



History of Ohio

Ohio and the 50 States: Goods and Services



Standards Covered

ELA	Math	Science	Social Studies
L.3.4, RI.3.7, RI.4.3, RL.3.6, RI.3.1, RI.3.9, W.3.6, W.3.7, W.3.8, RI.4.5, SL.4.1, RL.4.4, RL.4.6, W.4.4, W.4.7, SL.5.4	3.MD.3, 3.OA.9, 3.NBT.2, 3.NBT.3, 3.NF.1, 3.NF.3, 3.MD.1, 4.MD.4, 4.OA.3, 4.OA.5, 4.NBT.2, 4.NBT.4 , 4.MD.2		SS.3.1, SS.3.5, SS.3.7, SS.3.16, SS.3.15, SS.3.10, SS.3.19, SS.4.11, SS.4.20, SS.4.5, SS.4.8, SS.5.1, SS.5.2, SS.5.3, SS.5.4, SS.5.5, SS.5.6, SS.5.7, SS.5.8, SS.5.9, SS.5.10, SS.5.11, SS.5.14



Vocabulary

[Plan5 History Vocabulary](#) timeline, history, migrate, problem, solution, cause, effect, escape, travel, government, rules, slavery, religion, king, colonies, population, scarcity, map, north, south, east, west, war, fight, direction, culture, diversity, continent, land, ocean, water, map key, symbols, United States, North America, Ohio, state, etc.



Text Set

[CKHG Early Explorers and Settlers](#)

[CKLA Immigration](#)

[CKLA War of 1812](#)

[CKLA Native Americans Regions and Cultures](#)

[CKLA Colonial America](#)

[CKLA Native Stories](#)





Materials

Materials for these lessons will be linked within the daily outline

1



Instructional Outline

Week One – Early America

Day 1 – Pre-assess vocabulary related to US map and US immigration/emigration/migration history. Introduction and priming (present problem, project, vocabulary, etc.) Define and use physical maps (illustrates natural geographical features such as mountains, rivers, lakes, and elevations, often using color to represent different landforms) and political maps (shows human-made features like country and state borders, cities, and capitals, focusing on governmental divisions).

Day 2 – How was the US developed and populated? Who came? Why? Who was already living here? Shared book: *Coming to America* (available in the [OCAL](#)

[Lending Library](#) in the Early American 1600-1799) and/or [All the Way to America](#)

Day 3 – Capture notes about the beginning of the United States of America from shared stories. Who was coming to North America? Where were they coming from? How were they traveling here? Why were they coming? Shared Reading *CKLA: War of 1812* What did they bring with them for the move? Where did they land? Where did they live? Who was already here? Use images from *CKLA: Immigration*

Day 4 – Listen to the song: [Coming to America Neil Diamond](#). What were the pros and cons as new people arrived in North America to settle? Capture thoughts with images on note catcher sheet/graphic organizer

Day 5 – Review maps showing native tribes and where they were located in North America when settlers began to arrive. Do the 13 colonies and tribal lands overlap? What types of interactions transpired between first nations people and settlers? What problems arose as settlers arrived? Solutions? Compromises? Conflicts? Capture notes in a pros and cons group graphic organizers (GO) for each using images/icons. Shared Reading *CKLA: Colonial America* And Shared Reading *CKLA: Native American Cultures and Native Stories*



Week Two – The First American Nations

Formative Assessment Checkpoint (Student progress monitoring using the learning progression)

Day 1 – Learn about the first nations (people, culture, homes, lands, foods, clothing, skillsets/trades/products, etc.)

Day 2 – Compare cultures/practices of the people in the first nations and early settlers. What kind of government were early settlers proposing? Where did that leave native people? What happened to them over time?

Day 3 – Continue to complete compare contrast GO to detail cultures and practices of settler and native people. Where are there similarities? What were the differences? Could the differences cause conflict? If so, what types of conflicts?

Day 4 – Learn about the early years for settlers and native people in the new states. What is scarcity? How did scarcity impact native people and new settlers? Was scarcity a factor in causing immigration to North America? Give examples.

Day 5 – Looking back to the natural resources across the 50 states (50 states goods and services cards). Why would people want to explore and move to new parts of North America? (wealth/gold, jobs/trades, resources (food/home building), space, climate (growing season and conditions)



Week Three – Early Ohio History

Formative Assessment Checkpoint: locate states on map, resources, vocabulary related to these standards, identify NSEW on a map, identify people who lived in North America before early settlement, identify who was immigrating, reasons for moving, (Student progress monitoring using the learning progression)

Day 1 - Revisit the Ohio timeline. When did Ohio become a state? Were there states that came before Ohio? Which ones? Look at maps from the beginning of middle and end of states development. Learn about the 13 original colonies that became the first states. Shared Reading CKLA: A New Nation

Day 2 – Learn about the [Northwest Ordinance video](#). Which new states were developed? Mark them on student and whole class maps in a different color than the 13 colonies using guidance graphics.

Day 3 - Ohio river was described as the gateway to Westward Expansion. Locate the Ohio river on the US map. Use Wikki Stix to mark the Ohio River across the US. Add people and ship icons to the map showing the arrival and settlement along the east coast. Label early settlements. Shared Reading CKLA: Westward Expansion

Day 4 – As a group map resources west of the Ohio river (from states goods and services cards) that settlers were seeking as they moved into mid-western and western north America. Simulate the movement of people (icons on the map) seeking new lands and resources beyond the Ohio River moving westward. Where were they settling and why? Use the United States map to simulate individual family (icons) movement and causes (icons) for the migration and effects- both costs and benefits (icons) of the move. Engage class in simulation like Oregon Trail to mimic moving out from the north-east to the west. What were the costs and benefits of moving westward? Fill in T-chart with icons.

Day 5 - Summative Assessment Checkpoint: US map post assessment (states, capitals, abbreviations, goods/services) Looking for growth from pre-assessment not perfection. Presentations Rubric: Students describe and simulate with family icons the history of settlement in the original 13 colonies, Ohio and the US as a whole.





Pre and Post Assessment

Included in the unit plans:

- ☐ Work sample with checklist, rubric, or notes
- ☐ Learning progressions (task analysis) rubric
- ☐ Diagnostic data – specific skill set:
- ☐ Project with rubric

Could be added to the unit plans:

- ☐ Captioned photos
- ☐ Test or quiz in accessible format
- ☐ Audio or video recording with data sheet
- ☐ Benchmark assessment formatted like alternate assessment
- ☐ Other



Teaching All Learners Center




Providing All Students Access

When planning tools and supports, consider adapting and expanding teaching materials, student materials, technology, and curricular resources.

Student specific supports and services across the tier aligned to this lesson should be pulled from the IEP, RIMP, gifted, 504 plan, behavior plan, ELL plan, diversity profile, etc. Consider assistive technology, instructional strategies, and environmental adaptations.

Designing to the Edges (Tip to Tip)

Universal Tools and Supports	Activity Specific Multiple Means & Differentiated Tools	 Student Specific Supports & AT (*add student initials or code to note individual student supports or SDI)
Examples include: <ul style="list-style-type: none">• Learning Progression rubric to track own skill development• Test format like AA• Manipulatives• chunking of tasks/items• access to sensory breaks• cues to refocus attention to task• instructions and/or text read aloud	Examples include: <ul style="list-style-type: none">• social stories• verbal and/or visual models with appropriate social and transition skills (ex. hands to self, sit in seat, wait in line)• preferential/flexible seating in the classroom to minimize distraction while working on academic tasks• verbal and/or picture prompting to task	Examples include: L- <ul style="list-style-type: none">• flexible seating choice• deep pressure touch i.e. weighted blanket and/or weighted vest as needed, heavy work activities• sensory chew toys T- <ul style="list-style-type: none">• customized seating



<ul style="list-style-type: none"> • goods and services T chart with sorting cards with pictures and words on each card 	<ul style="list-style-type: none"> • instructions and/or texts read aloud • Pictures, visual cues for reading • Boardmaker picture cues 	<ul style="list-style-type: none"> • presentation of communication symbols on the left in a vertical array • choice making with voice output single message switches
<ul style="list-style-type: none"> • videos with CC • music • map of Ohio • transition supports music, movement, objects/materials 	<ul style="list-style-type: none"> • multiple choice selection from an array of word or word+picture choices • manipulatives • flexible seating options • tactile/object choices • sensory supports • reteaching as needed • redirection as needed 	
<ul style="list-style-type: none"> • repetition of instruction • verbal and/or visual cues • visual/auditory timer • Manipulatives • Modeling • information broken down, segmented • chunking of tasks • access to sensory breaks • cues to refocus attention to task • instructions and/or text read aloud 	<ul style="list-style-type: none"> • social stories • verbal and/or visual models with appropriate social and transition skills (ex. hands to self, sit in seat, wait in line) • preferential seating in the classroom to minimize distraction while working on academic tasks • verbal and/or picture prompting • instructions and/or texts read aloud • Pictures, visual cues for reading • Boardmaker picture cues 	<p>C-</p> <ul style="list-style-type: none"> • flexible seating choice • deep pressure touch i.e. weighted blanket and/or weighted vest as needed, heavy work activities <p>D-</p> <ul style="list-style-type: none"> • Wiggle cushion <p>R-</p> <ul style="list-style-type: none"> • reinforcers <p>J-</p>



<ul style="list-style-type: none"> ● adult support to increase independence in the school environment and during classroom tasks ● Paraprofessional to model appropriate behavior, facilitate academic tasks, implement de-escalation strategies 		<ul style="list-style-type: none"> ● adult/peer modeling of appropriate behavior/ appropriate social communication ● adult/peer modeling/facilitation for calming strategies ● Personal communication device ● LAMP- Words for Life program for communication <p>T-</p> <ul style="list-style-type: none"> ● visual models for correct way to form letters and numbers ● picture cues to aide in comprehension <p>W-</p> <ul style="list-style-type: none"> ● visual model for writing
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