2003

Hunting for Everyday History: Introduction

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BRING HISTORY TO LIFE IN YOUR CLASSROOM

HUNTING FOR EVERYDAY HISTORY

A FIELD GUIDE FOR TEACHERS

- Theme 1: Toys and Games
- Theme 2: History at Home
- Theme 3: Neighborhood History
- Theme 4: Souvenirs
- Theme 5: Traditional and Ethnic Arts (online)

HUNTING FOR EVERYDAY HISTORY

A Field Guide for Teachers

Take history out of the textbook and into your hands

Hands–on Ohio history lessons and activities for students in third, fourth, and fifth grade

***Hunting for Everyday History* is a project of WGTE, Public Broadcasting in partnership with Think[TV]/Greater Dayton Public Television**

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Curriculum materials for *Hunting for Everyday History* are made possible by a grant from the Ohio Educational Telecommunications Network Comission in support of the Ohio SchoolNet initiative.

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WELCOME TO THE HUNT FOR EVERYDAY HISTORY!

This manual is one component of a multimedia curriculum for third, fourth, and fifth grade students, designed by your peers with the help of some of Ohio's leading history experts. As you and your students begin your hunt for the artifacts of everyday life that shaped your community, you will encounter the other components of the curriculum including a Web site that helps you research the evidence you discover in your hunts and allows you to share it with other classrooms in Ohio. This program also features a television broadcast in 2003 that will share the project's most interesting discoveries with a state-wide audience.

The Goal

The goal of the teachers and other professionals who designed this curriculum is simple. We want to help you take history out of the textbook and put it into the hands of your students, where it becomes a living treasure. As you look through the following pages, you will find a wealth of exciting, inquiry-based activities designed to help you do that. You may use them all, in sequence, as the year progresses, or you may pick and choose the ones that work best for you. The **"hunts"** in each thematic unit give students a chance to think and act like historians and curators—preparing them to mine the attics, barns, and memories of your community for treasures of the past.

At the beginning of each hunt, you'll find a correlation chart showing you which proficiency outcomes the hunt reinforces. Our designers are mindful of the fact that this curriculum is most useful to you when it aligns itself closely with your overall goals. When Ohio releases its new social studies standards, you'll find that the curriculum supports those standards as well.

Before you introduce *Hunting for Everyday History* to your students, please go to **http://www.historyhunt.org** and take some time to explore the project's Web site. The site contains additional hunts that can be found only online, as well as a new theme on traditional arts. You will find tools on the site to help students research the evidence that they discover as well as a point-and-click template to help students make their own Web pages. The Web site also offers you professional support. You will find background information and related Web sites for the curriculum units, a discussion group that puts you in touch with your peers across the state, and a unique service called *Classroom Argus*. It will provide easy access to suggestions, strategies, and sources for additional historical information.

Thank you for being a part of *Hunting for Everyday History*. We look forward to working with you, and we welcome your comments as you explore the curriculum with your students. Good luck, and enjoy the hunt!

—From the creators of Hunting for Everyday History

Contact: michelle_leow@wgte.pbs.org

Hunting for Everyday History: The Resources

A Field Guide for Teachers

The material for the *Hunting for Everyday History* Field Guide is divided into four themes, or units: *Toys and Games*, *History at Home*, *Neighborhood History*, and *Souvenirs*. A fifth theme, *Traditional and Ethnic Arts*, is on the *Hunting for Everyday History* Web site. Each of these themes contains complete lesson plans in the form of hunts for students in grades three to five.

Hunts are engaging lessons designed around exploring history in your own backyard—at school, at home, and in your community. Each hunt is a standards-based learning experience that involves exploring history sites, documents, and artifacts, asking questions, making historical discoveries, and evaluating those discoveries to deepen students' understanding and appreciation of the past. The hunts help students develop skills in observing, reasoning, critical thinking, and evaluating historical evidence.

Using the Guide

Although each hunt is a complete lesson plan in itself, you may want to adapt it to fit into your curriculum. Here is a suggested process for planning your standards-based history lesson:

1. Look at the Curriculum Connections, Learning Outcomes and Proficiency Correlation you wish to use, and identify your learning goals for the lesson.
2. Look over the Assessment section of the lesson plan. This section will help you determine whether students have mastered what has been taught.
3. Read the Essay for Teachers and look at the Discussion Starter, Make It Happen, and Apply and Reflect sections. These sections help you teach so that the lesson prepares the students for success on the Assessment.
4. Look at the Apply and Reflect and Extensions sections to plan extension and reteaching activities as needed. Using these sections helps you identify students who are having trouble with lesson concepts. These sections also provide material that you can use with students who have already mastered the concepts.
5. Teach the lesson, and conduct the assessment.

How to Use Artifacts and Other Valuable Family Materials in the Classroom

The Hunt for Everyday History will generate a great deal of interest among your students and families in collecting and displaying objects, photographs, and other personal possessions. But it is often not practical or wise to let students bring the materials to school, especially if they are very valuable or easily broken.

For this reason, we urge you to think of alternative ways to display these materials in the classroom. With help from parents, students can photograph objects

at home and bring the photos to school for display. If students must bring artifacts to school, you can help them photograph the objects, family snapshots, or letters so they can be returned home quickly.

Another strategy is for teachers to hold an **everyday history open house** during the project, at which time they urge parents to bring items to school to share with students.

Web Site for Students and Teachers

Students and teachers can explore a treasure trove of online resources by visiting the *Hunting for Everyday History* Web site at **http://www.historyhunt.org**. Students will be able to view the hunts of other classrooms around Ohio, publish their own student-generated materials and photos to the Web site for others to see, and see additional hunts for all the other themes in the guide. An entire additional unit–Theme 5: Traditional Arts– is online. The online hunts include special scavenger hunts and interactive virtual tours of historic houses. You and your students also can register to appear in the statewide *Hunting for Everyday History* broadcasts on public television!

The Web site features a dynamic "treasure map" that will be updated as students locate artifacts in their communities. Students document their own discoveries on Web pages on the site. They will use special software to create Web pages simply by pointing and clicking and filling in templates. Teachers will learn to help their students use this tool during a professional development workshop. The Web site also links to other sites, including online encyclopedias, museums, historical societies, and antique galleries. These online resources will help students identify the artifacts they find, trace their ownership history, and even determine their present value.

To access the Web site, you'll need a Windows or Macintosh computer capable of running either Netscape Navigator or Internet Explorer (version 4.0 or later) and an Internet connection. To log on to the Web site, connect to the Internet and start your browser. Point your browser to **www.historyhunt.org**.

Television Broadcast

In Spring 2003 the Ohio public television stations will produce a special "Ohio History Roadshow" program designed to highlight student work and bring this project to a statewide audience. Students will be invited to bring their most intriguing discoveries to their local public stations. At each station, historians and other experts will discuss the discoveries with the students. The experts will help students analyze the artifacts and place them in a meaningful historical context. Student Web pages will be featured throughout the broadcast, and the audience will be invited to visit the project Web site. Visitors will be able to leave their own comments and recollections about the artifacts students have found.

Workshops for Teachers

Hunting for Everyday History offers professional development to teachers in their regions. These workshops are coordinated by your local public television station or educational technology agency. Call them to find out when the next workshop is scheduled. Their telephone numbers appear below:

THINK[TV] NETWORK
Dayton, Oxford
Education Services
Tel: 937-220-1707

WBGU-TV
Bowling Green
Television Learning Services
Tel: 419-372-7020

WCET48
Cincinnati
Education and Technology
Tel: 513-381-4033

WGTE Public Broadcasting
Toledo, Educational Services
Tel: 419-380-4632

WNEO/WEAO-TV
Alliance, Akron
Educational Services
Tel: 330-677-4549

WOSU/WPBO-TV
Columbus, Portsmouth
ITSCO
Tel: 800-454-5501

WOUB/WOUS-TV
Athens, Cambridge
WOUB Kids
Tel: 740-593-0359

Educational Technology Services of Ohio (ETSEO)
Athens
Tel: 740-593-6572

WVIZ-TV
Cleveland Educational Services
Tel: 216-739-3864

Classroom Argus

Classroom Argus offers teachers a unique and personalized service. On-demand curriculum assistance is available with just a few strokes on the keyboard. *The Hunting for Everyday History* Web site hosts the *Classroom Argus* service. The service suggests videos, software, Web sites, and other materials, along with strategies for integrating them into your lesson plans. A special feature of *Classroom Argus* is the "My Assistant" button, which allows a *Classroom Argus* agent to communicate directly with the teacher. This feature enables teachers to locate expert historical help for identifying objects and photographs brought to class from the various hunts.

Finding Local History Experts

To learn about local history experts in your region, contact the Ohio Historical Society's Local History office.

OHS Local History Office
J.D. Britton, Manager
1982 Velma Avenue
Columbus, OH 43211-2497
Tel: 614-297-2340
E–mail: jdbritton@ohiohistory.org
http://www.ohiohistory.org/resource/oahsm/

HOW TO

HUNT FOR EVERYDAY HISTORY!

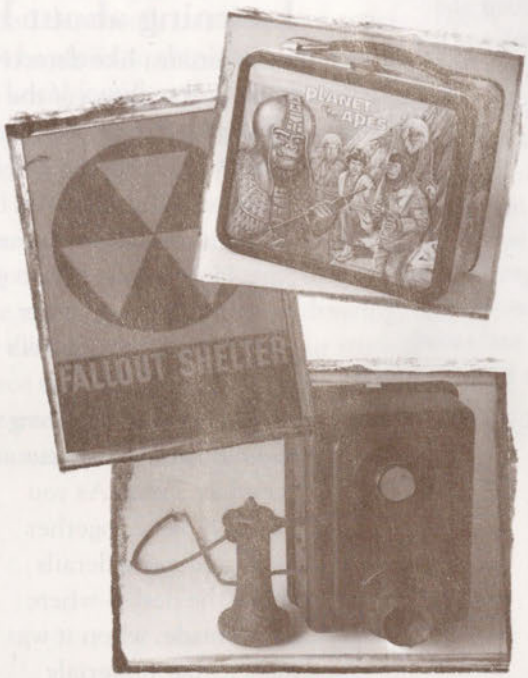
Marjorie L. McLellan
Wright State University

Finding the Evidence

Where can you find evidence of everyday history? You may find pieces of the past under the bed, in a shoebox, or at the back of a closet. You may find pieces of the past in your backyard, schoolyard, and community. Pictures of the past may be found in books or on the Internet. Your public library holds even more clues to the past.

What are these pieces of the past? Toys, games, buildings, songs, furniture, postcards, letters, books, maps, stories, and even food may tell you about history. In an old house, we can sometimes peal back layers of wallpaper and paint to find the first wall covering. Each layer is a piece of the past that tells us about what that home looked like and about the people who lived there. Are there little lambs or teddy bears on the old wallpaper of some room? Perhaps it was a child's bedroom sometime in the past.

History is all around you. It is a part of your everyday environment. You might see a fading advertisement painted on the bricks of an old building. The advertisement will tell you about a business from the past. The advertisement also tells you about the products that people used, as well as the advertising strategies of the past. The telephone poles and fences, the mailboxes and street signs, were not always there. By investigating and researching information about when the building was constructed, you are hunting for everyday history.



Every object has a story to tell. What kinds of questions might you want to ask about a Planet of the Apes lunchbox?
(Clark County Historical Society)

Asking Questions

Before you can teach students how to hunt for everyday history, you may need to learn some new skills. Historical research is like detective work. When you discover an interesting artifact in your everyday environment, you are at the trailhead of your hunt. Questions will carry you further along the trail to discovery.

You can practice with everyday objects that might be found in your school. For example, look at a school desk and a soft drink can. First, "read" the objects, to gather information about their visual characteristics. Describe the school desk or the soft drink can. It is important to describe all the characteristics that you can about the object. Ask questions in order to collect facts. *Of what material is this object made? What color is it?* The facts are clues for you to use in understanding and explaining the object. Next, research the story behind the artifact. Discover what the object tells you about our history. *Is the object well designed? How does it feel to use this object? What does this object suggest about the people who use it?* Hunting for history is about asking these sorts of questions.

Teacher Tip

A digital camera has been provided to you to use in some of the *Hunting for Everyday History* activities. You may want to get in the habit of carrying the camera with you. As you go to work, look for details that suggest events from the past, such as architectural decorations, gravestones, building and street names, and fading signs, which could be photographed. You could make a "mystery photograph" area on a classroom bulletin board and feature different images each day or week. Reward students who successfully identify the images.

Learning about History

Historians, like detectives, look for clues and then they follow leads. Look at the photo of the old school desk. Think of the desk as a clue. To begin analyzing the image, ask the same sorts of questions you asked when you examined a desk in your classroom. Next, think about the differences and similarities between the two desks. Make lists or a Venn diagram. The desks tell us something about schools and learning in the past. *How has the design of school desks changed over time? What does the desk's design tell us about how the classroom and learning have changed? What has stayed the same?* As you begin to piece together more and more details about the desk—where it was made, when it was made, what materials

This desk was made by the A. H. Andrews Company and patented June 5, 1886. It was used in the Mechanicsburg School in Champaign County. *(Clark County Historical Society)*

were used in the manufacturing process, who worked on it, and so on—you begin to learn about the historical context of that object. Objects reflect the times in which they were made. When you are able to discover the story of the two desks, you have also discovered a small bit of history.

As you direct your students in the hunt for everyday history, you will find that the objects and artifacts that are found in these hunts often raise more questions than they answer.

You may not be able to answer every question. Your detective work may lead you to books, the library, the Internet, and experts who study the history of objects, including historians, archaeologists, archivists, collectors, and curators.

Resources in Your Community

If you teach social studies or language arts, there are projects here for you. Many of these projects will benefit from partnerships within your school. Talk with your school media specialist, art teacher, and math teacher about *Hunting for Everyday History*. Many people in your community are interested in the *Huning for Everyday History* program. They may be genealogists, antique collectors, alumni of your school, or newcomers to your school community.

Talk with your local education reporter about this program. Send out press releases. Look for opportunities to share student work in newspaper articles, public programs, and on the Internet. Don't be afraid to think big about finding and researching history in your community. Local foundations as well as the Ohio Humanities Council and the Ohio Arts Council support exciting projects that share your research with the public and bring humanities scholars into your school and community.

I hope that this teacher's guide will be a seed that takes root in your classroom and your community. Pick the activities that work best for your students and setting. Add more activities next year. The activities are like a net, drawing local resources for everyday history into your classroom. As you and your students hunt for everyday history, you will replace some of our photographs and documents with local materials. Hunting for everyday history will show students the connections between life in their community and American history.

Sample Letter to Parents or Care Givers

Dear _____,

I would like to take this opportunity to describe an exciting history project that your student is beginning. The project is called *Hunting for Everyday History*. We will involve parents, caregivers, and other community members in this project in several ways over the next several weeks, most notably as the subjects of a student-produced interview.

The purpose of the *Hunting for Everyday History* project is to take history out of the textbook and put it into students' hands. The project teaches students how to think like historians. Students will be looking at history in their own community in five broad themes: *Toys and Games*, *History at Home*, *Neighborhood History*, *Souvenirs*, and *Traditional and Ethnic Arts*. During the course of this project, students will

- use primary sources or evidence about the past.
- analyze visual clues in photographs and images from the past.
- hunt for the history of popular amusements like movies and baseball.
- simulate an election campaign with banners and slogans.
- research the history of their school.
- assemble a scrapbook of information for future historians.

You can help us get started on these activities by sharing some of your family stories, old photographs, and souvenirs with our students when the time comes. We want to show our students that history is everywhere around us, even in our own homes.

More information will be coming to you regarding specific homework assignments as your student begins to work through this program.

Thank you in advance for your help with the *Hunting for Everyday History* class project!

Sincerely,

THE PEOPLES OF OHIO:
AN ESSAY FOR TEACHERS

Phillip R. Shriver

Why study history? Why should we be concerned about the past when it is the present and future that command our immediate attention? The answer to these questions is quite simple. Among all the species of life on the planet earth, only the human is born into a state of history. All the rest are born into a state of nature. The human infant born today is born into the complex, high-tech information age. He or she does not have to rediscover fire or reinvent the wheel. On the other hand, the animals of the forest—the birds in the sky, the fish in the sea—are all living life today much as they did thousands of years ago and much as they will be doing thousands of years from now.

Our human history is very complex, particularly when considered from national or world perspectives. But when experienced on the local or everyday level, history is something everyone can relate to. You can touch it. Feel it. Stand on it. Become part of it. Everyday history is history in its "least common denominator," history that has special significance as it reflects and makes more understandable the national and world events and trends that we hear about or see in the news.

As Ohio marks its 200th anniversary of statehood, the study of our state and local history becomes all the more meaningful.

What does the word *Ohio* mean? To the Iroquois Indians, it meant "great." Applied to the Ohio River and its tributary, the Allegheny, the principal waterway of their country, the Iroquois word *O–he–yo* referred to the river which they thought to be one and the same with the Mississippi, running from western New York all the way to the Gulf of Mexico. When the French explorer LaSalle heard the word *O–he–yo*, he thought it meant "beautiful." La belle riviere," or "the beautiful river," was what he and his countrymen would call the Ohio. It was not long before the name of the river was applied to the land through which it passed.

Most of Ohio's rivers bear Indian names. The names Maumee, Cuyahoga, Ashtabula, Mahoning, Walhonding, Kokosing, Muskingum, Tuscarawas, Huron, Scioto, Olentangy, Little Miami, Great Miami, and Sandusky all give witness to the legacy of the Native Americans in our state. So, too, do the names of many of our cities: Coshocton, Chillicothe, Wapakoneta, Piqua, and Mingo Junction are some examples. Think also of our Ohio county names, many of which reflect the Indian tribes who lived here at the time of the coming of the first Europeans: Ottawa, Seneca, Wyandot, Delaware, Miami, and Huron come to mind. Even Erie, the name of the Great Lake that forms part of our boundary with Canada, is an Indian tribal name.

In our hunt for everyday history, we should not overlook the story of the first Ohioans, descendants of migrants from Asia who crossed the Bering Sea into North America. Thousands of years ago, during a time of great glaciers, these people spread out across North, Central, and South America. The myriad stone tools, weapons, and implements they left behind, along with a host of mounds and other earthworks, remind us that we are newcomers here.

Recorded history began here in Ohio in the 1600s with the arrival of the first Europeans. First came the French, then the British, as well as others from the British Isles—the Scots, the Irish, and the Welsh. Most of the early Europeans in Ohio were drawn from northern and western Europe and soon included such other groups as the Dutch and the Germans. When we think of the German presence, we are reminded of the work of the Moravian missionaries among the Delaware Indians at places called Schoenbrunn (or "Beautiful Spring") and Gnadenhutten (or "Tents of Grace"). The very first school in Ohio was at Schoenbrunn in the 1770s.

Ohio became a state in 1803, the first state to be carved from the Northwest Territory. The Northwest Ordinance of 1787 was the third great charter of freedom, the other two being the Declaration of Independence and the United States Constitution. This ordinance established the plan by which the nation could grow, allowing new states to be admitted to the union as equals to the states already there. It was also the charter that forbade slavery, making the area north and west of the Ohio River the first land made free by act of Congress. This would have profound significance in the years to follow. Many African-Americans settled in Ohio as free men and women and many others passed through Ohio as they escaped from slave states south of the Ohio River.

After the Civil War, Ohio and much of the rest of the North was caught up in the Industrial Revolution. Such cities as Cleveland, Columbus, Cincinnati, Akron, Toledo, Dayton, and Youngstown emerged as important centers for the production of steel, rubber, glass, oil, soap, and other products. This, in turn, attracted a new wave of immigrants to the newly-industrialized urban centers. By the beginning of the 1900s, significant numbers of immigrants were from southern and eastern Europe, from countries such as Italy, Greece, Russia, and Poland. By the end of the 1900s, after two world wars and a technological revolution, the population of Ohio and other American states was becoming even more diverse, thanks to the influx of large numbers of Hispanic and Asian immigrants from such countries as Mexico, Korea, India, and Japan.

At the beginning of the twenty-first century, Ohio reflects a diversity of peoples beyond anything known in earlier times. We all have much to learn from one another and contribute to the common good. Though the people of Ohio come from a number of different backgrounds, we all share values rooted in our fundamental belief in freedom and democracy.

THE PEOPLES OF OHIO:
AN ESSAY FOR STUDENTS

Phillip R. Shriver

Directions: Read the following essay, noting the highlighted text. Definitions for these terms are on the back of this page. After you have completed the essay, turn the page over and answer the questions in the space provided.

Ohio has been home to many different peoples over the past twelve thousand years or so. Those people who lived here in prehistoric times such as the Adena, Hopewell, and Fort Ancient are called Paleo–Indians. **Native American** tribes such as the Miami, Shawnee, Delaware, Ottawa, and Wyandot, who lived in Ohio in the 1700s and 1800s, are called historic Indians. Some of the Native Americans are still among us. The names they gave the rivers, streams, and lakes are still with us.

The French were the first **Europeans** to reach the Ohio country. The British were not far behind. By the 1740s, British traders from Pennsylvania and Virginia were trading with the Ohio tribes. This gave rise to a struggle for control of the Ohio Valley between French and English. Though the English won the struggle, French names such as Detroit and Versailles are still upon the land.

British control proved short-lived. In 1783 a new nation, the United States of America, won freedom and independence from Great Britain. By that time, many people from other lands were already living in the Ohio territory. One of the most important early Ohio traders was George Croghan, an Irishman. The first governor of the Northwest Territory, of which the Ohio country was a part, was Scottish-born Arthur St. Clair. David Zeisberger and John Heckewelder, both Germans, established the first Moravian mission settlement in Ohio.

In 1787 the new American government passed the Northwest Ordinance, which banned slavery north of the Ohio River. As a result, the number of **African-Americans** living in Ohio began to increase. While many African-Americans settled in Ohio as free men and women, others crossed Ohio to Canada, escaping from slavery in the South.

Before the Civil War, Ohio's economy and the economies of many other northern states were based on **agriculture.** After the Civil War, the economies of these states became more **urban** and **industrial.** By the late 1800s and into the early 1900s, many of the **immigrants** coming to Cleveland, Cincinnati, Columbus, Toledo, Akron, Dayton, and Youngstown came from Italy, Greece, Russia, and Poland. In contrast, earlier generations had come from countries in northern and western Europe.

Though immigrants still come to Ohio from all parts of Europe, more are now **Hispanic** and **Asian.** More than any other country in the world, the United States has been and is a country of diverse peoples. Each one of us here in Ohio, students and teachers alike, reflects that diversity.

Glossary

Native Americans—those people who lived in North America before the arrival of European settlers

European—people who were born in or live in Europe

African–Americans—people who were born in North America and can trace their heritage to Africa

Agriculture—the practice of farming, usually to make money

Urban—having to do with a city

Industrial—related to the growth of mechanical equipment, usually in factories

Immigrant—a person who moves from one country to another

Hispanic—a person who can trace his or her heritage to South or Central America

Asian—a person who can trace his or her heritage to Asia

Questions to Consider:

Identify two groups of people who came to live in Ohio before 1900.

_____

_____

Identify two groups of people who came to live in Ohio during the 1900s.

_____

_____

Why have different groups of people come to live in Ohio?

_____

_____

THE GROWTH OF OHIO'S ECONOMY: AN ESSAY FOR TEACHERS

George Knepper

Ohio's economic history can be organized around developments in agriculture, manufacturing, and service industries. Agriculture dominated economic activity in the state's earliest years. After the Civil War, manufacturing rose dramatically, but agriculture remained very important. Toward the end of the twentieth century, service industries such as insurance companies, banks, retail stores, and high-tech industries such as computers and telecommunications have played dominant roles in Ohio's economic growth.

When settlers migrated to Ohio in the 1800s, they found everything they needed to be productive—good soil, adequate supplies of timber and water, and a mild climate for growing crops and raising livestock. As roads, canals, steamboats, and railroads developed, farmers gained access to faraway markets. By the mid-nineteenth century, Ohio had become one of the nation's leading agricultural states, specializing in grains, dairy products, and livestock. Today, Ohio still ranks in the top states in agricultural products. The main exports are soybeans and corn.

Over the years Ohio has been and still is a leading manufacturing state and has a number of large and medium-sized industrial cities. With the onset of globalization, the importance of manufacturing in Ohio's economy has declined since the 1970s. But more than twenty percent of Ohioans today still work in manufacturing jobs.

A late nineteenth century Ohio farm
(Glenn Harper, Ohio Historical Society)

The story of Ohio's success as a leading manufacturer can be best understood by examining the principal elements needed: natural resources, transportation, and financial and human capital.

Ohio is rich in natural resources. Abundant supplies of timber, iron ore, clay, oil, natural gas, limestone, sand, and gravel were available to early manufacturers. Ohio's first factories relied on available waterpower. By the mid 1850s, factories began to convert to steam power. Over the years, Ohio, like many other states, depleted its sources of coal, oil, and natural gas, which fueled the state's industries. Today, Ohio, must import most of it energy.

Ohio developed a network of canals and roads linking all regions of the state. This transportation revolution meant that newly-formed mills and factories could get access to the raw materials they needed. The canals and roads also gave manufacturers access to markets outside of the state. Ohio's economy today still benefits from a well-developed system of transportation that includes railroads, highways, barges on the Ohio River, and ships on Lake Erie.

In the first half of the twentieth century, Ohio had trouble attracting the necessary capital to finance large-scale manufacturing. In the last forty years or so, however, the banking industry has become more decentralized. Many Ohio-based banks now provide the financial resources needed for economic development.

On the other hand, Ohio has always attracted large numbers of workers for its expanding factories. After the Civil War, large numbers of immigrants came from eastern and southern Europe as well as from the Far East. Between 1915 and 1945, large numbers of African-Americans and white Appalachians migrated from rural southern states to find work in factories in Youngtown, Cleveland, Toledo, Dayton, Columbus, and Cincinnati. During the national emergency of World War II, women worked in war plants to help win the war. In the years following that war, the presence of women in the work force has grown steadily.

In the 1970s, manufacturing in Ohio contracted. Many factories closed, leaving workers without jobs. Ohio, like many other states, had to diversify its economy. By developing new ventures in service industries, such as banking, insurance, telecommunications, and high-tech industries, Ohio has positioned itself for a new phase of economic vitality as it begins a new century.

THE GROWTH OF OHIO'S ECONOMY: AN ESSAY FOR STUDENTS

George Knepper

Directions: Read the following essay, noting the highlighted text. Definitions for these terms are on the back of this page. After you have completed the essay, turn the page over and answer the questions in the space provided.

The first people who came to Ohio found a great forest covering the land. Most of these people were farmers, so they chopped down trees to clear land for their cabins and farm fields. They planted corn, wheat, and other crops on the cleared ground. To get more food, they hunted, fished, and gathered wild berries and fruits. They produced just enough to feed their families. This kind of farming is called subsistence farming.

Money was scarce on the frontier, so farmers traded, or bartered, for things they needed but could not produce themselves. A farmer might give the local storekeeper corn or wheat in exchange for salt, tea, or gunpowder. Pioneer farmers soon realized that if they raised more food than their family needed, they could sell the extra crops to the newcomers for money. The farmers now had a **market,** or a place to buy and sell their crops.

Springfield's W. F. Robertson Steel & Iron Company, founded in 1918, manufactured these steel paperweights as a form of advertising. *(Clark County Historical Society)*

In the early 1800s, Ohio settlers built mills containing machinery to **manufacture** lumber, flour, cloth, iron products, glass, gunpowder, and the like. Mills were located on rivers and streams whose water was used to turn a waterwheel. The waterwheel turned machinery inside the mill. Water provided the **energy** to make the machinery work. About 150 years ago, steam power started to replace waterpower as a source of energy. Steam is made by boiling water in a boiler. The heat to make the water boil came from burning wood or coal, so they are the true sources of the energy. Coal is still a very important energy source, but oil, natural gas, and nuclear power are now used as energy sources in Ohio.

In the past, Ohio has manufactured all kinds of goods, from big, complicated items such as cars, trucks, and locomotives to smaller, simpler products such as tools, toys, and furniture. Ohio is still an important manufacturing state, and it makes some unusual things like Chinese foods, all-day suckers, peanut butter, and U. S. flags. Over the years, many of the people who have made these and

Proficiency Correlation

Fourth-Grade Mathematics

	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5
1. Sort or identify objects according to multiple attributes (e.g., size, shape, and shading).	✓		✓	✓	✓
2. Use patterns to make generalizations and predictions by: **a.** determining a rule and identifying missing numbers in a sequence; **b.** determining a rule and identifying missing numbers in a table of number pair; **c.** identifying missing elements in pattern and justifying their inclusion **d.** determining a rule and identfying numbers in a sequence of numbers or a table of number pairs related by a combination of additional subtraction, multiplication, or division.	✓				
3. Select appropriate notation and methods for symbolizing a problem situation, translate real-life models, conventional symbols, and words.		✓	✓	✓	
4. Identify information needed to solve a problem.		✓	✓	✓	✓
5. Explain or illustrate whether a solution is correct.		✓	✓	✓	✓
6. Decompose, combine, order, and compare numbers.					
7. Illustrate or identify fractional parts of whole objects or sets of objects and like fractions greater than one, and add and subtract like fractions with illustrations and symbols.					
8. Add, subtract, multiply, and divide whole numbers and explain, illustrate, or select thinking strategies for making computations.		✓			
9. Order fractions using symbols as well as the term "at least" and "at most."					
10. Represent whole number value.		✓			
11. Add and subtract decimals.		✓			
12. Apply congruence, symmetry, paths, simple closed curves, and the ideas of interior and exterior.					
13. Recognize parallel, intersecting, and perpendicular lines and right angles in geometric figures.					✓
14. Determine properties of two-dimensional figures and compare shapes according to their characterizing properties, identify two-dimensional shapes on a picture of three-dimensional objects, describing similarities and differences using appropriate standard or nonstandard language.					
15. Symbolize a keying sequence on a calculator and predict the display.					
16. Model a problem situation using a number phrase/sentence and/or letters, understand the use of letters and symbols in statements such as 4b = 12 or 3c = 15 and find the value for a letter or symbol if the value for the other letter or symbol is given, and recognize the use of variables to generalize arithmetic statements, applying the concept of odd and even numbers.					
17. Apply the use of tools to measure lengths, using centimeters and inches, including recognizing the positions of whole numbers and fractions on a number line.					✓
18. Apply the counting of collections of coins and bills (which could include one, five, and ten dollar bills) in a buying situation.					
19. Illustrate the approximate size of units of length, capacity, and weight; choose an appropriate unit to measure lengths, capacities, and weights in U.S. standard and metric units; relate the number of units that measure an object to the size of the unit as well as to the size of the object.					✓
20. Determine perimeters and areas of simple straight-line figures and regions without using formulas.					✓
21. Use mental, paper-and-pencil, and physical strategies to determine time elapsed.					
22. Apply concept of place value in making estimates in addition and subtraction using front-end digits.					
23. Round numbers and use multiples of ten to estimate sums, differences, and products and discuss whether estimates are greater than or less than an exact sum or difference.					
24. Make or use a table to record and sort information (in a problem-solving setting using simple and complex patterns in nature, art, or poetry) and make identifications, comparisons, and predictions from tables, picture graphs, bar graphs, and labeled picture maps.	✓	✓			✓
25. Find simple experimental probabilities and identify events that are sure to happen, events sure not to happen, and those about which we cannot be sure.					

Proficiency Correlation

Fourth-Grade Reading

	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5
Strand I — Constructing Meaning with Fiction Selections					
1. Summarize the text.					✓
2. Use graphic aids (for example, a table or graph) or illustrations to locate or interpret information.					✓
3. Demonstrate an understanding of text by retelling the story or poem, in writing, in their own words.					✓
4. Identify and interpret vocabulary (words, phrases, or expressions) critical to the meaning of the text.					✓
Strand II — Examining/Extending Meaning with Fiction Selections					
5. Analyze the text, examining, for example, actions of characters, problem/solution, plot, or point of view.					✓
6. Infer from the text.					✓
7. Compare and/or contrast elements such as characters, setting, or events.					✓
8. Respond to the text.					✓
9. Choose materials related to purposes, as evidenced in part by the capacity to • choose or identify reference resources to locate specific information; • select fiction and nonfiction materials in response to a topic or theme; • choose appropriate resources and materials to solve problems and make decisions.					✓
10. Demonstrate an understanding of text by predicting outcomes and actions.					✓
Strand III — Constructing Meaning with Nonfiction Selections					
11. Summarize the text.	✓	✓	✓	✓	✓
12. Use graphic aids (for example, a table or graph) or illustrations to locate or interpret information.	✓	✓	✓	✓	✓
13. Demonstrate an understanding of text by retelling the information, in writing, in the writer's own words.	✓	✓	✓	✓	✓
14. Identify and interpret vocabulary (words, phrases, or expressions) critical to the meaning of the text.	✓	✓	✓	✓	✓
Strand IV — Examining/Extending Meaning with Nonfiction Selections					
15. Discern major ideas and supporting ideas.		✓	✓	✓	✓
16. Analyze the text, examining, for example, comparison and contrast, cause and effect, or fact and opinion.		✓	✓	✓	✓
17. Infer from the text.		✓	✓	✓	✓
18. Respond to the text.		✓	✓	✓	✓
19. Choose materials related to purposes, as evidenced in part by the capacity to: • choose or identify reference sources to locate specific information; • select fiction and nonfiction material in response to a topic or theme; • choose appropriate resources and materials to solve problems and make decisions.		✓	✓	✓	✓
20. Demonstrate an understanding of text by predicting outcomes and actions.					

Proficiency Correlation

Fourth-Grade Science

	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5
1. Create and use categories to organize a set of objects, or organisms or phenomena.	✓	✓	✓	✓	✓
2. Select instruments to make observations and/or organize observations of an event, object, or organism.				✓	✓
3. Identify and/or compare the mass, dimensions, and/or volume of familiar objects in standard and/or nonstandard units.		✓			✓
4. Use a simple key to distinguish between objects.		✓		✓	
5. Analyze a series of events and/or simple daily or seasonal cycles and predict the next likely occurrence in the sequence.		✓			✓
6. Evaluate a simple procedure to carry out an explanation.		✓	✓	✓	
7. Identify and/or discuss the selector or resources and tools used for exploring scientific phenomena.			✓	✓	
8. Evaluate observations and measurements made by other persons.					
9. Demonstrate an understanding of safe use of materials and/or devices in science activity.					✓
10. Explain the operation of a simple mechanical device.				✓	
11. Identify characteristics of a simple physical change.					
12. Explain and/or predict the motion of objects and/or describe the effects of some objects on other objects.					
13. Make predictions about weather from observed conditions and weather maps.					
14. Identify and/or describe the relationship between human activity and the environment.	✓	✓			
15. Identify evidence and show examples of changes in the earth's surface.					✓
16. Demonstrate an understanding of the basic needs of living things.		✓			✓
17. Identify ways in which organisms react to changing environments.					
18. Distinguish between living and nonliving things and provide justification for these distinctions.					
19. Analyze and/or evaluate various nutritional plans for humans.					✓

Proficiency Correlation

Fourth-Grade Writing

	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5
Strand I — Content					
1. A response that stays on topic.	✓	✓	✓	✓	✓
2. The use of details to support the topic.	✓	✓	✓	✓	✓
Strand II — Organization					
3. An organized and logical response that flows naturally and has a beginning, a middle, and an end.	✓	✓	✓	✓	✓
Strand III — Language					
4. The use of a variety of words.	✓	✓	✓	✓	✓
5. The use of variety of sentence patterns.	✓	✓	✓	✓	✓
6. A response that shows an awareness of spelling patterns for commonly used words.	✓	✓	✓	✓	✓
Strand IV — Writing Conventions					
7. A response that shows an awareness of spelling patterns for commonly used words.	✓	✓	✓	✓	✓
8. Legible writing in print or cursive.	✓	✓	✓	✓	✓
9. The correct use of capital letters (beginning of sentences and for proper nouns) and end punctuation.	✓	✓	✓	✓	✓

Proficiency Correlation

Sixth-Grade Citizenship

	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5
1. Demonstrate knowledge of and ability to think about the relationship among events: • Group significant individuals by broadly defined historical eras. • Utilize multiple-tier time lines.	✓	✓	✓	✓	✓
2. Utilize a variety of resources to consider information from different perspectives about North America: • Identify the central idea that a historical narrative attempts to address. • Inquire into the relative credibility of sources.	✓	✓	✓	✓	✓
3. Identify significant individuals from the past in North America and explain their contributions to the cultural heritage of the United States.	✓	✓	✓	✓	✓
4. Identify a significant individual from a region of the world other than North America and discuss cause-and-effect relationships surrounding a major event in the individual's life.				✓	✓
5. Compare the gender roles, religious ideas, or class structures in two societies.	✓	✓	✓	✓	✓
6. Draw inferences about the experiences, problems, and opportunities that cultural groups encountered in the past.	✓	✓	✓	✓	✓
7. Describe how the customs and traditions of immigrant and other groups have shaped American life.	✓	✓			✓
8. Utilize map skills: • Apply latitude and longitude to locate points on maps and globes. • Distinguish between relevant and irrelevant information on a map for a specific task.	✓	✓	✓		
9. Interpret and analyze maps, charts, or graphs to formulate geographic ideas: • Utilize time zones to compute differences in time and to describe their impact on human activities. • Determine and explain relationships among resources, economic activities, and population distribution.	✓		✓		✓
10. Use maps of North America or the world to identify physical and cultural regions and to show relationships among regions.					
11. Examine instances of contact between people of different regions of the world and determine the reasons for these contacts.					✓
12. Describe the role of each factor of production in producing a specific good or service and suggest alternative uses for the resources involved.		✓			
13. Identify the factors that influence: **a.** Consumer decisions to demand goods or services **b.** Producer decisions to supply goods or services.		✓	✓	✓	✓
14. Identify the factors that determine the degree of competition in a market and describe the impact of competition on a market: • Identify advantages and disadvantages of competition in the marketplace. • Explain the general relationship between supply, demand, and price in a competitive market.		✓			
15. Use information about global resource distribution to make generalizations about why nations engage in international trade.					
16. Identify the main functions of the executive, legislative, and judicial branches of the United States national government and cite activities related to these functions.					
17. Interpret how examples of political activity illustrate characteristics of American democracy.			✓		
18. Classify characteristics of government that are typical of a monarchical, democratic, or dictatorial type of government.			✓		
19. Analyze information on civic issues by organizing key ideas with their supporting facts.			✓		
20. Identify and analyze alternatives through which civic goals can be achieved and select an appropriate alternative based upon a set of criteria.					
21. Identify ways to resolve private and public conflicts based on principles of fairness and justice.			✓		
22. Identify examples of citizen participation in political systems around the world.			✓		

Proficiency Correlation

Sixth-Grade Mathematics

	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5
1. Apply the relation between doubling the side of a regular figure and the corresponding increase in area.					
2. Determine the rule, identify missing numbers, and/or find the nth term in a sequence of numbers or a table of numbers involving one operation or power.					
3. Apply appropriate notations and methods for symbolizing the problem statement and solution process.		✓	✓		
4. Identify needed and given information in a problem situation as well as irrelevant information.		✓		✓	✓
5. Validate and/or generalize solutions and problem-solving strategies.		✓		✓	
6. Compute with whole numbers, fractions, and decimals.		✓			
7. Find equivalent fractions.					
8. Change freely between fractions and decimals.					
9. Order combinations of whole numbers, fractions, and decimals by using the symbols less than (<), less than and equal to (≤), greater than (>), greater than and equal to (≥), and equal to (=) and/or by placing them on a number line.					
10. Use ratios and proportions in a wide variety of applications.					
11. Visualize and show the results of rotation, translation, reflection, or stretching of geometric figures.					
12. Recognize, classify, and/or use characteristics of lines and simple two-dimensional figures including circles; and apply models and properties to characterize and/or contrast different classes of figures including three-dimensional figures.				✓	
13. Use the distributive property in arithmetic computations.					
14. Explain and reflect differences between calculators with arithmetic logic and calculators with algebraic logic when symbolizing a keying sequence and in the display as each key is pressed.					
15. Use variables to describe arithmetic processes, to generalize arithmetic statements, and to generalize a problem situation.					
16. Determine perimeters, areas, and volumes of common polygons, circles, and solids using counting techniques or formulas.					
17. Convert, compare, and compute with common units of measure within the same measurement system.					
18. Measure angles with a protractor.					
19. Apply appropriate strategies to find estimates of sums, differences, products, and quotients of whole numbers and determine whether the estimate is greater than or less than the exact result.					
20. Estimate the sum, difference, product, or quotient of decimal numbers by rounding, and the sum, difference, or product of fractions and/or mixed numbers by rounding the fractions to 0, 1/2, or 1.					
21. Collect data, create a table, picture graph, bar graph, circle graph, or line graph and use them to solve application problems.	✓		✓	✓	
22. Read, interpret, and use tables, charts, maps, and graphs to identify patterns, note trends, and draw conclusions.	✓	✓	✓	✓	
23. Apply the concept of average and calculate the arithmetic mean and mode of a given set of numbers.					
24. Make predictions of outcomes of experiments based upon theoretical probabilities and explain actual outcomes.					✓

Proficiency Correlation

Sixth-Grade Reading

	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5
Strand I — Constructing/Examining Meaning with Fiction Selections					
Given a fiction or poetry text to read silently, learners will demonstrate an understanding of text and elements of fiction or poetry by responding to items in which they:					
1. Analyze aspects of the text, examining, for example, characters, plot, problem/solution, point of view, or theme.					✓
2. Summarize the text.					
3. Infer from the text.					✓
4. Respond to the text.					✓
Strand II — Extending Meaning with Fiction Selections					
Given a fiction or poetry text to read silently, learners will demonstrate an understanding of text and elements of fiction or poetry by responding to items in which they:					
5. Compare and contrast aspects of the text, for example, characters or settings.					✓
6. Critique and evaluate the text.					✓
7. Select information for a variety of purposes, including enjoyment.					✓
8. Express reasons for recommending or not recommending the text for a particular audience or purpose; and/or a variety of purposes, including enjoyment.					
9. Explain how an author uses a table of contents for a text to support his/her purpose for writing.					✓
Strand III — Constructing/Examining Meaning with Nonfiction Selections					
Given a nonfiction text to read silently, learners will demonstrate an understanding of text and elements of non-fiction by responding to items in which they:					
10. Analyze the text, examining, for example, author's use of comparison and contrast, cause and effect, or fact and opinion.	✓	✓	✓	✓	✓
11. Summarize the text.	✓	✓	✓	✓	✓
12. Infer from the text.	✓	✓	✓	✓	✓
13. Respond to the text.	✓	✓	✓	✓	✓
Strand IV — Extending Meaning with Nonfiction Selections					
14. Compare and/or contrast aspects of the text.					
15. Critique and evaluate the text for such elements as organizational structure and logical reasoning.					
16. Select information for a variety of purposes to support ideas, concepts, and interpretations.					
17. Express reasons for recommending or not recommending the text for a particular audience or purpose.					
18. Explain how an author uses a table of contents for a text to support his/her purpose for writing.					

Proficiency Correlation

Sixth-Grade Science

	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5
1. Use a simple key to classify objects, organisms, and/or phenomena.	✓			✓	
2. Identify the potential hazards and/or precautions involved in scientific investigations.	✓				✓
3. Make inferences from observations of phenomena and/or events.	✓	✓		✓	
4. Identify the positive and/or negative impact of technology on human activity.	✓	✓			
5. Evaluate conclusions based on scientific data.	✓	✓		✓	
6. Recognize the advantages and/or disadvantages to the user in operation of simple technological devices.	✓	✓			
7. Predict the influences of motion of some objects on other objects.					
8. Propose and/or evaluate an investigation of simple physical and/or chemical changes.					
9. Provide examples of transformation and/or conservation of matter and energy in simple physical systems.					
10. Identify simple patterns in physical phenomena.					
11. Describe simple cycles of the earth and moon.					
12. Identify the characteristics and/or patterns in rocks and soil.					
13. Demonstrate an understanding of the cycling resources on earth, such as carbon, nitrogen, and/or water.					
14. Trace the transmission of energy in a small, simple ecosystem and/or identify the roles of organisms in the energy movement in an ecosystem.					
15. Compare and/or contrast the diversity of ways in which living things meet their needs.					✓
16. Analyze behaviors and/or activities that positively or negatively influence human health.		✓			✓
17. Analyze the impacts of human activity on ecosystems of the earth.					

Proficiency Correlation

Sixth-Grade Writing

	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5
The student will use the writing process to make the writing activities clear for the intended audience, as evidenced by the capacity to:					
1. Focus on the topic with adequate supporting ideas or examples.	✓	✓	✓	✓	✓
2. Exhibit a logical organizational pattern that demonstrates a sense of flow and conveys a sense of completeness and wholeness.	✓	✓	✓	✓	✓
3. Exhibit word choice appropriate to the subject, the purpose, and the intended audience.	✓	✓	✓	✓	✓
4. Communicate clarity of thought.	✓	✓	✓	✓	✓
5. Use complete sentences, except where purposeful phrases or clauses are desirable.	✓	✓	✓	✓	✓
6. Write legibly using cursive or manuscript.		✓	✓	✓	✓
7. Demonstrate correct usage, correct spelling of frequently used words, and correct punctuation and capitalization.		✓	✓	✓	✓
8. Include sentences of varied length and structure.		✓	✓	✓	✓