

## Ohio Social Studies Content Standards

### The Underground Railroad through Primary and Secondary Sources

#### Grade 5

##### *People in Societies*

Benchmark B, Indicator 3: Describe the experiences of African-Americans under the institution of slavery.

##### *Social Studies Skills and Methods*

Benchmark A, Indicator 2: Locate information in a variety of sources using key words, related articles and cross-references.; 3: Differentiate between primary and secondary sources.

Benchmark B, Indicator 7: Organize key ideas by taking notes that paraphrase or summarize.

#### Grade 6

##### *Social Studies Skills and Methods*

Benchmark G, Indicator 9: Analyze information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.

#### Grade 8

##### *History*

Benchmark G, Indicator 9: Explain causes of the Civil War with emphasis on: a. Slavery, e. The abolitionist movement

##### *People in Societies*

Benchmark B, Indicator 2: Describe and explain the social, economic and political effects of: a. Stereotyping and prejudice; b. Racism and discrimination; c. Institutionalized racism and institutionalized discrimination.; Indicator 4: Analyze the economic, geographic, religious and political factors that contributed to: b. Resistance to slavery.

##### *Citizen Rights and Responsibilities*

Benchmark A, Indicator 1: Show the relationship between participating in civic and political life and the attainment of individual and public goals including: b. The Underground Railroad and the abolitionist movement/Abolition of slavery.

### Henry Box Brown

#### Grade 5

##### *People in Societies*

Benchmark B, Indicator 3: Describe the experiences of African-Americans under the institution of slavery.

#### Grade 8

##### *Citizen Rights and Responsibilities*

Benchmark A, Indicator 1: Show the relationship between participating in civic and political life and the attainment of individual and public goals including: b. The Underground Railroad and the abolitionist movement/Abolition of slavery.



## Ohio Social Studies Content Standards (Cont.)

### **Reason vs. Risk**

#### Grade 5

##### *People in Societies*

Benchmark B, Indicator 3: Describe the experiences of African-Americans under the institution of slavery.

#### Grade 8

##### *Citizenship Rights and Responsibilities*

Benchmark A, Indicator 1: Show the relationship between participating in civic and political life and the attainment of individual and public goals including: b. The Underground Railroad and the abolitionist movement/Abolition of slavery.

### **In Someone Else's Shoes**

#### Grade 5

##### *People in Societies*

Benchmark B, Indicator 3: Describe the experiences of African-Americans under the institution of slavery.

#### Grade 8

##### *Citizenship Rights and Responsibilities*

Benchmark A, Indicator 1: Show the relationship between participating in civic and political life and the attainment of individual and public goals including: b. The Underground Railroad and the abolitionist movement/Abolition of slavery.

### **Geography and Politics of Border States**

#### Grade 4

##### *People in Societies*

Benchmark B, Indicator 3: Explain the reasons people came to Ohio including: c. Freedom from political and religious oppression.

#### Grade 5

##### *Geography*

Benchmark B, Indicator 7: Analyze reasons for conflict and cooperation among regions of North America.

#### Grade 6

##### *Geography*

Benchmark D, Indicator 8: Explain push and pull factors that cause people to migrate from place to place including: a. Oppression/Freedom.



## Ohio Social Studies Content Standards (Cont.)

### Geography and Politics of Border States (Cont.)

#### Grade 8

##### *History*

Benchmark G, Indicator 9: Explain causes of the Civil War with emphasis on: a. Slavery, b. States Rights, f. the addition of new states to the Union and their impact on the balance of power in the Senate, including the Missouri Compromise and the Compromise of 1850  
Indicator 10: Explain the course and consequences of the Civil War with emphasis on: a. Contributions of key individuals; c. The Emancipation Proclamation.

##### *Geography*

Benchmark B, Indicator 1: Compare places and regions in the United States as they existed prior to 1877 with the same places and regions today to analyze changes in land use and population, political, social and economic characteristics.

### The Coming of the Civil War Tour

#### Grade 5

##### *People in Societies*

Benchmark B, Indicator 3: Describe the experiences of African Americans under the institution of slavery.

#### Grade 8

##### *History*

Benchmark G, Indicator 9: Explain causes of the Civil War with emphasis on: a. Slavery; d. the extension of slavery into the territories, including the Dred Scott Decision and the Kansas-Nebraska Act; e. The abolitionist movement and the roles of Frederick Douglas and John Brown; f. The addition of new states to the Union and their impact on the balance of power in the Senate, the Compromise of 1850; g. The presidential election of 1860, and the South's secession.

### John Anderson's Slave Pen

#### Grade 4

##### *Social Studies Skills and Methods*

Benchmark A, Indicator 4: Describe how archaeologists and historians study and interpret the past.

Benchmark C, Indicator 9: Communicate relevant information in a written report including the acknowledgement of sources.

#### Grade 5

##### *Social Studies Skills and Methods*

Benchmark B, Indicator 6: Draw inferences from relevant information.

##### *People in Societies*

Benchmark B, Indicator 3: Describe the experiences of African-Americans under the institution of slavery.



## Ohio Social Studies Content Standards (Cont.)

### John Anderson’s Slave Pen (Cont.)

#### Grade 6

##### *Economics*

Benchmark B, Indicator 5: Describe how supply and demand help to set the market clearing price for goods and services and how prices reflect the relative scarcity of goods and services.

##### *Social Studies Skills and Methods*

Benchmark B, Indicator 2: Analyze information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.

#### Grade 7

##### *Social Studies Skills and Methods*

Benchmark B, Indicator 1: Describe historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of today’s norms and values.

#### Grade 8

##### *History*

Benchmark G, Indicator 9: Explain causes of the Civil War with emphasis on: a. slavery.

##### *People in Societies*

Benchmark B, Indicator 4: Analyze the economic, geographic, religious and political factors that contributed to a. the enslavement of Africans in North America; b. resistance to slavery.

### Create Your Own “Harper’s Weekly Antebellum Newspaper

#### Grade 4

##### *Citizenship Rights and Responsibilities*

Benchmark A, Indicator 1: Describe the ways in which citizens can promote the common good and influence their government.

Benchmark B, Indicator 2: Explain why personal responsibilities and civic responsibilities are important.

##### *Social Studies Skills and Methods*

Benchmark C, Indicator 9: Communicate relevant information in a written report including the acknowledgement of sources.

#### Grade 5

##### *Social Studies Skills and Methods*

Benchmark A, Indicator 1: Obtain information from a variety of print and electronic sources and analyze its reliability.

#### Grade 6

##### *Social Studies Skills and Methods*

Benchmark A, Indicator 1: Use multiple sources to define essential vocabulary and obtain information for a research project.

Benchmark B, Indicator 2: Analyze information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.



## Ohio Social Studies Content Standards (Cont.)

### Create Your Own “Harper’s Weekly Antebellum Newspaper (Cont.)

#### Grade 8

##### *History*

Benchmark G, Indicator 9: Explain causes of the Civil War with emphasis on: a. Slavery; e. The abolitionist movement and the roles of Frederick Douglass and John Brown.

Benchmark G, Indicator 10: Explain the course and consequences of the Civil War with emphasis on: a. Contributions of key individuals, including Abraham Lincoln, Robert E. Lee and Ulysses S. Grant.

##### *Citizenship Rights and Responsibilities*

Benchmark A, Indicator 1: Show the relationship between participating in civic and political life and the attainment of individual and public goals including: b. The Underground Railroad and the abolitionist movement/Abolition of slavery.

Benchmark B, Indicator 3: Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including: d. Frederick Douglass and the abolitionist movement.

