



Ohio as America 4th Grade Online Textbook Skills and Methods Guide

Historical Thinking Skills

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

Standard 4.2 – Primary and secondary sources can be used to create historical narratives.

Chapter 1

<i>Skill</i>	<i>Method</i>
Activity 1.1 – Create a timeline...	... reflecting important events in Thomas Edison’s life
Activity 1.2 – Create a timeline...	... reflecting significant events in Ohio and the United States
Activity 1.3 – Distinguish between primary and secondary sources...	... through a writing prompt
Activity 1.4 – Apply understanding of primary and secondary sources...	... by engaging historical thinking in a writing prompt about events from the past

Chapter 5

<i>Skill</i>	<i>Method</i>
Activity 5.4 – Apply understanding of primary and secondary sources by creating a timeline...	... reflecting ancient mound building cultures in Ohio
Activity 5.5 – Apply understanding of primary and secondary sources...	... through thinking critically about the impact of trade on Prehistoric Indian groups

Chapter 6

<i>Skill</i>	<i>Method</i>
Activity 6.2 – Apply understanding of secondary sources...	... by using them to create a visual display about one of the historic American Indian groups

Chapter 7

<i>Skill</i>	<i>Method</i>
Activity 7.5 – Apply understanding of primary and secondary sources...	... by relating how the tricorne hat reflects the purpose of Fort Laurens
Activity 7.6 – Create a timeline and demonstrate significance of important events...	... by restating Declaration of Independence and illustrating the meaning of its text

Chapter 9

<i>Skill</i>	<i>Method</i>
Activity 9.1 – Apply understanding of primary and secondary sources...	... by creating a persuasive poster for/against the Northwest Ordinance
Activity 9.3 – Create a timeline...	... outlining the three-step process to become a state, per the Northwest Ordinance

Chapter 10

<i>Skill</i>	<i>Method</i>
Activity 10.1 – Create a timeline...	... displaying the final step in Ohio’s statehood and the development of its Constitution
Activity 10.5 – Apply understanding of primary and secondary sources...	... through engaging in an Ohio citizens’ rights and responsibilities exercise

Chapter 11

<i>Skill</i>	<i>Method</i>
Activity 11.4 – Apply understanding of primary and secondary sources...	... by narrating on the various roles of the signers of the Treaty of Greenville in a journal entry

Activity 11.6 – Apply understanding of primary and secondary sources by creating a timeline...	... addressing the causes of the War of 1812
Historical Thinking Skills (continued)	
Standard 4.1 – The order of significant events in Ohio and the United States can be shown on a timeline.	
Standard 4.2 – Primary and secondary sources can be used to create historical narratives.	
Chapter 12	
Skill	Method
Activity 12.3 – Apply understanding of primary and secondary sources...	... by “visiting” the Ohio State Fair in 1850, through the story of an old balloonist
Activity 12.8 – Apply understanding of primary and secondary sources...	... by examining the Fugitive Slave Act through the story of Sara “Lucy” Bagby Johnson
Activity 12.9 – Apply understanding of primary and secondary sources...	... by presenting or defending a perspective on the role of Ohio in the anti-slavery movement
Activity 12.10 – Apply understanding of primary and secondary sources...	... by creating an historical narrative about a slave’s journey north to freedom
Chapter 13	
Skill	Method
Activity 13.8 – Apply understanding of primary and secondary sources...	... by creating a museum exhibit about Ohio transportation
Activity 13.10 – Apply understanding of primary and secondary sources...	... by creating a map reflecting Ohio’s cities, natural resources, agriculture and major regions
Spatial Thinking and Skills	
Standard 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.	
Chapter 2	
Skill	Method
Activity 2.1 – Apply understanding of mapping skills, vocabulary, and themes...	... to gain insight into Ohio’s place in the world
Activity 2.2 – Apply understanding of mapping skills, vocabulary, and themes...	... to identify and describe the relative location of various cities in Ohio
Chapter 6	
Skill	Method
Activity 6.1 – Apply understanding of mapping skills, vocabulary, and themes...	... to describe cooperation/conflict among historic American Indians and European settlers
Chapter 12	
Skill	Method
Activity 12.2 – Apply understanding of mapping skills, vocabulary, and themes...	... to create a resource map reflecting manufacturing and industry in the North during the Industrial Revolution
Activity 12.3 – Apply understanding of mapping skills, vocabulary, and themes...	... to generate a “map” reflecting production needs, resources, crops in the South in the 1800’s
Activity 12.4 – Apply understanding of mapping skills, vocabulary, and themes...	... to create a resource and crop map of the South in the 1800’s
Activity 12.5 – Apply understanding of mapping skills, vocabulary and themes...	... to map “slave” state affiliation at the time of the Louisiana Purchase
Chapter 13	
Skill	Method
Activity 13.10 – Apply understanding of mapping skills, vocabulary, and themes...	... by creating a map reflecting Ohio’s cities, natural resources, agriculture and major regions
Civic Participation and Skills	
Standard 4.15 – 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.	
Standard 4.16 – Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively.	

Standard 4.17 – Effective participants in a democratic society engage in compromise.	
Standard 4.18 – Laws can protect rights, provide benefits, and assign responsibilities.	
Standard 4.19 – The U.S. Constitution establishes a system of limited government and protects citizens’ rights; five of these rights are addressed in the First Amendment.	
Chapter 3	
<i>Skill</i>	<i>Method</i>
Activity 3.1 – Demonstrate understanding of civic opportunity...	... by creating a commercial demonstrating variety of ways to participate in government
Activity 3.2 – Demonstrate understanding of citizenship rights, opportunity and responsibility...	... by creating public service posters communicating school citizenship rights and responsibilities to students
Activity 3.3 – Demonstrate understanding of civic participation...	... by reflecting upon MLK’s “dream” and personal “dreams” for self and community
Activity 3.4 – Demonstrate ability to make informed decisions...	... by deciphering the difference between fact and opinion in a class exercise
Activity 3.5 – Demonstrate understanding of the power of compromise...	... by applying it to group situations within a legislative process exercise
Chapter 8	
<i>Skill</i>	<i>Method</i>
Activity 8.2 – Demonstrate understanding of U.S. Constitution and the First Amendment...	... by researching information necessary to play Constitution Challenge
Activity 8.4 – Demonstrate understanding of individual rights and responsibilities...	... by composing a letter to local state representative inquiring about current bills in process
Chapter 10	
<i>Skill</i>	<i>Method</i>
Activity 10.5 – Demonstrate understanding of civic rights and responsibilities...	... by examining citizens’ influence on State government through the lens of a primary source
Activity 10.6 – Demonstrate understanding of civic rights and responsibilities...	... by producing a group video related to citizens’ influence on government
Chapter 12	
<i>Skill</i>	<i>Method</i>
Activity 12.5 – Demonstrate understanding of the power of compromise...	... by exploring the process of land acquisition from Mexico through the Louisiana Purchase
Activity 12.6 – Demonstrate understanding of the power of compromise...	... by exploring the role of slavery and the West before and during the Civil War
Activity 12.7 – Demonstrate understanding of the power of compromise...	... by investigating slavery from the perspective of both northern and southern states
Chapter 13	
<i>Skill</i>	<i>Method</i>
Activity 13.9 – Demonstrate ability to make informed decisions...	... by completing a map activity pertaining to Ohio’s natural resources and agriculture
Economic Decision-Making and Skills and Financial Literacy	
Standard 4.22 – Tables and charts help people understand information and issues. Tables organize information in columns and rows. Charts organize information in a variety of visual formats (pictures, diagrams, graphs).	
Standard 4.24 – Saving a portion of income contributes to an individual’s financial well-being. Individuals can reduce spending to save more of their income.	
Economic Decision-Making and Skills and Financial Literacy (continued)	
Chapter 4	
<i>Skill</i>	<i>Method</i>
Activity 4.1 – Produce a line graph...	... demonstrating the price increase for junk foods over the last 10 years
Activity 4.2 – Produce bar graphs and pie charts...	... displaying Ohio’s strong industrial presence, divided among its six geographical regions
Activity 4.3 – Develop a budget and materials list...	... supplying and supporting a school club
Activity 4.4 – Develop a budget...	... reflecting consideration of cost vs. savings

Chapter 11

<i>Skill</i>	<i>Method</i>
Activity 11.2 – Produce a bar graph...	... relating poll results about the removal of American Indians

Chapter 14

<i>Skill</i>	<i>Method</i>
Activity 14.2 – Populate a table with data...	... reflecting how migration and immigration impacted Ohio's 20 th century population trends and changes
Activity 14.3 – Use tabulation of data...	... demonstrating understanding of cultural diversity related to Ohio immigration