Fourth Grade Ohio History Unit

Kayla Ross

Contents

Ohio History Unit Overview

This lesson is for use in a fourth grade classroom to cover Ohio history social studies standards, as well as language arts standards in reading informational texts and writing, and math standards in completing word problems and taking measurement. For five days, the students complete 10-12 minutes of mini lessons, then engage in an interactive center, followed by another 10-12 minute mini lesson. On the fifth day, the students begin a final project that encompasses all of the topics covered in the week, to be started during the last mini lesson and completed on the sixth day of the unit. As each student completes a different center each day, their work is stored in a folder that stays in the classroom to be graded by the teacher after the unit is completed and used in conjunction with the final project to determine the student's final grade for the unit.

I have also included at the end of this unit copies of an Ohio activity book from the Ohio Department of Transportation. Books similar to this one can be found at many Ohio travel information centers. This book is a good resource to keep on hand for students who finish up early at their centers each day, and some of the pages could be added to the existing lessons for a little enrichment.

Standards Covered

S.S. 4.1-The order of significant events in Ohio and the United States can be shown on a timeline.

S.S. 4.3-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.

S.S. 4.5- 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.

S.S. 4.8- Many technological innovations that originated in Ohio benefited the

United States.

S.S. 4.9-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.

S.S. 4.10-The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio.

S.S. 4.11- The regions which became known as the North, South and West of the United States developed in the early 1800s largely based on their physical environments and economies.

S.S. 4.14-. Ohio's location in the United States and its transportation systems continue to influence the movement of people, products and ideas.

R.I. 1.1-Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

R.I. 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.

R.I. 4.7-Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

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

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.

4.OA.A.2-Multiply or divide to solve word problems involving multiplicative comparisons

4.NBT.A.1-Recognize that in a multidigit whole number, a digit in one place represents ten times what it represents in the place to its right.

4.NBT.B.5-Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place values and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

4.NBT.B.6-Find whole number quotients and remainders with up to four digit dividends and one-digit divisors, using strategies based on place-value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

4.NF.1- Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the

two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

4.M.2- Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

4.M.4-Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.

Daily Goals

Day one: Students will understand the difference between different locations such as state, city, and country.

Day two: Students will know who the early inhabitants of Ohio were and how they affected the state's development.

Day three: Students will be able to identify and describe Ohio presidents.

Day four: Students will be able to identify famous Ohio inventors and the things that they invented.

Day five: Students will recall and apply the facts they have learned about Ohio's history and culture to see how Ohio is important to the rest of the country and the world.

Materials/Resources

- *Me on the Map* book (ISBN: 0-517-88557-3)
- Ohio activity book for each student (keep in the students' work folder that stays in the classroom)
- Me on the Map flip book organizer for each student
- Scissors for each student
- One precut Me on the Map flip book organizer
- One brad for each student
- Folder for each student's completed work
- At least four copies of *Ohio Native Peoples* (ISBN: 140342690-2)
- Four poster sized papers
- Pencils
- Crayons, colored pencils, or markers
- Profile Ohio video
- Access to the Ohio Presidents webpage
- Printed copies of Ohio presidents fact sheets or electronic access for each student to presidential fact sheets (I used ones found on Touring Ohio and the White House website)
- Biocube planning sheet for each student
- Electronic devices with access to Biocube generator
- Printer
- Tape
- Ohio inventors clue cards (printed version of PowerPoint clues)
- Ohio inventors scavenger hunt handouts for each student
- Lifesavers
- Copy of *B Is for Buckeye* (ISBN: 1-58536-004-X)
- Alphabet book checklist for each student
- Alphabet book planning sheet for each student
- Construction paper
- Several large Ohio maps (can be found for free at most rest stops/visitor's centers)
- Copy of *Cardinal Numbers* (ISBN: 1-58536-084-8)
- White board for each child
- Dry erase markers
- Buckeyes
- Rulers
- Graph paper
- Several small objects to be measured
- Post it notes
- Ohio geography student handout for each student
- Copies of Ohio products report or online access to the report

- Laminated copy of the Ohio Goods and Services sorting activity
- Blank paper
- Ohio goods and services instruction sheet
- At least one copy of *Uniquely Ohio* (ISBN: 140342693-7)
- Printed copies of the Ohio profiles for agriculture, business, and inventions or online access to these articles
- Electronic devices with access to the Ohio History Timeline webpage
- Ohio history timeline directions page for each student
- Timeline event templates
- Large roll of string
- Clothespins
- Paper clips
- Electronic devices with virtual field trip directions for each student
- Headphones for each student
- Passport for each student

Lesson 1

Kayla Ross

January 31, 2017

Fourth Grade Social Studies

Learning Goals/Objectives: Students will understand the difference between different locations such as state, city, and country.

Students will understand basic aspects of Ohio history and geography.

Common Core Content Standards: S.S. 4.1-The order of significant events in Ohio and the United States can be shown on a timeline.

S.S. 4.3-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.

S.S. 4.5- 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.

S.S. 4.8- Many technological innovations that originated in Ohio benefited the

United States.

S.S. 4.9-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.

S.S. 4.10-The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio.

S.S. 4.11- The regions which became known as the North, South and West of the United States developed in the early 1800s largely based on their physical environments and economies.

S.S. 4.14-. Ohio's location in the United States and its transportation systems continue to influence the movement of people, products and ideas.

R.I. 1.1-Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

R.I. 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.

R.I. 4.7-Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

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

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.

4.OA.A.2-Multiply or divide to solve word problems involving multiplicative comparisons

4.NBT.A.1-Recognize that in a multidigit whole number, a digit in one place represents ten times what it represents in the place to its right.

4.NBT.B.5-Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place values and the properties of

operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

4.NBT.B.6-Find whole number quotients and remainders with up to four digit dividends and one-digit divisors, using strategies based on place-value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

4.NF.1- Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

4.M.2- Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

4.M.4-Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.

Methods: The teacher and students enter the classroom. Students take their seats and the teacher goes to the front of the room. The teacher says, “Welcome, class. This week we are going to be learning about the place where we live. To start out, who can tell me where we live?”

Students raise their hands and the teacher calls on several students. Answers may include names of the town, state, county, etc. The teacher says, “Very good. As you can see, there are lots of ways to name the place where we live. We’re going to read a book that talks about all of the different ways to name where you live. See how many different ways you can come up with.” The teacher reads *Me on the Map* to the class.

After reading the book, the teacher says, “Now we know lots of different ways to name where we live. This week, we are going to talk specifically about the state where we live. Who can tell me what state we live in?” The teacher calls on a student who answers, “Ohio”. The teacher says, “Very good. We live in the state of Ohio. We have five centers to complete this week that will help us learn about Ohio. Every day you will do a new center, and by the end of the week you will know all about Ohio. If you ever finish a center early, and you really feel that you have done your best work, then you have an Ohio activity book in your folder that you can work on to learn even more things that we don’t have time to cover in just a week. There is enough work between your centers and your folder that I should never see you sitting there doing nothing or off task with your friends.” The teacher splits students into predetermined groups based on ability, sending each group to a different center (see attached instructions for centers).

Fifteen minutes before class ends, the teacher announces, “It’s time to finish our centers and go back to our seats. If you completed a paper today, put it in your folder.” When the students are all seated at their desks, the teacher goes to the front of the room and says, “Remember that this week we are learning about our state. Before we leave, I want us to take a look at where our state

is on the map. This organizer will help you see where your state is and where you are in your state." The teacher hands out the flip book, "First go through and write the names of the places where you live on the lines, and then cut out the circles and put them together with the brad like this" the teacher demonstrates with an organizer that has already been cut out. Students spend the rest of the class time completing their organizers while the teacher circles the room helping students as needed. Two minutes before the class ends, the teacher announces, "You have two minutes left in class. You need to put your organizers in your folders, put away your scissors, and throw away your trash. If you haven't finished, that's ok, you will have time to finish later but you need to get ready to go." Students get their things ready to leave and when the class time is over the teacher dismisses them to their next location.

Materials/Resources:

- *Me on the Map* book (ISBN: 0-517-88557-3)
- Ohio activity book for each student (keep in the students' work folder that stays in the classroom)
- Flip book organizer for each student
- Scissors for each student
- One precut organizer
- One brad for each student
- Folder for each student's completed work

Connection to Prior Knowledge: This lesson connects to third grade language arts standards R.I. 3.3 (asking and answering questions to understand a text), R.I. 3.3 (describe the relationship between historical events), R.I. 3.10 (read and comprehend informational texts) W. 3.2 (writing informational texts), M.3.OA.A.5 (apply operations to multiply and divide), M.3.F.1 (understand fractions as a part of a whole), and M.3.M.4 (measure objects with a ruler).

Assessment:

Before-Class discussion answers

During-Activities completed during centers

After-Organizer

Special Needs of Students:

Enrichment-Students who finish work ahead of time will work in the Ohio activity book

Intervention-Students will complete centers in groups according to ability and will work at their own pace, even if that means not completing the entire activity in the time allotted.

Reflection: This lesson is appropriate for a fourth grader's physical development because it allows them to move to different parts of the room to complete different activities. This lesson is appropriate for a fourth grader's cognitive development because it engages them in independent thinking tasks based on knowledge they have already learned and information that has been

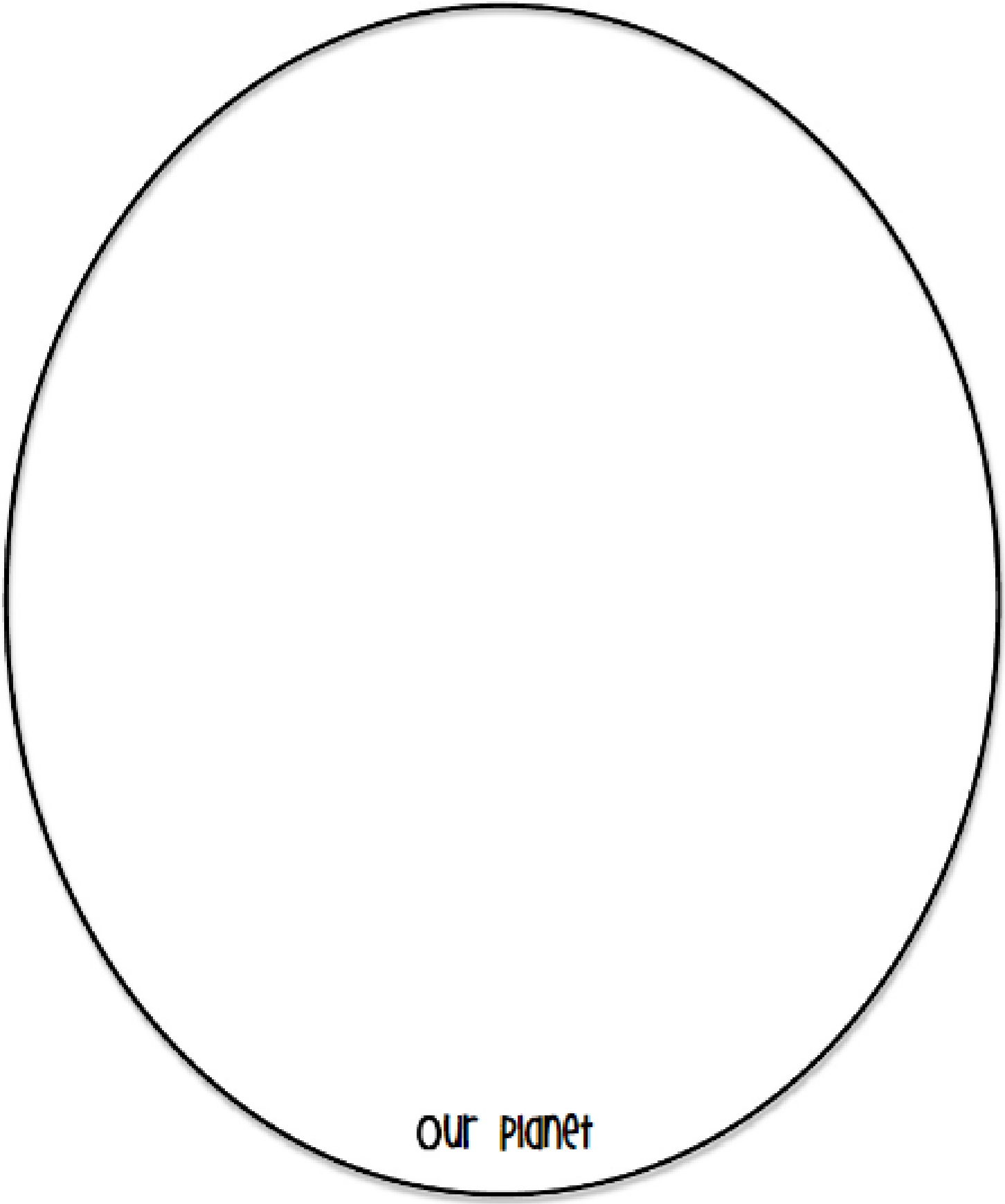
made available to them. This lesson is appropriate for a fourth grader's language development because it requires them to communicate through both written and verbal language and to acquire and apply new vocabulary learned through reading. This lesson is appropriate for a fourth grader's social emotional development because it requires students to work independently, as a member of a class, and as a member of a cooperative group. This lesson is appropriate for a fourth grader's interests because it allows them to use a variety of technologies, books, and creative materials to approach a topic from different aspects of the multiple intelligences.

The evaluation strategy in this case is the organizer completed at the end of class. The organizer is a way to see if the students understand the distinction between city, state, country, continent, and world as different ways to describe where they live based on what they write and draw.

This lesson hits several of the multiple intelligences because in the different activities, students interact with content through reading, watching videos, listening to things, and completing hands-on activities.

This lesson has activities suitable for visual, auditory, and kinesthetic learners.

Me on the Map Student Book
{Purple}



Me on the Map Student Book
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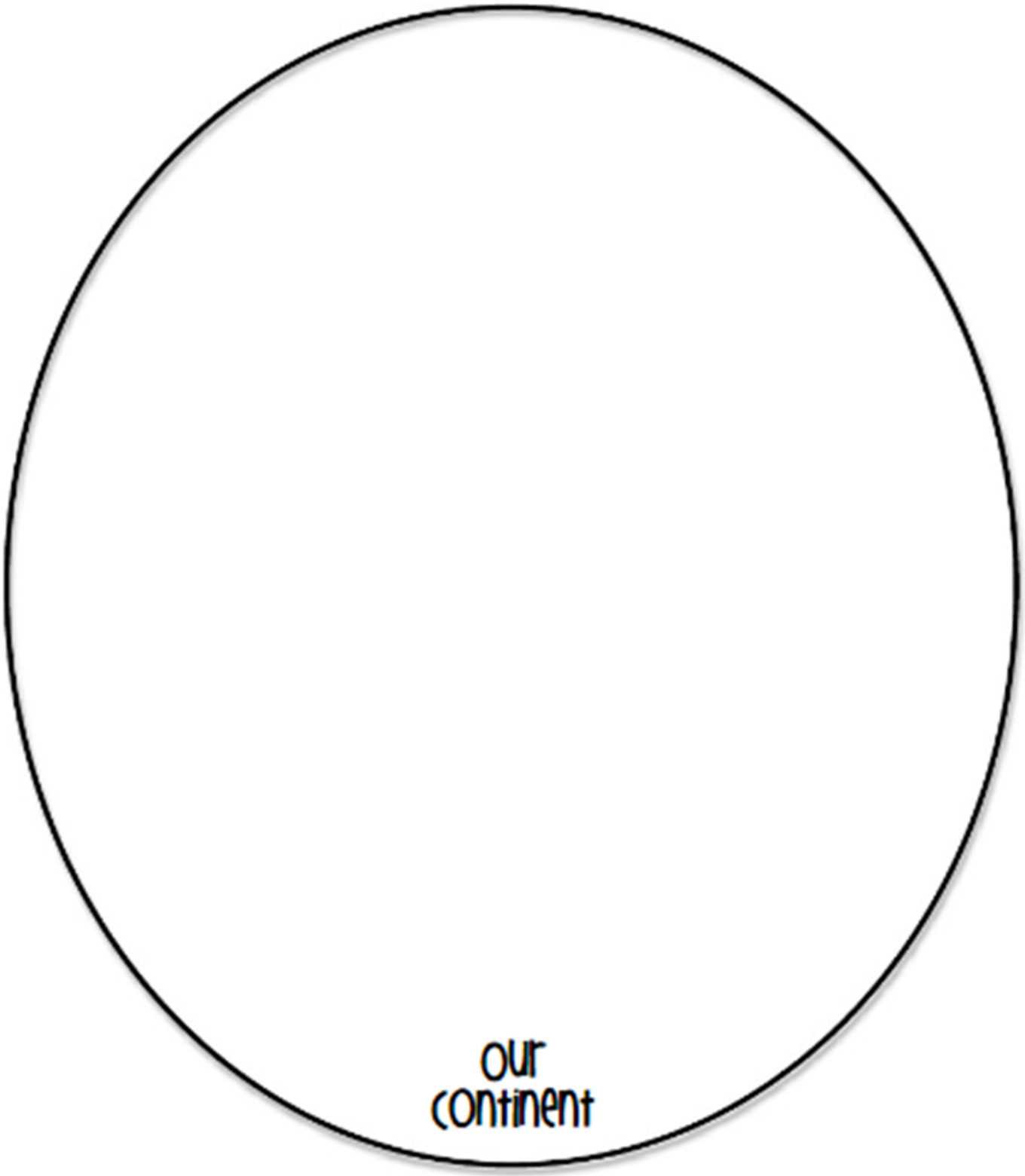

Me on the Map Student Book
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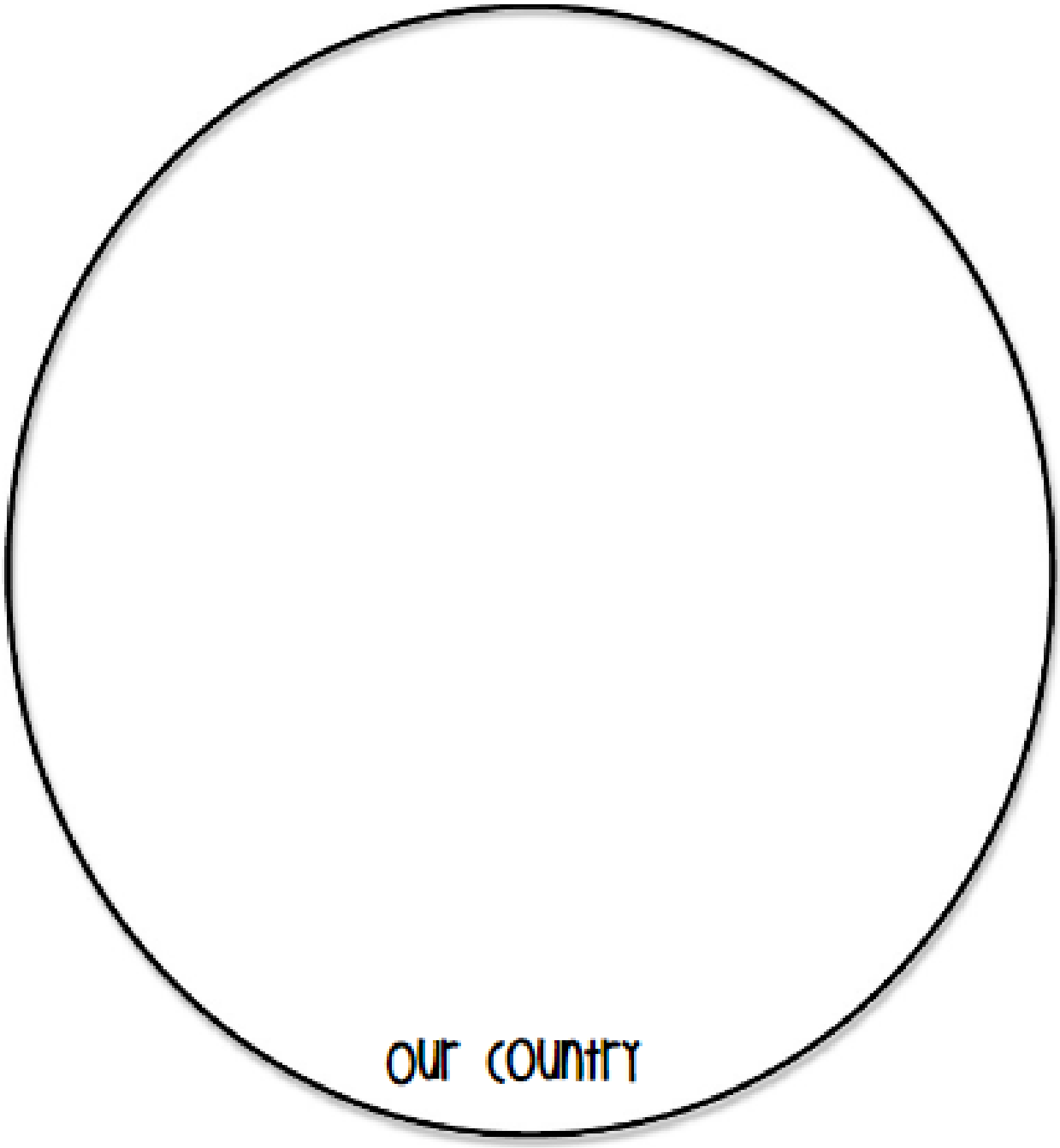

Me on the Map Student Book
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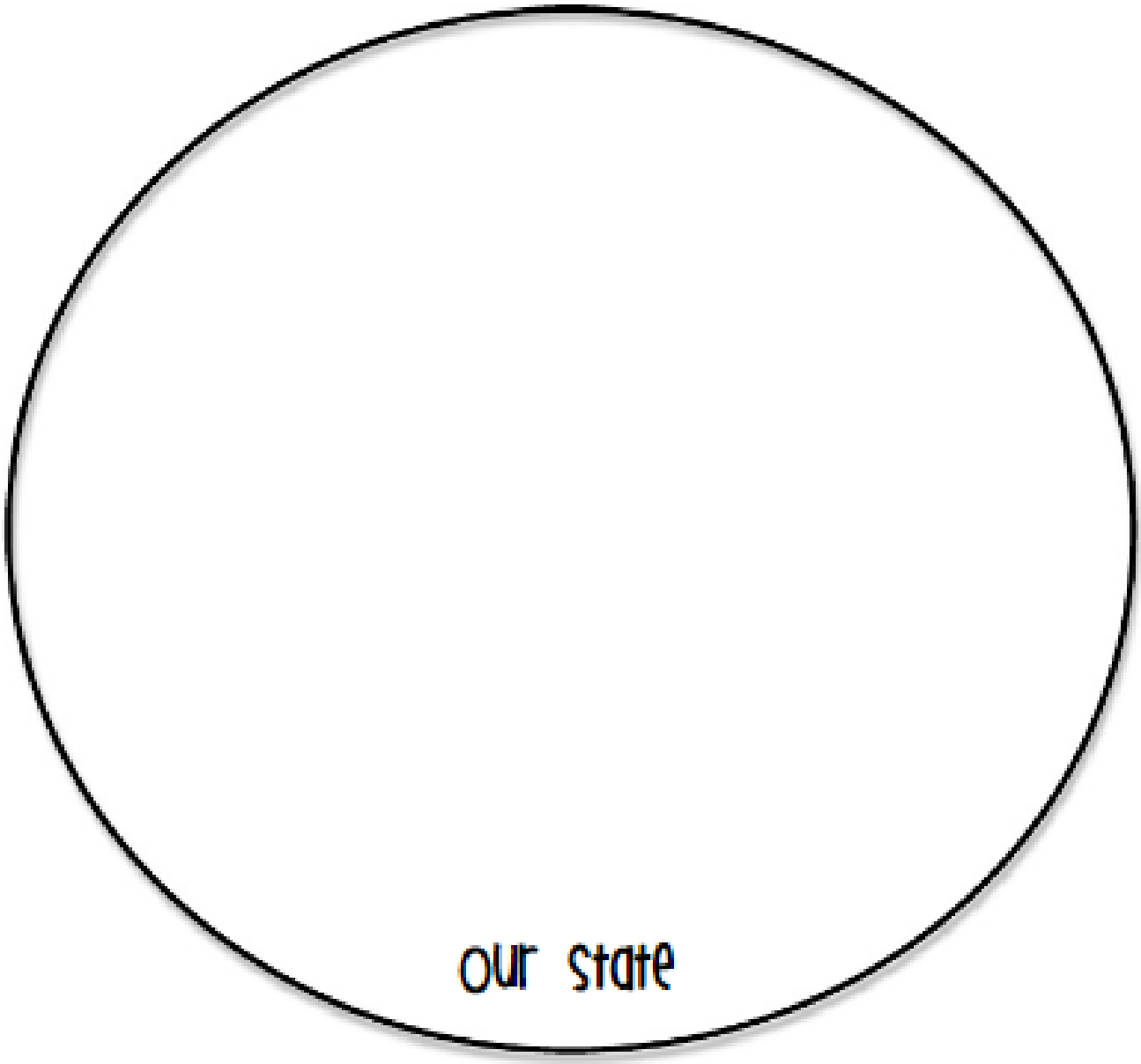

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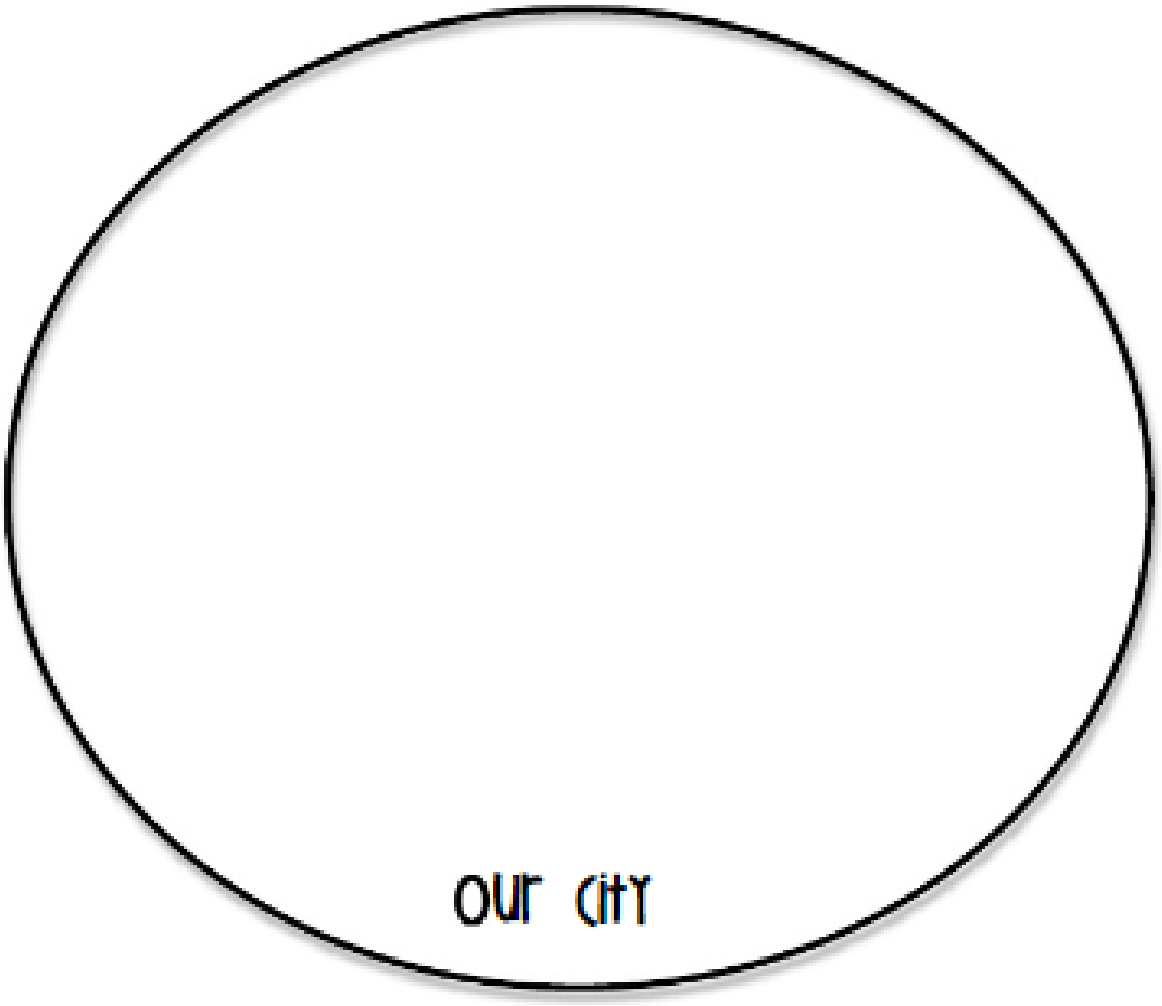

Me on the Map Student Book
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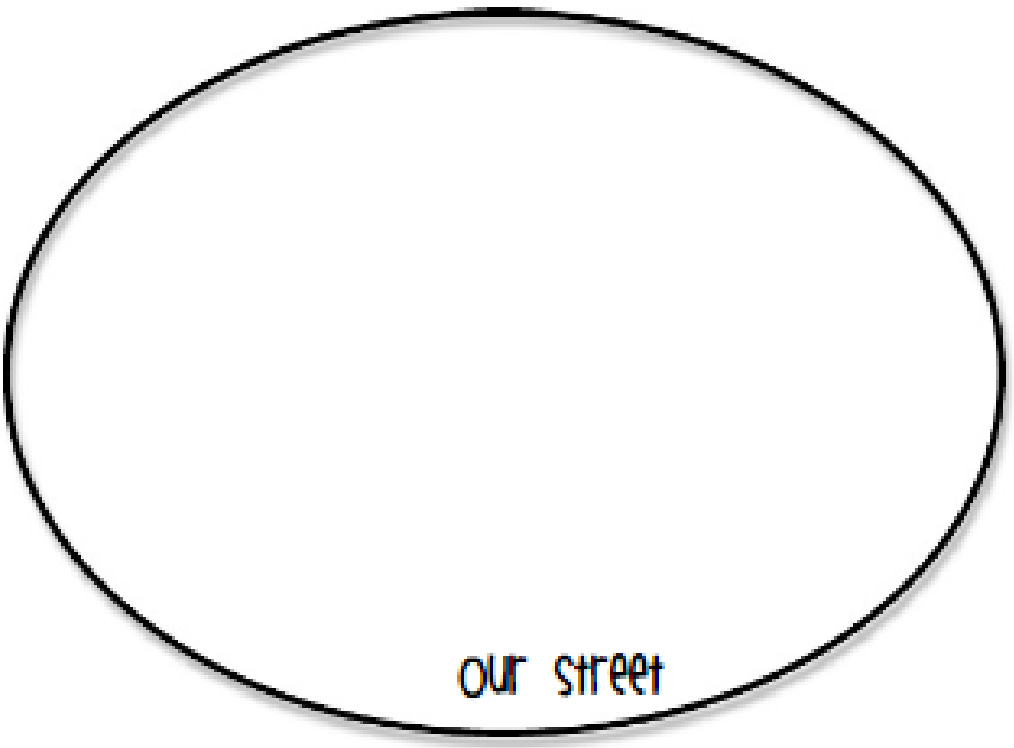

Me on the Map Student Book
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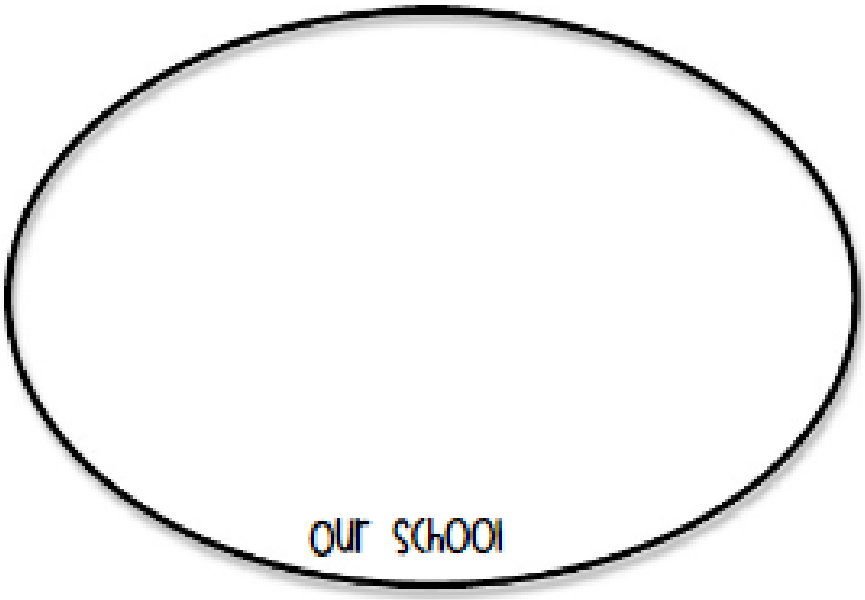

Lesson 2

Kayla Ross

January 31, 2017

Fourth Grade Ohio History

Learning Goals/Objectives: Students will know who the early inhabitants of Ohio were and how they affected the state's development.

Students will understand basic aspects of Ohio history and geography.

Common Core Content Standards: S.S. 4.1-The order of significant events in Ohio and the United States can be shown on a timeline.

S.S. 4.3-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.

S.S. 4.5- 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.

S.S. 4.8- Many technological innovations that originated in Ohio benefited the

United States.

S.S. 4.9-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.

S.S. 4.10-The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio.

S.S. 4.11- The regions which became known as the North, South and West of the United States developed in the early 1800s largely based on their physical environments and economies.

S.S. 4.14-. Ohio's location in the United States and its transportation systems continue to influence the movement of people, products and ideas.

R.I. 1.1-Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

R.I. 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.

R.I. 4.7-Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

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

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.

4.OA.A.2-Multiply or divide to solve word problems involving multiplicative comparisons

4.NBT.A.1-Recognize that in a multidigit whole number, a digit in one place represents ten times what it represents in the place to its right.

4.NBT.B.5-Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place values and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

4.NBT.B.6-Find whole number quotients and remainders with up to four digit dividends and one-digit divisors, using strategies based on place-value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

4.NF.1- Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

4.M.2- Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

4.M.4-Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.

Methods: The teacher and students enter the classroom. Students take their seats at their desks and the teacher goes to the front of the room. “Welcome, students. Tell me together what we are studying this week.” The class answers, “Ohio” in unison. “Very good,” the teacher answers, “we are learning all about the state that we live in this week. But does anybody know who the very first people to live in Ohio were?” The teacher allows 2-3 students to raise their hands and answer. “Very good. Well, before we break off into our centers, we are going to learn a little bit more about the native people of Ohio. You and a group are going to study one chapter from this book about Ohio’s native people.” The teacher holds up *Ohio Native Peoples*. “Use your chapter to make a poster that can be used to teach the rest of the class what you learned. Your poster needs to have a title that tells what your chapter is about, and each person in your group needs to add at least one important fact that you learned and would like to teach the class about. After our centers today, your groups will present your posters to the class, so make sure that you’re prepared to talk about your fact.” The teacher counts off the students into 4 groups and sends each group to a different table with a copy of *Ohio Native Peoples*, a blank poster, and art supplies. The teacher assigns one group to read about prehistoric Indians on pages 4-11, one group to read about historic Indians of Ohio on pages 12-21, one group to read about European influence on pages 22-36, and one group to read about Ohio Indians today on pages 27-43. The teacher gives the students about ten minutes to look over their chapters and find their facts, circling the room and helping groups as needed.

When the lesson time is over, the teacher announces for students to head to that day's centers (see attached instructions for centers).

Fifteen minutes before class ends, the teacher announces, "It's time to finish our centers and present our posters from earlier today. If you completed a paper today at your center, put it in your folder. Then go back to where your group met earlier today to make your posters." The teacher calls groups to the front of the room to present their posters for the rest of the class. After the groups have presented, the teacher returns to the front of the room, "I need everyone to get out a piece of paper. On that paper, I want you to write 3 things you learned about Ohio's native people, 2 interesting facts that we discussed or that you read in your books about Ohio's native people, and 1 question that you still have about Ohio's native people. Put your name on the page and turn it in to me as you are leaving class." The students work on this assignment until class ends and the teacher dismisses them to their next destination. As the students leave, the teacher stands at the door and collects their papers to look over what they have learned.

Materials/Resources:

- At least four copies of *Ohio Native Peoples* (ISBN: 140342690-2)
- Four poster sized papers
- Pencils
- Crayons, colored pencils, or markers
- Folder for each student's completed work

Connection to Prior Knowledge: This lesson connects to third grade language arts standards R.I. 3.3 (asking and answering questions to understand a text), R.I. 3.3 (describe the relationship between historical events), R.I. 3.10 (read and comprehend informational texts) W. 3.2 (writing informational texts), M.3.OA.A.5 (apply operations to multiply and divide), M.3.F.1 (understand fractions as a part of a whole), and M.3.M.4 (measure objects with a ruler).

Assessment:

Before-Class discussion answers, native peoples posters

During-Activities completed during centers

After-Presentations, exit ticket

Special Needs of Students:

Enrichment- Students who finish work ahead of time will work in the Ohio activity book

Intervention- Students will complete centers in groups according to ability and will work at their own pace, even if that means not completing the entire activity in the time allotted.

Reflection: This lesson is appropriate for a fourth grader's physical development because it allows them to move to different parts of the room to complete different activities. This lesson is appropriate for a fourth grader's cognitive development because it engages them in independent thinking tasks based on knowledge they have already learned and information that has been made available to them. This lesson is appropriate for a fourth grader's language development because it requires them to communicate through both written and verbal language and to acquire and apply new vocabulary learned through reading. This lesson is appropriate for a fourth grader's social emotional development because it requires students to work independently, as a member of a class, and as a member of a cooperative group. This lesson is appropriate for a fourth grader's interests because it allows them to use a variety of technologies, books, and creative materials to approach a topic from different aspects of the multiple intelligences.

The evaluation strategy in this case is the presentation of the posters that the students completed in groups and the facts that the students write down on their exit ticket. This

evaluation shows if the students have learned about their own topic, as well as about the topics presented by other students.

This lesson hits several of the multiple intelligences because in the different activities, students interact with content through reading, watching videos, listening to things, and completing hands-on activities.

This lesson has activities suitable for visual, auditory, and kinesthetic learners.

Lesson 3

Kayla Ross

January 31, 2017

Fourth Grade Ohio History

Learning Goals/Objectives: Students will be able to identify and describe Ohio presidents. Students will understand basic aspects of Ohio history and geography.

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

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decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

4.M.4-Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.

Methods: Teacher and students enter the room. The teacher goes to the front of the room and students take their places at their desks. The teacher addresses the class, "Hello class. Can you all tell me again what we are learning about this week?" The class answers in unison "Ohio". The teacher says, "Very good. We have learned lots about Ohio this week, and today we are going to learn about a part of Ohio that we can all be very proud of. Did you know that more presidents have come from Ohio than from any other states? Some people call Ohio the "mother of presidents". Can anyone name a president who came from Ohio?" The teacher calls on students who raise their hands to guess presidents. "It's ok if you don't know them all. Let's watch this video about Ohio presidents and get to know them a little better." The teacher plays the Profile Ohio video for the students.

"Now that you know who the Ohio presidents were, I want you to pick one that you really want to learn more about. Once you have chosen a president, come get the fact sheet for that president and a planning sheet. You are going to use the information that you find to create a biocube of your president. You can look up at the names on the board if you need some help remembering which one you wanted to choose." The teacher displays the Ohio Presidents webpage on the board and places copies of the factsheets and biocube planning sheet on the front table.

The students work on their planning sheets until it is time for centers. Then the teacher announces, "It is time for you to put away your planning sheets and move to today's center. After our centers time, you will put all of your information into the computer and create your

biocube. Let's get to work, class." The students move to their preassigned centers (see attached instructions for centers).

About 15 minutes before class ends, the teacher announces, "I need you to clean up and head back to your seats. Don't forget that any papers you completed at your center need to be put in your folder. Once you are at your desk, quickly finish your planning sheets. When all your information is filled out, go to the biocube generator and select the create-your-own cube. Type in the questions and answers you filled out on your sheet and email it to me. I will check it and print it out for you to cut out and tape together. If you haven't finished by the end of class, you can take the paper home and make your cube but you need to have your information done so I can print it out." The students work on their cubes and the teacher circles the room helping any students who need it. At the end of class, the teacher announces, "Please put your materials away. If your biocube is finished, put it on top of your folder, if not, please take it home and finish it and bring it back tomorrow." The teacher dismisses the students to their next location.

Materials/Resources:

- Profile Ohio video
- Access to the Ohio Presidents webpage
- Printed copies of Ohio presidents fact sheets or electronic access for each student to presidential fact sheets (I used ones found on Touring Ohio and the White House website)
- Biocube planning sheet for each student
- Electronic devices with access to Biocube generator
- Printer
- Scissors
- Tape
- Folder for each student's completed work

Connection to Prior Knowledge: This lesson connects to third grade language arts standards R.I. 3.3 (asking and answering questions to understand a text), R.I. 3.3 (describe the relationship between historical events), R.I. 3.10 (read and comprehend informational texts) W. 3.2 (writing informational texts), M.3.OA.A.5 (apply operations to multiply and divide), M.3.F.1 (understand fractions as a part of a whole), and M.3.M.4 (measure objects with a ruler).

Assessment:

Before-Class discussion answers

During-Activities completed during centers

After-Biocube

Special Needs of Students:

Enrichment- Students who finish work ahead of time will work in the Ohio activity book

Intervention- Students will complete centers in groups according to ability and will work at their own pace, even if that means not completing the entire activity in the time allotted.

Reflection: This lesson is appropriate for a fourth grader's physical development because it allows them to move to different parts of the room to complete different activities. This lesson is appropriate for a fourth grader's cognitive development because it engages them in independent thinking tasks based on knowledge they have already learned and information that has been made available to them. This lesson is appropriate for a fourth grader's language development because it requires them to communicate through both written and verbal language and to acquire and apply new vocabulary learned through reading. This lesson is appropriate for a fourth grader's social emotional development because it requires students to work independently,

as a member of a class, and as a member of a cooperative group. This lesson is appropriate for a fourth grader's interests because it allows them to use a variety of technologies, books, and creative materials to approach a topic from different aspects of the multiple intelligences.

The evaluation strategy in this case is the biocube that the students make. This evaluation shows whether the students can correctly identify a president who came from Ohio and what made him important.

This lesson hits several of the multiple intelligences because in the different activities, students interact with content through reading, watching videos, listening to things, and completing hands-on activities.

This lesson has activities suitable for visual, auditory, and kinesthetic learners.

Create-Your-Own Cube Planning Sheet

Use this planning sheet to prepare for the online Create-Your-Own Cube interactive by filling in the information for each side of the cube. Because space on the cube is limited, you will need to carefully consider both the questions/topics as well as the response.

Side	Question/Topic	Response
1	Name/Lifetime: What is the name of your president? When did this person live?	
2	Presidency: What number president was this person? When were they elected president?	
3	Political Party: What political party did this president represent?	
4	Birthplace: Where in Ohio did this president live?	
5	Claim to Fame: What is this president best known for?	
6	Fun Facts: What is one interesting fact that you learned about this president?	

Lesson 4

Kayla Ross

January 31, 2017

Fourth Grade Ohio History

Learning Goals/Objectives: Students will be able to identify famous Ohio inventors and the things that they invented.

Students will understand basic aspects of Ohio history and geography.

Common Core Content Standards: S.S. 4.1-The order of significant events in Ohio and the United States can be shown on a timeline.

S.S. 4.3-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.

S.S. 4.5- 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.

S.S. 4.8- Many technological innovations that originated in Ohio benefited the

United States.

S.S. 4.9-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.

S.S. 4.10-The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio.

S.S. 4.11- The regions which became known as the North, South and West of the United States developed in the early 1800s largely based on their physical environments and economies.

S.S. 4.14-. Ohio's location in the United States and its transportation systems continue to influence the movement of people, products and ideas.

R.I. 1.1-Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

R.I. 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.

R.I. 4.7-Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

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

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.

4.OA.A.2-Multiply or divide to solve word problems involving multiplicative comparisons

4.NBT.A.1-Recognize that in a multidigit whole number, a digit in one place represents ten times what it represents in the place to its right.

4.NBT.B.5-Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place values and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

4.NBT.B.6-Find whole number quotients and remainders with up to four digit dividends and one-digit divisors, using strategies based on place-value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

4.NF.1- Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

4.M.2- Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

4.M.4-Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.

Methods: Before students enter the room, the teacher tapes the Ohio inventors clue cards in scattered places throughout the room.

When class begins, the students come in and take their places at their desks while the teacher stands at the front of the room. “Welcome back class. Are you ready for another great day of learning about O-H” students respond “I-O!” The teacher says, “Today, we are going to learn about some famous inventors from Ohio and the things that they made to make life easier. All around the room, there are some famous inventors for us to meet. The problem is, I forgot what they all invented. Go see each inventor and use the clues to figure out what each one invented.” The teacher gives a scavenger hunt handout to each student and says, “Go find those inventors as quick as you can. Whoever has the most correct will win a special Ohio invention of their own”. The students go around the room collecting clues and writing answers on their handouts while the teacher circles the room observing what each student writes.

When it is time for centers to begin, the teacher announces, “Ok everyone. Finish writing the clue that you were working on and then go to today’s center. After our centers time, we will go over the answers and see how you guys did on your detective work.” The teacher and students move to their preassigned centers (see attached instructions for centers).

About 15 minutes before class ends, the teacher announces, “I need everyone to move back to your seats. Make sure to put any papers you completed in your folder and get out your scavenger hunt handout. Let’s see who these inventors are. Keep track of how many you had correct so we can see who our best detective is.” The teacher displays the inventors PowerPoint

as they read each clue out loud and allow the students to guess which inventor made which item, then reveals the answers. After reading all of the answers, the teacher asks how many each student had completed correctly. “Our winning student (students if there are ties) gets another Ohio invention... the Lifesaver, invented in 1912 by Clarence Crane from Cleveland, Ohio. Congratulations!” The teacher gives Lifesavers candies to the students with the most correct answers.

The teacher reminds the students, “Put your scavenger hunt page in your folder and get your things ready to go.” When the class is over, the teacher dismisses the students to their next destination.

Materials/Resources:

- Ohio inventors clue cards (printed version of PowerPoint clues)
- Ohio inventors scavenger hunt handouts for each student
- Tape
- Lifesavers
- Folder for each student’s completed work

Connection to Prior Knowledge: This lesson connects to third grade language arts standards R.I. 3.3 (asking and answering questions to understand a text), R.I. 3.3 (describe the relationship between historical events), R.I. 3.10 (read and comprehend informational texts) W. 3.2 (writing informational texts), M.3.OA.A.5 (apply operations to multiply and divide), M.3.F.1 (understand fractions as a part of a whole), and M.3.M.4 (measure objects with a ruler).

Assessment:

Before-Observations during scavenger hunt

During-Activities completed during centers

After-Final scavenger hunt answers

Special Needs of Students:

Enrichment- Students who finish work ahead of time will work in the Ohio activity book

Intervention- Students will complete centers in groups according to ability and will work at their own pace, even if that means not completing the entire activity in the time allotted.

Reflection: This lesson is appropriate for a fourth grader's physical development because it allows them to move to different parts of the room to complete different activities. This lesson is appropriate for a fourth grader's cognitive development because it engages them in independent thinking tasks based on knowledge they have already learned and information that has been made available to them. This lesson is appropriate for a fourth grader's language development because it requires them to communicate through both written and verbal language and to acquire and apply new vocabulary learned through reading. This lesson is appropriate for a fourth grader's social emotional development because it requires students to work independently, as a member of a class, and as a member of a cooperative group. This lesson is appropriate for a fourth grader's interests because it allows them to use a variety of technologies, books, and creative materials to approach a topic from different aspects of the multiple intelligences.

The evaluation strategy in this case is the answers that the students give in response to the scavenger hunt clues. This evaluation shows if the students are able to identify different Ohio inventions and the person who invented them.

This lesson hits several of the multiple intelligences because in the different activities, students interact with content through reading, watching videos, listening to things, and completing hands-on activities.

This lesson has activities suitable for visual, auditory, and kinesthetic learners.






Inventor Scavenger Hunt

Directions: After reading the clue, write the name of the inventor beside the invention.

1. Car starter

_____

2. Chewing gum

_____

3. Portable vacuum

_____

4. Anesthetic

_____

5. Electric arc light (street light)

_____

6. Dishwasher

_____

7. Earthquake scale

_____

8. Phonograph

_____

9. Aluminum foil

_____

10. Telegraphic instruments

_____

11. Rubber tires

_____

12. Traffic signal

_____

13. X-rays

_____

14. Airplane

_____

15. Train telegraph

_____

16. Cash register

_____

Lesson 5

Kayla Ross

January 31, 2017

Fourth Grade Ohio History

Learning Goals/Objectives: Students will recall and apply the facts they have learned about Ohio's history and culture to see how Ohio is important to the rest of the country and the world.

Students will understand basic aspects of Ohio history and geography.

Common Core Content Standards: S.S. 4.1-The order of significant events in Ohio and the United States can be shown on a timeline.

S.S. 4.3-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.

S.S. 4.5- 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.

S.S. 4.8- Many technological innovations that originated in Ohio benefited the

United States.

S.S. 4.9-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.

S.S. 4.10-The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio.

S.S. 4.11- The regions which became known as the North, South and West of the United States developed in the early 1800s largely based on their physical environments and economies.

S.S. 4.14-Ohio's location in the United States and its transportation systems continue to influence the movement of people, products and ideas.

R.I. 1.1-Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

R.I. 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.

R.I. 4.7-Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

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

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.

4.OA.A.2-Multiply or divide to solve word problems involving multiplicative comparisons

4.NBT.A.1-Recognize that in a multidigit whole number, a digit in one place represents ten times what it represents in the place to its right.

4.NBT.B.5-Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place values and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

4.NBT.B.6-Find whole number quotients and remainders with up to four digit dividends and one-digit divisors, using strategies based on place-value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

4.NF.1- Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

4.M.2- Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

4.M.4-Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.

Methods: The students and teacher enter the room, the teacher goes to the front of the room and the students take their place at their desks. The teacher addresses the students, “Welcome, Buckeyes! Who’s ready to learn more about Ohio?” The students raise their hands. The teacher says, “today, we will be finishing our last Ohio center and starting our final projects on Ohio. But to give us a little inspiration, first we’re going to read a book.” The teacher holds up *B is for Buckeye*. “This book has lots of fun facts about Ohio written for us.” The teacher reads the book to the students. On page F, the teacher reads, “F is for flint. Who remembers some of the ways Ohio’s early people used flint?” And takes answers from students before reading the rest of the page. On page I, the teacher reads, “I is for inventors. Who can name something that was invented in Ohio?” and accepts answers from students before reading the rest of the page. On page O, the teacher reads, “O! This one is tricky! See if you can guess: What’s round on the ends and “hi” in the middle?” And allows students to guess before reading, “The answer is Ohio! Did you figure out the riddle?” The teacher then asks, “Who can tell me where Ohio got its name?” and accepts answers from students before moving on. On page P, the teacher reads, “From Ohio came eight presidents, bringing us to the letter P. Who can name a president who came from Ohio?” Before reading the rest of the page. On page V, the teacher reads the page and then asks, “Who can remember the name of the person who invented the vacuum cleaner?” and accepts answers from students before moving on. On page W, the teacher reads, “W is for Wright brothers. What did the Wright brothers invent?” Before reading the entire page. The teacher may add additional questions/discussion prompts as needed.

After reading the book, the teacher says, “Now, for our final project, we are going to make our own Ohio alphabet books. Use everything that you’ve learned this week to create an alphabet book with one important fact about Ohio for each letter. You cannot use any of the ones from this book, and you must use at least two facts about Ohio presidents, two about our native people, two about Ohio inventors, two about Ohio geography, two about Ohio symbols, two about Ohio industry, and two about important dates in Ohio’s history. You can use the checklist and planning sheet to plan out what you want each letter to stand for and then, once every space is filled in, you can make your final copy of your book and illustrate each letter.” The teacher passes out a copy of both sheets to every student and says, “We are going to go complete our last center right now, but as you work, be thinking about where the things you are learning can fit into your project. If you finish early at your center, you can go ahead and start planning. Now let’s get to those centers!” The teacher and students move to their designated centers (see attached instructions for centers).

About fifteen minutes before class ends, the teacher announces, “Time to clean up your centers. Put any work you completed in your folder and take your folder with you to your seat so you can use it to work on your book. Get right to work filling in your preparation sheet. You can use anything in your folder or any of the maps, handouts, or books we have used this week that I have set on the table in the back of the room. If you finish, bring it to me and I will let you get started on your book. If not, that’s ok, we will finish these in class later.” The students work on their projects. The teacher may play some Ohio themed music (I recommend the Ohio State University Marching Band) in the background while students work. The teacher also moves around the room, checking students’ work and providing help as needed. If any students finish their planning sheet, the teacher checks it and allows the students to begin making their book. When class comes to an end, the teacher announces “It’s time to clean up, put all off your papers in your folder and turn it in to me so I can check all of the hard work you have done this week.” The students put their things away and the teacher dismisses them to their next destination.

Follow up note: On the next day of class, the entire class time should be devoted to letting students complete their alphabet books. The teacher instructs the students how to make their own bound books out of construction paper (see attached instructions) or in the interest of time should have them ready before students come to class. The final projects should include a

page for each letter with a description of why they chose the word they did and a picture of that item. If students to not finish on this day, they may complete the project as homework.

Materials/Resources:

- Copy of *B Is for Buckeye* (ISBN: 1-58536-004-X)
- Alphabet book checklist for each student
- Alphabet book planning sheet for each student
- Construction paper
- Scissors
- Crayons, markers, or colored pencils
- Copies of all books used throughout the unit (*Ohio Native Peoples*, *Uniquely Ohio*, *Cardinal Numbers*) and other books about Ohio written for children
- Several Ohio maps
- Completed folder for each student with all work from the week

Connection to Prior Knowledge: This lesson connects to third grade language arts standards R.I. 3.3 (asking and answering questions to understand a text), R.I. 3.3 (describe the relationship between historical events), R.I. 3.10 (read and comprehend informational texts) W. 3.2 (writing informational texts), M.3.OA.A.5 (apply operations to multiply and divide), M.3.F.1 (understand fractions as a part of a whole), and M.3.M.4 (measure objects with a ruler).

Assessment:

Before-Book discussion questions

During-Activities completed during centers

After-Ohio alphabet book

Special Needs of Students:

Enrichment- Students who finish work ahead of time will work in the Ohio activity book

Intervention- Students will complete centers in groups according to ability and will work at their own pace, even if that means not completing the entire activity in the time allotted.

Reflection: This lesson is appropriate for a fourth grader's physical development because it allows them to move to different parts of the room to complete different activities. This lesson is appropriate for a fourth grader's cognitive development because it engages them in independent thinking tasks based on knowledge they have already learned and information that has been made available to them. This lesson is appropriate for a fourth grader's language development because it requires them to communicate through both written and verbal language and to acquire and apply new vocabulary learned through reading. This lesson is appropriate for a fourth grader's social emotional development because it requires students to work independently, as a member of a class, and as a member of a cooperative group. This lesson is appropriate for a fourth grader's interests because it allows them to use a variety of technologies, books, and creative materials to approach a topic from different aspects of the multiple intelligences.

The evaluation strategy in this case is the Ohio alphabet book that the students complete, as well as the folder full of materials that the students completed at their centers all week. These two evaluations will show that the students have acquired a wealth of knowledge about Ohio and are able to apply it in a new context.

This lesson hits several of the multiple intelligences because in the different activities, students interact with content through reading, watching videos, listening to things, and completing hands-on activities.

This lesson has activities suitable for visual, auditory, and kinesthetic learners.

Ohio Alphabet Book Checklist

- 2 Ohio presidents
  - _____
  - _____
- 2 Ohio native people
  - _____
  - _____
- 2 Ohio inventors/inventions
  - _____
  - _____
- 2 Ohio geography
  - _____
  - _____
- 2 Ohio symbols
  - _____
  - _____
- 2 Ohio industry
  - _____
  - _____
- 2 important dates in Ohio history
  - _____
  - _____

Ohio Alphabet Book Planning Sheet

A is for _____

B is for _____

C is for _____

D is for _____

E is for _____

F is for _____

G is for _____

H is for _____

I is for _____

J is for _____

K is for _____

L is for _____

M is for _____

N is for _____

O is for _____

P is for _____

Q is for _____

R is for _____

S is for _____

T is for _____

U is for _____

V is for _____

W is for _____

X is for _____

Y is for _____

Z is for _____

Cardinal Numbers

Teacher Lead Station

Learning Goals/Objectives: Students will use facts about Ohio to complete math problems using multiplication and division and making fractions.

Students will make estimated measurements and record those measurements on a line plot.

Standards: S.S. 4.8- Many technological innovations that originated in Ohio benefited the

United States.

S.S. 4.14-Ohio's location in the United States and its transportation systems continue to influence the movement of people, products and ideas.

R.I. 4.7-Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

4.OA.A.2-Multiply or divide to solve word problems involving multiplicative comparisons

4.NBT.A.1-Recognize that in a multidigit whole number, a digit in one place represents ten times what it represents in the place to its right.

4.NBT.B.5-Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place values and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

4.NBT.B.6-Find whole number quotients and remainders with up to four digit dividends and one-digit divisors, using strategies based on place-value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

4.NF.1- Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

4.M.2- Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

4.M.4-Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.

Materials:

- Copy of *Cardinal Numbers* (ISBN: 1-58536-084-8)
- White board for each child
- Dry erase markers
- Buckeyes
- Rulers
- Graph paper
- Several small objects to be measured

Methods:

Students sit at the table with the teacher. "Today, we are going to do some Ohio math. This book is called *Cardinal Numbers*. After we go through the numbers in the book, we are going to practice our math skills using Ohio numbers." The teacher reads the book to the students, stopping to read some of the descriptions on the side to explain the numbers.

After reading the book, the teacher gives each student a white board and reads the Ohio math problems in the back of the book. "I will be reading you some math problems. I want you to do the problem on your white board and turn around and show it to me."

The size of the Goodyear blimp is 192 feet. Arrange 192 into groups that are smaller. 100s, 10s, and 1s. Now, isn't that easier?

Ohio is the 7^{th} most populated state. Can you make a fraction that explains this fact?

The black racer snake, Ohio's state reptile, can move at speeds of 8-10 miles an hour. If a black racer was traveling on the Ohio trail at a speed of 10 miles per hour, how long would it take the snake to travel the entire 1,250 mile trail?

A white trillium, Ohio's state wildflower, has 3 petals, 3 sepals, and 3 leaves. How many petals are there on 12 white trillium flowers?

Ohio is one of seven states with the cardinal as its official state bird. What percentage of all 50 states has the cardinal as its official state bird?

Only for more advanced students: How large is Ohio? (44,828 square miles) How many people live in our state? (11,353,140 in 2000). How many people per square miles does that make?

As students complete their problems, the teacher checks what they have written on the whiteboards and demonstrates the correct way to do the problems if needed. After students have completed several problems, the teacher gives each one a buckeye, a ruler, and a piece of graph paper.

"How long is your buckeye?" The students measure their buckeyes and record the number on their whiteboard. The teacher then gives each student an object to measure. "How many buckeyes long is your object?" The students measure and record the number on their whiteboard.

“Now multiply the length of one buckeye by the number of buckeyes long your object is to estimate the actual measurement of the object. Record the measurements in a line plot on your graph paper.” The students complete the math problems with help from the teacher if needed. As time allows, the students trade objects and take new measurements to add to their line plot until centers time is over.

Ohio Geography

Learning Goals/Objectives: Students will identify map symbols and important geographic locations on a map of Ohio.

Standards: S.S. 4.9-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.

S.S. 4.14-Ohio's location in the United States and its transportation systems continue to influence the movement of people, products and ideas.

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

Materials:

- Large map of Ohio (can be found at most rest stops/visitor's centers)
- Post it notes
- Ohio geography student handout for each student

Methods: Students use the map of Ohio to work together as a team and find as many symbols and locations as they can. Some things they will draw on their own paper and others they will mark on the map with post-it notes. After class, the teacher examines the marked sections of the map to check for understanding.

Ohio Geography

Student Handout

1. Unfold the map of Ohio on the floor. Locate the key and illustrate the following symbols:

Airport-

State forest-

Rest area-

National park

Hospital-

Wildlife area-

Hiking trail-

Railroad-

Mark and label one of each of these landmarks on the map with a post-it note.

2. Label all of the rivers you can find with a post-it note. How many rivers did you find?

3. See the population scale in the key. Which cities have the highest population? Why do you think these cities have higher populations?

4. Locate our county on the map. Place a post-it note in the area where you think our school is.

5. What is the northernmost city that you can see on the map? What is the southernmost city?

6. Mark the north, south, east, and west boundaries of Ohio. Which states lie on each of these boundaries?

Leave your post-it notes on the map and fold it up when you are finished or when time is up.

Ohio Goods and Services

Learning Goals/Objectives: Students will be able to identify goods and services that are produced in Ohio.

Students will be able to explain why the goods and services that Ohio produces are important to both Ohio and the rest of the country.

Standards: S.S. 4.10-The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio.

R.I. 4.7-Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

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.

Materials Needed:

- Copies of Ohio products report or online access to the report
- Laminated copy of the Ohio Goods and Services sorting activity
- Blank paper
- Crayons, colored pencils, or markers
- Ohio goods and services instruction sheet
- At least one copy of *Uniquely Ohio* (ISBN: 140342693-7)
- Printed copies of the Ohio profiles for agriculture, business, and inventions or online access to these articles

Methods: Students use the products report to complete the organizer as a group, sorting the goods and services by things produced in Ohio and things not produced in Ohio. Then, each student must pick their favorite Ohio product and create an advertisement. The advertisement must be neat and colorful and must tell what their product is, where it can be found in Ohio, and why it is important.

Ohio Goods and Services Instruction Sheet

Look over the Ohio Made Products Report from 2016. As a group, sort the products on the table into those made in Ohio and those not made in Ohio. When you think you have all of the answers correct, leave them on the chart so that your teacher can check them later. Then, each of you must choose your favorite Ohio product from the report. Make an advertisement for the product that includes what your product is, where it can be found, and why it is important to Ohio. You can use the *Uniquely Ohio* book or the Profile Ohio articles for more information about some of Ohio's products to get you started. Your advertisement should be neat and colorful, remember, you are trying to get people to buy your product so you want to make it look good.

Advertisement Rubric

Points Awarded	0	1	2
Product	Product chosen is not an Ohio product	Ohio product is named but not described	Ohio product is named and thoroughly described
Location	Advertisement does not tell where to find the product		Advertisement includes where in Ohio the product can be found
Importance	Advertisement does not include why the product is important	Advertisement gives weak reasoning for why the product is important	Advertisement includes reasons why the product is important to Ohio that can be backed up by an informational source

Ohio History Timeline

Learning Goals/Objectives: Students will be able to interpret information from a digital timeline to create their own timeline of important events in Ohio's history.

Standards: S.S. 4.1-The order of significant events in Ohio and the United States can be shown on a timeline.

R.I. 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.

R.I. 4.7-Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

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

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.

Materials Needed:

- Electronic devices with access to the Ohio History Timeline webpage
- Directions page for each student
- Timeline event templates
- Pencils
- Crayons, markers, or colored pencils
- Large roll of string
- Clothespins
- Paper clips

Methods: Students visit the Ohio History Timeline webpage. They each must choose one event from each period of history to describe and illustrate on a timeline page. Students use a paperclip to hold all of their pages together in chronological order. Once students have completed the center, they each choose an event that they have illustrated that is not yet displayed and hang it from the string with a clothespin in the correct order, creating a large classroom timeline of events in Ohio history.

Ohio History Timeline

Directions Sheet

Visit the Ohio History Timeline webpage. Choose one event from each time period (you will have 9 total) to describe and illustrate. DO NOT PICK THE SAME EVENTS AS EVERYONE IN YOUR GROUP! Click on the link to each event to learn more about it, then describe and illustrate each event on its own piece of paper. Be sure to write your name on the back of every page. Choose one of your pages that is not yet hanging on the classroom timeline and hang it from the string with a clothespin in the correct order. Use a paper clip to hold the rest of your pages together in order with the oldest event on top and the most recent event on bottom.

Event Name:

Date:

What Happened?

Virtual Field Trip Instructions

Learning Goals/Objectives: Students will use technology to explore Ohio's history, geography, and culture.

Standards: S.S. 4.1-The order of significant events in Ohio and the United States can be shown on a timeline.

S.S. 4.3-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.

S.S. 4.5- 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.

S.S. 4.9-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.

S.S. 4.11- The regions which became known as the North, South and West of the United States developed in the early 1800s largely based on their physical environments and economies.

S.S. 4.14-Ohio's location in the United States and its transportation systems continue to influence the movement of people, products and ideas.

R.I. 1.1-Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

R.I. 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.

R.I. 4.7-Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

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

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.

Materials:

- Electronic devices with virtual field trip directions for each student
- Headphones for each student
- Passport for each student

Methods:

Each student goes to a computer or tablet and opens the virtual field trip directions. Students open the links on the page and answer all questions on the passport worksheet.

All About Ohio Virtual Field Trip

OH-IO! Today we are going to learn all about the state that we live in. Before you begin your virtual field trip, take a minute to write down on your passport everything that you already know about Ohio. This will help you see how much you have learned when your trip is through.

1. Look at the map of Ohio. In your journal, draw a picture of Ohio and label the states that border Ohio. Now type the name of our school in the search bar. What important locations are near our school?

2. Read about the founding of Ohio. Draw a timeline of the five important events in Ohio's history as a state that were mentioned in the article. Reread the paragraph about how Ohio got its name. The Iroquois people named Ohio after its river. If we were going to rename the state of Ohio, what important part of our state would you want to name it after and why? Come up with a new name that would reflect what you think the most important feature of Ohio is.

3. Now watch the video about the regions in the United States. Could any of the regions survive without the other ones? Listen to the song about Ohio's region, the Midwest. If you were going to divide our country into new regions, what would they be and which one would Ohio be in? Draw a picture of your regions and briefly describe each one.

4. Next look at the map of Ohio's canals. How do you think these canals influenced the way people travelled and did business? Would you expect the population to be higher or lower in the cities near canals? Why?

5. Finally, study the flash cards about Ohio's transportation systems. When you think you know them, play as a guest to see how long it takes you to master the cards. Which one was the most difficult for you to remember? Why do you think this one was harder? Which mode of transportation do you think would be the best for connecting Ohio with other states around it?

When you are finished with all of the other tasks, play one of the Ohio games and list one fact that you didn't know before playing the games.

My Passport

What do you already know about Ohio before taking your trip?

1. Draw a picture of Ohio and its bordering states in the box.

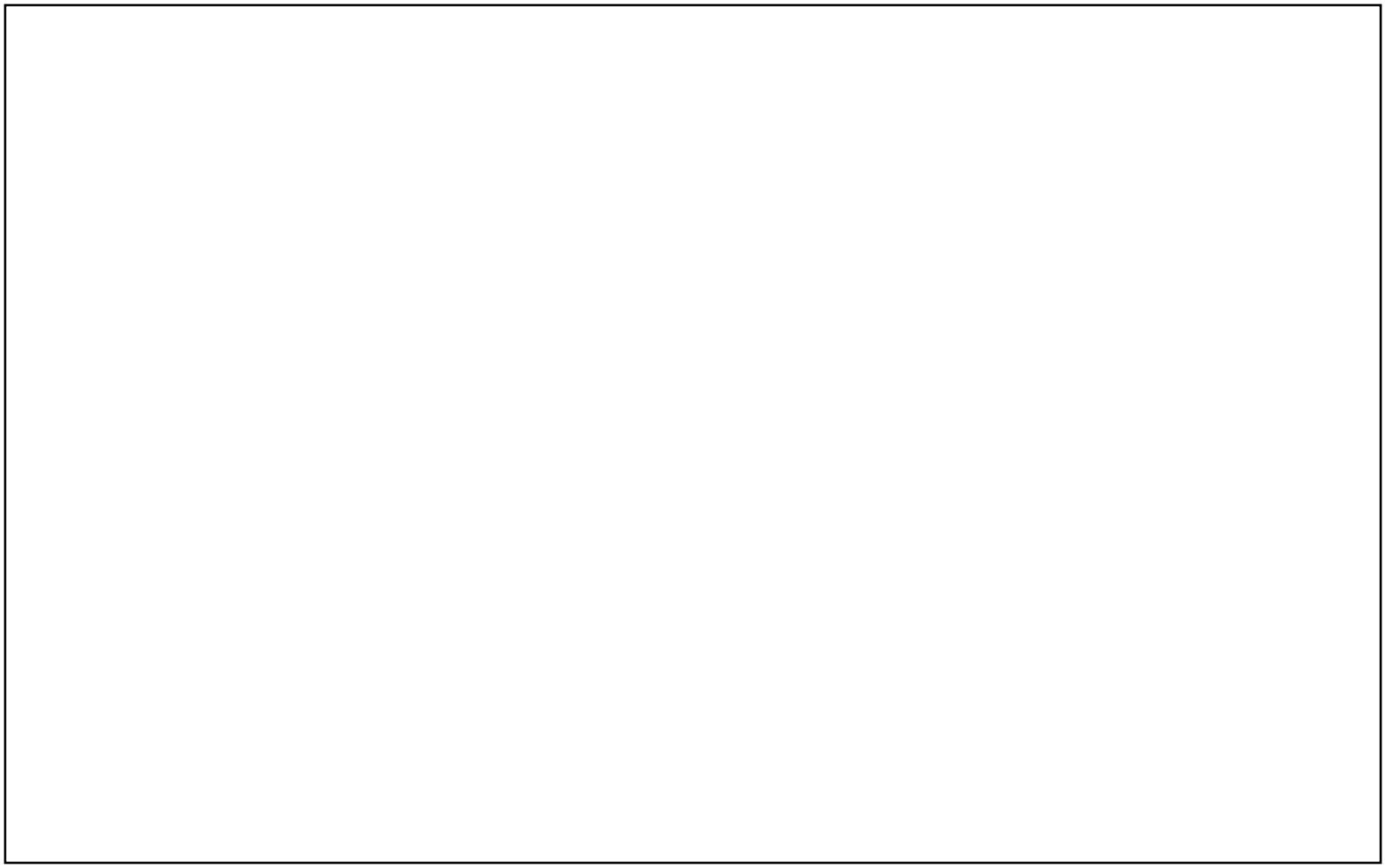
Put a dot on your map where our school is. What important locations (roads, businesses, landmarks, etc.) are near our school?

2. Draw a timeline of the 5 important events in Ohio's statehood that were mentioned in the article.

Reread the paragraph about how Ohio got its name. The Iroquois people named Ohio after its river. If we were going to rename Ohio, what important feature would you want to name it after and why? Create a name that emphasizes the part of Ohio that you think is most important.

3. Could any of the regions of the United States survive without the others? Why or why not?

Draw a picture in the box of how you would divide our country into regions. Describe each one and be sure to label which one Ohio would be in.



4. How do you think Ohio's canals influenced the way people used to travel and do business?

Would you expect cities near canals to have higher or lower populations than other cities? Why?

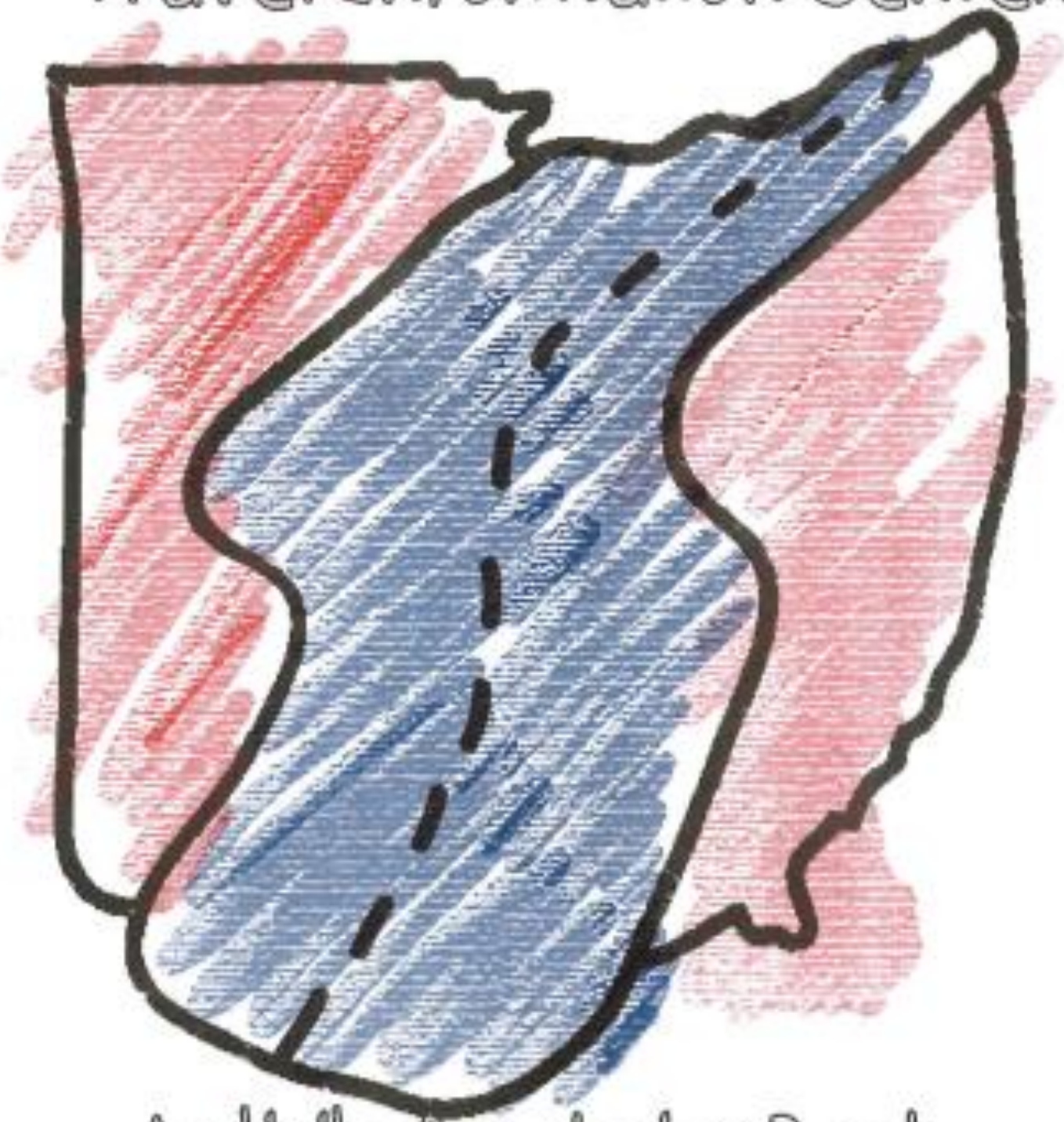
5. Which flash card was the hardest one for you to remember? Why do you think this one was hard to remember?

Which method of transportation do you think was the most helpful for connecting Ohio with other states? Why?

If you had time to play the Ohio games, what did you learn from them?

OHIO

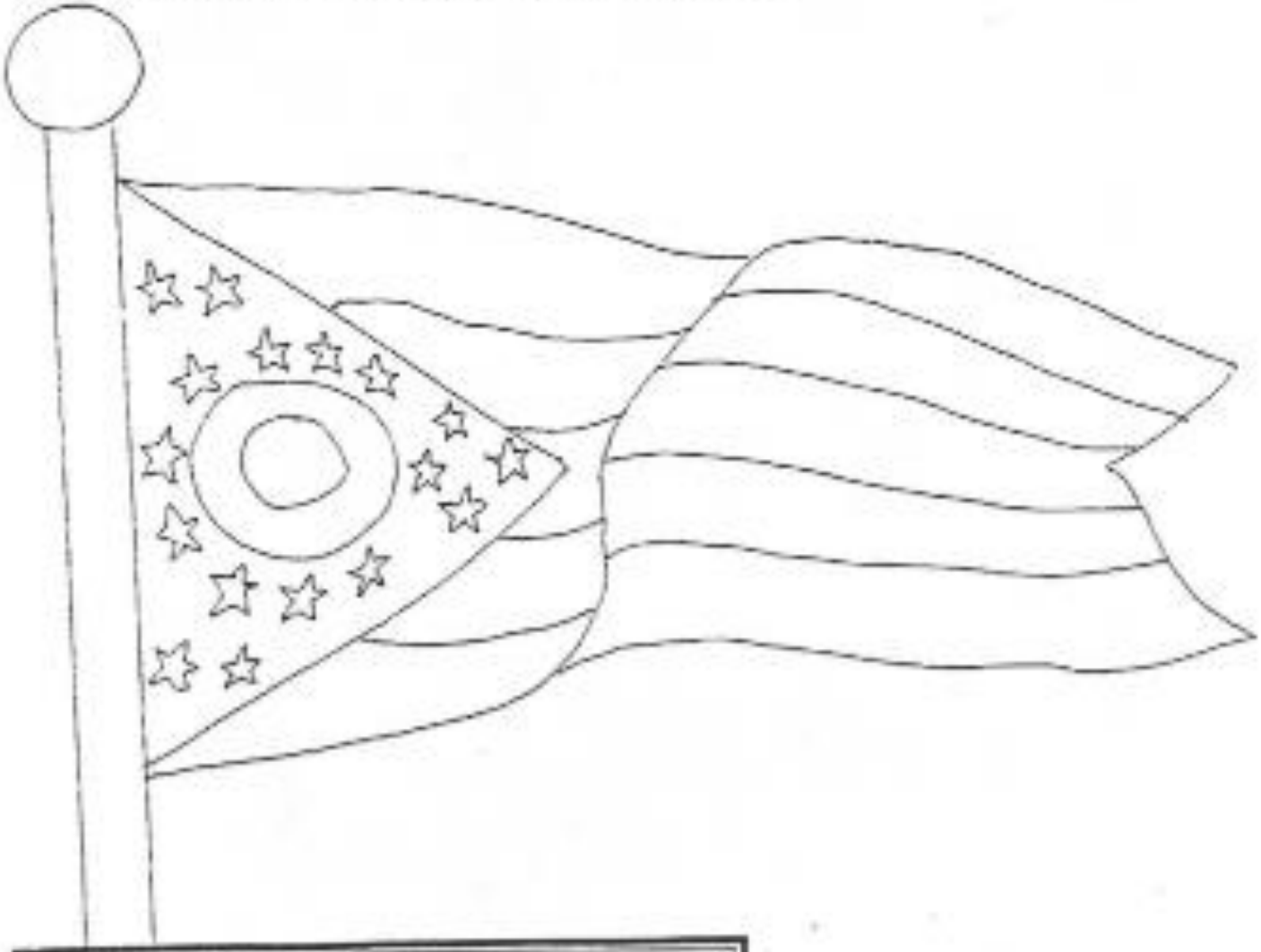
Travel Information Centers



Activity & Coloring Book

THE STATE FLAG

We will begin our tour with Ohio's state flag. It was designed by John Eisenmann in 1902. It has one large blue triangle, representing Ohio's hills and valleys. The blue triangle surrounds a red and white circle that stands for the "O" in "Ohio." Its three red stripes and two white stripes represent Ohio's waterways and roads. The 17 stars on the triangle symbolize Ohio's entrance into the Union as the 17th state. Please color our state flag.



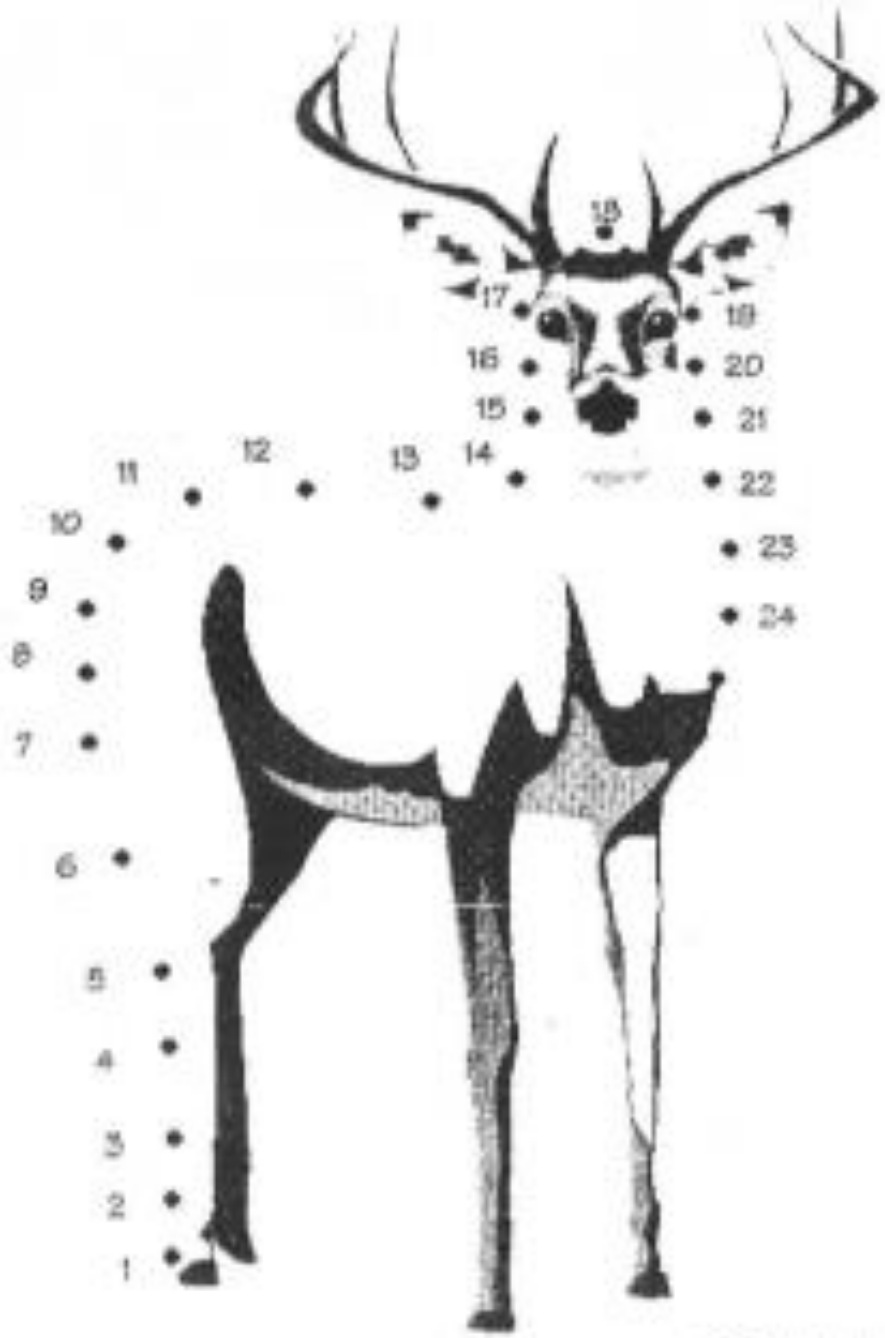
Did you know...

Ohio is the only state that does not use the traditional rectangular flag design. Our state flag's design known as a **burgee**.

THE STATE TREE and ANIMAL

Ohio is known as the *Buckeye State* because of our state tree, the Buckeye. The tree gets its name from its large brown seeds, which resemble the eyes of our state animal. To find out what our state animal is, connect the dots and unscramble its name below!

TEIWH-ALITDE EERD



ANSWER: WHITE-TAILED DEER

THE GREAT SEAL

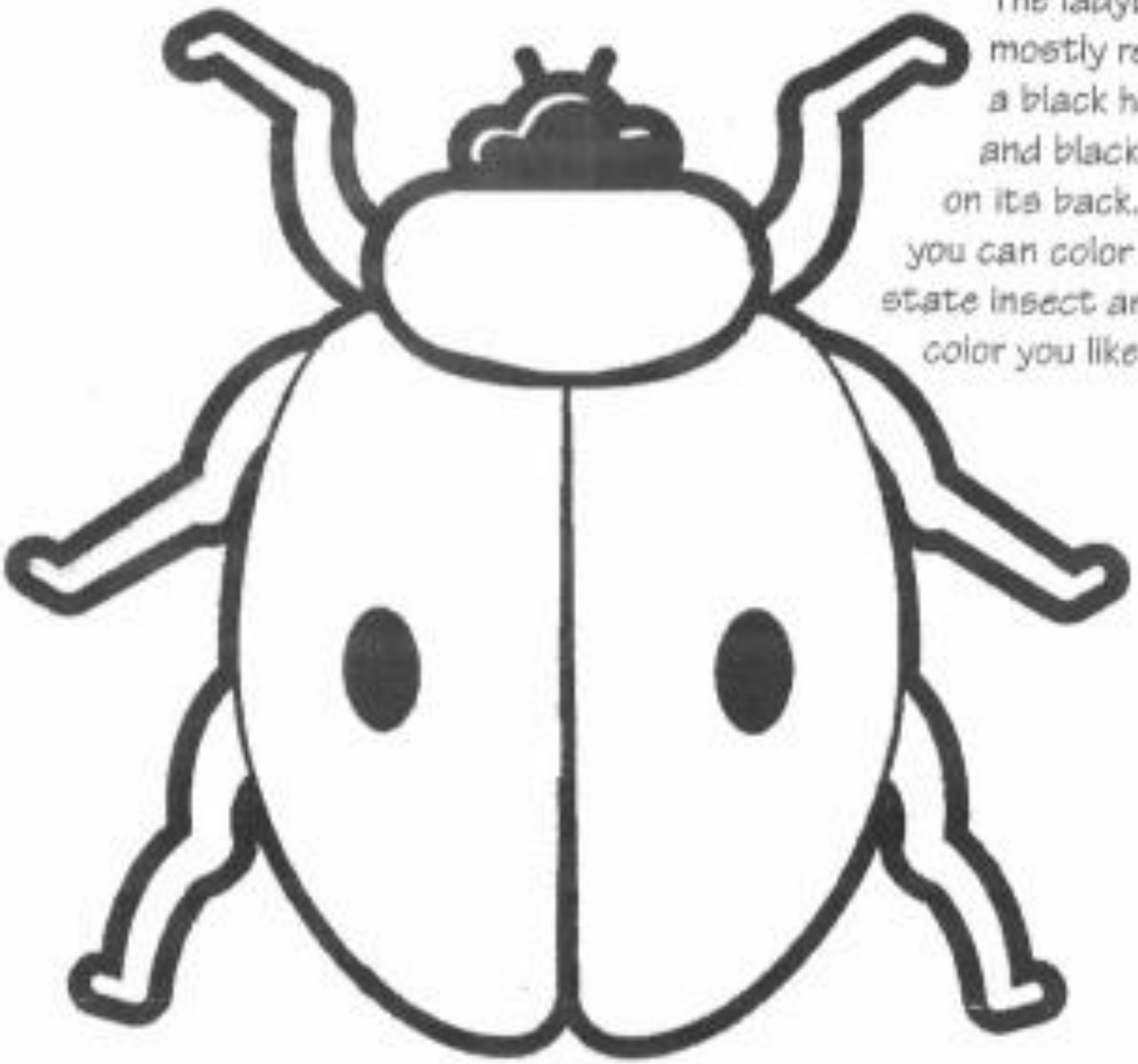
This seal was redesigned and adopted in 1996. The 13 rays represent America's 13 original colonies. The sheaf of wheat represents the importance of agriculture in Ohio. The bundle of 17 arrows shows that Ohio was the 17th state in the Union.

If you designed a seal for our state, what would it look like? Please draw a seal that helps Ohioans feel proud of their state.

THE STATE INSECT

In June 1975, the Ohio Legislature declared the common ladybug, officially known as the ladybird beetle, as the state insect. The ladybug was chosen for its attractive markings and helpful eating habits.

The ladybug is mostly red with a black head and black spots on its back. But, you can color our state insect any color you like.

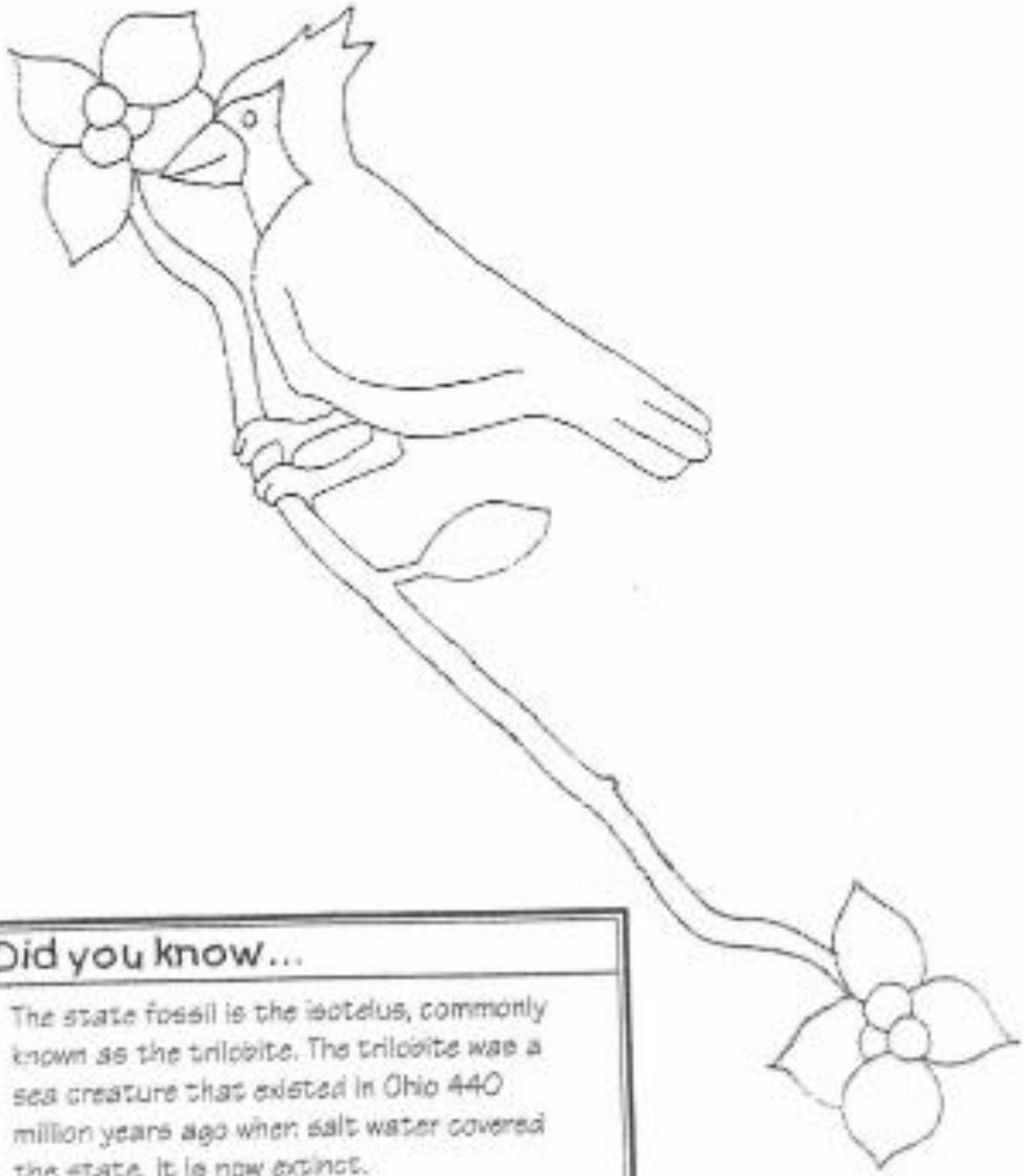


Did you know...

Ohio's state flower is the red carnation. It was adopted in 1904 in memory of President William McKinley. McKinley, who was born in Niles, Ohio, always wore a red carnation on his jacket lapel.

THE STATE BIRD

The cardinal became the state bird in 1933. It was chosen for its beautiful song and brilliant color. Cardinals are red. Please color our state bird and give it a friend to perch with.



Did you know...

The state fossil is the isotelus, commonly known as the trilobite. The trilobite was a sea creature that existed in Ohio 440 million years ago when salt water covered the state. It is now extinct.

CAN YOU FILL IN THE BLANK WITH THE ANSWERS DOWN BELOW

Did you know that_____was invented in Ohio.

1. cash register
2. disposable diapers (Pampers)
3. floating soap (Ivory)
4. playdoh
5. step ladder
6. electric fire alarm
7. wire fly swatter
8. artificial fish bait
9. chewing gum

If you answered all nine you're right !

Ohio Presidents

More of our country's presidents came from Ohio than from any other state. Eight American presidents were elected from the Buckeye State, earning Ohio the nickname "the Mother of Presidents."

William Henry Harrison
9th President (1841 - died in office) — Whig Party
Birthplace: Berkeley Plantation, Virginia – Lived in North Bend, Ohio when elected president.
Facts about presidency:
- Harrison arrived at his inauguration by train, the first president to do so.
- In 1841, the U.S. Supreme Court handed down the decision to free the Africans taken from the slave ship Amistad.

Ulysses S. Grant
18th President (1869-1877) — Republican Party
Birthplace: Point Pleasant, Ohio
Facts about presidency:
- The first transmission of human voice on telephone was successfully carried out by Alexander Graham Bell in 1876.
- Also that year, U.S. forces led by General A. Custer were destroyed at Little Big Horn by Native American forces commanded by Sitting Bull.

Rutherford B. Hayes
19th President (1877-1881) — Republican Party
Birthplace: Delaware, Ohio
Facts about presidency:
- Saw the end of the Reconstruction Era in the South.
- The first telephone was installed in the White House in 1879.

James A. Garfield
20th President (1881 - died in office) — Republican Party
Birthplace: Orange, Ohio
Facts about presidency:
- In 1881, the American Red Cross was founded by Clara Barton.
- Garfield was assassinated on July 2, 1881 – only six months after he took office.

Benjamin Harrison
23rd President (1889-1893) – Republican Party
Birthplace: North Bend, Ohio
Facts about presidency:
- Oklahoma was opened to settlement.
- The International Copyright Act passed.
- The first Pan-American conference was held in 1889.

William McKinley
25th President (1897-1901 – died in office, second term) – Republican Party
Birthplace: Niles, Ohio
Facts about presidency:
- The United States declared war on Spain.
- The United States gained its first overseas possessions — Puerto Rico and Guam.

William H. Taft
27th President (1909-1913) – Republican Party
Birthplace: Cincinnati, Ohio
Facts about presidency:
- Admiral Robert Peary and Matthew Henson reached the North Pole in 1909.
- On July 2, 1909, the Sixteenth Amendment to the U.S. Constitution was enacted giving Congress the power to levy and collect income taxes.

Warren G. Harding
29th President (1921-1923 - died in office) – Republican Party
Birthplace: Corsica, Ohio (now Blooming Grove)
Facts about presidency:
- Harding was the first president to ride in an automobile to his inauguration.
- He was the first American President to take office after World War I.

The State Motto

In 1866, Ohio adopted its first motto to be incorporated into the state seal. The motto was short-lived and as a result, Ohio went without a motto for the next 91 years. It wasn't until 1958, at the urging of a 13-year-old Cincinnati boy, that Ohio's current state motto, "With God All Things Are Possible," was adopted.

Some Famous Ohioians, Some From The Big Screen

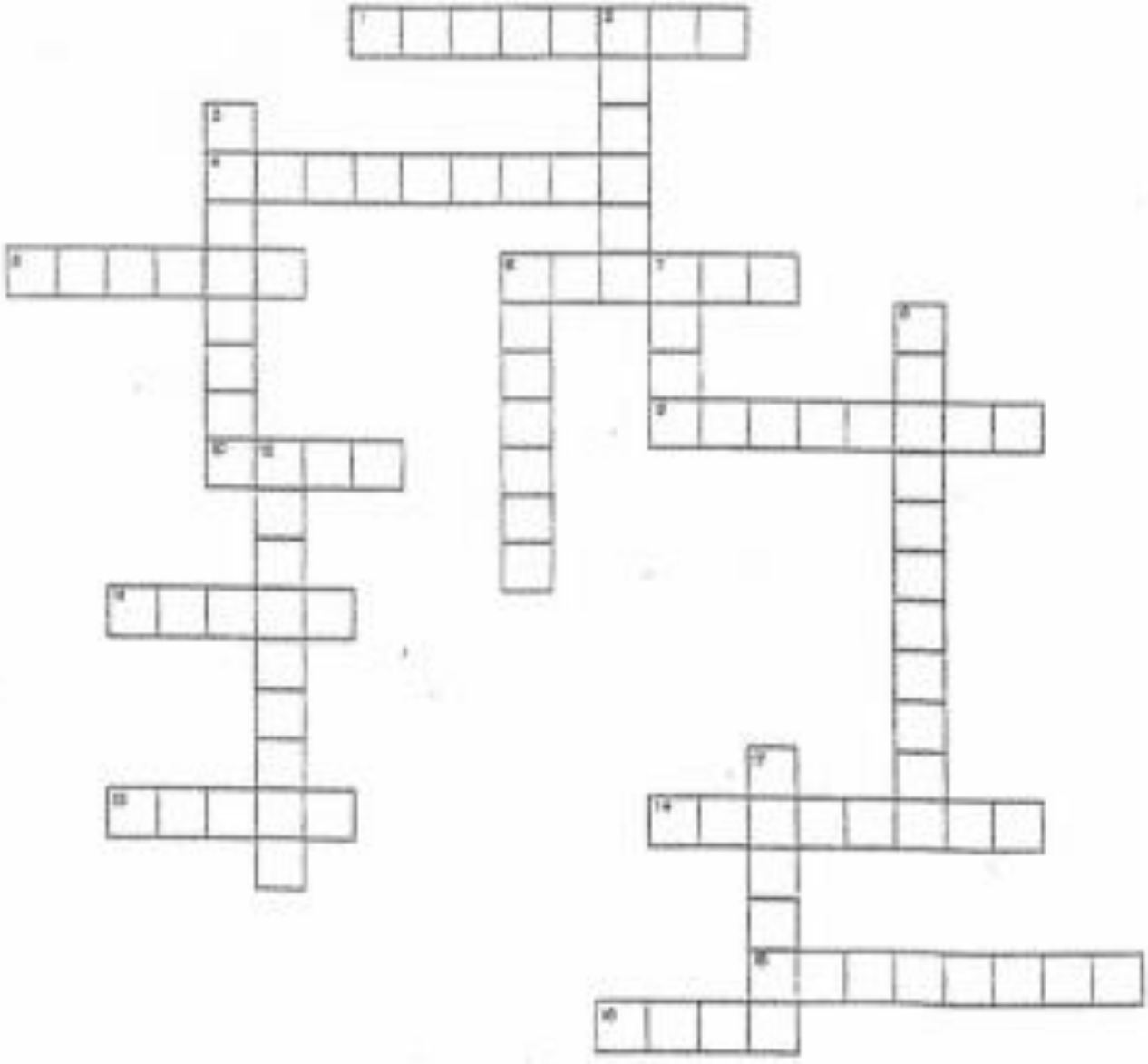
STATE CROSSWORD PUZZLE

ACROSS

1. Our current state capitol is _____.
4. Astronaut: Neil _____
5. The _____Mudhens
6. The lady bug is a _____.
9. The lady bug's formal name is the _____ beetle.
10. "One small step for man, one giant _____ for mankind."
11. President: Rutherford B. _____
13. President: Ulysses S. _____
14. President: James _____
15. President: Benjamin _____
16. President William _____

DOWN

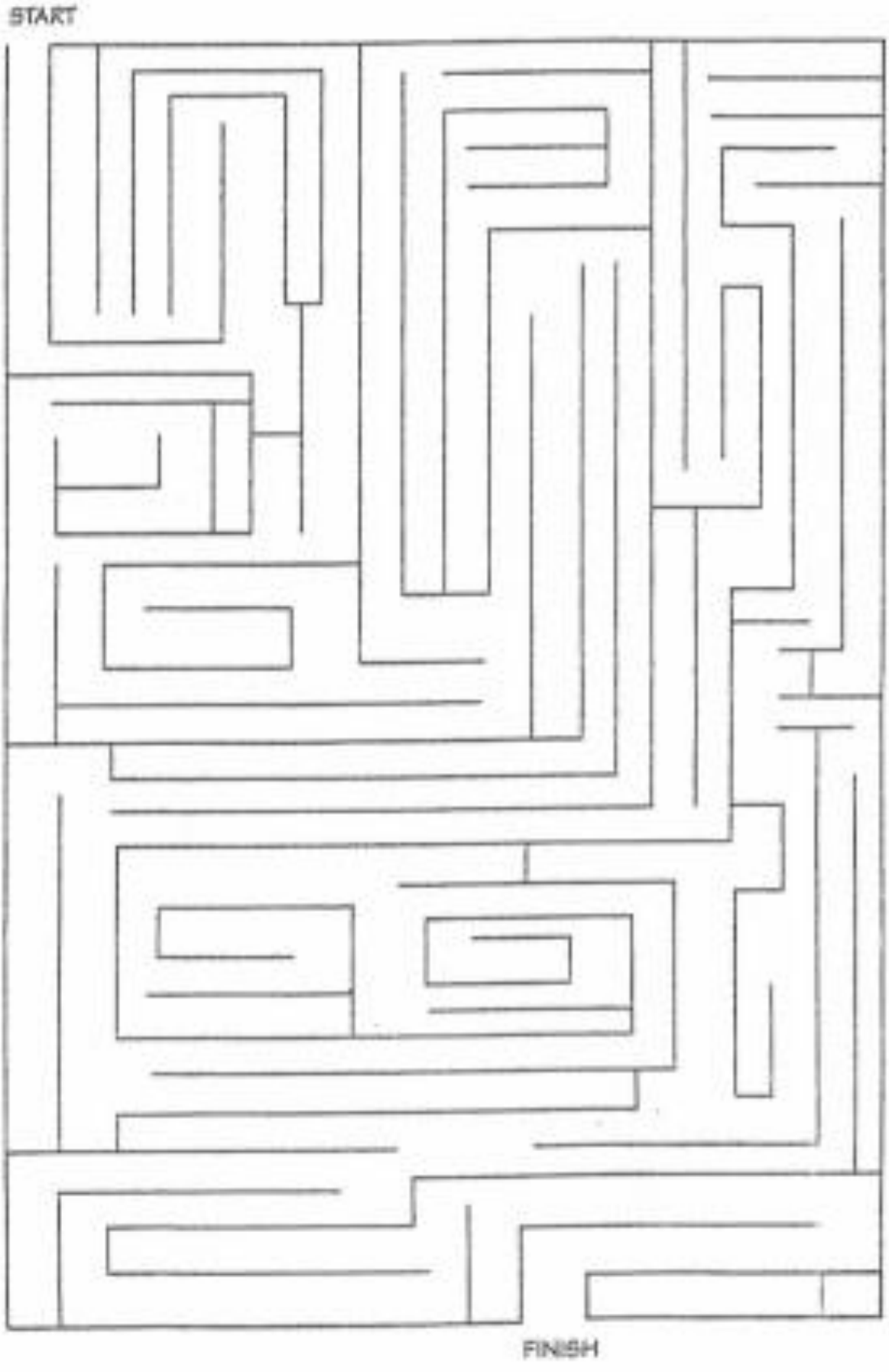
2. The state flag is really a _____.
3. The state bird
6. Ohio is the _____ state.
7. The state animal has a white _____.
8. Ohio's original capitol was in this city.
12. John _____ designed our state flag in 1802.
17. Inventors: Orville and Wilbur _____.



DID YOU KNOW...
OHIO HAS 88 COUNTIES.

COLOR IN THE COUNTIES THAT YOU HAVE VISITED IN OHIO.

CAN YOU FIND YOUR WAY?



STATE WORD SEARCH

R E Y L G R A D D O B I T R A V E L P Y K
C L B V L R L F E Z K Q I G R A N T V R C
O O U L E W A H E L A Z Q W S D X Q A P H
L U C V N G D S R W F C A Q P S K G U F I
U E K W N A A K J E I S E N M A N N O T L
M P E D K R A X M C K I N L E Y R L H K L
B W Y Y W F P O I A Q P O I L T Y F A D I
U H E I C I N C I N N A T I I E L A R X C
S A O S B E X A L L G T R B D Y H U R L O
K R U T C L E V E L A N D U E D S X I V T
N D K A O D O I Z O O Y W R I G H T S H H
H I K T J L O K B G R F T G I J Y G O F E
L N R E E W S X C V M L O E D I S O N O K
A G J H U H A Y E S R A R E T Y G J N X C
D V B O J I K O L P O I R I H Y T G Y T T
Y R E U E S W T A F T X C I B N M K L O O
B U H S Y T H F G E D W S E E U I O P L K
U J H E Y O M L O H I O F P E T R F S E A
G Y O B H Y G T F R E C D A I O T W S D O
I A R M S T R O N G C X Z N M L K A I O H
N H B G Y T F D C A R D I N A L T F D X R

PLEASE FIND THE FOLLOWING WORDS

TOLEDO
CLEVELAND
CINCINNATI
MARIETTA
COLUMBUS
OHIO

BURGEE
CARDINAL
EDISON
WRIGHT
MCKINLEY
LADYBUG
EISENMANN

DEER
GRANT
HARRISON
TAFT
CHILLICOTHE
ZOO
STATEHOUSE

ARMSTRONG
GARFIELD
HAYES
HARDING
TRAVEL
GLENN
BUCKEYE

Match the Team Nickname

1. Cincinnati's football team	A. Reds
2. Cincinnati's baseball team	B. Blue Jackets
3. Toledo's minor league baseball team	C. Rockers
4. Columbus's hockey team	D. Cavaliers
5. Cleveland's women's basketball team	E. Bengals
6. Columbus' major league soccer team	F. Mudhens
7. Cleveland's football team	G. Buckeyes
8. Cleveland's baseball team	H. Browns
9. Cleveland's basketball team	I. Crew
10. The Ohio State University's teams and all Ohioans are known as...	J. Indians

"TAKE ME OUT TO THE BALL GAME"

Ohio Facts

Ohio became a state in 1803.

a) Where was Ohio's first capitol?

Eight presidents have called Ohio home.

b) Can you name three of them?

The Wright Brothers, Orville and Wilbur, owned a bicycle shop in Dayton.

c) Why are the Wright Brothers famous?

John Glenn, from New Concord, Ohio was the first American to orbit the earth in a space craft.

d) What was John Glenn's other space accomplishment?

Neil Armstrong, from Wapakoneta, Ohio was the first man to walk on the moon.

e) When he arrived he said " That's one small step for man," and "one" what?

The Ohio State University in Columbus, Ohio, is the nations largest single university campus.

f) What is the Ohio State University's team nickname?

There are 88 counties in Ohio.

g) In which county do you live?

Ohio became a state in 1803.

h) In which year will Ohio's bicentennial occur?

Answers:

a. Chillicothe
c. William Henry Harrison
Ulysses S. Grant
Rutherford B. Hayes
James Garfield
Benjamin Harrison
William McKinley
William Howard Taft
Warren G. Harding

d. He was the oldest man in space
e. "giant step for mankind"
f. The Buckeyes
g. 2003
h. They developed the first airplane

FOLLOW THE DOTS

For more information about any of the locations mentioned in this book, please call or visit one of the following

Travel Information Centers*

Central Ohio
Franklin County
Downtown Columbus,
Statehouse Building,
614-728-9707

Northeast Ohio
I-80 Westbound
Trumbull County
330-534-9144

I-90 Westbound
Ashtabula County
440-593-6298

Northwest Ohio
I-75 Wood County
Northbound and Southbound.
Vending machines available.
Northbound: 419-686-3191
Southbound: 419-686-5001

Southwest Ohio
I-70 Eastbound
Preble County
Vending machines available.
937-437-0978

I-71 Northbound and Southbound
Warren County
Vending machines available.
Northbound: 513-932-9293
Southbound: 513-932-3538

I-75 Northbound and Southbound
Butler County
Vending machines available.
Northbound: 513-779-4607

Southeast Ohio
U.S. Route 23
Scioto County
740-259-3670

I-77 Northbound
Washington County
Vending machines available.
614-373-8806

I-70 Westbound
Belmont County
Vending machines available.
740-782-1644

* Several hundred tourism brochures, maps and hotel discount coupons are available to the public at no charge. The centers are open seven days a week from 9:00 a.m. - 5:00 p.m., except for major winter holidays.

** The Statehouse TIC is open Monday - Friday from 8:30 a.m. - 5:00 p.m.

Visit Ohio's TIC's on the web@www.dot.state.oh.us

Visit Ohio's Statehouse on the web @ http://www.statehouse.state.oh.us

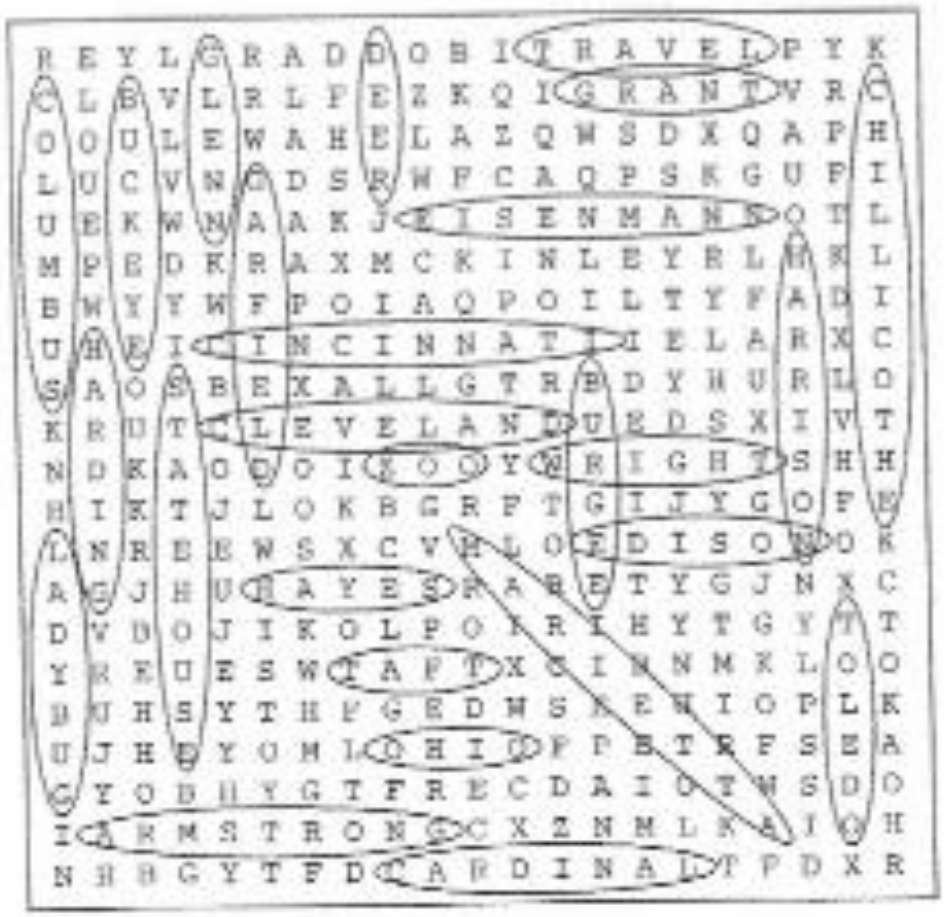
Explore Ohio! ☺

Learn more about Ohio's bicentennial on the web @ http://www.ohio200.com

Ohio Bicentennial

ODOT web site: http://www.dot.state.oh.us

STATE WORD SEARCH



Match the Team Nickname

1. Cincinnati's football team
2. Cincinnati's baseball team
3. Toledo's minor league baseball team
4. Columbus's hockey team
5. Cleveland's women's basketball team
6. Columbus' major league soccer team
7. Cleveland's football team
8. Cleveland's baseball team
9. Cleveland's basketball team
10. The Ohio State University's teams and all Ohioans are known as...

A. Reds
B. Blue Jackets
C. Rockers
D. Cavaliers
E. Bengals
F. Muchers
G. Buckeyes
H. Browns
I. Crew
J. Indians

"TAKE ME OUT TO THE BALL GAME"

STATE CROSSWORD PUZZLE ANSWERS