

PERSONAL HISTORY

A History Lesson

Meets These 4th Grade Social Studies Content Standards:

History

Chronology

Construct time lines with evenly spaced intervals for years, decades, and centuries to show the order of significant events in Ohio history.

Growth

Explain how Ohio progressed from territory to statehood, including the terms of the Northwest Ordinance

Government

Role of Government

Explain major responsibilities of each of the three branches of government in Ohio.

a. The legislative branch, headed by the General Assembly, makes state laws.

b. The executive branch, headed by the governor, carries out and enforces laws made by the General Assembly.

c. The judicial branch, headed by the Ohio Supreme Court, interprets and applies the law.

Explain why elections are used to select leaders and decide issues.

Explain the purpose of a democratic constitution:

a. To provide a framework for a government;

b. To limit the power of government;

c. To define authority of elected officials.

Explain that the Ohio Constitution tells how the state government should be organized and guarantees the rights of individuals.

Citizenship Rights and Responsibilities

Participation

Describe the ways in which citizens can promote the common good and influence their government including:

a. Voting;

b. Communicating with officials;

c. Participating in civic and service organizations;

d. Performing voluntary service.

Rights and Responsibilities

Explain why personal responsibilities (e.g., taking advantage of the opportunity to be educated) and civic responsibilities (e.g., obeying the law and respecting the rights of others) are important.

Explain the importance of leadership and public service.

Explain why characteristics such as respect for the rights of others, fairness, reliability, honesty, wisdom, and courage are desirable quality in the people citizens select as their leaders.

Social Studies Skills and Methods

Obtaining Information

Obtain information about state issues from a variety of print and electronic sources, and determine the relevance of information to a research topic:

a. Atlases;

b. Encyclopedias;

- c. Dictionaries;
- d. Newspapers;
- e. Multimedia/Electronic sources.

Use a glossary and index to locate information.

Use primary and secondary sources to answer questions about Ohio History.

Thinking and Organizing

Identify main ideas and supporting details from factual information

Distinguish between fact and opinion.

Formulate a question to focus research.

Problem Solving

Use a problem-solving/decision-making process which includes:

- a. Identifying a problem;
- b. Gathering information;
- c. Listing and considering options;
- d. Considering advantages and disadvantages of options;
- e. Choosing and implementing a solution.
- f. Developing criteria for judging its effectiveness.

STATEHOUSE GLOSSARY

act – A bill that has passed through both houses and is awaiting the decision of the governor to make it a law or not.

amendment – A change to a constitution.

bicameral – A term that defines a legislature as having two houses.

bill – A proposal for a law that must be approved by the House and Senate before it can become an act then a law.

campaign – A series of activities that move toward a result. To run for office.

capital – The name of the center of government for a state. In Ohio, capital cities were Chillicothe, Zanesville, then Columbus.

capitol – The building in which state government work is done. The statehouse.

citizen.— A person who by birth or choice is a member of a state or nation.

Coat of Arms – A symbol of a state; another name for a state seal.

constitution – A document of fundamental principles that govern the way a state of nation is to be run.

cornerstone – A ceremonial stone placed in the exterior wall of a building. It is inscribed with a date and sometimes contains objects in its hollow center.

district – A portion of a country, state, or city that is set aside for electing its own officials, maintaining laws, providing schools, etc.

election – Choosing by vote.

General Assembly – The legislature or legislative branch of state government that makes the laws.

government – A rule of authority over a city, district, state, nation.

governor – The executive head of a state of the United States.

Great Seal of Ohio – An authentic emblem that officially represents a government; a Coat of Arms. If embossed or stamped onto a paper, it makes the document official.

House of Representatives – The lower branch of the law-making body of a state or the national government.

Imperium in Imperio – A state motto that once appeared on the state seal 1866-1868; it means “An Empire within an Empire.”

Justice – A judge on the Ohio Supreme Court

law – A bill that has passed through the legislature and has become a rule [law] through action or inaction of the governor.

legislature – A group of persons who have the duty and power to make laws; the General Assembly.

majority party – The political party that has the most members.

minority party – The political party that has the fewest members.

oral history – The telling of a historical time by a person who experienced the events.

political party – An organized group of citizens who agree on certain issues. President; today the most common political parties are the democrat, independent, and republican parties.

Senate – The upper branch of the law-making body of a state or nation.

statehouse – The building that is the center of government for the state; the capitol.

Supreme Court – The judicial branch of government. It interprets the laws.

time capsule – A hollow case or area in which objects of a date in time are placed for the future. A cornerstone is sometimes a time capsule.

vote – A formal means of choosing when combined with other votes, selects an outcome.

PERSONAL HISTORY

Objectives:

- Students will gain an appreciation of knowledge about recent history by interviewing **senior citizens**. They will take an **oral history**.
- Students will summarize their interviews and organize them into a written presentation.

Preparation:

- Each student will be interviewing an older family friend or relative, preferably someone who is at least 50 years or older. If a student does not have someone to interview, contact a local veterans group, senior center, or local AARP chapter and they should be willing to help with this project.
- Before the students meet with someone, they will need a list of questions. Have the students focus on Columbus in their interviews. If the person did not grow up around Columbus, have them focus on the city closest to where the person grew up. One way to get a list is to have the class have a brainstorming session. After this session, students should have a list of questions to take to their interview.
- Before the interview, discuss interview techniques with the students such as eye contact and taking notes.
- Discuss options with the students:
 1. Students may videotape the interview.
 2. Students may tape record the interview.
 3. Students may include a picture of the person they interview in their report.
- Possible topics students may want to ask the person about are:
 1. How often did they come to downtown Columbus?
 2. What was shopping like in downtown Columbus?
 3. Did they visit the Statehouse? What was their experience?
 4. Do they have any memories about visiting downtown Columbus?
 5. Do they have any memorial events that happened in downtown Columbus?

Materials:

- None

For people who live outside of central Ohio:

- Have the students focus their interview on why people would travel to the largest nearby city. What reasons did people have to go to the “big city”?

PERSONAL HISTORY

You, the student, will be conducting an interview with an older family friend or relative, who is at least 50, about why people would travel to the big city.

Before you go into the interview, you need to be prepared with a list of questions focusing on a particular topic. For this interview, focus on the memories this person has about coming to downtown Columbus, or whatever the closest metropolitan area was for them. Be creative!

After the interview, summarize what you found out in the interview and organize it into a one-page summary.

Option 1; Videotape the interview.

Option 2: Tape record the interview.

Option 3. Include a picture of the person you interviewed with you survey.