

Grade 4

Historical Thinking

Heritage

- 1 The order of significant events in Ohio and the United States can be shown on a timeline. [SS.4.1](#)

Complexity a

- a Using a timeline showing years, sequence a series of events in Ohio history [SS.4.1A](#)

Complexity b

- b Identify three events and the order they occurred in using a timeline. [SS.4.1B](#)

Complexity c

- c Identify on a timeline one activity/event that occurred before or after another given activity/event. [SS.4.1C](#)

Learning Progression

- Discuss how events happen in order using a classroom schedule or daily routine (using terms like first, next, last). [SS.4.1.LP.A](#)
- Engage with representations of a person/character at three different ages (e.g., child, teenager, adult). [SS.4.1.LP.B](#)

2 Primary and secondary sources can be used to create historical narratives. SS.4.2

Complexity a

- a Create a narrative connecting a past and present topic, using artifacts and other primary sources. SS.4.2A

Complexity b

- b Create a personal history narrative, including photographs and personal artifacts. SS.4.2B

Complexity c

- c Use personal objects, pictures or drawings of self at different ages to communicate a life story. SS.4.2C

Learning Progression

- Understand that biographers and historians use both primary and secondary sources. SS.4.2.LP.A
- Identify a source of information as a primary or secondary source. SS.4.2.LP.B
- Identify features of secondary sources (written after the event, author summarizing events, author not present at event, refer to source information, describe primary sources). SS.4.2.LP.C
- Identify features of primary sources (author's perspective using "I," "we;" created at the time of the event; eyewitness account). SS.4.2.LP.D
- Engage with primary sources, such as photographs, diary entries, or letters. SS.4.2.LP.E
- Engage with a biographical story of a historical figure from Ohio or U.S. history. SS.4.2.LP.F
- Engage with representations of a person/character at three different ages (e.g., child, teenager, adult). SS.4.2.LP.G

- 3 Various groups of people have lived in Ohio over time, including American Indians, migrating settlers, and immigrants. Interactions among these groups have resulted in cooperation, conflict and compromise. **SS.4.3**

Complexity a

- a Compare similarities and differences between cultural groups that have lived in Ohio and their activities. **SS.4.3A**

Complexity b

- b Identify similarities among groups of people that have lived in Ohio in the past (e.g., Adena/ Hopewell Indians, settlers, Amish, immigrants, etc.). **SS.4.3B**

Complexity c

- c Identify a group of people that have lived in Ohio in the past (e.g., Adena/ Hopewell Indians, settlers, Amish, immigrants, etc.). **SS.4.3C**

Learning Progression

- Understand that immigrants first came to Ohio directly from European countries and later from countries in Africa and Asia. **SS.4.3.LP.A**
- Understand that migrating settlers moved into what is now Ohio from the Colonies and then States on the east coast. **SS.4.3.LP.B**
- Understand that different groups of people have lived in Ohio beginning with American Indians. **SS.4.3.LP.C**
- Engage with representations of various groups that have lived or are living now in Ohio. **SS.4.3.LP.D**

- 4 The 13 colonies came together around a common cause of liberty and justice, uniting to fight for independence during the American Revolution and to form a new nation. **SS.4.4**

Complexity a

- a Identify one reason the colonists fought in the American Revolution (e.g., taxes, govern themselves, freedom to live where they wanted). **SS.4.4A**

Complexity b

- b Recognize that the American Revolution was about freedom for the colonists. **SS.4.4B**

Complexity c

- c Identify the groups who fought in the American Revolution. **SS.4.4C**

Learning Progression

- Discuss why colonists wanted to be independent from British rule, including taxes and no voice in government. **SS.4.4.LP.A**
- Understand that the 13 colonies were under the rule of the British and wanted to have their own government. **SS.4.4.LP.B**
- Recognize a revolution as a conflict or war to change the government or laws under which people live. **SS.4.4.LP.C**
- Engage with images of American and British soldiers. **SS.4.4.LP.D**
- Engage with representations of life during the colonial period, including colonists as farmers, merchants, and soldiers. **SS.4.4.LP.E**

- 5 The Northwest Ordinance incorporated democratic ideals into the territories. It provided a process for territories to become states and recognized them as equal to the other existing states. **SS.4.5**

Complexity a

- a Describe one right that the Northwest Ordinance incorporated (e.g., freedom of religion, a ban on slavery, trial by jury, Indians treated in good faith). **SS.4.5A**

Complexity b

- b Identify a state created by the Northwest Ordinance. **SS.4.5B**

Complexity c

- c Identify Ohio as the state in which you live. **SS.4.5C**

Learning Progression

- Understand that the Northwest Ordinance put in place protections, including freedom of religion and trial by jury. **SS.4.5.LP.A**
- Understand that there is a process for territories to become states. **SS.4.5.LP.B**
- Locate the states created by the Northwest Ordinance on a map of the United States. **SS.4.5.LP.C**
- Engage with a map showing the Northwest Territory on a map of the U.S. or North America. **SS.4.5.LP.D**

- 6 Ongoing conflicts on the Ohio frontier with American Indians and Great Britain contributed to the United States' involvement in the War of 1812. **SS.4.6**

Complexity a

- a Identify a conflict that contributed to the War of 1812 (e.g., land, weapons, trade). **SS.4.6A**

Complexity b

- b Identify the groups who fought in the War of 1812. **SS.4.6B**

Complexity c

- c Identify one group that fought in the War of 1812. **SS.4.6C**

Learning Progression

- Understand that during the War of 1812 the British and American Indians joined forces against the United States of America. **SS.4.6.LP.A**
- Recognize that the war was fought both on land and on Lake Erie. **SS.4.6.LP.B**
- Engage with a map of Ohio showing locations and names of significant events and places from the War of 1812. **SS.4.6.LP.C**

- 7 Following the War of 1812, Ohio continued to play a key role in national conflicts, including the antislavery movement and the Underground Railroad. **SS.4.7**

Complexity a

- a** Describe the Underground Railroad and why it was necessary. **SS.4.7A**

Complexity b

- b** Show on a map the direction/track of the Underground Railroad. **SS.4.7B**

Complexity c

- c** Identify what time people traveled on the Underground railroad (e.g., day versus night). **SS.4.7C**

Learning Progression

- Recall that Ohio was formed from the Northwest Territory under the Northwest Ordinance which banned slavery. **SS.4.7.LP.A**
- Using maps, recognize Ohio as geographically important for slaves escaping to Canada. **SS.4.7.LP.B**
- Understand that the term “underground” is used to refer to traveling along secret routes, moving at night, and staying in hidden locations during the day because of the dangers involved for both slaves and those that helped them. **SS.4.7.LP.C**
- Recognize that the term “underground railroad” is a metaphor for a system of secret routes slaves used to escape slavery. **SS.4.7.LP.D**
- Engage with a map illustrating the approximate routes slaves followed to travel north. **SS.4.7.LP.E**

- 8 Many technological innovations that originated in Ohio benefitted the United States. **SS.4.8**

Complexity a

- a** Describe one or more technological innovations in transportation which originated in Ohio. **SS.4.8A**

Complexity b

- b** Identify a technological innovation that originated in Ohio. **SS.4.8B**

Complexity c

- c** Identify a technological innovation that allows work or play after dark. **SS.4.8C**

Learning Progression

- Match inventions with their benefits. **SS.4.8.LP.A**
- Engage with images of inventions that originated in Ohio (e.g., light bulbs, traffic light, phonographs). **SS.4.8.LP.B**

Spatial Thinking and Skills

- 9 A map scale and intermediate cardinal directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States. **SS.4.9**

Complexity a

- a** Describe different purposes of maps. **SS.4.9A**

Complexity b

- b** Identify physical characteristics on a map or globe (e.g., land, water, mountains). **SS.4.9B**

Complexity c

- c** Locate basic features on a map or globe (e.g., ocean, land). **SS.4.9C**

Learning Progression

- Use a compass rose to describe relative location (e.g., Lake Erie is north of Cleveland). **SS.4.9.LP.A**
- Understand that the scale on a map helps users determine true distance. **SS.4.9.LP.B**
- Identify the different features of maps that make them useful for different purposes. **SS.4.9.LP.C**
- Identify possible uses for maps or models (e. g., navigation, weather forecasting). **SS.4.9.LP.D**
- Locate different features on a map (e.g., land, water, and mountains). **SS.4.9.LP.E**
- Recognize that a map or model represents a real place. **SS.4.9.LP.F**
- Engage with different types of maps. **SS.4.9.LP.G**

Places and Regions

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

Complexity a

- a** Describe how one natural resource from Ohio benefits other states. **SS.4.10A**

Complexity b

- b** Sort items from Ohio into groups (e.g., agriculture, industry, natural resources). **SS.4.10B**

Complexity c

- c** Identify natural resources in Ohio (e.g., soil, water, coal, oil). **SS.4.10C**

Learning Progression

- Define industry as the process of converting raw materials into consumer products. **SS.4.10.LP.A**
- Define agriculture as the process of growing crops and raising livestock for profit. **SS.4.10.LP.B**
- Recognize land, trees, minerals, and water as some of Ohio's natural resources. **SS.4.10.LP.C**
- Using a map of the United States, locate Ohio as being in a central location with access to waterways (e.g., Lake Erie, Ohio River). **SS.4.10.LP.D**
- Engage with images of Ohio agriculture, industry and natural resources (e.g., factories, farms, coal, water). **SS.4.10.LP.E**

- 11** The regions of the United States known as the North, South and West developed in the early 1800s largely due to their physical environments and economies. **SS.4.11**

Complexity a

- a** Identify one region of the United States in the 1800s and one characteristic of that region. **SS.4.11A**

Complexity b

- b** Identify Ohio as part of the Western region and name one characteristic of Ohio's economy in the 1800s (e.g., timber, rich farmland, minerals). **SS.4.11B**

Complexity c

- c** Match economies to regions of the United States in the 1800s (e.g., North—Manufacturing economy, South—Plantation economy, West—raw material economy). **SS.4.11C**

Learning Progression

- Identify physical characteristics of the regions in the North, South, and West using pictures or other representations (plains, mountains, bodies of water, forest). **SS.4.11.LP.A**
- Recognize regional economic characteristics and their relation to the differing physical environments. **SS.4.11.LP.B**
- Define regions as geographic areas having definable characteristics but not always fixed boundaries. **SS.4.11.LP.C**
- Engage with images of common life in the 1800s in the North (manufacturing), the South (large farms), and West (forests). **SS.4.11.LP.D**
- Engage with a map that shows the regions of the United States in the early 1800s. **SS.4.11.LP.E**

Human Systems

- 12** People have modified the environment throughout history, resulting in both positive and negative consequences in Ohio and the United States. **SS.4.12**

Complexity a

- a** Describe the positive and negative consequences of modifying the environment in Ohio. **SS.4.12A**

Complexity b

- b** Identify the results (negative and/ or positive) of using tools to modify the environment (e.g., buildings, parking lots, water pipes, railroads, roads, bridges). **SS.4.12B**

Complexity c

- c** Match a tool used to modify the environment that resulted in a positive change (e.g., bulldozer moves dirt to build a park). **SS.4.12C**

Learning Progression

- Understand that the consequences of modifying the environment may be positive for some and negative for others. **SS.4.12.LP.A**
- Match the consequences both positive and negative to a given modification (e.g., roads provide faster transportation but destroy animal habitats). **SS.4.12.LP.B**
- Recognize that modifications to the environment are physical changes to the environment created or caused by human actions. **SS.4.12.LP.C**
- Engage with representations of people modifying the environment using tools (e.g., shoveling, paving, bulldozing). **SS.4.12.LP.D**

- 13** The population of the United States has changed over time, becoming more diverse (e.g., ethnicity, race, religion, language). Ohio's population has become increasingly reflective of the cultural diversity of the United States. **SS.4.13**

Complexity a

- a** Compare the change in diversity within Ohio's population (e.g., ethnicity, race, religion, language) over a given time period (e.g., 10 years, 100 years, now and then). **SS.4.13A**

Complexity b

- b** Describe one way that Ohio's population has become more diverse over time. **SS.4.13B**

Complexity c

- c** Recognize diversity in populations (e.g., ethnicity, race, religion, language). **SS.4.13C**

Learning Progression

- Understand that as the population in Ohio and United States increased, so did the number of cultural groups living in the state and country. **SS.4.13.LP.A**
- Understand that people migrating to Ohio brought unique cultures increasing cultural diversity in the state. **SS.4.13.LP.B**
- Recognize that cultural diversity includes the different ways cultures represent themselves through food, music, art, and language. **SS.4.13.LP.C**
- Define diversity as the existence of different characteristics within a group. **SS.4.13.LP.D**
- Use adaptive technologies to engage with examples of multiple languages spoken in Ohio. **SS.4.13.LP.E**

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

Complexity a

- a** Explain how Ohio's transportation systems have influenced the movement of people. **SS.4.14A**

Complexity b

- b** Identify different types of transportation that move people and products from Ohio to other locations within the United States. **SS.4.14B**

Complexity c

- c** Identify modes of transportation in Ohio over time. **SS.4.14C**

Learning Progression

- Place images of modes of transportation in chronological order on a timeline. **SS.4.14.LP.A**
- Using a map of the United States, locate Ohio as being in a central location with access to waterways (e.g., lakes, rivers, canals), interstate highways and rail systems. **SS.4.14.LP.B**
- Identify the states bordering Ohio. **SS.4.14.LP.C**
- Engage with transportation maps of Ohio and the United States. **SS.4.14.LP.D**

Civic Participation and Skills

- 15** Individuals have a variety of opportunities to act in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States. **SS.4.15**

Complexity a

- a** Identify ways to participate in and influence local, state and national government (e.g., run for office, leadership roles). **SS.4.15A**

Complexity b

- b** Identify how citizens influence local and state government (e.g., vote, pay taxes, obey laws). **SS.4.15B**

Complexity c

- c** Identify one right and one responsibility of a citizen. **SS.4.15C**

Learning Progression

- Discuss local and national organizations that work to influence the government on behalf of people with disabilities. **SS.4.15.LP.A**
- List ways citizens can work within groups to influence their government (e.g., sign a petition, protest, speak at events). **SS.4.15.LP.B**
- List ways citizens can work individually to influence their government (e.g., voting, writing letters, attending council meetings, donating to campaigns). **SS.4.15.LP.C**
- Recognize that citizens can influence their government as individuals or through organized groups. **SS.4.15.LP.D**
- Define a right as a freedom that is protected, such as the right to free speech and religious freedom. **SS.4.15.LP.E**
- Define responsibility as a duty or something you should do, such as obey laws and follow rules. **SS.4.15.LP.F**
- Engage with classmates to influence the local government (e.g., write a letter to a council person, meet with a disability rights advocate). **SS.4.15.LP.G**

- 16** Civic participation in a democratic society requires individuals to make informed and reasoned decisions by accessing, evaluating, and using information effectively to engage in compromise. **SS.4.16**

Complexity a

- a** Identify why people might need to compromise. **SS.4.16A**

Complexity b

- b** Identify different ways that groups can make decisions (e.g., have a leader, vote, ask an adult). **SS.4.16B**

Complexity c

- c** Identify an example of civic participation (e.g., voting, jury duty, town-hall meetings, etc.). **SS.4.16C**

Learning Progression

- List ways citizens can work within groups to influence their government (e.g., sign a petition, protest, speak at events). **SS.4.16.LP.A**
- Understand that individuals have the right to different opinions and to express their opinions on a topic. **SS.4.16.LP.B**
- Recognize that citizens can influence their government as individuals or through organized groups. **SS.4.16.LP.C**
- Define compromise as reaching a decision with others that is mutually agreeable. **SS.4.16.LP.D**
- Engage in compromise with classmates. **SS.4.16.LP.E**

Rules and Laws

17 Laws can protect rights, provide benefits, and assign responsibilities. **SS.4.17**

Complexity a

- a** Identify local, state and national laws that assign responsibilities to citizens (e.g., paying taxes, sitting on juries, issuing licenses). **SS.4.17A**

Complexity b

- b** Identify the purpose of laws (e.g., rights, protection, order). **SS.4.17B**

Complexity c

- c** Identify the benefit of a rule for safety (e.g., looking before I cross the street keeps me safe). **SS.4.17C**

Learning Progression

- Understand that laws establish rule and order. **SS.4.17.LP.A**
- Understand that laws also assign responsibilities (obligations) to citizens like paying taxes, serving on juries, and obtaining licenses. **SS.4.17.LP.B**
- Understand a few of the benefits provided to citizens by laws, such as providing order in daily life (e.g., traffic laws), protecting property (e.g., outlawing theft), providing public education (e.g., school laws), and protecting rights (e.g., freedom of speech). **SS.4.17.LP.C**
- Understand that the focus is on laws in general, not on distinguishing local from state from national laws. **SS.4.17.LP.D**
- Engage with classroom rules. **SS.4.17.LP.E**

- 18 The U.S. Constitution establishes a system of limited government and protects citizens' rights; five of these rights are addressed in the First Amendment. [SS.4.18](#)

Complexity a

- a Recognize the difference between a right and a privilege. Content
Connections: U.S. Constitution (4) [SS.4.18A](#)

Complexity b

- b Identify basic rights of U.S. citizens. [SS.4.18B](#)

Complexity c

- c Identify a right you have as a student. [SS.4.18C](#)

Learning Progression

- Understand that laws protect rights of citizens, such as religion, speech, press, petition, and assembly. [SS.4.18.LP.A](#)
- Understand that citizens have rights (freedoms) and that governments cannot interfere with those rights. [SS.4.18.LP.B](#)
- Understand that privileges are benefits extended by the government, and regulated by the government (e.g., driving is a privilege, not a right) [SS.4.18.LP.C](#)
- Discuss that one right that students have is access to a free public education. [SS.4.18.LP.D](#)
- Engage with a copy of the Constitution. [SS.4.18.LP.E](#)

Roles and Systems of Government

- 19** A constitution is a written plan for government. The Ohio Constitution and the United States' Constitution separate the major responsibilities of government among three branches. **SS.4.19**

Complexity a

- a** Compare two branches of government at the state or federal level. **SS.4.19A**

Complexity b

- b** Describe the function of one of the branches of government (e.g., Congress/legislative makes laws). **SS.4.19B**

Complexity c

- c** Recognize three branches of government (e.g., executive, legislative, judicial). **SS.4.19C**

Learning Progression

- Define the job of executive branch is to carry out and enforce the law. **SS.4.19.LP.A**
- Define the job of the legislative branch is to create laws. **SS.4.19.LP.B**
- Define the job of the judicial branch is to interpret the laws. **SS.4.19.LP.C**
- Match the name of the branch with its function. **SS.4.19.LP.D**
- Engage with a graphic organizer that shows the three branches as part of the same government. **SS.4.19.LP.E**

Economic Decision-Making and Skills

20 Tables and charts organized in a variety of formats can help individuals to understand information and issues. [SS.4.20](#)

Complexity a

a Interpret information from a table or chart. [SS.4.20A](#)

Complexity b

b Compare multiple (more than two) amounts using a bar graph or frequency table (e.g., tally chart). [SS.4.20B](#)

Complexity c

c Compare two items on a bar graph to determine which is more/less. [SS.4.20C](#)

Learning Progression

- Describe the information that is presented on a given table or chart. [SS.4.20.LP.A](#)
- Locate the title of a table or chart. [SS.4.20.LP.B](#)
- Understand that tables display information using a series of rows and columns with the resulting cells used to present data. [SS.4.20.LP.C](#)
- Understand that charts portray information in various formats and combinations of formats, including pictures, diagrams, and graphs. [SS.4.20.LP.D](#)
- Engage with images of tables and charts. [SS.4.20.LP.E](#)

Production and Consumption

- 21** Entrepreneurs organize productive resources and take risks to make a profit and compete with other producers. [SS.4.21](#)

Complexity a

- a** Describe how a business can compete with other producers (e.g., two fast-food companies). [SS.4.21A](#)

Complexity b

- b** Describe why one would start a business. [SS.4.21B](#)

Complexity c

- c** Identify a business. [SS.4.21C](#)

Learning Progression

- Define an entrepreneur as an individual who organizes the use of productive resources to produce products/goods or services. [SS.4.21.LP.A](#)
- Understand that entrepreneurs are willing to take risks to identify and develop new products or start a new business. [SS.4.21.LP.B](#)
- Understand that productive resources (e.g., natural resources, human resources, and capital goods) are the resources used to make products/goods and services. [SS.4.21.LP.C](#)
- Engage with images of local business owners or nationally-known entrepreneurs like Bill Gates. [SS.4.21.LP.D](#)

Financial Literacy

- 22** Saving a portion of income contributes to an individual's financial wellbeing. Individuals can reduce spending to save more of their income. [SS.4.22](#)

Complexity a

- a** Describe one way to reduce spending. [SS.4.22A](#)

Complexity b

- b** Describe how saving money can be beneficial. [SS.4.22B](#)

Complexity c

- c** State one way to save money. [SS.4.22C](#)

Learning Progression

- Discuss the benefits of saving money, such as meeting financial goals (like buying a bike). [SS.4.22.LP.A](#)
- State a reason why someone saves money. [SS.4.22.LP.B](#)
- Engage with money or representations of money. [SS.4.22.LP.C](#)