

The race to lead OHIO

Part 1 of a 4-part series

History of the office of governor in Ohio

Ohio became a state on March 1, 1803. Even though it was now a part of the United States union, Ohio was the wild west to most Americans. It stood to reason, then, that Ohio's first governor had to be made of stern stuff.



Portrait of Senator
Edward Tiffin of Ohio
Source: Ohio Historical Society

Before Ohio became a state, it was part of the Northwest Territory, and Arthur St. Clair was its governor. After Ohio became a state on March 1, 1803, Edward Tiffin was elected as the state's first governor.

Tiffin apprenticed in medicine before he and his family immigrated to America from England. At the age of 17, he became an American and a practicing physician. He moved from Virginia to the Northwest Territory and westward to Chillicothe in 1798 where he was the first doctor. For a while, he was the only one, riding on horseback day and night from patient to patient.

George Washington wrote a letter and gave it to Tiffin before the doctor moved to Ohio. The letter recommended Tiffin for public service. Tiffin served in the Ohio territory as the Speaker of the Territorial House of Representatives and as president of the 1802 Constitutional Convention. Because of this experience, voters found him to be the obvious choice for governor of Ohio.

The word governor has been around since the 14th century. However, there were governors ruling provinces in ancient Rome and Egypt, although they were known by other names.

The root word for governor is govern. Ohio's governor administers the government of our state. That means the person that holds that office is elected by legal voters to lead our state's government.

Questions:

1. There have been 62 Ohio governors since Ohio became a state on March 1, 1803. But some authorities list 63 total Ohio governors. They include Arthur St. Clair on their list. Do you think Arthur St. Clair should be considered an Ohio governor?

2. Because our country is a democracy, Ohio's governor doesn't truly rule. Ohio's elected congress serves as well. This is called a system of checks and balances. Why do you think our government was designed that way?

The race to lead **OHIO**

Part 2 of a 4-part series

Ohio's governors

Sixty-two names are included on the list of Ohio governors, 63 if Arthur St. Clair is included. St. Clair served as the governor for the Northwest Territory, or what is now Ohio, Indiana, Illinois, Michigan, Wisconsin, and northeastern Minnesota.



Here are a few Ohio governors who served the United States in other ways:

Salmon B. Chase,

Ohio's 23rd Governor (1856-1860), became the sixth Chief

Justice of the United States and the Secretary of the Treasury in President Lincoln's cabinet from 1861 to 1864, during the Civil War. Chase was an anti-slavery champion.

Rutherford B. Hayes, Ohio's 29th Governor (1868-1872) and 32nd Governor (1876-1877), became the 19th President of the United States in 1877. He lost the popular vote but won the Electoral College after congress awarded 20 contested electoral votes to him.

William McKinley, Ohio's 39th Governor (1892-1896), was elected the 25th President of the United States in 1897. He was assassinated in 1901 by a man who believed that there was no need for government. McKinley's portrait is on the American five hundred dollar bill.

Governor George Voinovich was elected to the United States Senate in 1998 and resigned from his position as governor before his term was up. When he did, Lieutenant Governor **Nancy Hollister** became governor, but only until then Senator Voinovich's four-year term was up. That was just 11 days, but long enough to make Hollister Ohio's only female governor...so far.

The first Ohio constitution allowed governors to serve for two years, but only for six years out of any eight consecutive years. A 1957 amendment lengthened the term to four years and allowed governors to only succeed themselves once, having to wait four years after their second term in a row before running again.

Question:

Rutherford B. Hayes became the 19th President of the United States following an election in which both candidates thought they were the rightful winner. This happened most recently in 2000 in the Presidential election between George W. Bush and Al Gore. What kinds of compromises do you imagine both had to make because so many people didn't agree that they were really the elected winners?

The race to lead **OHIO**

Part 3 of a 4-part series

Who will be Ohio's next governor?

There are many political parties represented in the United States. However, there are two major parties represented by most elected officials. These are the Democratic and Republican parties.

The most popular other parties are the Constitution, Green and Libertarian parties. Many other political parties exist in our country. After all, our Constitution guarantees free speech. Some have very similar names but each subscribes to a different way of governing.



Ohio is basically a two-party state, as is the United States overall. This means that two parties dominate voting in nearly all elections at every level of government and, as a result, all or nearly all elected offices are members of one of the two major parties.

The 2014 ballot that Ohio voters will use includes three candidates who are running for the office of Ohio Governor.

- **Republican: John Kasich**
- **Democrat: Ed FitzGerald**
- **Libertarian: Charlie Earl**

John Kasich is Ohio's current governor and wants to stay in that position. He is called the incumbent. Ed FitzGerald is Cuyahoga County's first County Executive. Charlie Earl is a member of the central committee for the party he represents.

Question:

How would you help Ohioans if you were elected governor? What would you need to accomplish your goals? To help you plan your campaign platform (the principles for which you stand), create a list of eight issues. Beside each issue, create three columns: to compare your position with the top current Ohio gubernatorial candidates: My Stance, Candidate 1's Stance, Candidate 2's Stance.

It is possible that more gubernatorial candidates will be on the ballot in November. Candidates who support a certain party, called "partisan" candidates, can file all of the necessary documents until February 2014. Independents, candidates with no official link to a political party, have until May 2014.

The race to lead **OHIO**

Part 4 of a 4-part series

The role of the media in Ohio's race for governor

Before people go to the polls to cast their votes, they find out about the candidates and issues on which they will make a decision. How do voters find out about the people who are running for election? Where do voters find out more about issues that will be on the ballot? Most voters turn to the media for more information so they can make a responsible choice.

What exactly is the media? You hear people use the term all the time, even members of the media! In this case, the media is the main means of mass communication (especially television,



radio, newspapers, and the Internet.) President Obama's first presidential campaign banked strongly on the Internet, especially social media like Facebook and Twitter, to get its message out to voters and convince them to vote for the Obama/Biden ticket. Now most political candidates have very active social media campaigns in addition to their investments in television and radio commercials and newspaper advertising.

But political candidates don't just advertise. They debate each other, answer voters' questions and they or someone from their campaigns write letters and editorials. Campaign managers submit these written or recorded communications to the media with hopes that their campaign will get even more exposure to the voting public.

The main role of the media is to present voters with information from both sides and to be as unbiased and objective as possible.

Sometimes a news outlet will endorse a certain candidate or an issue. This means they will announce their support because they believe the candidate or issue will best serve the people who read or listen to them. But a fair-minded news outlet will do that in an opinion piece called an editorial while continuing to offer unbiased news about all sides.

Question:

Analyze how much "play" various media outlets are giving the gubernatorial race. Look through the paper; listen to the same radio news, watch the same local TV news for four weeks and see how coverage changes.

Part 1: History of the office of governor in Ohio

Additional question: Slavery wasn't allowed in the Ohio. Edward Tiffin once owned slaves but ceased to do so for religious reasons. Several British forts remained near the new state. Tiffin was born in England. These are life experiences that may have helped Ohio's first governor serve the new state. Interview someone who has a job that you might like to have someday. What sort of things did they do or even overcome to make it to their present line of work?

Part 2: Ohio's governors

Additional questions:

1. Look at the map of Ohio from 1805 at <http://www.railsandtrails.com/Maps/Ohio1803/index.htm>. Compare it to a satellite image with a map overlay. You can find such a map at <http://geology.com/satellite/ohio-satellite-image.shtml>. Is the shape of our state similar? How do you think early American cartographers (map designers) did their job so accurately from the ground?
2. Study an Ohio governor from the past, including those that you just read about. What contributions did he or she make to Ohio while in office? What's his or her legacy?

Part 3: Who will be Ohio's next Governor?

Additional questions:

1. A November 2011 report in a British newspaper called The Guardian suggested that American politics has been "stuck in a two-way fight between Republicans and Democrats" since the Civil War, and that third-party campaigns have very little chance of success. What do you think makes it so difficult for a third-party to win an election? Do you think it's good to have more than two political parties?
2. Write-in candidates have until August 25 to file a declaration of intent for the 2014 Ohio election. A write-in candidate is just what it sounds like. A voter may write-in a person's name on the ballot if they do not wish to cast their vote for any of the candidates already printed on the ballot. Why do you think write-in candidates have to file ahead of the November election? What happens to a vote if it is cast for someone who hasn't filed?

Part 4: The role of the media in Ohio's race for governor

Additional questions:

1. Take a gubernatorial poll in your class. Split the class into two to prepare for a debate. Pick a "candidate" in your class for each side to debate the top issues. Your teacher will be the moderator, the person who makes sure each candidate gets the same amount of time to talk and sticks to the question asked. Take a second poll following the debate. Did the debate sway anybody?
2. . On Tuesday, May 6, a preliminary election in which voters of each party nominate candidates for office, party officers, etc., will be held in Ohio. This is called the primary election. During your summer vacation, follow news coverage about each gubernatorial candidate. Identify the who, what, when, where and why in each article. Did the reporter stick to the facts and not offer an opinion?

Vocabulary Words

immigrated

apprenticed

Northwest Territory

Constitutional Convention

democracy

candidates

media

gubernatorial

Libertarian Party

Green Party

Constitution Party

stance

partisan

Electoral College

Theme: *Ohio in the United States*

The fourth-grade year focuses on the early development of Ohio and the United States. Students learn about the history, geography, government and economy of their state and nation. Foundations of U.S. history are laid as students study prehistoric Ohio cultures, early American life, the U.S. Constitution, and the development and growth of Ohio and the United States. Students begin to understand how ideas and events from the past have shaped Ohio and the United States today.

Topic:	Historical Thinking and Skills	Heritage
History Strand	<p>Content Statements:</p> <ol style="list-style-type: none"> 1. The order of significant events in Ohio and the United States can be shown on a timeline. 2. Primary and secondary sources can be used to create historical narratives. 	<p>Content Statements:</p> <ol style="list-style-type: none"> 3. Various groups of people have lived in Ohio over time including prehistoric and historic American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in both cooperation and conflict. 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. 5. The Northwest Ordinance established a process for the creation of new states and specified democratic ideals to be incorporated in the states of the Northwest Territory. 6. The inability to resolve standing issues with Great Britain and ongoing conflicts with American Indians led the United States into the War of 1812. Victory in the Battle of Lake Erie contributed to American success in the war. 7. Sectional issues divided the United States after the War of 1812. Ohio played a key role in these issues, particularly with the anti-slavery movement and the Underground Railroad. 8. Many technological innovations that originated in Ohio benefited the United States.

Topic:	<i>Spatial Thinking and Skills</i>	<i>Places and Regions</i>	<i>Human Systems</i>
Geography Strand	Content Statement: 9. A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States.	Content Statement: 10. The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio. 11. The regions of the United States known as the North, South and West developed in the early 1800s largely based on their physical environments and economies.	Content Statements: 12. People have modified the environment since prehistoric times. There are both positive and negative consequences for modifying the environment in Ohio and the United States. 13. The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio's population has become increasingly reflective of the cultural diversity of the United States. 14. Ohio's location and its transportation systems continue to influence the movement of people, products and ideas in the United States.
Topic:	<i>Civic Participation and Skills</i>	<i>Rules and Laws</i>	<i>Roles and Systems of Government</i>
Government Strand	Content Statements: 15. Individuals have a variety of opportunities to participate in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States. 16. Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively. 17. Effective participants in a democratic society engage in compromise.	Content Statements: 18. Laws can protect rights, provide benefits and assign responsibilities. 19. The U.S. Constitution establishes a system of limited government and protects citizens' rights; five of these rights are addressed in the First Amendment.	Content Statements: 20. A constitution is a written plan for government. Democratic constitutions provide the framework for government in Ohio and the United States. 21. The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.
Topic:	<i>Economic Decision Making and Skills</i>	<i>Production and Consumption</i>	<i>Financial Literacy</i>
Economics Strand	Content Statement: 22. Tables and charts help people to understand information and issues. Tables organize information in columns and rows. Charts organize information in a variety of visual formats (pictures, diagrams, graphs).	Content Statement: 23. Entrepreneurs organize productive resources and take risks to make a profit and compete with other producers.	Content Statement: 24. Saving a portion of income contributes to an individual's financial well-being. Individuals can reduce spending to save more of their income.

Theme	Regions and People of the Western Hemisphere	
Strand	History	
Topic	Heritage Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.	
Content Statement	3. European exploration and colonization had lasting effects, which can be used to understand the Western Hemisphere today.	
<div><div><div>Content Elaborations Lasting effects of European exploration and colonization can be seen today in the cultural practices and products of the Western Hemisphere, including place names, languages, religions, and agricultural practices and products. Examples of the impact of European exploration of colonization include:<ul style="list-style-type: none">Place names (e.g., La Paz, Costa Rica);Languages (e.g., English, Spanish, Portuguese, French);Religions (e.g., Catholicism, Protestantism);Agricultural practices (e.g., domestication of animals, move from subsistence farming to commercial agriculture); andAgricultural products (e.g., chickens, horses, apples, coffee, soybeans).Students at this level acquire a fundamental understanding of the influence of exploration and colonization as seen today. More in-depth study is included in future history courses. Expectations for Learning Describe lasting effects of European exploration and colonization on the cultural practices and products of the Western Hemisphere.</div><div>Instructional Strategies Create a living history museum where students dress as European explorers or early colonists and describe how their country influenced and contributed to the culture, language and economy of the Western Hemisphere today. Have students create scrapbooks (either paper or electronic) documenting lasting effects of European colonization in the Western Hemisphere (e.g., images of architecture; maps with place names; descriptions of governments, festivals, celebrations, holidays, traditional foods). Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org. Instructional Resources Early Multi-National Influences in the United States http://edsitement.neh.gov For lesson plan ideas, select <i>History & Social Studies</i>, and then select <i>Early Multi-National Influences in the United States</i>. Hispanic Exploration in America http://www.loc.gov/teachers/ The Library of Congress site provides primary sources. Select <i>Classroom Materials</i> and then <i>Primary Source Sets</i>. What We Eat http://www.burttravels.com/whatweeat.htm Burt Wolf's PBS series looks at how Spanish explorers changed what people ate.</div></div></div>		

	<p>Connections</p> <p>Connect to Geography Content Statement 10 regarding cultural diversity due to American Indian, European, Asian and African influences and interactions.</p> <p>Connect to the Common Core State Standards for English Language Arts through the reading of biographies of explorers and other appropriate non-fiction books.</p> <p>Connect to the Common Core State Standards for English Language Arts through the study of word origins. Have students research/identify words in use today that are likely connected to European exploration and colonization.</p>
<p><i>Essential Questions</i></p> <p><i>How have ideas and events from the past shaped the Western Hemisphere today?</i></p>	

Theme	Regions and People of the Western Hemisphere	
Strand	Government	
Topic	Civic Participation and Skills Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.	
Content Statement	11. Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.	
Content Elaborations Students gain experience with using a variety of sources to conduct research through the examination of a public issue. Students should use almanacs, maps, trade books, periodicals, newspapers, photographs and digital resources to gather information. As students interpret information from various sources, they can practice identifying and organizing main ideas and supporting details. Students can organize collected information in an appropriate format (e.g., tables, graphs, line/bar graphs, charts, or digital images) and use word processing or presentation software and multimedia resources to present to others.		Instructional Strategies Students can be assigned to research and present opposing points of view on a public issue, using technology to present to the class and demonstrating their findings graphically. Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site . Resources based on the Universal Design for Learning principles are available at www.cast.org . Instructional Resources Kids' Zone http://nces.ed.gov/nceskids/createagraph/ The site includes a graphing tutorial for five different graphs and charts. Connections Connect public issues to Economics Content Statement 14 regarding the present and future consequences of decisions.
Essential Questions How are civic ideals translated into practice?		

Theme	Regions and People of the Western Hemisphere	
Strand	Government	
Topic	Roles and Systems of Government The purpose of government in the United States is to establish order, protect the rights of individuals and promote the common good. Governments may be organized in different ways and have limited or unlimited powers.	
Content Statement	12. Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.	
Content Elaborations Prior to grade five, students have studied democracy. In grade five, students are introduced to dictatorships and monarchies. Democracies, dictatorships and monarchies are three basic ways of describing the relationship that exists between those in power and citizens. The focus of this content statement is on the relationship between those governing and those governed. In a democracy, the power of those in authority is limited because the people retain the supreme power. In a dictatorship, a ruler or small group with absolute power over the people holds power, often through force. Monarchy is a government in which authority over the people is retained through a tradition of allegiance. The terms democracy, dictatorship and monarchy are useful in helping students understand the relationship between those in power or authority and citizens in the Western Hemisphere. Grade-six students will build on this to understand that the basic categories often overlap. Expectations for Learning Explain the relationship between those in power and individual citizens in a democracy, a dictatorship and a monarchy.		Instructional Strategies Have students create a graphic organizer comparing government categories. Students should describe the relationship between those in power and citizens, and then provide examples of each type of government. Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site . Resources based on the Universal Design for Learning principles are available at www.cast.org . Instructional Resources CIA's World Factbook www.cia.gov Search for <i>world factbook</i> to access information on world governments. Use picture books to introduce democracy, dictatorship and monarchy (e.g., <i>D is for Democracy</i> by Elissa Grodin, <i>Yertle the Turtle</i> by Dr. Seuss). Connections Connect to History Content Statement 3 regarding the lasting effects of European exploration and colonization. This can be revisited as students study each form of government.
Essential Questions <i>How does governmental authority affect citizens' rights?</i>		

Theme	Regions and People of the Eastern Hemisphere	
Strand	History	
Topic	Historical Thinking and Skills Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.	
Content Statement	1. Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.	
<div><div><div>Content Elaborations Building on skills learned in grade five, including the use of single and multiple-tier timelines, grade-six students become familiar with the two systems used to identify dates on the commonly used Gregorian calendar (also known as the Christian or Western calendar). It is not necessary for students to study the origins of calendar systems, but to recognize and be able to use the terms B.C. (Before Christ), A.D. (Anno Domini), B.C.E. (Before the Common Era) and C.E. (Common Era) to place dates in chronological order. Arranging events in chronological order on single and multiple-tier timelines using B.C.E. and C.E. or B.C. and A.D. requires students to understand that years in the B.C.E. or B.C. era are labeled following the conventions of negative numbers beginning with 1 B.C.E. (there is no year 0).</div><div>Expectations for Learning Apply the conventions of B.C.E. and C.E. or B.C. and A.D. to arrange and analyze events in chronological order.</div></div><div><div>Instructional Strategies Create a multiple-tier timeline on the classroom/hallway floor or wall using painter's tape. Each tier can represent a different civilization/cultural group. As historic study progresses, the class can add events to the timeline and discuss relationships. Create a timeline that spans 2000 B.C.E. to 2010 C.E. along a hallway wall or around the classroom. Select a designated length to represent 100 years (possibly 1 foot = 100 years) and use tape (masking tape or blue painter's tape) to create the timeline and mark the centuries. Have students select notable historic events, including some ancient events (e.g., building of Giza pyramids) and events in American and Ohio history students might be familiar with (e.g., signing of the Declaration of Independence, Ohio statehood). Have students find photographs or illustrations representing these events and attach them to the timeline. Encourage students to reflect on when most of the events they are familiar with happened and how long ago the river civilizations really were.</div><div>Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org. When introducing this content, discuss why some historians might use C.E. and B.C.E. instead of B.C. and A.D. <i>What are the origins of these four terms? Which ones are used most often and in which situations?</i> As a kinesthetic learning activity, have students create a human timeline. Distribute event cards with dates in the Common Era and before the Common Era, and instruct students to organize themselves chronologically.</div></div></div>		

	<p>Instructional Resources</p> <p>Thinkport Tool: Creating a Timeline http://timeline.thinkport.org This interactive tool allows users to construct a timeline and add events, descriptions and images to bring their timelines to life.</p> <p>Connections</p> <p>Connect to Mathematics Common Core State Standards by emphasizing the similarities between timelines and number lines, including the use of positive and negative numbers.</p> <p>Connect to the Fine Arts Academic Content Standards by viewing and discussing examples of how art has changed over time (e.g., select a region and discuss examples of artwork from multiple time periods).</p>
<p>Essential Questions</p> <p><i>How have ideas and events from the past shaped the Eastern Hemisphere today?</i></p>	

Theme	<i>Regions and People of the Eastern Hemisphere</i>
Strand	<i>Government</i>
Topic	<i>Civic Participation and Skills</i> Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.
Content Statement	<i>9. Different perspectives on a topic can be obtained from a variety of historic and contemporary sources. Sources can be examined for accuracy.</i>
<div> <div> <p>Content Elaborations</p> <p>Sixth-grade students continue developing civic participation skills by using a variety of historic and contemporary sources for information. Each source reflects a specific viewpoint or perspective on a topic.</p> <p>Students should understand the importance of examining the accuracy of a source by considering the following:</p> <ul style="list-style-type: none"> • Can the information be verified in other sources? • What are the author's sources of information? • Is the information original or reprinted/excerpted from another source? • How does the source compare with others on the same topic? <p>In grade seven, students will learn about historical perspective (the idea that historians and archaeologists describe historical events and issues from the perspectives of people living at that time to avoid evaluating the past in terms of today's norms and values).</p> <p>Expectations for Learning</p> <p>Use a variety of historic and contemporary sources to obtain multiple perspectives on a topic.</p> <p>Examine a variety of sources for accuracy.</p> </div> <div> <p>Instructional Strategies</p> <p>Have students compare multiple sources to discuss point of view and accuracy. Show video clips from two different television programs that contain information on the same subject or select two articles/stories from different media sources.</p> <ul style="list-style-type: none"> • Instruct students to compare the two sources concerning events, facts, dialogue, details, perspectives and opinions expressed. • In small heterogeneous groups, have students record their observations on large self-adhesive chart paper, share the information with the class and post the chart paper in the classroom. <p>Diverse Learners</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p> <p>Instructional Resources</p> <p>Fact Check ED www.factchecked.org This website provides resources and lessons primarily focused on Web-based media and methods for evaluating accuracy of websites.</p> <p>Connections</p> <p>Have students create a National History Day (www.ohiohistoryday.org) project, examining a historic topic from multiple perspectives. Connect to Content Statements 2 and 8.</p> </div> </div>	
<p><i>Essential Questions</i></p> <p><i>How do we know what we know about the world today?</i></p>	

Theme	Regions and People of the Eastern Hemisphere	
Strand	Government	
Topic	Roles and Systems of Government The purpose of government in the United States is to establish order, protect the rights of individuals and promote the common good. Governments may be organized in different ways and have limited or unlimited powers.	
Content Statement	10. Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority.	
Content Elaborations The study of roles and systems of government in grades four and five serves as a foundation for the study of monarchies, dictatorships and democracies in grade six. The study of theocracies is introduced at this grade level. Students should understand the basic characteristics of each type of government listed, including how power is attained and held, and the relationship between those governing and those being governed. <ul style="list-style-type: none">In a democracy, the power of those in authority is limited because the people retain the supreme power.In a dictatorship, a ruler or small group with absolute power over the people (e.g., North Korea) holds power, often through force.Monarchy is a government in which authority over the people is retained through a tradition of allegiance (e.g., Saudi Arabia).Theocracy is a government in which authority over the people is held by religious leaders who represent divine power and retain authority through religious beliefs (e.g., Iran). Students should recognize that actual systems of government are not always easily categorized and can be misrepresented. Though we use the labels of monarchy, theocracy, dictatorship or democracy, government characteristics often overlap and are inconsistent.		Instructional Strategies Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site . Resources based on the Universal Design for Learning principles are available at www.cast.org . Instructional Resources CIA's World Factbook www.cia.gov Access information on world governments. Search for <i>world factbook</i> . Use picture books to introduce democracy, dictatorship and monarchy (e.g., <i>D is for Democracy</i> by Elissa Grodin, <i>Yertle the Turtle</i> by Dr. Seuss). Connections

For example, governments labeled as democracies might have some of the characteristics of dictatorships, as is the case with the Democratic People’s Republic of Korea (North Korea), which in reality is a communist state led by a dictator.

Some countries may use a combination of two governmental systems. For instance, the United Kingdom has a royal family, which suggests a monarchy, but as a constitutional monarchy is in practice much closer to a democracy.

As students develop understanding of the relationship between those governing and those being governed, they should be challenged with the concept that the extent of a citizens’ liberties and responsibilities varies according to the limits of the governing body’s authority. For instance, governmental authority is limited in most democracies, resulting in broad citizen liberties and responsibilities. Conversely, under most dictatorships, the dictator’s authority is unlimited, resulting in strict limits on citizens’ liberties and responsibilities.

Expectations for Learning

Describe the relationship between those in power and individual citizens in a democracy, dictatorship, monarchy and theocracy.

Explain that the characteristics of government can often overlap and that the categorization of governments can misrepresent the actual relationship between those governing and those being governed.

Essential Questions
How does governmental authority affect citizens’ rights?

Theme	World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age	
Strand	Government	
Topic	Civic Participation and Skills Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.	
Content Statement	16. The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.	
<div><div><div>Content Elaborations Individuals and groups often hold differing perspectives on issues, both historic and contemporary. As students investigate issues, they should be challenged to understand the multiple perspectives that individuals and groups may have. For example, to reach an understanding of the dynamics of the trans-Atlantic slave trade, one should analyze the perspectives of those who justified it and those who opposed it, including the slaves. An understanding of the dynamics of colonialism should include an analysis of the perspectives of the colonial power and the colonized. It also is essential that one understands what may influence the perspective of an individual or group. These influences can be based on cultural, ethnic, religious or geographical contexts.</div><div>Expectations for Learning Demonstrate how understanding individual and group perspectives is essential to analyzing historic and contemporary issues.</div></div><div><div>Instructional Strategies Have students analyze the different perspectives of a historical event by examining diaries, letters, art, editorials, editorial cartoons and photographs. Students could be assigned to take a position on a given person in history and present his or her position on a critical issue of that time. Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org. Instructional Resources Cafe Conversations http://www.facinghistory.org/resources/strategies/cafe%C3%A9-conversations This website provides teaching strategies to help students gain an awareness of different perspectives of historical events Connections</div></div></div>		
Essential Questions		

Theme	<i>World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age</i>
Strand	<i>Government</i>
Topic	<p><i>Roles and Systems of Government</i></p> <p>The purpose of government in the United States is to establish order, protect the rights of individuals and to promote the common good. Governments may be organized in different ways and have limited or unlimited powers.</p>
Content Statement	<i>17. Greek democracy and the Roman Republic were radical departures from monarchy and theocracy, influencing the structure and function of modern democratic governments.</i>
<div> <div> <p>Content Elaborations</p> <p>The Athenian form of democracy invested power with its citizens, not an individual ruler. It was a direct form of democracy since all of the citizens (i.e., males over 18 with Athenian fathers) participated.</p> <p>The Roman Republic expanded the Greek model of democracy. It was a representative government with elected officials, division of powers and an emphasis on civic duty. The powers of the Roman government were divided among the Senate, the Consuls and the Assemblies. Roman citizenship was granted to males if they had a parent who was a citizen, was a freed slave or made a huge payment. Citizens had rights and were expected to vote, register for the census and perform military service.</p> <p>Many governments today were influenced by the Greek and Roman models. For example, the United States is a representative democracy with a written constitution that limits the powers of the government by dividing them among three branches.</p> <p>Expectations for Learning</p> <p>Describe how Greek democracy and the Roman Republic were radical departures from monarchy and theocracy.</p> <p>Explain how they influenced the structure and function of modern democratic governments.</p> </div> <div> <p>Instructional Strategies</p> <p>Compare the governments of Rome and the United States using a compare and contrast chart or a Venn diagram.</p> <p>Have students use a visual representation (e.g., illustrations, collage) to demonstrate an understanding of monarchy, democracy and dictatorship.</p> <p>Diverse Learners</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p> <p>Instructional Resources</p> <p>Lesson Plan: To Be or Not to Be Democratic http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c80531388 This ODE Model Lesson can be adapted to Content Statements 2 and 17.</p> <p>Connections</p> </div> </div>	
Essential Questions	

Theme	World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age	
Strand	Government	
Topic	Roles and Systems of Government The purpose of government in the United States is to establish order, protect the rights of individuals and to promote the common good. Governments may be organized in different ways and have limited or unlimited powers.	
Content Statement	18. With the decline of feudalism, consolidation of power resulted in the emergence of nation states.	
<div><div><div>Content Elaborations There were many causes of the decline of feudalism in Western Europe, including the impact of trade that developed as a result of the Crusades, the transition from a land-based economy to a money-based economy, the growth of towns and the increase in centralized governments. Kings began to consolidate power, lessening the power of nobles. This led to the rise of nation states (i.e. sovereign territorial units characterized with defined borders, common languages, culture and values). As England emerged as a nation state, the lesser nobles limited the authority of the king by forcing him to sign the Magna Carta. The document placed limits on the power of the king and led to the development of democratic principles that influenced the Declaration of Independence and American Revolution.</div><div>Expectations for Learning Explain how the decline of feudalism in Western Europe and consolidation of power resulted in the emergence of nation states.</div></div><div><div>Instructional Strategies Have students form groups and assign them to investigate a particular European monarch who consolidated power into a nation state at the end of the Feudal period. Tell them to identify how the monarch gained and consolidated power and identify the characteristics of the country (e.g., language, culture, religion). Have students examine the succession of power after the death of the monarch, create visuals (e.g., map of the nation, nation's emblems) and make presentations (e.g., orally, magazine article, news program). Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org. Instructional Resources Lesson Plan: Will You Sign This Petition http://www.freedomforum.org/packages/first/Curricula/EducationforFreedom/L07main.htm This lesson plan illustrates how the Magna Carta influenced the Declaration of Independence and the American Revolution. Magna Carta: Cornerstone of the U.S. Constitution http://edsitement.neh.gov/lesson-plan/magna-carta-cornerstone-us-constitution This <i>EDSITEment!</i> website provides an overview, lessons and resources on the impact of the Magna Carta on U.S. government. Connections Connect to History Content Statement 6 regarding the decline of Feudalism and rise of the Renaissance.</div></div></div>		
Essential Questions		

Theme	U.S. Studies from 1492 to 1877: Exploration through Reconstruction	
Strand	History	
Topic	A New Nation The United States shifted in governing philosophy from a loosely organized system characterized by strong states' rights to a federal system.	
Content Statement	6. The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people.	
Content Elaborations The American Revolution achieved national independence for the United States of America, a new country organized under the Articles of Confederation. As citizens of a new nation, the American people found themselves having to adjust to a new series of relationships. Thirteen colonies owing allegiance to Great Britain transitioned into 13 sovereign states loosely united as a confederation. Each state had to create new governing documents and address issues such as who would become citizens and with what rights, would there be established churches, and what would be done with the institution of slavery. The former colonies moved from support of a mother country under a mercantilist system to 13 separate economies facing currency, banking and trade issues. One of the successes of the Articles of Confederation was the passage of the Northwest Ordinance in 1787. This ordinance established a precedent for protecting rights and set the stage for national growth. Expectations for Learning Analyze the new political, social and economic relationships for the American people that resulted from the American Revolution.		Instructional Strategies Have students organize a Veterans' Day recognition program and invite area veterans to a celebration of their role in preserving the independence of the United States from the American Revolution to today. Some ideas of the Northwest Ordinance were later found in the U.S. Constitution. Have students examine the following features of the Northwest Ordinance and find how they are reflected in the U.S. Constitution: the process by which a territory could move to statehood (NW Ordinance Sections 3, 9, 12, Article 5; U.S. Constitution, Article IV); the guaranteed civil liberties and rights (NW Ordinance Articles 1, 2; U.S. Constitution, Article I, Section 9, Bill of Rights and other amendments); the issue of slavery (NW Ordinance Article 6; U.S. Constitution, Article I, Section 9, 13 th Amendment). Ask the students to show the similarities and differences for each of these in both documents. Parts of the Northwest Ordinance influenced the U.S. Constitution and Bill of Rights. Have students compare the rights protected in the Northwest Ordinance with those in the U.S. Constitution and Bill of Rights. Instruct them to cite how the protected rights in the Northwest Ordinance are reflected in the U.S. Constitution and Bill of Rights and have them graphically illustrate the changes for one of the protected rights. Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site . Resources based on the Universal Design for Learning principles are available at www.cast.org . Instructional Resources Our Documents http://www.ourdocuments.gov/doc.php?flash=old&doc=8&page=transcript The original text of the Northwest Ordinance can be found here. Ohio Secretary of State http://www.sos.state.oh.us/SOS/Founding/documents.aspx The "Founding Fathers" page in the Secretary of State's website has the historical documents,

	<p>including the Northwest Ordinance.</p> <p>Connections</p> <p>Instruction could be connected with the “Reading Standards for Literacy in History/Social Studies 6-12” in the Common Core State Standards for English Language Arts: RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p>
Essential Questions	

Theme	U.S. Studies from 1492 to 1877: Exploration through Reconstruction	
Strand	Government	
Topic	Civic Participation and Skills Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.	
Content Statement	18. Participation in social and civic groups can lead to the attainment of individual and public goals.	
Content Elaborations Throughout early American history, there are examples of how participation in social and civic groups led to the attainment of individual and public goals. Social groups included the American Temperance Society, which strived to reduce the consumption of alcohol, and the National Trades' Union, which sought to improve working conditions. Civic groups included the Sons of Liberty, which worked to protest British colonial policy, and the American Anti-Slavery Society, which worked to emancipate slaves. Expectations for Learning Explain how participation in social and civic groups can lead to the attainment of individual and public goals.		Instructional Strategies Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site . Resources based on the Universal Design for Learning principles are available at www.cast.org . Instructional Resources Lesson Plan: Increasing Opportunities for Involvement http://dnet01.ode.state.oh.us/IMS.ItemDetails/LessonDetail.aspx?id=0907f84c80531850 This ODE model lesson can be adapted to Content Statement 18 . The Sons of Liberty http://www.ushistory.org/declaration/related/sons.htm This website provides examples of activities of the Sons of Liberty and explains how they were important in affecting political actions. Connections
Essential Questions		

Theme	U.S. Studies from 1492 to 1877: Exploration through Reconstruction	
Strand	Government	
Topic	Civic Participation and Skills Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.	
Content Statement	19. Informed citizens understand how media and communication technology influence public opinion.	
Content Elaborations Media and communication technology influence public opinion through a variety of means. Historically, this includes improvements in printing, mail delivery, distribution of newspapers and the telegraph, which heightened public awareness and provided information. They also exposed people to arguments, emotional appeals and propaganda. Public opinion in early American history was influenced by pamphlets, books and newspaper articles (e.g., <i>Common Sense</i> , <i>Uncle Tom's Cabin</i> , the <i>Federalist Papers</i> , <i>The Liberator</i>). The invention of the telegraph transformed news and hastened the rise of independent, mass-circulation newspapers in the 19 th century. Expectations for Learning Explain how media and communication technology influence public opinion.		Instructional Strategies Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site . Resources based on the Universal Design for Learning principles are available at www.cast.org . As an extension activity, have students compare historic examples of media and communication technologies with modern examples (e.g., telephone, radio, television, Internet, mobile phones). Instructional Resources Is the Media Part of the Story? http://www.pbs.org/teachers/connect/resources/609/preview/ This PBS website provides lessons and resources on whether the press <i>reported</i> or <i>influenced</i> news relating to the U.S.-Mexican War. Lesson Plan: Uncle Tom's Cabin http://www.civilwar.org/education/teachers/lesson-plans/uncle-toms-cabin-lesson/uncletomscabin.html This lesson provides activities on how Harriet Beecher Stowe's <i>Uncle Tom's Cabin</i> swayed public opinion about slavery. Connections
Essential Questions		

Theme	U.S. Studies from 1492 to 1877: Exploration through Reconstruction	
Strand	Government	
Topic	Roles and Systems of Government The purpose of government in the United States is to establish order, protect the rights of individuals and to promote the common good. Governments may be organized in different ways and have limited or unlimited powers.	
Content Statement	20. The U.S. Constitution established a federal system of government, a representative democracy and a framework with separation of powers and checks and balances.	
<div><div><div>Content Elaborations The federal government established by the U.S. Constitution divides power among a central government and territorial subdivisions – the national and state governments. This allows both levels of government some degree of independence. The United States is a republic or representative democracy in which elected officials representing the people make laws and public policy. The U.S. Constitution provides for a separation of powers among the three branches of government (e.g., the legislative branch has the power to impose taxes and declare war, the executive branch has the power to command the military and grant pardons, the judicial branch has power to hear cases involving maritime law and controversies between the states). The U.S. Constitution also provides for a system of checks and balances among the three branches of government. These checks and balances include the:<ul style="list-style-type: none">• Power of the president to veto acts of Congress (e.g., Jackson’s veto of the re-charter of the Bank of the United States in 1832);• Power of the Senate to approve presidential appointments (e.g., the approval of Daniel Webster as secretary of state in 1841); and• Independence of Supreme Court justices who hold their offices “during good behavior” (e.g., the impeachment trial of Samuel Chase in 1805).</div><div>Instructional Strategies Assign students to groups with each focusing on one of the following features of the U.S. Constitution: federal system, representative democracy, separation of powers, checks and balances. Using the text of the U.S. Constitution, have each group produce a short presentation with visuals to explain their assigned feature of the U.S. Constitution. Have students create their own governments with each of these features. Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org. Instructional Resources The Constitution of the United States of America http://edsitement.neh.gov/feature/constitution-united-states-america This <i>EDSITEment!</i> website provides an overview, lessons and resources on the U.S. Constitution. National Constitution Center http://ratify.constitutioncenter.org/constitution/ This is an interactive site that enables students to select particular passages of the U.S. Constitution quickly and explore many related indexed topics. Connections Instruction could be connected with the “Reading Standards for Literacy in History/Social Studies 6-12” in the Common Core State Standards for English Language Arts: RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</div></div></div>		

Expectations for Learning Describe and give examples of how the U.S. Constitution created a federal system, representative democracy, separation of powers, and checks and balances.	
<i>Essential Questions</i>	

English Language Arts Standards » Reading: Informational Text » Grade 6

Key Ideas and Details

- [CCSS.ELA-Literacy.RI.6.1](#) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- [CCSS.ELA-Literacy.RI.6.2](#) Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- [CCSS.ELA-Literacy.RI.6.3](#) Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Craft and Structure

- [CCSS.ELA-Literacy.RI.6.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- [CCSS.ELA-Literacy.RI.6.5](#) Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

Integration of Knowledge and Ideas

- [CCSS.ELA-Literacy.RI.6.7](#) Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- [CCSS.ELA-Literacy.RI.6.8](#) Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Range of Reading and Level of Text Complexity

- [CCSS.ELA-Literacy.RI.6.10](#) By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

English Language Arts Standards » Reading: Informational Text » Grade 7

Key Ideas and Details

- [CCSS.ELA-Literacy.RI.7.1](#) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- [CCSS.ELA-Literacy.RI.7.2](#) Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- [CCSS.ELA-Literacy.RI.7.3](#) Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Craft and Structure

- [CCSS.ELA-Literacy.RI.7.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- [CCSS.ELA-Literacy.RI.7.5](#) Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

Integration of Knowledge and Ideas

- [CCSS.ELA-Literacy.RI.7.8](#) Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

English Language Arts Standards » Reading: Informational Text » Grade 8

Key Ideas and Details

- [CCSS.ELA-Literacy.RI.8.1](#) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- [CCSS.ELA-Literacy.RI.8.2](#) Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- [CCSS.ELA-Literacy.RI.8.3](#) Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Craft and Structure

- [CCSS.ELA-Literacy.RI.8.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- [CCSS.ELA-Literacy.RI.8.5](#) Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Integration of Knowledge and Ideas

- [CCSS.ELA-Literacy.RI.8.8](#) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- [CCSS.ELA-Literacy.RI.8.9](#) Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.