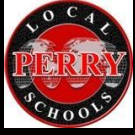


Social Studies 4



Ohio: Territory to Statehood

Course Curriculum

Power Objectives

P.O. #1: Explain how various groups who have lived in Ohio have interacted in cooperating, conflicting and comprising ways. (P.O. #1 Proficiency Rubric)

P.O. #2: Analyze how ideas, events, and actions of individuals and groups have shaped the United States. (P.O. #2 Proficiency Rubric)

P.O. #3: Show how Ohio technological innovations benefited the U.S. (P.O. #3 Proficiency Rubric)

Academic Vocabulary

<input type="checkbox"/> migrating settlers (Scottish-Irish, Germans)	<input type="checkbox"/> Stamp Act	<input type="checkbox"/> 13 original colonies
<input type="checkbox"/> immigrants	<input type="checkbox"/> boycott	<input type="checkbox"/> colonists
<input type="checkbox"/> American colonies	<input type="checkbox"/> delegate	<input type="checkbox"/> American Revolution
<input type="checkbox"/> Declaration of Independence	<input type="checkbox"/> militia	<input type="checkbox"/> Articles of Confederation
<input type="checkbox"/> Great Britain	<input type="checkbox"/> patriot	<input type="checkbox"/> Bill of Rights
<input type="checkbox"/> Parliament	<input type="checkbox"/> loyalist	<input type="checkbox"/> Northwest Ordinance
	<input type="checkbox"/> taxes	
	<input type="checkbox"/> Proclamation of 1763	

Enduring Understandings

Students understand that...

- Different groups came to Ohio for many reasons.
- Primary and secondary sources can be used to create historical narratives.
- Inventors from Ohio have contributed and will continue to contribute innovations which benefit the United States.

Essential Questions

- How do we know what really happened in the past?
- How do you create a historical narrative about a time or event?
- How do interactions among people impact cooperation and conflict?