

4th Grade Ohio History

Original Suggested Units and Pacing Guide

Scope and Sequence - Ohio: Its Past, Its Location, Its Government

The state of Ohio is the focus for fourth grade. Students learn about the geography, history, government and economy of their state. They learn about issues and ways that citizens participate in Ohio's government. Students develop their research skills through individual and group activities.

Unit 1: Early History

30 days

End by first week in October

The first unit introduces the early history of Ohio from prehistoric peoples through early historic Indians. It also includes the major geographical features of the state.

Problem Solving – Patterns & Relationships

Unit 2: Territory to Early Statehood

30 days

End by Thanksgiving

The emphasis is on Ohio's history as it became a state, including the purposes of government as a foundation for statehood. Economic factors influencing Ohio's development during this time period are also included.

Problem Solving – Patterns & Relationships

Unit 3: Industrialization of Ohio

30 days

End by the First Semester

This unit focuses on the economic development of Ohio. This includes the influence of immigrants, their origins and cultural practices on the economic growth of Ohio.

Problem Solving – Patterns & Relationships

Unit 4: Modern Ohio

40+ days

End by March 31 (Includes 2 weeks of assessments)

A study of famous people, who have ties to Ohio, presents an opportunity for in depth research and a review of many earlier indicators. In this section on modern Ohio, it is also important to consider citizenship rights and responsibilities.

Problem Solving – Patterns & Relationships

Unit 5: Economics Application

20 days

End by May 7 (Includes a week for Spring Break)

The focus of this unit will be a hands-on, economics entrepreneurship project involving problem solving and decision making.

Problem Solving – Patterns & Relationships

Unit 6: County Projects

20 days

End the Semester

The focus of this unit will be independent research on an Ohio county. The research will look at the geography, government, history, culture and economics of the county, pulling together the year's study.

Problem Solving – Patterns & Relationships

Norton City Schools Standards-Based Social Studies Course of Study 2005

4th Grade Benchmarks (ID= Indicator: These number references will clarify the intent of Indicators in each unit.)

History

- A. Construct time lines to demonstrate an understanding of units of time and chronological order. (ID: 1)
- B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict. (ID: 2, 3) **(ONLY 4-5)**
- C. Explain how new developments led to the growth of the United States. (ID: 4, 5, 6)

People In Societies

- A. Compare practices and products of North American cultural groups. (ID: 1)
- B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other. (ID: 2, 3)

Geography

- A. Use map elements or coordinates to locate physical and human features of North America. (ID: 1, 2, 3, 4)
- B. Identify the physical and human characteristics of places and regions in North America. (ID: 5, 6, 7)
- C. Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences. (ID: 8, 9)
- D. Analyze ways that transportation and communication relate to patterns of settlement and economic activity. (ID: 10)

Economics

- A. Explain the opportunity costs involved in the allocation of scarce productive resources. (ID: 1, 2)
- B. Explain why entrepreneurship, capital goods, technology, specialization and division of labor are important in the production of goods and services. (ID: 3)
- C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade. (ID: 4, 5, 6)

Government

- A. Identify the responsibilities of the branches of the United States government and explain why they are necessary. (ID: 1, 2)
- B. Give examples of documents that specify the structure of state and national governments in the United States and explain how these documents foster self-government in a democracy. (ID: 3, 4) **(ONLY 4-5)**

Citizenship Rights & Responsibilities

- A. Explain how citizens take part in civic life in order to promote the common good. (ID: 1)
- B. Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government. (ID: 2, 3, 4, 5)

Study Skills & Methods

- A. Obtain information from a variety of primary and secondary sources using the component parts of the source. (ID: 1, 2, 3, 4)
- B. Use a variety of sources to organize information and draw inferences. (ID: 5, 6, 7, 8)
- C. Communicate social studies information using graphs or tables. (ID: 9)
- D. Use problem-solving skills to make decisions individually and in groups. (ID: 10)

Continually check your alignment between the Indicators and the Benchmarks.

Fourth Grade: Early History

SCESC Unit 1

30 days

End the first week of October

History	Geography	Economics	Study Skills and Methods
<p><u>Settlement</u> B</p> <p>2. Describe the earliest settlements in Ohio <u>including</u> those of prehistoric people.</p> <p>3. Explain the cause and effects of the frontier wars of the 1790s, <u>including</u> the Battle of Fallen Timbers, on American Indians in Ohio and the United States</p> <p>Note: Suggested Vocabulary: History</p> <p>1. chronological order historical era intervals time periods</p>	<p><u>Location</u> A</p> <p>3. Describe the location of Ohio relative to other states and countries.</p> <p>4. Use maps to identify the location of major physical and human features of Ohio <u>including</u>:</p> <p>a. Lake Erie; b. rivers; c. plains; d. the Appalachian Plateau; e. bordering states; h. Ohio River.</p>	<p>None</p> <p>Government</p> <p>None</p> <p>Citizenship Rights & Responsibilities</p> <p>None</p>	<p><u>Obtaining Information</u> A</p> <p>1. Obtain information about state issues from a variety of print and electronic sources, and determine the relevance of information to a research topic:</p> <p>a. atlases; b. encyclopedia; c. dictionaries; d. newspapers; e. multimedia / electronic sources.</p> <p>2. Use a glossary and index to locate information.</p> <p>3. Use primary and secondary sources to answer questions about Ohio history.</p> <p>4. Describe how archaeologists and historians study and interpret the past.</p>
<p>People in Societies</p> <p><u>Cultures</u> A</p> <p>1. Describe the cultural practices and products of various groups who have settled in Ohio over time:</p> <p>a. the Paleo Indians, Archaic Indians, Woodland Indians <u>including</u> Adena and Hopewell and Late Prehistoric Indians <u>including</u> Fort Ancient;</p> <p>b. historic Indians of Ohio <u>including</u> Ottawa, Wyandot, Mingo, Miami, Shawnee and Delaware.</p> <p>Note: Strategies & Resources: See pages 4th – 4 & 7 for teaching ideas and materials.</p>	<p><u>Human Environmental Interaction</u> C</p> <p>8. Identify how environmental processes <u>including</u> glaciation and weathering and characteristics <u>including</u> landforms, bodies of water, climate, vegetation influence human settlement and activity in Ohio.</p> <p>Note: Students are to apply the Problem Solving steps in order to identify Patterns & Relationships.</p>	<p>Note: The bolded letter at the end of each <u>organizer heading</u> aligns with the Benchmark for the given Standard. Continually align the Indicators to the Benchmark goals page 4th – 17.</p>	<p><u>Thinking and Organizing</u> B</p> <p>5. Identify main ideas and supporting details from factual information.</p> <p>6. Distinguish between fact and opinion.</p> <p>7. Read and interpret pictographs, bar graphs, line graphs and tables.</p> <p><u>Problem Solving</u> D (Introduce as Indians faced/solved problems)</p> <p>10. Use a problem-solving/decision-making process which <u>includes</u>:</p> <p>a. identifying a problem; b. gathering information; c. listing and considering options; d. considering advantages and disadvantages of options; e. choosing and implementing a solution; f. developing criteria for judging its effectiveness; g. evaluate the effectiveness of the solution.</p>

Fourth Grade: Territory to Early Statehood

SCESC Unit 2

30 Days

End by Thanksgiving

History	Geography	Economics	Study Skills and Methods
<p><u>Chronology</u> A 1. Construct time lines with evenly spaced intervals for years, decades and centuries to show the order of significant events in Ohio history.</p> <p><u>Growth</u> C 4. Explain how Ohio progressed from territory to statehood, including the terms of the Northwest Ordinance.</p> <p>5. Explain how canals and railroads changed settlement patterns in Ohio and Ohio's economic and political status in the United States.</p>	<p><u>Location</u> A 4. Use maps to identify the location of major physical and human features of Ohio including: a. Lake Erie; b. rivers; c. plains; d. the Appalachian Plateau; e. bordering states; f. the capital city; g. other major cities; h. Ohio River.</p> <p><u>Places and Regions</u> B 5. Describe and compare the landforms, climates, population, vegetation and economic characteristics of places and regions in Ohio.</p> <p>7. Explain how resources, transportation and location influenced the development of cities and industries in Ohio including major industries such as, oil, steel, rubber and glass.</p>	<p><u>Scarcity & Resource Allocation</u> A 1. Identify the productive resources needed to produce a good or service and suggest opportunity costs for the resources involved.</p> <p>2. Explain how the availability of productive resources in Ohio promotes specialization in the production of goods and services and leads to trade.</p> <p><u>Markets</u> C 5. Explain why people in Ohio specialize in what they produce and then trade with others, which then increases the amount of goods and services available.</p>	<p><u>Obtaining Information</u> A 1. Obtain information about state issues from a variety of print and electronic sources, and determine the relevance of information to a research topic: a. atlases; b. encyclopedia; c. dictionaries; d. newspapers; e. multimedia / electronic sources.</p> <p>2. Use a glossary and index to locate information.</p> <p>3. Use primary and secondary sources to answer questions about Ohio history.</p> <p>4. Describe how archaeologists and historians study and interpret the past.</p>
<p style="text-align: center;">People in Societies</p> <p><u>Cultures</u> A 1. Describe the cultural practices and products of various groups who have settled in Ohio over time: c. European immigrants.</p> <p><u>Interactions</u> B 2. Describe the impact of the expansion of European settlements on American Indians in Ohio.</p> <p>3. Explain the reasons people came to Ohio including: a. opportunities in agriculture, mining and manufacturing; b. family ties; c. freedom from political and religious oppression.</p> <p><u>Suggested Vocabulary</u>: See People in Societies page 4th – 1.</p>	<p><u>Human Environment Interaction</u> C 8. Identify how environmental processes including glaciation and weathering and characteristics including landforms, bodies of water, climate, vegetation influence human settlement and activity in Ohio.</p> <p>9. Identify ways that people have affected the physical environment of Ohio including: a. use wetlands; b. use of forests; c. building farms, towns and transportation systems.</p> <p><u>Movement</u> D 10. Use elevation, natural resources and road maps to answer questions about patterns of settlement, economic activity and movement.</p>	<p style="text-align: center;">Government</p> <p><u>Rules and Laws</u> B 3. Explain the purpose of a democratic constitution: a. to provide a framework for government; b. to limit the power of government; c. to define the authority of elected officials.</p> <p>4. Explain that the Ohio Constitution tells how the state government should be organized and guarantees the rights of individuals</p>	<p><u>Thinking and Organizing</u> B 5. Identify main ideas and supporting details from factual information.</p> <p>6. Distinguish between fact and opinion.</p> <p>7. Read and interpret pictographs, bar graphs, line graphs and tables.</p> <p><u>Problem Solving</u> D 10. Develop as settlers solved problems a. identifying a problem; b. gathering information; c. listing and considering options; d. considering advantages and disadvantages of options; e. choosing and implementing a solution; f. developing criteria for judging its effectiveness; g. evaluate the effectiveness of the solution.</p>
		<p style="text-align: center;">Citizenship Rights & Responsibilities</p>	

History	Geography	Economics	Study Skills and Methods
<p>Growth C 6. Explain the importance of inventors such as, the Wright Brothers, Charles Kettering, Garrett Morgan, Granville Woods and Thomas Edison.</p>	<p>Location A 1. Use a linear scale to measure the distance between places on a map. 2. Use cardinal and intermediate directions to describe the relative location of places. 4. Use maps to identify the location of major physical and human features of Ohio including: f. the capital city; g. other major cities.</p> <p>Regions and Places B 5. Describe and compare the landforms, climates, population, vegetation and economic characteristics of places & regions in Ohio. 6. Identify manufacturing, agricultural, mining and forestry regions in Ohio. 7. Explain how resources, transportation and location influenced the development of cities and industries in Ohio including major industries such as, oil, steel, rubber and glass.</p> <p>Human Environmental Interactions C 9. Identify ways that people have affected the physical environment of Ohio including: a. use wetlands; b. use of forests; c. building farms, towns and transportation systems.</p> <p>Movement D 10. Use elevation, natural resources and road maps to answer questions about patterns of settlement, economic activity and movement. (Apply Study Skills Indicator: 10)</p>	<p>Production, Distribution and Consumption B 3. Explain how entrepreneurs organize productive resources to produce goods and services and that they seek to make profits by taking risks. 4. Explain ways in which individuals and households obtain and use income. Markets C 5. Explain why people in Ohio specialize in what they produce and then trade with others, which then increases the amount of goods and services available. 6. Explain why many jobs in Ohio depend on markets in other countries and why Ohio is a market for goods and services from other countries.</p>	<p>Obtaining Information A 1. Obtain information about state issues from a variety of print and electronic sources, and determine the relevance of information to a research topic: a. atlases; b. encyclopedia; c. dictionaries; d. newspapers; e. multimedia / electronic sources. 2. Use a glossary and index to locate information. 3. Use primary and secondary sources to answer questions about Ohio history. 4. Describe how archaeologists and historians study and interpret the past.</p>
<p>People in Societies</p> <p>Cultures A 1. Describe the cultural practices and products of various groups who have settled in Ohio over time: c. European immigrants; d. Amish and Appalachian populations; e. African-Americans.</p> <p>Interactions B 2. Describe the impact of the expansion of European settlements on American Indians in Ohio. 3. Explain the reasons people came to Ohio including: a. opportunities in agriculture, mining and manufacturing; b. family ties; c. freedom from political and religious oppression.</p> <p>Note: The bolded letter at the end of each organizer heading aligns with the Benchmark for the given Standard. Continually align the Indicators to the Benchmark goals page 4th – 17.</p>	<p>Government</p> <p>Role of Government A 1. Explain major responsibilities of each of the three branches of government in Ohio: a. the legislative branch, headed by the General Assembly, makes state laws; b. the executive branch, headed by the governor, carries out and enforces laws made by the General Assembly; c. the judicial branch, headed by the Ohio Supreme Court, interprets and applies the law. 2. Explain why elections are used to select leaders and decide issues.</p> <p>Rules and Laws B 3. Explain the purpose of a democratic constitution: a. to provide a framework for government; b. to limit the power of government; c. to define the authority of elected officials.</p>	<p>Thinking and Organizing B 5. Identify main ideas and supporting details from factual information. 6. Distinguish between fact and opinion. 7. Read and interpret pictographs, bar graphs, line graphs and tables. 8. Formulate a question to focus research.</p> <p>Communicating Information C 9. Communicate relevant information in a written report including the acknowledgement of sources.</p> <p>Problem Solving D 10. Use the problem-solving/decision-making process which includes: a. identifying a problem; b. gathering information; c. listing and considering options; d. considering advantages and disadvantages of options; e. choosing and implementing a solution; f. developing criteria for judging its effectiveness; g. evaluate the effectiveness of the solution.</p>	
		<p>Citizenship R & R</p>	

History	Geography	Government	Study Skills & M.
<p><u>Chronology</u> A</p> <p>1. Construct time lines with evenly spaced intervals for years, decades and centuries to show the order of significant events in Ohio history.</p>	<p><u>Places and Regions</u> B</p> <p>6. Identify manufacturing, agricultural, mining and forestry regions in Ohio.</p> <p>7. Explain how resources, transportation and location influenced the development of cities and industries in Ohio <u>including</u> major industries such as oil, steel, rubber & glass.</p> <p><u>Human Environmental Interactions</u> C</p> <p>9. Identify ways that people have affected the physical environment of Ohio <u>including</u>:</p> <p>a. use wetlands;</p> <p>b. use of forests;</p> <p>c. building farms, towns and transportation systems;</p> <p>d. using fertilizers, herbicides and pesticides;</p> <p>e. build dams.</p>	<p><u>Role of Government</u> A</p> <p>1. Explain major responsibilities of each of the three branches of government in Ohio:</p> <p>a. the legislative branch, headed by the General Assembly, makes state laws;</p> <p>b. the executive branch, headed by the governor, carries out and enforces laws made by the General Assembly;</p> <p>c. the judicial branch, headed by the Ohio Supreme Court, interprets and applies the law.</p> <p>2. Explain why elections are used to select leaders and decide issues.</p>	<p><u>Obtaining Information</u></p> <p>1. Obtain information about state issues from a variety of print and electronic sources, and determine the relevance of information to a research topic:</p> <p>a. atlases;</p> <p>b. encyclopedia;</p> <p>c. dictionaries;</p> <p>d. newspapers;</p> <p>e. multimedia / electronic sources.</p> <p>2. Use a glossary and index to locate information.</p>
<p>People in Societies</p> <p><u>Cultures</u> A</p> <p>1. Describe the cultural practices and products of various groups who have settled in Ohio over time:</p> <p>f. recent immigrants from Africa, Asia and Latin America.</p> <p><u>Interactions</u> B</p> <p>3. Explain the reasons people came to Ohio <u>including</u>:</p> <p>a. opportunities in agriculture, mining and manufacturing</p> <p>b. family ties;</p> <p>c. freedom from political and religious oppression.</p> <p>Note: Students are to apply the Problem Solving steps in order to identify Patterns & Relationships.</p>	<p>Economics</p> <p><u>Scarcity & Resource Allocation</u> A</p> <p>1. Identify the productive resources needed to produce a good or service and suggest opportunity costs for the resources involved.</p> <p>2. Explain how the availability of productive resources in Ohio promotes specialization in the production of goods and services and leads to trade.</p> <p><u>Production, Distribution and Consumption</u> B</p> <p>3. Explain how entrepreneurs organize productive resources to produce goods and services and that they seek to make profits by taking risks.</p> <p><u>Markets</u> C</p> <p>4. Explain ways in which individuals and households obtain and use income.</p> <p>5. Explain why people in Ohio specialize in what they produce and then trade with others, which then increases the amount of goods and services available.</p> <p>6. Explain why many jobs in Ohio depend on markets in other countries and why Ohio is a market for goods and services from other countries.</p>	<p>Citizenship Rights & Responsibilities</p> <p><u>Participation</u> A</p> <p>1. Describe the ways in which citizens can promote the common good and influence their government <u>including</u>:</p> <p>a. voting;</p> <p>b. communicating with officials;</p> <p>c. participating in civic and service organizations;</p> <p>d. performing voluntary service.</p> <p><u>Rights & Responsibilities</u> B</p> <p>2. Explain why personal responsibilities <u>such as</u> taking advantage of the opportunity to be educated is important.</p> <p>3. Explain why civic responsibilities <u>such as</u> obeying the law and respecting the right of others is important.</p> <p>4. Explain the importance of leadership and public service.</p> <p>5. Explain why characteristics <u>such as</u> respect for the rights of others, fairness, reliability, honesty, wisdom and courage are desirable qualities in the people citizens select as their leaders.</p>	<p><u>Thinking & Organizing</u></p> <p>5. Identify main ideas and supporting details from factual information.</p> <p>6. Distinguish between fact and opinion.</p> <p>7. Read and interpret pictographs, bar graphs, line graphs and tables.</p> <p>8. Formulate a question to focus research.</p> <p><u>Communicating Info.</u></p> <p>9. Communicate relevant information in a written report including the acknowledgement of sources.</p> <p><u>Problem Solving</u></p> <p>10. Use the problem-solving/decision-making process as student study modern problems. See page 4th – 15.</p>

Fourth Grade: Economics Application

SCESC Unit 5

20 Days

End the first week of May

History	Economics	Citizenship Rights & Responsibilities	Study Skills and Methods
None	<p><u>Scarcity and Resource Allocation</u> A</p> <p>1. Identify the productive resources needed to produce a good or service and suggest opportunity costs for the resources involved.</p>	<p><u>Participation</u> A</p> <p>1. Describe the ways in which citizens can promote the common good and influence their government <u>including</u>:</p> <p>a. voting;</p> <p>b. communicating with officials;</p> <p>c. participating in civic and service organizations;</p> <p>d. performing voluntary service.</p>	<p><u>Obtaining Information</u> A</p> <p>1. Obtain information about state issues from a variety of print and electronic sources, and determine the relevance of information to a research topic</p> <p>d. newspapers;</p> <p>e. multimedia / electronic sources.</p>
<p>People in Societies</p> <p>None</p>	<p>2. Explain how the availability of productive resources in Ohio promotes specialization in the production of goods and services and leads to trade.</p>	<p><u>Rights and Responsibilities</u> B</p> <p>2. Explain why personal responsibilities <u>such as</u> taking advantage of the opportunity to be educated is important.</p>	<p><u>Thinking and Organizing</u> B</p> <p>6. Distinguish between fact and opinion.</p>
<p>Geography</p> <p>None</p>	<p><u>Production, Distribution & Consumption</u> B</p> <p>3. Explain how entrepreneurs organize productive resources to produce goods and services and that they seek to make profits by taking risks.</p>	<p>3. Explain why civic responsibilities <u>such as</u> obeying the law and respecting the right of others is important.</p>	<p>7. Read and interpret pictographs, bar graphs, line graphs and tables.</p>
<p>Government</p> <p>None</p> <p>Note: Students are to apply the Problem Solving steps in order to identify Patterns & Relationships.</p>	<p><u>Market</u> C</p> <p>4. Explain ways in which individuals and households obtain and use income.</p> <p>Note: <u>Suggested Vocabulary</u></p> <p>1. factors of production capital resource entrepreneurship land resource labor resource profit seeking decision makers</p> <p>2. consumption</p> <p>3. entrepreneurship</p>	<p>4. Explain the importance of leadership and public service.</p> <p>5. Explain why characteristics <u>such as</u> respect for the rights of others, fairness, reliability, honesty, wisdom and courage are desirable qualities in the people citizens select as their leaders.</p> <p>Note: As part of the unit, use the district's predetermined children's literature selection for teaching Economic Indicators.</p> <p>Note: The bolded letter at the end of each <u>organizer heading</u> aligns with the Benchmark for the given Standard. Continually align the Indicators to the Benchmark goals page 4th - 17.</p>	<p>8. Formulate a question to focus research.</p> <p><u>Communicating Information</u> C</p> <p>9. Communicate relevant information in a written report including the acknowledgement of sources.</p> <p><u>Problem Solving</u> D</p> <p>10. Use the problem-solving/decision-making process which <u>includes</u>:</p> <p>a. identifying a problem;</p> <p>b. gathering information;</p> <p>c. listing and considering options;</p> <p>d. considering advantages and disadvantages of options;</p> <p>e. choosing and implementing a solution;</p> <p>f. developing criteria for judging its effectiveness;</p> <p>g. evaluate the effectiveness of the solution.</p> <p>Note: Strategies & Resources: See pages 4th – 9 & 10 and 4th – 13 for teaching ideas and materials.</p>

Norton City Schools Standards-Based Social Studies Course of Study 2005

Fourth Grade: Ohio County Projects

Unit 6

20 Days

End of the Year

History	Geography	Economics	Study Skills and Methods
<p><u>Chronology</u> A 1. Construct time lines with evenly spaced intervals for years, decades and centuries to show the order of significant events in Ohio history.</p>	<p><u>Location</u> A 1. Use a linear scale to measure the distance between places on a map. 2. Use cardinal and intermediate directions to describe the relative location of places.</p>	<p><u>Scarcity & Resource Allocation</u> A 1. Identify the productive resources needed to produce a good or service and suggest opportunity costs for the resources involved. 2. Explain how the availability of productive resources in Ohio promotes specialization in the production of goods and services and leads to trade.</p>	<p><u>Obtaining Information</u> A 1. Obtain information about state issues from a variety of print and electronic sources, and determine the relevance of information to a research topic: a. atlases; b. encyclopedia; c. dictionaries; d. newspapers; e. multimedia / electronic sources. 2. Use a glossary and index to locate information. 3. Use primary and secondary sources to answer questions about Ohio history. 4. Describe how archaeologists and historians study and interpret the past.</p>
<p align="center">People in Societies</p> <p><u>Cultures</u> A 1. Describe the cultural practices and products of various groups who have settled in Ohio over time: c. European immigrants; d. Amish and Appalachian populations; e. African-Americans; f. recent immigrants from Africa, Asia and Latin America.</p> <p><u>Interactions</u> B 3. Explain the reasons people came to Ohio including: a. opportunities in agriculture, mining and manufacturing; b. family ties; c. freedom from political and religious oppression.</p> <p>Note: The bolded letter at the end of each <u>organizer heading</u> aligns with the Benchmark for the given Standard. Continually align the Indicators to the Benchmark goals page 4th – 17.</p>	<p><u>Places and Regions</u> B 5. Describe and compare the landforms, climates, population, vegetation and economic characteristics of places and regions in Ohio. 6. Identify manufacturing, agricultural, mining and forestry regions in Ohio. 7. Explain how resources, transportation and location influenced the development of cities and industries in Ohio <u>including</u> major industries such as oil, steel, rubber and glass.</p> <p><u>Movement</u> 10. Use elevation, natural resources and road maps to answer questions about patterns of settlement, economic activity and movement.</p>	<p><u>Markets</u> C 5. Explain why people in Ohio specialize in what they produce and then trade with others, which then increases the amount of goods and services available.</p>	<p>5. Identify main ideas and supporting details from factual information. 6. Distinguish between fact and opinion. 7. Read and interpret pictographs, bar graphs, line graphs and tables. 8. Formulate a question to focus research.</p>
		Government	<p><u>Thinking and Organizing</u> B</p> <p>6. Distinguish between fact and opinion. 7. Read and interpret pictographs, bar graphs, line graphs and tables. 8. Formulate a question to focus research.</p>
		None	<p><u>Communicating Information</u> C 9. Communicate relevant information in a written report including the acknowledgement of sources.</p>
		Citizenship Rights and Responsibilities	<p><u>Problem Solving</u> D 10. Use the problem-solving/decision-making process as students create their County Projects. See page 4th – 15.</p>
		None	