.

### Academic Vocabulary/Language

#### **Tier 3**

benefits  
 citizens  
 laws  
 responsibilities  
 rights

### Success Criteria

- 17a. I can define and give examples of rules and laws.
- 17b. I can classify statements as rights, benefits, or responsibilities of citizens.
- 17c. I can describe ways in which laws protect the rights, provide benefits and assign responsibilities to citizens.
- 17d. I can draw connections between specific laws and rights, benefits, and responsibilities.

### **GO.3.11 (Prior Grade Standard)**

Laws are rules which apply to all people in a community and describe ways people are expected to behave. Laws promote order and security, provide public services and protect the rights of individuals in the local community.

### **GO.8.23 (Future Grade Standard)**

The U.S. Constitution protects citizens' rights by limiting the powers of government.



**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/duties) to citizens include:

- paying taxes,
- serving on juries, and
- obtaining licenses.

**Instructional Strategies**

Ask students to create a set of rules they would like to see in our class. Discuss:

- What should the penalty be for breaking each of these rules?
- Why do you think each rule is important to the class?

Visual discovery activity: responsibilities of laws - Use the Internet to locate a series of photographs on how the responsibilities of laws like paying taxes, serving on juries, and obtaining licenses. For each image, ask a series of spiral questions from basic to complex:

- Level 1 - Description - What do you see?
- Level 2 - Interpretation - What law is the image related to?
- Level 3 - Analysis - Why does this law exist? Should the law be changed?

Assign groups of students to research one category in which laws affect 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). Have students write a persuasive speech on why laws are necessary in this category.

**Sample Assessments and Performance Tasks**

Explain two important benefits of laws.

Match the laws and the rights they protect by moving the boxes to the correct place on the graphic organizer.

Describe two ways that a law can protect the rights of citizens.

Move the boxes below into the appropriate place on the chart based on whether the statement reflects a right, benefit, or duty of citizenship.

Which is an example of a duty of citizens under the law?

**Supplemental Instructional Resources**

[What are Laws?](#) (PebbleGo Next article)

[Ben's Guide to Government: What is a Law?](#)

**Children's Literature** (Columbus Metropolitan Library links)

- [Rules of the House by Mac Barnett & illustrated by Matt Myers](#)
- *Snowballs For Severance: The Terrifically True Story of Dane Best and the Snowball Ban* written & illustrated by Richie Frieman

**Unpacked Standards / Clear Learning Targets**
**Government Learning Target 18. Describe how the U.S. Constitution protects the rights of citizens through the First Amendment.**

Government 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.

**Essential Understanding**

- Constitutional limits of governmental power and first amendment rights

**Extended Understanding**

- Applying Constitutional limits and rights to historical and contemporary situations.

**Academic Vocabulary/Language**
**Tier 3**

amendment rights  
 citizen's rights  
 Constitutional limits  
 First Amendment  
 governmental powers  
 limited powers  
 representatives  
 rights

**Success Criteria**

- 18a. I can explain why the U.S. Constitution replaced the Articles of Confederation.
- 18b. I can identify the U.S. Constitution as the framework for government.
- 18c. I can identify the people as the source of the government's authority.
- 18d. I can explain how representatives make laws on behalf of citizens.
- 18e. I can cite examples of Constitutional limits to the power of the government.
- 18f. I can analyze the U.S. Constitution to determine how it limits the power of government and protects the rights of citizens.
- 18g. I can apply the protections granted by the First Amendment: freedom of religion speech, press, petition, and assembly.

**GO.3.12 (Prior Grade Standard)**

Governments have authority to make and enforce laws.

**GO.5.12 (Future Grade Standard)**

Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.

**Content Elaborations**

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.

**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 government 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.

**Sample Assessments and Performance Tasks**

Identify two freedoms that are protected under the First Amendment.

Explain why the U.S. Constitution limits the power of government.

The boxes on the left show some rights of citizens. The boxes on the right show limits on the government's power. Move the boxes on the right to match the boxes on the left.

Read the story below. Which First Amendment rights are violated in this story?

Which is a right protected by the First Amendment?

**Supplemental Instructional Resources**

*Studies Weekly*, Periodical 13, Foundations of Government (printed copy or digital program through [CCS Classlink Launchpad](#))

**Capstone/PebbleGo Next articles and interactive ebook with audio read aloud** (available through INFOhio)

- [Bill of Rights Article](#)
- [The First Amendment](#)
- [The Bill of Rights](#)

**Children's Literature** (Columbus Metropolitan Library links)

- [We the Kids: The Preamble to the Constitution of the United States](#) written & illustrated by David Catrow
- [We The People: The United States Constitution Explored and Explained](#) by Aura Lewis & illustrated by Evan Sargent

**Videos**

- [A Three Minute Explanation of the Bill of Rights \(Ted-Ed\)](#)
- [Constitution Definition for Kids \(History Illustrated\)](#)

## Unpacked Standards / Clear Learning Targets

### Government Learning Target 19. Identify the three branches of government and the responsibilities of each branch of government.

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.

#### Essential Understanding

- How the constitutions of Ohio and the U.S. separate the major responsibilities of government among three branches.

#### Extended Understanding

- Evaluating how democratic the constitutions of Ohio and the U.S. are.
- How each branch checks the power of the others

#### Academic Vocabulary/Language

##### **Tier 3**

branches  
constitution  
democratic  
executive  
judicial  
legislative  
responsibilities

#### Success Criteria

- 19a. I can explain what a constitution is and how a constitution organizes government and allocates power.
- 19b. I can explain responsibilities of each of the three branches of government (legislative, executive, judicial branches) in Ohio and the United States.
- 19c. I can give specific examples of how each branch of government fulfills its responsibilities.
- 19d. I can identify democratic features of the constitutions of Ohio and the United States.
- 19e. I can describe how the U.S. Constitution defines the roles of elected officials.
- 19f. I can interpret the constitutions of Ohio and the U.S. to explain how they limit the powers of the government and define the authority of elected officials.

#### **GO.3.12 (Prior Grade Standard)**

Governments have authority to make and enforce laws.

#### **GO.5.12 (Future Grade Standard)**

Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.

**Content Elaborations**

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.

**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.

Students 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.

Have students create a graphic organizer to illustrate differences and similarities between the three branches at the state and national level.

## Sample Assessments and Performance Tasks

Move the boxes on the right to match the responsibilities of government with the branches on the left.

Which branch of government would have responsibility for the following action?

Read the passage below from the Ohio Constitution. Which branch of government is described in this passage?

What is the responsibility of the judicial branch of government?

Which choice reflects one responsibility of the legislative branch of government in Ohio?

Explain the responsibilities of the legislative, executive, and judicial branches of government by completing the graphic organizer web.

Complete the graphic organizer by explaining how the Ohio Constitution and U.S. Constitution are similar in the way power is separated among branches of government.

Suppose Congress passes a law about \_\_\_\_\_. If a group of citizens believes this law violates the U.S. Constitution, which branch of government would hear a case about this law to decide if it violates the Constitution?

## Supplemental Instructional Resources

*Studies Weekly*, Periodical 14, Structure and Functions of Government (printed copy or digital program through [CCS Classlink Launchpad](#))

**Capstone interactive ebooks with audio read aloud** (available through INFOhio)

- [The U.S. Constitution](#)
- [U.S. Government: What You Need to Know](#)

**Children's Literature** (Columbus Metropolitan Library links)

- [When You Grow Up to Vote: How Our Government Works for You](#) by Eleanor Roosevelt and Michelle Markel & illustrated by Grace Lin

**iCivics Lessons** (Create a free teacher account)

- [Why Do We Have So Many Governments?](#)
- [How Do Different States Structure Their Government?](#)



## Unit 3. Growth of Ohio and the United States

### Unpacked Standards / Clear Learning Targets

**History Learning Target 5. Explain how the Northwest Ordinance influenced the incorporation of democratic ideals in the states formed from the Northwest Territory.**

History 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.

#### Essential Understanding

- Democratic ideals
- Process for territory to become a state
- Ohio's transition to statehood

#### Extended Understanding

- How democratic ideals of the Northwest territory have shaped the world today

#### Academic Vocabulary/Language

##### **Tier 3**

democratic ideals  
incorporation  
Northwest Territory  
progressed  
state  
statehood  
territory  
transition

#### Success Criteria

- 5a. I can identify the democratic ideals in the Northwest Ordinance.
- 5b. I can outline the steps for a territory to become a state under the Northwest Ordinance.
- 5c. I can interpret information from sources to explain how Ohio progressed from territory to statehood, including the terms of the Northwest Ordinance.
- 5d. I can connect ideals from the Northwest Ordinance to the Ohio Constitution.
- 5e. I can provide evidence of how the Northwest Ordinance influenced the incorporation of democratic ideals in the states formed from the Northwest Territory.

#### **(Prior Grade Standard)**

N/A

#### **HI.8.7 (Future Grade Standard)**

The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people.

**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 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

**Instructional Strategies**

[On a map](#), have students locate the states that were created as a result of the Northwest Ordinance.

Have students create a flowchart showing how a territory becomes a state under the terms of the Northwest Ordinance.

Read excerpts from the Northwest Ordinance and have students highlight with different colors and annotate the various democratic ideals incorporated into the document. Create notecards with excerpts from Ohio's Constitution and ask students to match the cards with the highlighted ideals in the Northwest Ordinance.

**Sample Assessments and Performance Tasks**

Complete the flowchart below by providing the third step in the process for a territory to become a state under the Northwest Ordinance.

The boxes below show the steps for a territory to become a state based on the terms of the Northwest Ordinance. Drag the boxes to place the steps in order.

Look at the terms of the Northwest Ordinance listed. Decide which terms express a democratic right and which terms are conditions of statehood. Drag the boxes to place them in the correct column on the T-chart.

Explain how Ohio became a state based on the terms of the Northwest Ordinance.

Which choice below is a democratic ideal in the Northwest Ordinance?

Describe one democratic ideal in the Northwest Ordinance.

**Supplemental Instructional Resources**

*Studies Weekly*, Periodical 27, The Northwest Ordinance to Ohio Statehood (printed copy or digital program through [CCS Classlink Launchpad](#))

[Northwest Ordinance](#) (National Archives)

## Unpacked Standards / Clear Learning Targets

**Government Learning Target 15. Describe the ways citizens act in and influence their state and national government.**

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

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.

### Essential Understanding

- Opportunities for citizen action to influence government
- Rights and responsibilities of citizens

### Extended Understanding

- How civic action has led to governmental change in American history

### Academic Vocabulary/Language

#### **Tier 3**

citizens  
civic action  
democratic  
government  
influence  
national  
responsibilities  
rights

### Success Criteria

- 15a. I can identify and give examples of rights of citizenship.
- 15b. I can explain the rights and responsibilities of citizens in a democratic government.
- 15c. I can identify methods of citizen participation in state and national government.
- 15d. I can list examples of ways citizens act in and influence the state and national government.
- 15e. I can classify statements as rights or responsibilities of citizenship.
- 15f. I can connect how various methods of citizen participation influence the government.
- 15g. I can analyze the meaning of freedom of religion, speech and press, right of petition and right of assembly.

### **GO.3.9-10 (Prior Grade Standards)**

Members of local communities have rights and responsibilities.  
Individuals make the community a better place by taking action to solve problems in a way that promotes the common good.

### **GO.5.11 (Future Grade Standard)**

Individuals can better understand public issues by gathering, interpreting and checking information for accuracy from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.

**Content Elaborations**

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

**Instructional Strategies**

Students use Internet 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 rewrite the First Amendment in their own words or draw pictures explaining its meaning.

Student groups create designs (e.g., a calendar, slide deck, brochure, documentary, collage, website) to promote various service organizations.

## Sample Assessments and Performance Tasks

- Sort the statements into rights and responsibilities of citizenship by moving the boxes into the correct column on the t-chart.
- Describe one way citizens may participate in their state government in Ohio.
- Give two examples of the responsibilities of citizens.
- Complete the graphic organizer by identifying two additional rights of citizens.
- Which is an example of a duty of citizens?
- Read the story below. Decide whether the actions of the citizen in the story reflect the qualities of a good citizen. Explain your answer.
- Write a letter to an elected official to explain how you feel about an issue and what action the government should take.

## Supplemental Instructional Resources

- Studies Weekly*, Periodical 15, Government of Ohio (printed copy or digital program through [CCS Classlink Launchpad](#))
- Studies Weekly*, Periodical 16, Rights and Responsibilities of Citizens (printed copy or digital program through [CCS Classlink Launchpad](#))
- iCivics Lesson** (Create a free teacher account)
  - [Where Do I Go When I Want To Make a Change?](#)
- Children's Literature** (Columbus Metropolitan Library links)
  - [Let the Children March by Monica Clark-Robinson & illustrated by Frank Morrison](#)
  - [Lillian's Right to Vote: A Celebration of the Voting Rights Act of 1965 by Jonah Winter & illustrated by Shane W. Evans](#)
  - [Say Something written & illustrated by Peter Reynolds](#)
- [Video: Responsibilities of Citizenship](#) (Florida Pass video)

**Unpacked Standards / Clear Learning Targets**
**History Learning Target 6. Explain on-going conflicts before and during the War 1812.**

History 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.

**Essential Understanding**

- American Indian resistance in the Ohio valley
- Causes of the War of 1812

**Extended Understanding**

- Significance of the War of 1812 in American history

**Academic Vocabulary/Language**
**Tier 3**

conflict  
 frontier  
 inability  
 resistance  
 significance  
 success

**Success Criteria**

- 6a. I can cite reasons for conflict between Great Britain and the U.S.
- 6b. I can cite reasons for conflict between American Indians and American settlers in Ohio.
- 6c. I can explain how the ongoing conflicts with American Indians and Great Britain contributed to the United States' involvement in the War of 1812.
- 6d. I can analyze cause and effect relationships in the War of 1812.

**(Prior Grade Standard)**

N/A

**HI.8.9 (Future Grade Standard)**

Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.

## Content Elaborations

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.

## Instructional Strategies

War of 1812 cause and effect chart - 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.

Have students construct a timeline of the following War of 1812 events: Battle of Fallen Timbers, Battle of Tippecanoe, Construction of Fort Meigs, Battle of Lake Erie. Under each event, explain the results of the event. Include relevant images with captions.

War of 1812 map activity - Have students create a map and practice map skills (scale, cardinal directions, relative location) by plotting key events in the War of 1812.



**Sample Assessments and Performance Tasks**

The set of boxes below includes statements related to the War of 1812. Decide whether each statement represents a cause of the War or an effect of the Battle of Lake Erie and move the boxes to the appropriate column on the cause and effect chart.

Create a flowchart of steps leading to the War of 1812, beginning with the Treaty of Paris and ending with the Battle of Lake Erie.

Create a timeline with the following events: Battle of Fallen Timbers, Battle of Tippecanoe, Construction of Fort Meigs, Battle of Lake Erie. Under each event, explain the results of the event.

Which statement is one reason for conflict that led to the War of 1812?

What is the significance of the Battle of Fallen Timbers and the Treaty of Greenville?

Describe the results of the Battle of Lake Erie.

**Supplemental Instructional Resources**

*Studies Weekly*, Periodical 28, The War of 1812 (printed copy or digital program through [CCS Classlink Launchpad](#))

**Capstone interactive ebooks with audio read aloud** (available through INFOhio)

- [The War of 1812](#)
- [Madison's War](#)

[The War of 1812: The War of 1812 in Four Minutes](#) (American Battlefield Trust)

## Unpacked Standards / Clear Learning Targets

### History Learning Target 7. Explain the role Ohio played with the anti-slavery movement and the Underground Railroad.

History 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.

### Essential Understanding

- Relationship between expansion and debates over slavery
- Admission of Ohio as a free state
- Role of Ohio in anti-slavery and Underground Railroad

### Extended Understanding

- How slavery and sectional conflict led to a growing North/Side and Civil War

### Academic Vocabulary/Language

#### Tier 3

abolitionist  
anti-slavery  
expansion  
national  
sectional conflict  
Underground Railroad

### Success Criteria

- 7a. I can apply the terms of the Northwest Ordinance to explain why Ohio became a free state.
- 7b. I can map the expansion of the United States after the War of 1812.
- 7c. I can explain the relationship between U.S. expansion and debates over slavery.
- 7d. I can compare points of view on whether or not to allow slavery in the new territories.
- 7e. I can describe the terms of the Fugitive Slave Act of 1850.
- 7f. I can explain the methods of abolitionists in Ohio.
- 7g. I can explain the purpose and workings of the Underground Railroad in Ohio.
- 7h. I can interpret primary and secondary sources to describe how Ohio continued to play a key role in national conflicts including the anti-slavery movement and the Underground Railroad.

### **(Prior Grade Standard)**

N/A

### **HI.8.10-11 (Future Grade Standards)**

The United States added to its territory through treaties and purchases. Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.

**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 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.

**Instructional Strategies**

Have students investigate local Underground Railroad homes and their history. An [article and map about the Underground Railroad in Columbus](#) is available at WOSU Public Media. Students can search the [Teaching Columbus Historic Places collection](#) to identify Underground Railroad houses in Columbus.

Use a map to chart the main routes escaped enslaved people lived to move north.

Discuss the challenges of documenting the Underground Railroad as a historian. What sources are available? Are these sources credible? What challenges make it difficult to determine whether a house was part of the Underground Railroad?

**Sample Assessments and Performance Tasks**

On map, label the territories that were added as states to the Union after the War of 1812. Explain how adding these states to the Union led to division over slavery.

Read the statements below from abolitionist leaders. Why did they want to accomplish it?

Use the internet to locate some Underground Railroad safe houses in your area. What information do we know about these houses? Why is it difficult to know for certain which houses were used and how many escaped slaves may have passed through a particular safe house?

Explain why fugitive slaves traveling through Ohio were not safe in Ohio even though it was a free state.

How did the location of Ohio make the state an active system for the Underground Railroad?

**Supplemental Instructional Resources**

*Studies Weekly*, Periodical 30, The Abolitionist Movement and the Underground Railroad (printed copy or digital program through [CCS Classlink Launchpad](#))

[Underground Railroad](#) (PebbleGo Next article)

**Capstone Interactive ebooks with audio read aloud** (available through INFOhio)

- [Harriet Tubman and the Underground Railroad](#)
- [Beacon to Freedom](#)

**Videos**

- [Columbus Neighborhoods: Underground Railroad](#)
- [Columbus Neighborhoods: Downtown Columbus and Franklinton Underground Railroad excerpt](#)
- [Columbus Neighborhoods: Clintonville Underground Railroad excerpt](#)

[Ohio History Center Immersive Program: Underground Railroad](#)

**Unit 4. Geography and Economics**
**Unpacked Standards / Clear Learning Targets**

**Geography Learning Target 11. Describe physical and economic characteristics of the northern, southern, and western regions of the United States in the early 1800s.**

Geography 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.

**Essential Understanding**

- physical and economic characteristics
- characteristics of the North, South, and West in the 1800s

**Extended Understanding**

- how regional characteristics impacted American history in the 19<sup>th</sup> century

**Academic Vocabulary/Language**

**Tier 3**

economic characteristics  
 environment  
 impact  
 physical characteristics  
 region

**Success Criteria**

- 11a. I can use a map to locate the northern, southern, and western regions of the U.S. in the early 1800s.
- 11b. I can identify common physical and economic characteristics of the North in the early 1800s.
- 11c. I can identify common physical and economic characteristics of the South in the early 1800s.
- 11d. I can identify common physical and economic characteristics of the West (including Ohio) in the early 1800s.
- 11e. I can use sources to provide examples and describe the physical and economic characteristics of the northern, southern and western regions of the United States in the early 1800s.

**(Prior Grade Standard)**

N/A

**GE.5.6 (Future Grade Standard)**

Regions can be determined using various criteria (e.g., landform, climate, population, cultural or economic).

**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 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.

**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 each of the regions by participating in a gallery walk.

Visual discovery - photos of regional characteristics: Use the Internet to locate a series of photographs that show the physical characteristics of each region. For each image, ask a series of spiral questions from basic to complex:

- Level 1 - Description - What do you see?
- Level 2 - Interpretation - What region do you think this is located in? Why?
- Level 3 - Analysis - How is this different from other regions? How does this characteristic impact the economy of the region?

**Sample Assessments and Performance Tasks**

The boxes below show physical characteristics of the United States. Move the boxes to the correct region on the map of the United States.

Describe two physical characteristics of the South in the early 1800s.

Describe two economic characteristics of the North in the early 1800s.

A list of economic characteristics is shown below. Which region is described by these characteristics?

Compare the characteristics of the South and West in the early 1800s by completing the Venn diagram.

Suppose you were a farmer growing cash crops in the 1800s in the United States. Why would you likely not live in the North?

**Supplemental Instructional Resources**

*Studies Weekly*, Periodical 29, The United States in the 1800s (printed copy or digital program through [CCS Classlink Launchpad](#))

**Capstone Interactive ebooks with audio read aloud** (available through INFOhio)

- [A Primary Source History of Westward Expansion](#)
- [A Primary Source History of Slavery in the United States](#)

## Unpacked Standards / Clear Learning Targets

### Geography Learning Target 13. Explain that Ohio's population is increasingly reflective of the cultural diversity of the United States.

Geography 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.

### Essential Understanding

- Increasing cultural diversity of Ohio and the U.S.

### Extended Understanding

- Predicting how Ohio and the U.S. will look in the future based on current trends in population changes

### Academic Vocabulary/Language

#### **Tier 3**

cultural diversity  
demographic  
immigration  
minority  
multicultural  
population  
predict  
trends

### Success Criteria

- 13a. I can describe Ohio's population growth in the early 1800s.
- 13b. I can identify groups that came to Ohio in the late 1800s and early 1900s.
- 13c. I can map out the immigration patterns in the late 1800s and early 1900s.
- 13d. I can describe recent trends in population patterns of Ohio and the United States.
- 13e. I can gather data to explain how Ohio's cultural diversity has changed over time.
- 13f. I can interpret population data from a map, chart, or pictograph.
- 13g. I can draw connections between Ohio's population changes and cultural diversity in the U.S.
- 13h. I can analyze how Ohio's population is increasingly reflective of the cultural diversity of the United States.

### **GE.3.8 (Prior Grade Standard)**

Communities may include diverse cultural groups

### **GE.5.10 (Future Grade Standard)**

The Western Hemisphere is culturally diverse (e.g., language, food, religion, art, music) due to the influences and interactions of a variety of world cultures.



**Content Elaborations**

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

**Instructional Strategies**

Using census data for Ohio, have 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.

**Sample Assessments and Performance Tasks**

Based on the chart, what conclusion can you draw about Ohio's cultural diversity in the 1800s?

What changes in population are reflected in the data in the pictograph?

How did Ohio's population change after Ohio became a state in 1803?

The chart shows the changes in foreign born population of Ohio's largest cities. How does information reflect the increasing cultural diversity of the United States?

Explain how Ohio's cultural diversity has changed over time.

**Supplemental Instructional Resources**

*Studies Weekly*, Periodical 7, Culture (printed copy or digital program through [CCS Classlink Launchpad](#))

[U.S. Census Data](#)

[Immigration](#) (PebbleGo Next article)

[How to Teach Immigration: 3 Resources to Help Students Understand This Complex Topic](#) (Scholastic)

[Columbus Neighborhoods: Flytown, Godman Guild and Italian Village excerpt](#)

**Children's Literature** (Columbus Metropolitan Library links)

- [Watercress by Andrea Wang & illustrated by Jason Chin](#)
- [We Came to America written & illustrated by Faith Ringgold](#)

## Unpacked Standards / Clear Learning Targets

**History Learning Target 8. Explain how technological innovations of inventors from Ohio or that originated in Ohio benefited the United States.**

History Content Statement 8. Many technological innovations that originated in Ohio benefited the United States.

### Essential Understanding

- Impact of technological innovations from Ohio inventors

### Extended Understanding

- Relationship between technological innovations and industrial growth

### Academic Vocabulary/Language

#### **Tier 3**

benefited  
impact  
industrial  
innovations  
inventors  
originated  
technological

### Success Criteria

- 8a. I can identify important inventions in communications, technology or transportation that began in Ohio.
- 8b. I can investigate the benefits of the light bulb and the phonograph.
- 8c. I can prove how the traffic light and gas mask improved safety.
- 8d. I can explain how the cash register helped businesses.
- 8e. I can construct an argument about how the electric started and ethyl gasoline improved transportation.
- 8f. I can explain the benefits of airplane travel for people and goods.
- 8g. I can analyze cause and effect relationships of new technology.
- 8h. I can connect how technological innovations from Ohio or inventors from Ohio benefited the United States.

### **HI 3.3 (Prior Grade Standard)**

Local communities change over time.

### **GE 3.7 (Prior Grade Standard)**

Systems of transportation and communication move people, products, and ideas from place to place.

### **EC.8.25 (Future Grade Standard)**

The Industrial Revolution fundamentally changed the means of production as a result of improvements in technology, use of new power resources, the advent of interchangeable parts and the shift from craftwork to factory work.

**Content Elaborations**

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

**Instructional Strategies**

Have students research an Ohio inventor/invention using printed and Internet sources. Create a poster displaying the results of your research. Be sure to explain the importance of this invention to the United States using words and pictures.

Have students create an advertisement for one of these inventions: the light bulb, phonograph, traffic light, cash register, electric starter, airplane. The ad should show the benefits of the innovation using words and images.

## Sample Assessments and Performance Tasks

Identify two important inventions in communications or transportation that began in Ohio.

The boxes below provide a list of inventions that began in Ohio. Move each box next to the correct benefit in the diagram.

Why was \_\_\_\_\_ a significant innovation?

## Supplemental Instructional Resources

*Studies Weekly*, Periodical 31, Innovators from Ohio (printed copy or digital program through [CCS Classlink Launchpad](#))

*Studies Weekly*, Periodical 32, Contributions of Ohioans to the United States (printed copy or digital program through [CCS Classlink Launchpad](#))

**Capstone Interactive ebook with audio read aloud** (available through INFOhio)

- [Thomas Edison and the Invention of the Light Bulb](#)
- [The Wright Brothers and the Airplane](#) (Graphic Novel)

**Children's Literature** (Columbus Metropolitan Library links)

- [Saving the Day: Garrett Morgan's Life Changing Invention of the Traffic Light](#) by Karyn Parsons & illustrated by R. Gregory Christie
- [The Unstoppable Garrett Morgan: Inventor, Entrepreneur, Hero](#) by Joan DiCiccio & illustrated by Ebony Glenn

[Inventive Ohio](#) (Our Ohio video)

## Unpacked Standards / Clear Learning Targets

**Geography Learning Target 10. Explain how Ohio's agriculture, industry, and natural resources influence the economic development of the United States.**

Geography Content Statement 10. The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio.

### Essential Understanding

- The importance of Ohio's resources and industry in early development of the U.S.
- Current challenges and opportunities in Ohio industry

### Academic Vocabulary/Language

#### **Tier 3**

agriculture  
economic development  
industry  
influence  
natural resources  
resources

### Success Criteria

- 10a. I can identify Ohio's natural resources, agricultural products, and industries.
- 10b. I can summarize the importance of forests, waterways, and coal as natural resources.
- 10c. I can gather information to describe Ohio's role in the early development of the United States.
- 10d. I can explain the importance of Ohio's corn and soybeans to the nation.
- 10e. I can cite current challenges to industries in Ohio and the United States.
- 10f. I can explain current opportunities provided by Ohio's wind turbines and waterways.
- 10g. I can gather information in order to draw connections between industries and natural resources.
- 10h. I can connect how Ohio's agriculture, industry and natural resources continue to both influence and be influenced by the economic development of the United States.

### **GE.3.5 (Prior Grade Standard)**

Daily life is influenced by the agriculture, industry and natural resources in different communities.

### **GE.8.16 (Future Grade Standard)**

The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.

**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 (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).

**Instructional Strategies**

Use a map of Ohio to map Ohio's resources and transportation systems.

Visual discovery: Ohio resources - Use the internet to locate a series of photographs that show Ohio resources and industries. For each image, ask a series of spiral questions from basic to complex:

- Level 1 - Description - What do you see?
- Level 2 - Interpretation - Why is this resource/industry important?
- Level 3 - Analysis - How is the economy impacted by this resource/industry?

**Sample Assessments and Performance Tasks**

Look at the map of natural resources in Ohio. Identify which industries would be supported by the natural resources in each region.

From the list of industries below, which ones have been affected by global competition in recent years? Check all that apply.

Glassmaking was once an important industry in Ohio. Identify two natural resources in Ohio that are important to making glass.

Identify two industries that were powered by Ohio coal. How did these industries help lead to the growth of the United States economy in the 1800s and 1900s?

Which letter on the map of Ohio is the most likely for a fishery? Explain your answer.

In addition to being used as a food source, what other uses of Ohio's corn and soybeans are important to the nation today?

**Supplemental Instructional Resources**

*Studies Weekly*, Periodical 11, Economy of Ohio (printed copy or digital program through [CCS Classlink Launchpad](#))

[Ohio Industry article](#) (PebbleGo Next)

**Videos**

- [Biofuel Crops in Ohio](#)
- [Federal Reserve Bank of Cleveland](#)
- [Advanced Manufacturing in Ohio](#)



## Unpacked Standards / Clear Learning Targets

**Geography Learning Target 14. Explain how Ohio's location and its transportation systems have influenced the movement of people, products, and ideas.**

Geography Content Statement 14. Ohio's location and its transportation systems continue to influence the movement of people, products, and ideas in the United States.

### Essential Understanding

- Impact of Ohio's location and transportation systems, past and present.

### Extended Understanding

- Predict Ohio's role in future decades of the 21<sup>st</sup> century

### Academic Vocabulary/Language

#### **Tier 3**

decade  
future  
influence  
location  
past  
present  
products  
transportation

### Success Criteria

- 14a. I can identify major water routes in or near Ohio that are important for national transportation.
- 14b. I can use a map to interpret the relative location of Ohio and identify means of transportation (air, highway, rail, and river).
- 14c. I can gather information to document the changes in Ohio's transportation systems in the early 1800s.
- 14d. I can explain the role of canals, railroads, and roads in westward expansion of the U.S.
- 14e. I can describe how people, products, and ideas move from place to place.
- 14f. I can use maps to show the movement of people, products, and ideas.
- 14g. I can connect Ohio's location and its transportation systems to the movement of people, products and ideas.

### **GE.3.7 (Prior Grade Standard)**

Systems of transportation and communication move people, products and ideas from place to place.

### **GE.5.9 (Future Grade Standard)**

Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere and result in diversity.

**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 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

**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.

**Sample Assessments and Performance Tasks**

A map of Ohio is shown. Label three bodies of water that are important to the transportation of goods.

Why did railroads replace canals as a transportation system in Ohio?

Lake Erie, the Ohio River, and the Mississippi River are labeled on the map of the U.S. What is the best way to transport a product from Steubenville, Ohio to Memphis, Tennessee using water routes?

How did Ohio's location make it a "gateway" to the West in the early 1800s?

Complete the graphic organizer on effects of railroads in Ohio by moving the boxes below to the boxes on the web.

Ohio's waterways, roads, railroads and highways have influenced the way people live in Ohio. Select one method of transportation and explain how it changed the way people live in Ohio.

Identify two Ohio products or materials that are used by people around the world.

**Supplemental Instructional Resources**

*Studies Weekly*, Periodical 4, Transportation and Communication (printed copy or digital program through [CCS Classlink Launchpad](#))

## Unpacked Standards / Clear Learning Targets

### Economics Learning Target 2I. Describe how entrepreneurs use productive resources.

Economics Content Statement 2I. Entrepreneurs in Ohio and the United States organize productive resources and take risks to make a profit and compete with other producers.

#### Essential Understanding

- Benefits and risks of entrepreneurship

#### Extended Understanding

- Evaluating decisions made by entrepreneurs

#### Academic Vocabulary/Language

##### **Tier 3**

benefits  
business  
entrepreneur  
entrepreneurship  
goods  
profits  
producers  
productive resources  
services  
risk

#### Success Criteria

- 2Ia. I can give examples of productive resources to connect how they are related to goods and services.
- 2Ib. I can give examples of risks and benefits.
- 2Ic. I can explain the risks taken by entrepreneurs.
- 2Id. I can make the connection between profit and motivation of entrepreneurs.
- 2Ie. I can categorize resources as human resources, natural resources, or capital goods.
- 2If. I can analyze why entrepreneurs are willing to take risks.
- 2Ig. I can evaluate risks and benefits of entrepreneurship.

#### **EC.3.17 (Prior Grade Standard)**

A consumer is a person whose wants are satisfied by using goods and services.  
A producer makes goods and/or provides services.

#### **EC.5.16 (Future Grade Standard)**

The availability of productive resources and the division of labor can have a positive or negative impact on productive capacity.

**Content Elaborations**

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.

**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., What if the price of sugar or chocolate chips rises dramatically?).

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.

Brainstorm a list of entrepreneurs today. Then create a table identifying the productive resources each entrepreneur uses in their business.

## Sample Assessments and Performance Tasks

Which choice would be considered a risk of starting a business?

The boxes below show the resources needed by an entrepreneur to make pizzas in a shop. Decide whether each resource is a human resource, natural resource, or capital good by moving the boxes to the correct column on the chart.

Explain one benefit of being an entrepreneur.

Working as a group, you will decide what type of business you might like to start.

- Brainstorm some business ideas and what goods or services you would like to provide.
- Choose one of the business ideas from the list that you would enjoy. Create a web showing the factors of production: natural resources, human resources, and capital goods needed to produce the goods or provide the services.
- Estimate the costs you will need to start your business. Then, decide how much you will need to charge for your goods or services in order to make a profit.
- Create a t-chart for your business idea and list the benefits and risks for each business idea.
- Decide whether starting the business would be a good idea based on all of the information gathered in steps 1-4.

## Supplemental Instructional Resources

*Studies Weekly*, Periodical 10, Producers and Consumers (printed copy or digital program through [CCS Classlink Launchpad](#))

**Children's Literature** (Columbus Metropolitan Library links)

- [Billy Sure Kid Entrepreneur by Luke Sharpe & illustrated by Graham Ross](#)
- [Even Aliens Need Snacks written & illustrated by Matthew McElligot](#)
- [Once Upon a Company: A True Story written & illustrated by Wendy Anderson Halperin](#)
- [The Girl Who Never Made Mistakes by Mark Pett & Gary Rubenstein & illustrated by Mark Pett](#)
- [The Toothpaste Millionaire written & illustrated by Jean Merrill](#)
- [What Do You Do with an Idea? by Kobi Yamada & illustrated by Mae Besom](#)
- [When Grandma Gives You a Lemon Tree by Jamie L.B. Deenihan & illustrated by Lorraine Rocha](#)

## Unpacked Standards / Clear Learning Targets

**Economics Learning Target 22. Explain how individuals can save some of their money for later by reducing spending.**

Economics Content Statement 22. Saving a portion of income contributes to an individuals' financial well-being. Individuals can reduce spending to save more of their income.

### Essential Understanding

- The relationship between saving income, reducing spending, and financial well being

### Extended Understanding

- Evaluating effective methods of saving and investing

### Academic Vocabulary/Language

#### **Tier 3**

budget  
effective  
financial  
income  
reducing  
saving

### Success Criteria

- 22a. I can explain the benefits of saving income.
- 22b. I can apply savings to a budget in order to achieve a financial goal.
- 22c. I can explain the effectiveness of a given savings strategy scenario.
- 22d. I can use a graph to show how savings can be increased by reducing spending.
- 22e. I can develop a logical argument that reducing spending can save more of an individual's income.
- 22f. I can connect an individual's financial well-being to saving a portion of their income.

### **EC.3.20 (Prior Grade Standard)**

A budget is a plan to help people make personal economic decisions for the present and future and to become more financially responsible.

### **EC.5.18 (Future Grade Standard)**

Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.

**Content Elaborations**

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.

**Instructional Strategies**

Read the book - *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!

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



## Sample Assessments and Performance Tasks

Describe one benefit of saving a portion of your income.

What is a budget? How does a budget help someone improve his or her financial well-being?

Which choice below is an example of income?

Tim is trying to save \$100 this year. The table below shows how much Tim has spent and how much he has saved in the first six months of the year. How much does Tim need to save in the next six months in order to meet his goal? Give one specific way Tim could meet this goal without earning more income. Complete the table by entering the amounts he could spend in the next six months in order to save \$100 total.

Create a budget for one month. You have earned an income of \$100 by doing chores around the house. Your possible expenses for the month include purchasing a video game, downloading a music file, buying candy at the dollar store, going on a ride at the county fair. Decide how much you spend on each activity. Then figure out how much money you would have left at the end of the month. Suppose that you need to increase your savings by \$10. How could I do this without earning more money?

## Supplemental Instructional Resources

*Studies Weekly*, Periodical 12, Personal Finance (printed copy or digital program through [CCS Classlink Launchpad](#))

[Creating a Budget article](#) (PebbleGo Next)

**Children's Literature** (Columbus Metropolitan Library links)

- [In the Money: A Book About Banking by Nancy Loewen & illustrated by Brad Fitzpatrick](#)
- [Make your Own Money: How Kids Can Earn It, Save It, Spend It, and Dream Big. With Danny Collar, the King of Cha-ching by Tyrone Allan Jackson](#)