Grade 4 Social Studies / History
Social Studies 4

Ohio's Geography

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 4 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Speaking and Listening

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Writing

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Reading: Foundational Skills

Phonics and Word Recognition RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading: Informational Text

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

OH Grade 4 OH: Social Studies (2012)

Economics

Theme: Ohio in the United States Economic Decision Making and Skills

22. Tables and charts help people to understand information and issues. Tables organize information in columns and rows. Charts organize information in a variety of visual formats (pictures, diagrams, graphs).

History

Theme: Ohio in the United States Historical Thinking and Skills

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

Geography

Theme: Ohio in the United States Spatial Thinking and Skills

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.

Places and Regions

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

Human Systems

12. People have modified the environment since prehistoric times. There are both positive and negative consequences for modifying the environment in Ohio and the United States.

14. Ohios location and its transportation systems continue to influence the movement of people, products and ideas in the United States.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Rights and Responsibilities

Call to Family, Community, and Participation

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

1. physical features
2. human features
3. maps, globes, charts, and graphs
4. relative and absolute location
5. regions of Ohio
6. economic development

Skills

1. Use globes, maps, and other geographic tools to gather, process and report information about people, places and environments of Ohio.
2. Apply knowledge of cardinal and intermediate directions, and latitude and longitude to determine relative and absolute location.
3. Use map skills to identify the location of major human and physical features of Ohio and the United States.
4. Examine the relationships among people, places and environments by mapping and graphing geographic data.
5. Recognize that geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies.
6. Access, read, interpret, and create maps and other geographic representations as tools of analysis.
7. Analyze cause and effect of political, environmental, social and economic factors on people, products, and ideas in Ohio today.
8. Give examples of how variations among physical environments in Ohio influence human activities.
9. Determine how the activities of humans have altered the physical environment of Ohio.
10. Explain that a region is a location having distinctive characteristics which give it meaning and character and distinguish it from other locations.
11. Investigate how a region is an area with one or more common characteristics, which give it a measure of homogeneity and make it different from surrounding areas.
12. Analyze how regions are human constructs which can be determined based upon landforms, climate, population, culture and economics.
13. Determine regions in Ohio using data related to various criteria including landforms, climates, population, culture, and economic characteristics.
14. Evaluate how the characteristics of different physical environments affect human activities in Ohio.

Common Core/Literacy Standards

Informational Text

1. Read closely and comprehend scientific text.
2. Determine main idea and supporting details.
3. Identify primary and secondary sources.
4. Identify authors purpose.
5. Integrate information from multiple texts.

Reading Foundational Skills

1. Know and apply grade-level phonics and decoding skills.
2. Read with accuracy and fluency to support comprehension.

Writing

1. Write an opinion piece supporting a point of view.
2. Gather information, take notes, and categorize information.
3. Write routinely.

Speaking and Listening

1. Participate in collaborative discussions.
2. Follow agreed-upon rules for discussions.
3. Ask and answer clarifying questions.
4. Report on a topic or text, tell a story, or recount an experience in an organized manner.
5. Add audio and visual displays to presentations.
6. Distinguish when to use formal and informal English.

Language

1. Demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling when writing and speaking.
2. Use knowledge of language and its conventions when writing, speaking, reading, and listening.
3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
4. Acquire and use accurately a range of general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Essential Questions

1. How does Ohio's geography influence the way I live?
2. How can the study of Ohio's geography using geographical tools be used to analyze relationships between people and places?
3. In what ways has geography greatly affected the development of Ohio?

Standards Vocabulary

1. summarize
2. paraphrase
3. main idea
4. key details
5. facts
6. sources
7. cite
8. multiple sources
9. writing conventions

Additional Vocabulary

1. map scale
2. cardinal directions
3. intermediate directions
4. hemisphere
5. geography
6. region
7. plains
8. plateau
9. relative location
10. absolute location
11. latitude
12. longitude
13. climate
14. precipitation
15. glacier
16. human features
17. physical features
18. natural resources
19. extinct
20. agriculture
21. manufacturing

Stage 2: Assessment Evidence

Ohio's Regions Project

Summative: Technology Project

In groups students will research and collect information on one of Ohio's physical regions. They will then create a PowerPoint presentation on their region. Students will present their PowerPoint to the class.

Ohio Atlas

Summative: Project

As a class or in small groups, students will research and gather information about the land, climate, and people of Ohio. They will create an atlas about Ohio and include maps, illustrations, and informative tables. The atlas can be bound and put on display in the classroom or presented to another class.

Map Creation Project

Summative: Visual Arts Project

Students will create a map indicating the location of renewable and nonrenewable resources using symbols to represent each resource. Students can share their maps and discuss the human features located near these resources.

Get to Know Your State

Summative: Report

Hold a Get to Know Your State celebration. Assign each student a location on an Ohio map to investigate and about which to write a one-to-three paragraph report. As children present their findings, have everyone locate it on their individual map.

What Do You Know about Ohio?

Diagnostic: Writing Assignment

Students will need a blank map of Ohio. They should complete this activity at the beginning of the year and at the end of the year. (This is a great assessment that shows growth and progress throughout the entire year. Keep the first map all year and compare it with the last map at the end of the year. Students will see how much they have learned.) After giving students a blank map of Ohio, ask them: "What do you know about Ohio? List a minimum of 10 things. Where is your city? Can you locate other cities? What rivers and lakes can you identify?"

Border States Comparison

Formative: Graphic Organizer

Have students choose one of Ohio's border states and do research to compare and contrast the land use and products in that state to those in Ohio. Information can be recorded on graphic organizer and shared with the class.

Unlimited Wants and Limited Resources

Formative: Visual Arts Project

In groups students will make a poster that encourages people to conserve Ohios natural resources. They can use the poster to explain to other students the relationship between unlimited wants and limited resources.

Stage 3: Learning Plan

Learning Experiences

Compare and Contrast: What do you know about Ohio? Students will need a blank map of Ohio. They should complete this activity at the beginning of the year and at the end of the year. (This is a great assessment that shows growth and progress throughout the entire year. Keep the first map all year and compare it with the last map at the end of the year. Students will see how much they have learned.) After giving students a blank map of Ohio, ask them: "What do you know about Ohio? List a minimum of 10 things. Where is your city? Can you locate other cities? What rivers and lakes can you identify?"

1. Project: Ohio Quilt. Each student makes a square illustrating Ohios physical features, plants, and animals. A good book to use to introduce this activity is a book such as *The Alphabet Atlas* by Arthur Yorinks.
2. Peer Partner Learning. Using Ohio and U.S. maps, students work in pairs or small groups and challenge each other by identifying a starting city and giving directions for another student to reach a destination.
3. Graphic Organizer. Have students choose one of Ohio's border states and do research to compare and contrast the land use and products in that state to those in Ohio. Information can be recorded on graphic organizer and shared with the class.
4. Computer Assisted Instruction. Students will complete Absolute Location Webquest with partner. (See Link)
5. Compare and Contrast. Students will compare a population map to maps of elevation, natural resources, and roads/highways to determine why individuals choose to live in certain areas of Ohio.
6. Report. Hold a Get to Know Your State celebration. Assign each student a location on an Ohio map to investigate and about which to write a one-to-three paragraph report. As children present their findings, have everyone locate it on their individual map.
7. Cooperative Learning Groups. In groups students will make a poster that encourages people to conserve Ohios natural resources. They can use the poster to explain to other students the relationship between unlimited wants and limited resources.

Resources

* Relative / Absolute Websites (<http://ethemes.missouri.edu/themes/365>)

Resources

Resources

1. **iPad Resources**
2. **Literature Connection**
*Ohio* by Dottie Brown
*State Shapes: Ohio* by Erin McHugh
*Under Ohio: The Story of Ohio's Rocks and Fossils* by Charles Ferguson Barker
*Ohio (Rookie Read-About Geography)* by Christine Taylor-Butler
*Glacial Geology: How Ice Shapes the Land* by Jon Erickson
*Black Hand Gorge, A Journey Through Time* by Aaron Keirns
*A Geography of Ohio* by Leonard Peaceful
*Creatures of Change: An Album of Ohio Animals* by Carolyn Platt
*Animal Tracks of the Great Lake States* by Chris Stall
*Birds of Ohio Field Guide* by Stan Tekiela
*The Alphabet Atlas* by Arthur Yorinks

Resources

* Geography Games (<http://www.sheppardsoftware.com/web_games.htm>)

Grade 4 Social Studies / History
Social Studies 4

Historical Thinking and Research Skills

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 4 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others ideas and expressing their own clearly.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric.

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Reading: Informational Text

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Assess how point of view or purpose shapes the content and style of a text.

RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

Demonstrate understanding of word relationships and nuances in word meanings.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

OH Grade 4 OH: Social Studies (2012)

History

Theme: Ohio in the United States Historical Thinking and Skills

1. The order of significant events in Ohio and the United States can be shown on a timeline.

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

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

The Dignity of Work and the Rights of Workers

Solidarity

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

1. time lines
2. primary sources
3. secondary sources
4. historical thinking
5. accurate facts
6. credible sources
7. research skills

Skills

1. Construct and analyze time lines with evenly spaced intervals for years, decades, and centuries to show the order of significant events in Ohio and the United States.
2. Recognize that historical thinking includes skills such as locating, researching, analyzing, and interpreting primary and secondary sources of information.
3. Investigate possible relationships between important events in Ohio and the United States history.
4. Organize key ideas by taking notes, paraphrasing or summarizing information.
5. Interpret primary and secondary sources to create historical narratives.

Common Core/Literacy Standards

Informational Text

1. Read closely and comprehend scientific text.
2. Determine main idea and supporting details.
3. Identify primary and secondary sources.
4. Identify authors purpose.
5. Integrate information from multiple texts.

Reading Foundation Skills

1. Know and apply grade-level phonics and decoding skills.
2. Read with accuracy and fluency to support comprehension.

Common Core Writing Standards

1. Write an opinion piece supporting a point of view.
2. Gather information, take notes, and categorize information.
3. Write routinely.

Speaking and Listening

1. Participate in collaborative discussions.
2. Follow agreed-upon rules for discussions.
3. Ask and answer clarifying questions.
4. Report on a topic or text, tell a story, or recount an experience in an organized manner.
5. Add audio and visual displays to presentations.
6. Distinguish when to use formal and informal English.

Language

1. Demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling when writing and speaking.
2. Use knowledge of language and its conventions when writing, speaking, reading, and listening.
3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
4. Demonstrate understanding of word relationships and nuances in word meanings.
5. Acquire and use accurately a range of general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Essential Questions

1. How am I connected to the people and events of the past?
2. In what ways has Ohio changed and how might it change in the future?
3. Why is the study of Ohio's history important to me?
4. How is the history of Ohio connected to the history of the United States?

Standards Vocabulary

1. plagiarism
2. point of view
3. relevant information
4. summarize
5. cite
6. analyze
7. interpret
8. primary source
9. secondary source

Additional Vocabulary

1. time line
2. decade
3. century
4. B.C.
5. A.D.
6. B.C.E.
7. C.E.
8. artifacts
9. historical narratives

Stage 2: Assessment Evidence

Primary and Secondary Sources

Formative: Cooperative Group Work

Groups of students receive and view a collection of primary and secondary sources from different time periods: photographs of buildings, people, clothes, and activities, maps, diaries, articles of clothing, advertisements, magazines, etc. They then create a T chart with Primary and Secondary as the headings. In cooperative groups, have students examine the examples and place in the correct column. Share results with class.

Compare Ohio and U.S. History

Summative: Comparative Study

Given selected events from Ohio history and corresponding United States events, students will place them in chronological order on a timeline and analyze this information. They will write a paragraph and explain how the events are related.

Historical Fiction

Summative: Writing Assignment

After learning about an actual event or person, students can write a historical story based on the event or person. Students can illustrate the story and/or read their stories to classmates or younger students. Stories can be grouped together and published.

History Day

Summative: Research Project

Students can participate in History Day by interviewing an older relative or community member to find out his or her contributions to Ohio history. Students can then find additional resources to learn more about the event discussed in the interview. After examining both primary and secondary sources, students will create a visual or written project to share with the class. (See Links)

Resources

* History Day (<http://www.ohiohistory.org/education/national-history-day-in-ohio>)

Stage 3: Learning Plan

Learning Experiences

1. Discussion. Students will begin a timeline of Ohio history that is continued throughout the year. Display an ongoing timeline of events to chart the progress of Ohio from territory to statehood. As each event is studied, add a picture or description of the event and its date. As the event is added, in small groups or as a class, discuss the causes and effects of the event.
2. Cooperative Learning Groups. Students will map the route archeologists think the earliest people used to reach the land now called Ohio.
3. Cooperative Learning Groups. In groups, students will create a timeline identifying significant events from 13,000 B.C. 1200 A.D.
4. Compare and Contrast. Given selected events from Ohio history and corresponding United States events, students will place them in chronological order on a timeline and analyze this information. They will write a paragraph and explain how the events are related.
5. Narrative. After learning about an actual event or person, students can write a historical story based on the event or person. Students can illustrate the story and/or read their stories to classmates or younger students. Stories can be grouped together and published.

Cooperative Group Work. Groups of students receive and view a collection of primary and secondary sources from different time periods: photographs of buildings, people, clothes, and activities, maps, diaries, articles of clothing, advertisements, magazines, etc. They then create a T chart with Primary and Secondary as the headings. In cooperative groups, have students examine the examples and place in the correct column. Share results with class.

Research Project. Students can participate in History Day by interviewing an older relative or community member to find out his or her contributions to Ohio history. Students can then find additional resources to learn more about the event discussed in the interview. After examining both primary and secondary sources, students will create a visual or written project to share with the class.

Resources

* History Day (<http://www.ohiohistory.org/education/national-history-day-in-ohio>)

Resources

1. **iPad Resources**
2. **Literature Connections**
*Always Inventing: A Photobiography of Alexander Graham Bell* by Tom L. Mathews
*Children of the Wild West* by Russell Freedman
*Kids at Work: Lewis Hine and the Crusade Against Child Labor* by Russell Freedman
*Tales from the Underground Railroad* by Kate Connell
*Through My Eyes* by Ruby Bridges
*We Want Jobs! A Story of the Great Depression* by Robert J. Norrell

Resources

* What is Historical Thinking? (<http://teachinghistory.org/>)

Grade 4 Social Studies / History
Social Studies 4

Ohio's Ancient People and Historic Indians

Stage 1: Desired Results

Catholic Standards

Targeted Standards

Catholic Identity

Content

1. prehistoric people
2. historic American Indians
3. migration
4. primary and secondary sources

Skills

1. Identify and analyze artifacts from Ohio's prehistoric people.
2. Analyze the migration of prehistoric cultural groups of people of Ohio.
3. Investigate the unique characteristics of early people and contributions made to Ohio today.
4. Compare and contrast historic Indian tribes with prehistoric people.
5. Examine the cultural practices and products of various groups who have settled in Ohio over time.
6. Relate natural phenomena to the importance of Native American beliefs as conveyed in their legends.

Common Core/Literacy Standards

Informational Text

1. Read closely for comprehension of text.
2. Determine main idea and supporting details.
3. Explain historical text based on specific information.
4. Describe the overall structure of information in a text.
5. Interpret information presented.
6. Identify authors purpose.
7. Integrate information from multiple texts.
8. Read and comprehend informational texts, including history/social studies, and technical texts, in the grades 45 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Foundational Skills

1. Know and apply grade-level phonics and word analysis skills in decoding words.
2. Read with sufficient accuracy and fluency to support comprehension.

Writing

1. Write informative/explanatory text.
2. Write narratives to develop real or imagined experiences.
3. Gather information, take notes, and categorize information.
4. Draw evidence from texts to support analysis, reflection, and research.
5. Write routinely.

Speaking and Listening

1. Participate in collaborative discussions.
2. Paraphrase information.
3. Report on a topic or text, tell a story, or recount an experience in an organized manner.
4. Add audio and visual displays to presentations.
5. Distinguish when to use formal and informal English.

Language

1. Demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling when writing and speaking.
2. Use knowledge of language and its conventions when writing, speaking, reading and listening.

Essential Questions

1. In what ways can we learn from the past and how can this knowledge be used to solve problems and make decisions?
2. How is culture affected by the environment?
3. How would I adapt to life in prehistoric Ohio?

Standards Vocabulary

1. chronology
2. narratives
3. plagiarism
4. text structure
5. summarize
6. paraphrase
7. informational/explanatory texts
8. inference
9. sequence
10. relevant information

Additional Vocabulary

1. historic
2. prehistoric
3. migration
4. artifacts
5. archeologists
6. Paleo
7. archaic
8. Native Americans
9. Woodland Indians
10. Historic Indians (Ottawa, Wyandot, Mingo, Miami, Shawnee, and Delaware)
11. Atlatl
12. mounds
13. mound builders
14. effigy
15. adapt
16. tribe
17. clan
18. ancestor
19. legend
20. culture
21. nomadic

Stage 2: Assessment Evidence

A Native American Legend

Formative: Performance

Students will work in groups to research and present a Native American legend using a format of their choice: a multimedia presentation, another visual presentation, or a theatrical performance.

Legends

Summative: Writing Assignment

Students will individually write their own legends based upon their research.

Historic Indian Groups

Summative: Project

Students will research and gather information about one of the Historic Indian Groups. Information might include where the group lived (including map), arrival in Ohio, shelter, food, clothing, language, religion, and artwork. They can communicate information to others in a variety of methods.

Prehistoric Indians

Formative: Graphic Organizer

Students will complete a graphic organizer comparing early prehistoric Indians (Paleo-Indian People, Glacial Kame People).

Climate Comparison

Formative: Graphic Organizer

Students will create a four-column chart with spring, summer, fall, and winter as the headings. They will give examples and make drawings of ways the Ohio Indians worked with the climate and their environment to secure food, clothing, and shelter.

Stage 3: Learning Plan

Learning Experiences

1. Class Activity. Students will map the route archeologists think earliest people used to reach the land now called Ohio.
2. Graphic Organizer. Students will complete a graphic organizer comparing early prehistoric Indians (Paleo-Indian People, Glacial Kame People).
3. Cooperative Learning Groups. Students will research late prehistoric Indian groups (Adena, Hopewell, Fort Ancient) and, in groups, create and present posters.
4. Class Activity. Students will create a timeline identifying significant events from 13,000 B.C. 1200 A.D.
5. Model Building. Students will construct a permanent shelter without using modern tools and materials. Students will brainstorm a list of materials available in Ohio for the Indians and tools they would need to build. Students will present the list and a drawing of the shelter to the class. This project will help students appreciate the challenges faced by the earliest people who lived in Ohio.
6. Graphic Organizer. Students will create a four-column chart with spring, summer, fall, and winter as the headings. They will give examples and make drawings of ways the Ohio Indians worked with the climate and their environment to secure food, clothing, and shelter.
7. Narrative. After students listen to and read a variety of Eastern Woodland legends, they will create their own legend in writing and share it with the class.
8. Field Trip. Students will take a field trip to the Indian Museum of Lake County.
9. Research Project. Students will research and play a variety of Eastern Woodland games.
10. Graphic Organizer. Students will use a graphic organizer to compare prehistoric to historic Indian groups. (See Links)
11. Computer Assisted Instruction. Students can use the "One State Many Nations" website. There are many videos and activities on this site. (See Links)
12. Cooperative Learning Groups. Students will work in groups to research and present a Native American legend using a format of their choice: a multimedia presentation, another visual presentation, or a theatrical performance.
13. Research Project. Students will research and gather information about one of the Historic Indian Groups. Information might include where the group lived (including map), arrival in Ohio, shelter, food, clothing, language, religion, and artwork. They can communicate information to others in a variety of methods.

Resources

* Graphic Organizer Templates (<http://www.eduplace.com/graphicorganizer/>)

Resources

1. **iPad Resources**
2. **Literature Connections**
*The Indian Tribes of Ohio* by Warren King Moorehead
*Carry Me Home Cuyahoga* by Christine Petrell Kallevig
*A, B, Cs The American Indian Way* by Richard Red Hawk
*All About Arrowheads and Spearpoints* by Howard E. Smith
*American Indian Lacrosse: Little Brother of War* by Thomas Vennum
*American Indian Reference Books for Children and Young* *Adults* by Barbara J. Kuipers
*Blue Feathers Vision: The Dawn of Colonial America* by James E. Knight
*Corn is Maize: The Gift of the Indians* by Aliki
*First Came the Indians* by M.J. Wheeler
*Meet the North American Indians* by Elizabeth Payne
*Where Indians Live: American Indian Homes* by Nashone
*Ohio Indians: A Kids Look at Our States Chiefs, Tribes* by Carole Marsh
*Prehistoric Peoples of North America* by Diana Childress
*Primitive Man in Ohio* by Warren Moorehead
*The Mound Builders* by Robert Silverberg
*The Bell Keeper: The Story of Sophia and the Massacre* *of the Indians at Gnadenhutten, Ohio, in 1782* by Marilyn Seguin
*A Sorrow in Our Heart: The Life of Tecumseh* by Allan Eckert
*Annie and the Old One* by Miska Miles
*Dancing with the Indians* by Angela Medearis
*Dream Catcher* by Audrey Osofsky
*The Gift of the Sacred Dog* by Paul Goble
*The Girl Who Loved Wild Horses* by Paul Goble
*Good Hunting, Blue Sky* by Peggy Parish
*Hawk, Im Your Brother* by Byrd Baylor
*Hiawatha* by Henry Wadsworth Longfellow
*Ikotomi and the Berries* retold by Paul Goble
*In My Mothers House* by Ann Nolan Clark
*The Legend of Bluebonnet* by Tomie DePaola
*The Legend of the Indian Paintbrush* by Tomie DePaola
*Return of the Sun* by Joseph Bruchac
*The Story of Jumping Mouse* by John Steptoe
*Who-Paddles-Backward-with-Trout* by Howard Norman
*The Woman Who Fell from the Sky* by John Bierhorst

Resources

* The Ancient Ohio Trail (<http://www.ancientohiotrail.com/?q=educators>)

Grade 4 Social Studies / History
Social Studies 4

Early America and the Ohio Territory

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 4 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others ideas and expressing their own clearly.

Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric.

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 13 above.)

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Reading: Foundational Skills

Phonics and Word Recognition RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading: Informational Text

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Assess how point of view or purpose shapes the content and style of a text.

RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

Demonstrate understanding of word relationships and nuances in word meanings.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

OH Grade 4 OH: Social Studies (2012)

Economics

Theme: Ohio in the United States Economic Decision Making and Skills

22. Tables and charts help people to understand information and issues. Tables organize information in columns and rows. Charts organize information in a variety of visual formats (pictures, diagrams, graphs).

History

Theme: Ohio in the United States Historical Thinking and Skills

1. The order of significant events in Ohio and the United States can be shown on a timeline.

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

Heritage

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

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.

Geography

Human Systems

13. The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohios population has become increasingly reflective of the multicultural diversity of the United States.

Government

Theme: Ohio in the United States Civic Participation and Skills

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

16. Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively.

17. Effective participants in a democratic society engage in compromise.

Rules and Laws

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

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

1. French fur trade
2. colonies
3. French and Indian War
4. Proclamation Act of 1763
5. American Revolution
6. early settlements in Ohio
7. pioneer life
8. Northwest Ordinance
9. Northwest Territory
10. frontier wars
11. War of 1812
12. Battle of Lake Erie
13. Ohio land grants
14. township organization
15. Ohio's progression from territory to state

Skills

1. Analyze the land claims of both France and Britain and the impact it had on the history of Ohio.
2. Recognize the cause and effect of the French and Indian War.
3. Investigate how the Northwest Ordinance established a process for the creation of new states and specified democratic ideals to be incorporated in the states of the Northwest Territory.
4. Identify the causes of the frontier wars of the 1790's and their effects on Native Americans in Ohio and the United States.
5. Recognize the events leading to the War of 1812 and the issues that followed.
6. Summarize the causes and effects of people settling in the Ohio Territory.

Common Core/Literacy Standards

Reading Informational Text

1. Read closely for comprehension of text.
2. Determine main idea and supporting details.
3. Explain historical text based on specific information.
4. Determine meaning of unknown words and phrases.
5. Describe the overall structure of information in a text.
6. Identify primary and secondary sources.
7. Interpret information presented.
8. Integrate information from multiple texts.

Reading Foundational Skills

1. Know and apply grade-level phonics and word analysis skills in decoding words.
2. Read with sufficient accuracy and fluency to support comprehension.

Writing

1. Write an opinion piece supporting a point of view.
2. Write informative/explanatory text.
3. Write narratives to develop real or imagined experiences.
4. Produce clear and coherent writing.
5. With guidance and support, develop and strengthen writing.
6. Conduct short research projects.
7. Gather information, take notes, and categorize information.
8. Draw evidence from texts to support analysis, reflection, and research.
9. Write routinely.

Speaking and Listening

1. Participate in collaborative discussions.
2. Identify speakers' reasons and evidence.
3. Report on a topic or text, tell a story, or recount an experience in an organized manner.
4. Distinguish when to use formal and informal English.

Language

1. Demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling when writing and speaking.
2. Use knowledge of language and its conventions when writing, speaking, reading, and listening.
3. Demonstrate understanding of word relationships and nuances in word meanings.
4. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening.

Essential Questions

1. How would Ohio be different if the French and Indians were victorious against the British?
2. How did Ohio settlers provide for themselves living on the frontier?
3. Why did the frontier wars occur, and how could they have been prevented?
4. How did the Northwest Ordinance affect the community where I live?
5. What rights and responsibilities do citizens have?

Standards Vocabulary

1. textual evidence
2. logical inference
3. paraphrase
4. summarize
5. collaborate
6. plagiarize
7. differentiate

Additional Vocabulary

1. independence
2. colonies
3. revolution
4. proclamation
5. act
6. taxation
7. allies
8. treaty
9. frontier
10. rebellion
11. parliament
12. militia
13. neutral
14. ordinance
15. township
16. slavery
17. anti-slavery

Stage 2: Assessment Evidence

Frontier Newspaper

Summative: Project

Students will put together and publish a newspaper that tells about the 1790's in frontier Ohio. They will create articles, advertisements and cartoons. They can even include a "Help Wanted" section. In the articles they should describe what people do for a living and how they are affected by events. Students can use technology to publish their newspapers.

A Settler's Letter Home

Summative: Writing Assignment

Students can imagine that they are French or English settlers. They will write letters to their families back in their home countries. Letters may include a variety of information. Some ideas are their reasons for coming to Ohio, their life in Ohio, struggles they are facing etc.

Perform a Skit

Formative: Performance

Pairs of students will write and perform short skits in which one of them is a French trapper and the other is an English settler. In their skit they can discuss their reasons for coming to Ohio. They can use a variety of sources to gather information.

Stage 3: Learning Plan

Learning Experiences

1. Debate. The students will be divided into three groups: the Indians, the French, and the English. The students in each group will independently write a short essay on why their group should own Ohio, making sure they include reasons to support their opinions. They will then conduct a debate with one member from each group presenting their view.
2. Project. Students will create a timeline to track events that occurred in Ohio history.
3. Journals. In cooperative groups or pioneer families, students will prepare for the journey west. They will research pioneer travel and list what to pack in the wagon. Then they will write about where they are from and why they are moving to Ohio. Students will compose passages in a daily journal detailing their journey.
4. Writing Project. Students will put together and publish a newspaper that tells about the 1790's in frontier Ohio. They will create articles, advertisements and cartoons. They can even include a "Help Wanted" section. In the articles they should describe what people do for a living and how they are affected by events. Students can use technology to publish their newspapers.
5. Writing Project. Students can imagine that they are French or English settlers. They will write letters to their families back in their home countries. Letters may include a variety of information. Some ideas are their reasons for coming to Ohio, their life in Ohio, struggles they are facing, etc.
6. Peer Partner Learning. Pairs of students will write and perform short skits in which one of them is a French trapper and the other is an English settler. In their skit they can discuss their reasons for coming to Ohio. They can use a variety of sources to gather information.

Resources

1. **iPad Resources**
2. **Literature Connection**
*Battles of the French and Indian War* by Diane Smolinski
*Memoirs of the Early Pioneer Settlers of Ohio* by S.P. Hilbreth
*Guests* by Michael Dorris
*Conestoga Wagons* by Richard Ammon
*Ohio Farm* by Wheeler McMillen
*Border Life: Experience and Memory in Revolutionary Ohio* by Elizabeth Perkins and John Dabney Shane
*Footprints of the Pioneers in the Ohio Valley: A Centennial* *Sketch* by W.H. Venable
*Driving the Amish* by Jim Butterfield
*Teens of Yesteryear and a One Room School* by Ginny Bell Sindledecker

Resources

* Pioneer Life (<http://library.thinkquest.org/6400/>)

Grade 4 Social Studies / History
Social Studies 4

Ohio Statehood and Government

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 4 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others ideas and expressing their own clearly.

SL.4.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.4.1b. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL.4.1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric.

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writers purpose.

W.4.1b. Provide reasons that are supported by facts and details.

W.4.1c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

W.4.1d. Provide a concluding statement or section related to the opinion presented.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 13 above.)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.9b. Apply grade 4 Reading standards to informational texts (e.g., Explain how an author uses reasons and evidence to support particular points in a text).

Reading: Foundational Skills

Phonics and Word Recognition RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading: Informational Text

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Assess how point of view or purpose shapes the content and style of a text.

RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.2a. Use correct capitalization.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.4a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.4.4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

L.4.4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

OH Grade 4 OH: Social Studies (2012)

Economics

Theme: Ohio in the United States Economic Decision Making and Skills

22. Tables and charts help people to understand information and issues. Tables organize information in columns and rows. Charts organize information in a variety of visual formats (pictures, diagrams, graphs).

History

Theme: Ohio in the United States Historical Thinking and Skills

1. The order of significant events in Ohio and the United States can be shown on a timeline.

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

Heritage

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

5. The Northwest Ordinance established a process for the creation of new states and specified democratic ideals to be incorporated in the states of the Northwest Territory.

6. The inability to resolve standing issues with Great Britain and ongoing conflicts with American Indians led the United States into the War of 1812. Victory in the Battle of Lake Erie contributed to American success in the war.

Geography

Theme: Ohio in the United States Spatial Thinking and Skills

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.

Places and Regions

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

Government

Theme: Ohio in the United States Civic Participation and Skills

17. Effective participants in a democratic society engage in compromise.

Rules and Laws

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

19. The U.S. Constitution establishes a system of limited government and protects citizens rights; five of these rights are addressed in the First Amendment.

Roles and Systems of Government

20. A constitution is a written plan for government. Democratic constitutions provide the framework for government in Ohio and the United States.

21. The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

1. history of U.S. Government
2. federal government
3. state government
4. local government
5. democratic constitutions
6. taxes
7. citizenship
8. rights and responsibilities

Skills

1. Analyze the concept that a constitution is a written plan for government and that democratic constitutions provide the framework for government in Ohio and the United States.
2. Investigate how the U.S. Constitution / Ohio Constitution determine that the purpose of a democratic constitution is: To provide a framework for a government; To limit the powers of government; To define the authority of elected officials.
3. Explain why levels of government (national, state, local) are needed.
4. Describe ways in which citizens participate in and influence their state and national governments.
5. Investigate the rights and responsibilities of citizens of a democratic government.
6. Describe ways in which laws protect rights, provide benefits, and assign responsibilities, including taxes, to citizens.
7. Understand that the inability to resolve standing issues with Great Britain and ongoing conflicts with American Indians led the United States into the War of 1812. Victory in the Battle of Lake Erie contributed to American success in the war.
8. Explain how the U.S. Constitution establishes a system of limited government and protects citizens rights; five of these rights are addressed in the First Amendment.

Common Core/Literacy Standards

Informational Text

1. Read closely for comprehension of text.
2. Determine main idea and supporting details.
3. Explain historical text based on specific information.
4. Determine meaning of unknown words and phrases.
5. Describe the overall structure of information in a text.
6. Identify primary and secondary sources.
7. Interpret information presented.
8. Integrate information from multiple texts.

Reading: Foundational Skills

1. Know and apply grade-level phonics and decoding skills.
2. Read with accuracy and fluency to support comprehension.

Writing

1. Write an opinion piece supporting a point of view.
2. Write informative/explanatory text.
3. Produce clear and coherent writing.
4. With guidance and support, develop and strengthen writing.
5. With guidance and support, produce and publish writing.
6. Conduct short research projects.
7. Gather information, take notes, and categorize information.
8. Draw evidence from texts to support analysis, reflection, and research.

Speaking and Listening

1. Participate in collaborative discussions.
2. Paraphrase information.
3. Identify speakers' reasons and evidence.
4. Report on a topic or text, tell a story, or recount an experience in an organized manner.
5. Add audio and visual displays to presentations.
6. Distinguish when to use formal and informal English.

Language

1. Demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling when writing and speaking.
2. Use knowledge of language and its conventions when writing, speaking, reading, and listening.
3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
4. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening.

Essential Questions

1. How are governments created, structured, maintained, and changed?
2. How do I prepare for my role as a citizen in a democracy?
3. In what ways do citizens, individually and collectively, influence change in the government?

Standards Vocabulary

1. logical inferences
2. textual evidence
3. analyze
4. integrate

Additional Vocabulary

1. constitutions
2. confederation
3. federal
4. democracy
5. national
6. state
7. local/municipal
8. legislative
9. executive
10. judicial
11. citizen
12. responsibility
13. rights
14. benefits
15. taxes
16. compromise
17. framework
18. negotiation
19. collaboration
20. laws
21. Northwest Ordinance
22. Bill of Rights
23. veto

Stage 2: Assessment Evidence

Tax Dollars at Work

Summative: Essay

Students will research and discuss the various services that citizens receive for paying taxes to state and local governments. Following research, they will write an essay answering the question: How are my tax dollars being spent? The essay may address national, state, and/or local spending.

Meet Your Representatives

Formative: Performance

After students write a letter to their state representative, they can follow up on this letter to a representative by acting as the role of the representative and presenting information to the class.

Three Branches Board Game

Summative: Project

In small groups, students will create a board game reviewing the roles and responsibilities of the three branches of government.

Structure of State Government

Formative: Graphic Organizer

Students will construct a graphic organizer to demonstrate state government structure.

A Citizen's Rights and Responsibilities

Formative: Comparative Study

Students will write a short essay to compare and contrast the rights and responsibilities of citizens. In small groups they can share their essays. They may include opinion questions in their discussion, such as: What do you think is more important, rights or responsibilities? What rights or responsibilities are most important to you?

Stage 3: Learning Plan

Learning Experiences

1. Research/Writing. Students will research and discuss the various services that citizens receive for paying taxes to state and local governments. Following research they will write an essay answering the question: How are my tax dollars being spent? The essay may address national, state, and/or local spending.
2. Writing/Performance. Students will listen to a song, such as "Beautiful Ohio." With a partner, they will write and perform their own song about Ohio, including details about the state that they have learned so far.
3. Writing. Students will write a letter to their state representatives to find out more about the work they do for Ohio. After students write a letter to their state representative, they can follow up on this letter to a representative by acting as the role of the representative and presenting information to the class.
4. Graphic Organizer. Using a Venn diagram, compare and contrast the Ohio Constitution with the U.S. Constitution.
5. Graphic Organizer. Students will construct a graphic organizer to demonstrate state government structure.
6. Artistic Project. Create a government mobile using the shape of the United States for national government, the shape of Ohio for state government, and the shape of their county for local government. Coming from each of the shapes should be smaller pieces explaining the main role of each of the governments.

Resources

1. **iPad Resources**
2. **Literature Connections**
*B is for Buckeye: An Ohio Alphabet* by Marcia Schonberg
*Uncle Sam and Old Glory: Symbols of America* by Delno C. West and Jean M. West

Resources

* Kids Voting USA (<http://kidsvotingusa.org/>)

Grade 4 Social Studies / History
Social Studies 4

Ohio Grows

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 4 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others ideas and expressing their own clearly.

SL.4.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.4.1b. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL.4.1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric.

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writers purpose.

W.4.1b. Provide reasons that are supported by facts and details.

W.4.1c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

W.4.1d. Provide a concluding statement or section related to the opinion presented.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

W.4.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.4.2c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

W.4.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.4.2e. Provide a concluding statement or section related to the information or explanation presented.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.4.3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.4.3b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

W.4.3c. Use a variety of transitional words and phrases to manage the sequence of events.

W.4.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.4.3e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 13 above.)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Reading: Foundational Skills

Phonics and Word Recognition RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading: Informational Text

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Assess how point of view or purpose shapes the content and style of a text.

RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.2a. Use correct capitalization.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.3a. Choose words and phrases to convey ideas precisely.\*

L.4.3b. Choose punctuation for effect.\*

L.4.3c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.4a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.4.4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

L.4.4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

OH Grade 4 OH: Social Studies (2012)

History

Theme: Ohio in the United States Historical Thinking and Skills

1. The order of significant events in Ohio and the United States can be shown on a timeline.

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

Heritage

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

7. Sectional issues divided the United States after the War of 1812. Ohio played a key role in these issues, particularly with the anti-slavery movement and the Underground Railroad.

Geography

Theme: Ohio in the United States Spatial Thinking and Skills

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.

Places and Regions

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

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.

Human Systems

12. People have modified the environment since prehistoric times. There are both positive and negative consequences for modifying the environment in Ohio and the United States.

13. The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohios population has become increasingly reflective of the multicultural diversity of the United States.

14. Ohios location and its transportation systems continue to influence the movement of people, products and ideas in the United States.

Government

Theme: Ohio in the United States Civic Participation and Skills

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

17. Effective participants in a democratic society engage in compromise.

Rules and Laws

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

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Option for the Poor and Vulnerable

Solidarity

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

1. transportation revolution (roads, canals, railroads)
2. immigration
3. Underground Railroad
4. Civil War
5. cultural groups

Skills

1. Analyze ways that modes of transportation relate to the settling and growth of Ohio.
2. Compare and contrast different reasons cultural groups immigrated to Ohio.
3. Connect the cultural practices and products of various groups who have settled in Ohio over time.
4. Describe the role Ohio played with the anti-slavery movement and the Underground Railroad.
5. Identify ways the many innovations in communications, technology, and transportation that originated in Ohio benefited the United States as a whole.
6. Evaluate the role played by Ohio in the anti-slavery movement and the Underground Railroad.

Common Core/Literacy Standards

Informational Text

1. Read closely for comprehension of text.
2. Determine main idea and supporting details.
3. Explain historical text based on specific information.
4. Determine meaning of unknown words and phrases.
5. Describe the overall structure of information in a text.
6. Identify primary and secondary sources.
7. Interpret information presented.
8. Identify authors purpose.
9. Integrate information from multiple texts.

Reading Foundation Skills

1. Know and apply grade-level phonics and decoding skills.
2. Read with accuracy and fluency to support comprehension.

Writing

1. Write an opinion piece supporting a point of view.
2. Write informative/explanatory text.
3. Write narratives to develop real or imagined experiences.
4. Produce clear and coherent writing.
5. With guidance and support, develop and strengthen writing.
6. With guidance and support, produce and publish writing.
7. Conduct short research projects.
8. Gather information, take notes, and categorize information.
9. Draw evidence from texts to support analysis, reflection, and research.
10. Write routinely.

Speaking and Listening

1. Participate in collaborative skills.
2. Paraphrase information.
3. Identify speakers' reasons and evidence.
4. Report on a topic or text, tell a story, or recount an experience in an organized manner.
5. Add audio and visual displays to presentations.
6. Distinguish when to use formal and informal English.

Language

1. Demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling when writing and speaking.
2. Use knowledge of language and its conventions when writing, speaking, reading, and listening.
3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
4. Demonstrate understanding of word relationships and nuances in word meanings.
5. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening.

Essential Questions

1. How is the history of Ohio connected to the history of the United States?
2. How could political issues or ideas ever become more important than family loyalties?
3. In what ways will my actions today impact future generations?

Standards Vocabulary

1. logical inferences
2. textual evidence
3. analyze
4. interpret
5. assess
6. delineate

Additional Vocabulary

1. immigrants
2. cultural groups
3. Amish
4. transportation
5. flatboats
6. canals
7. steamboats
8. railroads
9. slavery
10. anti-slavery
11. underground Railroad
12. civil
13. prejudice
14. abolitionist
15. sympathizers

Stage 2: Assessment Evidence

Transportation in Ohio

Summative: Research Project

Students will research and 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 can include an illustration and information about each transportation system, such as how people use/used it, when it was first used, and if it is still in use today.

Writing Assignment

Summative: Reflective Writing

Students will 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 Ohios location in the United States.

Museum Display

Summative: Visual Arts Project

Students can think of a museum display they would like to see about an ethnic groups contribution to Ohio's history or culture. They can make a sketch of the display or create a diorama, as well as write and share a short explanation of the display.

Ohio Settlers

Summative: Report

Students can research a group of people who came to and settled in Ohio. The report can include where they came from, why they came, where they settled in Ohio, and the contributions they made to the state and country. This activity can be completed individually or in groups. Primary sources can be used as part of the research and presentation. Students will create a class timeline showing when this group of people arrived in Ohio.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Discussion. Students will interpret pictographs, bar graphs, line graphs, and tables to describe the effects of canals and railroads on Ohio's settlement patterns, economy, and politics. They will engage in class discussion.
2. Cooperative Learning Groups. Students will be divided into groups. Each group will be assigned a different mode of transportation. After the students research their assigned mode, they will then present their information to the class. Students will also create a class timeline detailing the change in transportation over time.
3. Computer Assisted Instruction. Students can view a Frontier/Pioneer video and then discuss what they learned about frontier life. (See Links)
4. Graphic Organizer. Students will create a Venn diagram comparing transportation of the 1800s and early 1900s to today.
5. Research Project. Students will research and 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 can include an illustration and information about each transportation system, such as how people use/used it, when it was first used, and if it is still in use today.
6. Research Project. Students can research a group of people who came to and settled in Ohio. The report can include where they came from, why they came, where they settled in Ohio, and the contributions they made to the state and country. This activity can be completed individually or in groups. Primary sources can be used as part of the research and presentation. Students will create a class timeline showing when this group of people arrived in Ohio.

Resources

* Pioneer/Frontier Videos (<http://havefunwithhistory.com/HistorySubjects/pioneerFrontier.html>)

Resources

1. **iPad Resources**
2. **Literature Connections**
*Memoirs of the Early Pioneer Settlers of Ohio* by S.P. Hilbreth
*Ohio Farm* by Wheeler McMillen
*Border Life: Experience and Memory in Revolutionary Ohio* by Elizabeth Perkins and John Dabney Shane
*Footprints of the Pioneers in the Ohio Valley: A Centennial* *Sketch* by W.H. Venable
*Driving the Amish* by Jim Butterfield
*Teens of Yesteryear and a One Room School* by Ginny Bell Sindledecker
*Flatboats on the Ohio: Westward Bound* by Catherine Chambers
*Ohio on the Move: Transportation in the Buckeye State* by Roger Grant
*Home on the Canal* by Elizabeth Kytle
*Towns Along the Towpath* by Kate Mulligan
*The Citizen Soldier: The Memoirs of a Civil War Volunteer* by John Beatty
*Tales from the Underground Railroad* by Kate Connel
*Freedom Light: Underground Railroad Stories from Ripley, Ohio* by Edith Gaines
*Escape from Slavery* by Norma Jean Lutz
*Baltimore and Ohio in the Civil War* by Festus P. Summers
*Cincinnati Observed: Architecture and History* by John Clubbe
*Cleveland: A Portrait of the City* by Jonathan Wayne
*Black Swamp Farm* by Howard Good and Brenda Olson Sutherland
*Paul Lawrence Dunbar: Portrait of a Poet* by Catherine Reef
*Annie Oakley: Young Markswoman* by Ellen Janet Cameron Wilson

Resources

Grade 4 Social Studies / History
Social Studies 4

Economics: Entrepreneurs and Industry

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 4 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others ideas and expressing their own clearly.

SL.4.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.4.1b. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL.4.1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric.

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writers purpose.

W.4.1b. Provide reasons that are supported by facts and details.

W.4.1c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

W.4.1d. Provide a concluding statement or section related to the opinion presented.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

W.4.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.4.2c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

W.4.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 13 above.)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Reading: Foundational Skills

Phonics and Word Recognition RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading: Informational Text

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Assess how point of view or purpose shapes the content and style of a text.

RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.2a. Use correct capitalization.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.3a. Choose words and phrases to convey ideas precisely.\*

L.4.3b. Choose punctuation for effect.\*

L.4.3c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.4a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.4.4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

L.4.4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

OH Grade 4 OH: Social Studies (2012)

Economics

Theme: Ohio in the United States Economic Decision Making and Skills

22. Tables and charts help people to understand information and issues. Tables organize information in columns and rows. Charts organize information in a variety of visual formats (pictures, diagrams, graphs).

Production and Consumption

23. Entrepreneurs organize productive resources and take risks to make a profit and compete with other producers.

Financial Literacy

24. Saving a portion of income contributes to an individuals financial well-being. Individuals can reduce spending to save more of their income.

History

Theme: Ohio in the United States Historical Thinking and Skills

1. The order of significant events in Ohio and the United States can be shown on a timeline.

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

Heritage

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

Geography

Theme: Ohio in the United States Spatial Thinking and Skills

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.

Places and Regions

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

Human Systems

12. People have modified the environment since prehistoric times. There are both positive and negative consequences for modifying the environment in Ohio and the United States.

14. Ohios location and its transportation systems continue to influence the movement of people, products and ideas in the United States.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

1. industry
2. technology
3. factors of production (capital, labor, land)
4. inventors
5. entrepreneurs
6. production and consumption
7. financial literacy

Skills

1. Investigate the innovations in communication, technology, and transportation that originated in Ohio and the role these played in the development of the United States.
2. Investigate how individuals can save more of their income by formulating a plan to reduce expenses.
3. Recognize that the availability of productive resources in Ohio promotes specialization in the production of goods and services.
4. Analyze major Ohio industries and businesses, their product or service, and identify potential markets for them.

Common Core/Literacy Standards

Informational Text

1. Read closely for comprehension of text.
2. Determine main idea and supporting details.
3. Explain historical text based on specific information.
4. Determine meaning of unknown words and phrases.
5. Describe the overall structure of information in a text.
6. Identify primary and secondary sources.
7. Interpret information presented.
8. Identify authors purpose.
9. Integrate information from multiple texts.
10. Read and comprehend informational texts, including history/social studies, and technical texts, in the grades 45 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Common Core Reading Foundation Skills

1. Know and apply grade-level phonics and decoding skills.
2. Read with accuracy and fluency to support comprehension.

Common Core Writing Standards

1. Write an opinion piece supporting a point of view.
2. Write informative/explanatory text.
3. Produce clear and coherent writing.
4. With guidance and support, develop and strengthen writing.
5. With guidance and support, produce and publish writing.
6. Conduct short research projects.
7. Gather information, take notes, and categorize information.
8. Draw evidence from texts to support analysis, reflection, and research.
9. Write routinely.

Speaking and Listening Standards

1. Participate in collaborative skills.
2. Paraphrase information
3. Identify speakers reasons and evidence.
4. Report on a topic or text, tell a story, or recount an experience in an organized manner.
5. Add audio and visuals displays to presentations.
6. Distinguish when to use formal and informal English

Language Standards

1. Demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling when writing and speaking.
2. Use knowledge of language and its conventions when writing, speaking, reading, and listening.
3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
4. Demonstrate understanding of word relationships and nuances in word meanings.
5. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening.

Essential Questions

1. How does economics affect my life?
2. How do individuals and groups make financial decisions?
3. Why can't I have everything I want?
4. In what ways does the economy of Ohio depend on its geography?
5. What skills and talents will I need in order to attain economic independence in the future?

Standards Vocabulary

1. logical inferences
2. textual evidence
3. analyze
4. interpret
5. assess
6. delineate

Additional Vocabulary

1. industry
2. technology
3. production
4. capital
5. labor
6. land
7. inventors
8. entrepreneurs
9. production
10. consumption
11. financial literacy
12. opportunity costs
13. market
14. consumer
15. free enterprise
16. interdependence
17. export
18. import
19. risk
20. scarcity
21. specialization
22. goods
23. services

Stage 2: Assessment Evidence

Industry in Ohio

Summative: Report

Students will research an industry in Ohio and give an oral presentation on their findings.

Businesses Work Together

Summative: Cooperative Group Work

Students will work in cooperative groups to make a list of businesses in their community. Students should then work together to identify relationships among those businesses. Students should remember to consider how much each business uses transportation, energy, and water. They should present their findings to the class. Presentations can include a visual display.

Economics in Ohio

Summative: Visual Arts Project

Students will make a collage about economics in Ohio. They should include information about resources, industries, imports, exports, and specialization.

Reduce Expenses

Summative: Written Commentary

Students will analyze their own family's budget and then develop a plan to reduce expenses for their family. They will create a report that specifies at least three ways their family can reduce expenses.

Opening a Business

Summative: Cooperative Group Work

Students should decide what kind of business they could open which would best benefit the community in which they live. Groups will come up with a business plan for their idea which specifies type of business, reasons for choosing it, benefits to the community, expenses they will incur, etc.

Career Connection

Summative: Research Project

Students will research various social studies, economics, or history careers. They should focus their research on the following questions: a. What is the career? b. What three things would they do in this career? c. How does this career help people? Using the answers to the questions, students can prepare a poster about the career they researched and present their findings to the class.

Stage 3: Learning Plan

Learning Experiences

1. Problem Solving. Students will analyze their own family's budget and then develop a plan to reduce expenses for their family. They will create a report that specifies at least three ways their family can reduce expenses.
2. Project. Students will research and study the employment section of a local newspaper and classify the jobs and industries into categories, creating a chart to record their findings.
3. Creative Project. Students should spend some time researching advertisement methods. They will then create a radio, T.V. or magazine ad for a product or service.
4. Presentation. Students will research an industry in Ohio and give an oral presentation on their findings.
5. Cooperative Learning Groups. Students will work in cooperative groups to make a list of businesses in their community. Students should then work together to identify relationships among those businesses. Students should remember to consider how much each business uses transportation, energy, and water. They should present their findings to the class. Presentations can include a visual display.
6. Cooperative Learning Groups. Students should decide what kind of business they could open which would best benefit the community in which they live. Groups will come up with a business plan for their idea which specifies type of business, reasons for choosing it, benefits to the community, expenses they will incur, etc.
7. Research Project. Students will research various social studies, economics, or history careers. They should focus their research on the following questions: a. What is the career? b. What three things would they do in this career? c. How does this career help people? Using the answers to the questions, students can prepare a poster about the career they researched and present their findings to the class.

Resources

1. **iPad Resources**
2. **Literature Connections**
*Money Sense for Kids* by Hollis Page Harmon
*The Teddy Bear Company: Economics for Kids* by Carole Marsh
*An Introduction to Citizenship, Government and Economics* by Patricia Gibbons Saunier
*Economics for Kids: Ideas for Teaching in the Elementary Grades* by Mark C. Shug
*Working: People Talk About What They Do All Day* by Studs Terkel
*The Wright Brothers: How They Invented the Airplane* by Russell Freedman
*The Wright Brothers: Pioneers of American Aviation* by Quentin Reynolds
*Edison: A Life of Invention* by Paul Israel

Resources

* Financial Resources ([www.themint.org](http://www.themint.org))