

Cleveland History Center

Education Programs

Ohio Learning Standards Alignment

Updated August 2018

Table of Contents

History on the Move	1
Getting Around	3
Turn of the Century Toys	4
Cleveland Starts Here®	5
Into the Woods	7
From there to Here	9
Setting the World in Motion: Cleveland's Entrepreneurs	11
REvolution: Entrepreneurs-in-Training	13
The Moses Cleaveland Team-Building Challenge	15
A City Worth Fighting For: Cleveland's Role in WWI	17
Carl & Louis Stokes: Making History	19

***For more information, or to book a program, please call
216-721-5722 x1502 or email education@wrhs.org.***

Cleveland History Center Education Program

Ohio Learning Standards Alignment

History on the Move

Location:	Cleveland History Center
Grades:	PreK-K
Time:	60 minutes
Description:	In this reimagined favorite program, students will learn about Cleveland's own Garrett Morgan and his solution to the traffic problem in Cleveland. Then, surrounded by the Crawford Auto Aviation Museum, students will explore the stories of Cleveland's first female pilot instructor and a daring adventurer who sailed the seas in a tiny sailboat named Tinkerbelle. Hands-on Traffic Town Practice and a Safety Exploration Station are program highlights.

OHIO LEARNING STANDARDS

Ohio Learning Standards for Social Studies: | Adopted 2018

SS.K.HIST.1

Time can be measured

SS.K.HIST.2

Personal history can be shared through stories and pictures.

SS.K.GEO.5

Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places.

SS.K.GEO.6

Models and maps represent real places.

SS.K.GOV.9

Individuals share responsibilities and take action toward the achievement of common goals in homes, schools and communities.

SS.K.GOV.10

The purpose of rules and authority figures is to provide order, security and safety in the home, school and community.

Ohio's Learning Standards for ELA | Adopted 2017

SL.K.1.a

Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

SL.K.2

Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.4

Describe familiar people, places, things, and events and with prompting and support, provide additional detail.

SL.K.6

Speak audibly and express thoughts, feelings and ideas clearly.

L.K.5.c

With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

Ohio's Early Learning and Development Standards

Pre-Kindergarten

Self.PreK

Awareness and Expression of Emotion: Recognize and identify own emotions and the emotions of others

Self-Regulation: Manage the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults

Self-Regulation: With modeling and support, show awareness of the consequences for his/her actions

Relationships.PreK

Interactions with Adults: Engage in extended, reciprocal conversations with familiar adults
Peer Interactions and Relationships: Interact with peers in more complex pretend play including planning, coordination of roles and cooperation

Kindergarten

Initiative

Initiative and Curiosity: Ask questions to seek explanations about phenomena of interest

Engagement and Persistence

Attention: Focus on an activity with deliberate concentration despite distractions

Creativity

Innovation and Invention: Use imagination and creativity to interact with objects and materials

Innovation and Invention: Use creative and flexible thinking to solve problems

Innovation and Invention: Engage in inventive social play

Physical Well-Being

Decision Making: Safety Practices: With modeling and support, identify and follow basic safety rules

Decision Making: Safety Practices: With modeling and support, demonstrate ability to follow transportation and pedestrian safety rules

Decision Making: Safety Practices: With modeling and support, identify the consequences of unsafe behavior

Self-Awareness and Expression of Emotion: Recognize and identify own emotion and the emotions of others

Relationships

Interaction with Adults: Engage in extended, reciprocal conversations with familiar adults

Interaction with Adults: Request and accept guidance from familiar adults

Peer Interactions and Relationships: Interact with peers in more complex pretend play including planning coordination of roles and cooperation

For questions & reservations contact the WRHS Education Office
(216) 721-5722 x1502 • education@wrhs.org • www.wrhs.org

Cleveland History Center
10825 East Blvd., Cleveland, OH 44106

Cleveland History Center Education Program

Ohio Learning Standards Alignment

Getting Around

Location:	Cleveland History Center
Grades:	Grades 1-2
Time:	120 minutes
Description:	Surrounded by cars, bikes, and airplanes of the past, students will learn basic map skills by making a giant map of the Western Reserve, creating a visitor map of the museum using a map key and compass skills, and exploring how "getting around" has changed over time.

OHIO LEARNING STANDARDS

[Ohio Learning Standards for Social Studies: | Adopted 2018](#)

SS.1.HIS.1

Time can be divided into categories (e.g., months of the year, past, present, and future)

SS.1.HIST.2

Photographs, letters, artifacts, and books can be used to learn about the past

SS.1.HIST.3

The way basic human needs are met has changed over time

SS.1.GEO.4

Maps can be used to locate and identify places

SS.1.GEO.5

Places are distinctive because of their physical characteristics and human characteristics.

SS.1.GEO.6

Families interact with the physical environment differently in different times and places.

SS.2.HIS.2

Change over time can be shown with artifacts, maps, and photographs

SS.2.HIS.5

Maps and their symbols can be interpreted to answer questions about location of places

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Ohio Learning Standards Alignment

Turn of the Century Toys

Location:	Cleveland History Center
Grades:	PreK-Grade 1
Time:	60 minutes
Description:	Students explore a historic mansion at the Cleveland History Center while learning historic children's games and playing with old-fashioned toys! Pair this hands-on experience with a tour of Cleveland Starts Here® or facilitated free time in the Kidzibits Playzone.

OHIO LEARNING STANDARDS

Ohio Learning Standards for Social Studies: | Adopted 2018

SS.1.HIST.2

Photographs, letters, artifacts, and books can be used to learn about the past

SS.1.HIST.3

The way basic human needs are met has changed over time

SS.1.GEO.5

Places are distinctive because of their physical characteristics (land forms and bodies of water) and human characteristics (Structures built by people).

SS.1.GEO.6

Families interact with the physical environment differently in different times and places.

SS.1.GOV.9

Collaboration requires group members to respect the rights and opinion of others

SS.1.GOV.10

Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules

SS.1.SCAR.11

Wants are unlimited and resources are limited. Therefore, people make choices because they cannot have everything they want.

Ohio's Early Learning and Development Standards

Grade 1

Initiative

Initiative and Curiosity: Offers explanations about topics of interest

Creativity

Innovation and Invention: Interact with a wide variety of objects and materials without concern of product or outcome

Innovation and Invention: Engage in elaborate, inventive and social play

Relationships

Interaction with Adults: Engage in extended, reciprocal conversations with familiar adults around a specific topic

Peer Interactions and Relationships: Organize, direct and sustain interactions with others during pretend play

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Cleveland History Center Education Program

Ohio Learning Standards Alignment

Cleveland Starts Here®

Location:	Cleveland History Center
Grades:	Grades 1-2
Time:	90 minutes
Description:	The multimedia experience Cleveland Starts Here® sponsored by the Jack, Joseph and Morton Mandel Foundation tells the stories of Cleveland through the people, families, communities, and cultures that made the city what it is today. Using the new Cleveland Starts Here® Discovery Guide, students will follow prompts for self-discovery within the exhibit, learning about generations of Clevelanders who came before them and finding connections between their own lives and the people of the past.

OHIO LEARNING STANDARDS

Ohio Learning Standards for Social Studies: | Adopted 2018

SS.1.HIS.1

Time can be divided into categories (e.g., months of the year, past, present, and future)

SS.1.HIST.2

Photographs, letters, artifacts, and books can be used to learn about the past

SS.1.HIST.3

The way basic human needs are met has changed over time

SS.1.GEO.4

Maps can be used to locate and identify places

SS.1.GEO.5

Places are distinctive because of their physical characteristics and human characteristics.

SS.2.HIS.1

Time can be shown graphically on calendars and timelines

SS.2.HIS.2

Change over time can be shown with artifacts, maps, and photographs

SS.2.HIS.3

Science and technology have changed daily life

SS.2.HIS.4

Biographies can show how peoples' actions have shaped the world in which we live

SS.2.HIS.5

Maps and their symbols can be interpreted to answer questions about location of places

SS.2.ECON.14

Resources can be used in various ways.

Ohio's Early Learning and Development Standards

Grade 1

Initiative

Initiative and Curiosity: Select challenging activities in which students are motivated to learn, even ones that may be too challenging

Initiative and Curiosity: Offers explanations about topics of interest

Engagement and Persistence

Attention: Begin to focus attention relevant aspects of activities and ignore or put aside irrelevant information with support from adults

Creativity

Expression of Ideas and Feelings through the Arts: Demonstrate an awareness of possibilities when creating something with a variety of media

Expression of Ideas and Feelings through the Arts: Identify and describe reasons for the creative work of others

Self-Awareness and Expression of Emotion: Demonstrate an understanding that another person's feelings differ from one's own thoughts

Grade 2

Initiative

Initiative and Curiosity: recognizes one's strengths and preferences within a range of activities and routines

Engagement and Persistence

Attention: Organize systematically and engage in sustained activities with minimal support from adults

Persistence: Carry out complex tasks, activities, projects or experiences that involve several tasks and subtasks

Creativity

Innovation and Invention: Interact with a wide variety of objects and materials with the end product as the focus

Innovation and Invention: Negotiate and integrate the ideas of others in the elaboration of inventive social play

Expression of Ideas and Feelings through the Arts: Demonstrate a set idea of how to portray different creations or thoughts through a variety of media

Expression of Ideas and Feelings through the Arts: Compare and contrast the creative work of others

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Ohio Learning Standards Alignment

Into the Woods

Location:	Cleveland History Center OR Offsite
Grades:	Grades 3-4
Time:	120 minutes
Description:	Compare and contrast Eastern Woodland American Indians with Early Settlers! Using artifacts, students participate in hands-on activities exploring the relationship between land use and daily life. Making comparisons between the two cultures, students move from the specific to the general, discovering how people have met their basic needs over time.

OHIO LEARNING STANDARDS

Ohio Learning Standards for Social Studies: | Adopted 2018

SS.3.HIS.1

Events in local history can be shown on timelines organized by years, decades and centuries

SS.3.HIS.2

Primary and secondary sources can be used to show change over time

SS.3.HIS.3

Local communities change over time

SS.3.GEO.4

Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title key, alphanumeric grid and cardinal directions

SS.3.GEO.5

Daily life is influenced by the agriculture, industry, and natural resources in different communities

SS.3.GEO.6

Evidence of positive and negative human modification of the environment can be observed in local community

SS.3.GEO.7

Systems of transportation and communication move people, products and ideas from place to place.

SS.3.GEO.8

Communities may include diverse cultural groups

SS.3.GOV.10

Individuals make the community a better place by taking action to solve problems in a way that promotes the common good

SS.3.ECON.15

Both positive and negative incentives affect individuals' choices and behaviors

SS.3.ECON.16

Individuals must make decisions because of the scarcity of resources. Making a decision involves a trade-off

SS.3.ECON.18

A market is where buyers and sellers exchange goods and services

SS.3.ECON.19

Making decisions involves weighing costs and benefits.

SS.4.HIS.1

The order of significant events in Ohio and the United States can be shown on a timeline

SS.4.HIS.2

Primary and secondary sources can be used to create historical narratives

SS.4.HIS.3

Various groups of people have lived in Ohio over time including American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in cooperation, conflict and compromise

SS.4.GEO.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

SS.4.GEO.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 economics

SS.4.GEO.12

People have modified the environment throughout history resulting in both positive and negative consequences in Ohio and the United States

SS.4.GEO.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 multicultural diversity of the United States

SS.4.GEO.14

Ohio's location and its transportation systems continue to influence the movement of people, products and ideas in the United States

SS.4.ECON.21

Entrepreneurs in Ohio and the United States organize productive resources and take risks to make a profit and compete with other producers

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Cleveland History Center Education Program

Ohio Learning Standards Alignment

From There to Here

Location:	Cleveland History Center OR Offsite
Grades:	Grades 4-5
Time:	120 minutes
Description:	Unfold the story of a migrant or refugee family's journey to Northeast Ohio from overseas and from other US regions. Students roleplay as a family, dressing up to present their family's story to the rest of the class. Age-appropriate primary documents provide information for students to discover when and from where they came, why they left, and what their hopes meant for a future in Cleveland. Stories range from the 1840s to 1980s and include European, Asian, Latinx, African-American, and Appalachian groups.

OHIO LEARNING STANDARDS

Ohio Learning Standards for Social Studies: | Adopted 2018

SS.4.HIS.1

The order of significant events in Ohio and the United States can be shown on a timeline

SS.4.HIS.2

Primary and secondary sources can be used to create historical narratives

SS.4.HIS.3

Various groups of people have lived in Ohio over time including American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in cooperation, conflict and compromise

SS.4.GEO.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

SS.4.GEO.10

The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio

SS.4.GEO.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 economics

SS.4.GEO.12

People have modified the environment throughout history resulting in both positive and negative consequences in Ohio and the United States

SS.4.GEO.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 multicultural diversity of the United States

SS.4.GEO.14

Ohio's location and its transportation systems continue to influence the movement of people, products and ideas in the United States

SS.4.GOV.17

Laws can protect rights, provide benefits and assign responsibilities

SS.4.ECON.20

Tables and charts organize data in a variety of formats to help individuals understand information and issues

SS.5.GEO.9

Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere and results in diversity

SS.5.GEO.10

The Western Hemisphere is culturally diverse (e.g., language, food, religion, art, music) due to the influences and interactions of a variety of world cultures

SS.5.GOV.11

Individuals can better understand public issues by gathering, interpreting and checking information for accuracy from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information

SS.5.GOV.12

Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority

and citizens

SS.5.ECON.14

The choices made by individuals and governments have both present and future consequences

SS.5.ECON.18

Workers can improve their ability to earn income by gaining new knowledge, skills and experiences

Ohio's Learning Standards for English Language Arts | Adopted 2018

RL.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text

RL.4.2

Analyze literary text development

RL.4.2.a

Determine a theme of a story, drama, or poem from details in the text

RL.4.2.b

Summarize the text, incorporating a theme determined from the details in the text

RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions)

RL.4.4

Determine the meaning of words and phrases as they are used in a text

RL.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text

RL.5.2

Analyze literary text development

RL.5.2.a

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic

RL.5.2.b

Summarize the text, incorporating a theme determined from details in the text

RL.5.3

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

RL.5.4

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors, similes and idioms

RL.5.6

Describe how a narrator's or speaker's point of view and perspective influence how events are described

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Cleveland History Center Education Program

Ohio Learning Standards Alignment

Setting the World in Motion: Cleveland's Entrepreneurs

Location:	Cleveland History Center
Grades:	Grade 5
Time:	120 minutes
Description:	How did the entrepreneurs in our region shape Ohio industry and culture in the early 20th Century? Surrounded by the Crawford Auto Aviation Museum and examples of Cleveland's most innovative minds, students imagine themselves as entrepreneurs in a moving investigation of primary source documents to learn about productive resources and regional specialization, all while building a modern-day business plan.

OHIO LEARNING STANDARDS

Ohio Learning Standards for ELA | Adopted 2017

RI.5.2.a

Analyze informational text development. a. Determine the main ideas of a text and explain how they are supported by key details.

RI.5.2.b

Provide a summary of the text that includes the main ideas and key details, as well as other important information.

RI.5.3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text

RI.5.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI.5.5

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI.5.7

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.9

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RF.5.4.a

Read with sufficient accuracy and fluency to support comprehension.

Read grade-level text with purpose and understanding.

W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.7

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.5.8

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Ohio's Learning Standards for Social Studies | Adopted 2018

SS.5.GEO.4

Geographic tools can be used to gather, process and report information about people, places and environments.

SS.5.GEO.6

Regions can be determined using data related to various criteria including landform, climate, population, and cultural and economic characteristics.

SS.5.GEO.7

The variety of physical environments within the Western Hemisphere influences human activities. Likewise, human activities modify the physical environments.

SS.5.GEO.9

Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western

Hemisphere and results in diversity.

SS.5.ECON.14

The choices made by individuals and governments have both present and future consequences.

SS.5.ECON.15

The availability of productive resources (i.e., entrepreneurship, human resources, capital goods and natural resources) promotes specialization that could lead to trade.

SS.5.ECON.17

Regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services available.

SS.5.ECON.15

Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.

Ohio's Learning Standards for Financial Literacy: Grades 4-6 | Adopted 2018

FL.4-6.2

Competencies (knowledge and skills), commitment (motivation and enthusiasm), competition (globalization and automation), training, work ethic, abilities and attitude are all factors impacting one's earning potential and employability.

FL.4-6.3

People may receive money as gifts, allowance or income. Incomes can vary based on knowledge, skills and experiences.

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Ohio Learning Standards Alignment

REvolution: Entrepreneurs-in-Training

Location:	Cleveland History Center
Grades:	Grade 6
Time:	120 minutes
Description:	Young visitors learn how an idea, in addition to other entrepreneurial considerations, can lead to the creation of a successful product. Exploring three exhibits, Cleveland Starts Here®, Mad for Plaid in the Chisholm Halle Costume Wing, and REvolution in the Crawford Auto Aviation Museum, students explore how entrepreneurs and companies have answered the fundamental questions of economics while staying relevant and innovative. Creativity abounds as students then innovate a product they have selected from our galleries and develop and present a product pitch for their innovation to the group.

OHIO LEARNING STANDARDS

Ohio Learning Standards for ELA | Adopted 2017

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.

W.6.1.a

Write arguments to support claims with clear reasons and relevant evidence. a. Establish a thesis statement to present an argument.

W.6.1.b

Introduce claim(s) and organize the reasons and evidence clearly.

W.6.2.e

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. e. Use precise language and domain specific vocabulary to inform about or explain the topic.

W.6.7

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.6.2

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

L.6.6

Acquire and use accurately grade appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2.a

Analyze content-area-specific text development.

Determine the central ideas or inform

Ohio's Learning Standards for Social Studies | Adopted 2018

SS.6.GEO.5

Regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics

SS.6.ECON.11

Economists compare data sets to draw conclusions about relationships among them.

SS.6.ECON.12

The choices made by individuals and governments have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.

SS.6.ECON.13

The fundamental questions of economics include what to produce, how to produce and for whom to produce.

SS.6.ECON.14

When regions and/or countries specialize, global trade occurs.

SS.6.ECON.15

The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of productive resources (entrepreneurship, human resources, natural resources and capital) used.

SS.6.ECON.16

When selecting items to buy, individuals can weigh costs and benefits and compare the price and quality of available goods and services.

Ohio's Learning Standards for Financial Literacy: Grades 4-6 | Adopted 2018

FL.4-6.1

People have limited resources and must prioritize their needs and wants. Saving and/or investing a percentage of income contributes to an individual's financial well-being. Professionals can help individuals determine financial goals.

FL.4-6.2

Competencies (knowledge and skills), commitment (motivation and enthusiasm), competition (globalization and automation), training, work ethic, abilities and attitude are all factors impacting one's earning potential and employability.

FL.4-6.6

An informed consumer makes decisions on purchases that may include a decision-making strategy to determine if purchases are within their budget.

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Ohio Learning Standards Alignment

The Moses Cleaveland Team-Building Challenge

Location:	Cleveland History Center
Grades:	Grades 5 and up
Time:	120 minutes
Description:	In this team-building program, students work together to solve puzzles and overcome challenges inspired by the many obstacles faced by early settlers of the Western Reserve. Through hands-on activities, students learn about how pioneer groups planned for their trips, traveled to their destinations, surveyed the land, and developed this area's first cities, all while learning to work collaboratively with their classmates.

OHIO LEARNING STANDARDS

[Ohio Learning Standards for Social Studies: | Adopted 2018](#)

SS.5.HIS.3

European exploration and colonization during the 1400s-1600s had lasting effects which can be used to understand the Western Hemisphere today

SS.5.GEO.4

Geographic tools can be used to gather, process and report information about people, places and environments

SS.5.GEO.6

Regions can be determined using data related to various criteria including landform, climate, population, and cultural and economic characteristics

SS.5.GEO.7

The variety of physical environments within the Western Hemisphere influences human activities. Likewise, human activities modify the physical environment

SS.5.GEO.9

Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere and results in diversity

SS.5.GOV.12

Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens

SS.5.ECON.14

The Choices made by individuals and governments have both present and future consequences

SS.5.ECON.15

The availability of productive resources (i.e., entrepreneurship, human resources, capital goods, and natural resources) promotes specialization that could lead to trade

SS.5.ECON.16

The availability of productive resources and the division of labor can have a positive and negative impact on productive capacity

SS.5.ECON.18

Workers can improve their ability to earn income by gaining new knowledge, skills, and experiences

SS.6.GOV.9

Different perspectives on a topic can be obtained from a variety of historic and contemporary sources and used to effectively communicate and defend a claim based on evidence.

SS.6.ECON.12

The choices made by individuals and governments have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies

SS.6.ECON.15

The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of productive resources (entrepreneurship, human resources, natural resources, and capital) used

SS.6.ECON.16

When selecting items to buy, individuals can weigh costs and benefits and compare the price and quality of available goods and services

SS.7.GEO.13

Geographic factors promote or impede the movement of people, products, and ideas

SS.7.ECON.21

The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies

SS.8.HIS.2

North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons

SS.8.HIS.10

The United States added to its territory through treaties and purchases

SS.8.GEO.16

The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences

SS.8.GEO.17

The movement of people, products, and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States

SS.8.GOV.20

Active participation in social and civic groups can lead to the attainment of individual and public goals

SS.8.ECON.24

Choices made by individuals, businesses and governments have both present and future consequences.

High School

SS.HS.AMHIS.2

Historians develop theses and use evidence to support or refute positions

SS.HS.AMHIS.10

Immigration, internal migration and urbanization transformed American life

SS.HS.GEO.8

Physical, cultural, economic, and political factors contribute to human migrations (e.g., drought, religious conflicts, job opportunities, immigration laws)

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Cleveland History Center
10825 East Blvd., Cleveland, OH 44106

Cleveland History Center Education Program

Ohio Learning Standards Alignment

A City Worth Fighting For: Cleveland's Role in WWI

Location:	Cleveland History Center
Grades:	Grades 5 and up
Time:	90 minutes
Description:	The enduring image of American soldiers in World War I is that of a "doughboy" in a gas mask and tin hat going "Over the Top." But this image does little to illustrate the hardships faced and the sacrifices made by American servicemen in World War I. Join Eric Rivet, Curator of Collections and Exhibits, for a guided tour and an opportunity to handle original and reproduced uniforms and equipment from World War I.

OHIO LEARNING STANDARDS

[Ohio Learning Standards for Social Studies: | Adopted 2018](#)

SS.5.HIS.3

European exploration and colonization during the 1400s-1600s had lasting effects which can be used to understand the Western Hemisphere today

SS.5.GOV.12

Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens

SS.5.ECON.14

The choices made by individuals and governments have both present and future consequences

SS.5.ECON.15

The availability of productive resources (i.e., entrepreneurship, human resources, capital goods, and natural resources) promotes specialization that could lead to trade

SS.5.ECON.16

The availability of productive resources and the division of labor can have a positive and negative impact on productive capacity

SS.5.ECON.18

Workers can improve their ability to earn income by gaining new knowledge, skills, and experiences

SS.6.GEO.6

The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment

SS.6.GEO.7

Political, environmental, social and economic factors cause people, products, and ideas to move from place to place in the Eastern Hemisphere in the past and today

SS.6.GEO.8

Diffusion of agricultural practices and products, technology, cultural practices and major world religions impacted the Eastern Hemisphere

SS.6.GOV.9

Different perspectives on a topic can be obtained from a variety of historic and contemporary sources and used to effectively communicate and defend a claim based on evidence.

SS.6.GOV.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

SS.6.ECON.12

The choices made by individuals and governments have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies

SS.7.HIS.10

European economic and cultural influence dramatically increased through explorations, conquests and colonization

SS.7.GEO.13

Geographic factors promote or impede the movement of people, products, and ideas

SS.7.GEO.14

Trade routes connecting Africa, Europe and Asia helped foster the spread of ideas, technology, goods and major world religions that

impacted the Eastern Hemisphere

[SS.7.GEO.15](#)

Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world

[SS.7.GOV.16](#)

Analyzing individual and group perspectives is essential to understanding historic and contemporary issues. Opportunities for civic engagement exist for students to connect real-world issues and events to classroom learning

[SS.7.ECON.20](#)

The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence

[SS.7.ECON.21](#)

The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies

[SS.8.HIS.1](#)

Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position

[SS.8.GOV.20](#)

Active participation in social and civic groups can lead to the attainment of individual and public goals

[SS.8.GOV.21](#)

Informed citizens understand how media and communication technology influence public opinion

[SS.8.ECON.24](#)

Choices made by individuals, businesses and governments have both present and future consequences.

[SS.8.ECON.25](#)

The Industrial Revolution fundamentally changed the means of production as a result of improvements in technology, use of new power resources, the advent of interchangeable parts and the shift from craftwork to factory work

[SS.8.ECON.26](#)

Governments can impact markets by means of spending, regulations, taxes and trade barriers

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Cleveland History Center Education Program

Ohio Learning Standards Alignment

Carl & Louis Stokes: Making History

Location:	Cleveland History Center
Grades:	Grades 6-12
Time:	120 minutes
Description:	In the new Carl and Louis Stokes: Making History permanent exhibit at the Cleveland History Center, students will learn the lives and legacies of Cleveland's favored sons. Through unique hands-on, kinesthetic, and minds-on activities, explore the struggle for voting rights, wrestle with gerrymandering, and consider the importance of your political voice.

OHIO LEARNING STANDARDS

Ohio Learning Standards for Social Studies: | Adopted 2018

SS.8.HIS.1

Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position

SS.8.HIS.7

The outcome of American Revolution was national independence and new political, social and economic relationships for the American people

SS.8.HIS.14

The Reconstruction period resulted in changes to the US Constitution, an affirmation of federal authority and lingering social and political differences

SS.8.GEO.15

Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography

SS.8.GEO.18

Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole

SS.8.GOV.20

Active participation in social and civic groups can lead to the attainment of individual and public goals

SS.8.GOV.21

Informed citizens understand how media and communication technology influence public opinion

SS.8.GOV.22

The US Constitution established a federal republic, providing a framework for a national government with elected representatives, separation of powers, and checks and balances

SS.8.GOV.23

The US Constitution protects citizens' rights by limiting the powers of government

SS.8.ECON.24

Choices made by individuals, businesses and governments have both present and future consequences.

SS.8.ECON.26

Governments can impact markets by means of spending, regulations, taxes and trade barriers

High School

SS.HS.AMHIS.1

The use of primary and secondary sources of information includes an examination of the credibility of each source

SS.HS.AMHIS.2

Historians develop theses and use evidence to support or refute positions

SS.HS.AMHIS.3

Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations

SS.HS.AMHIS.6

The US Constitution established the foundations of the American nation and the relationship between the people and their government

SS.HS.AMHIS.12

Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized

SS.HS.AMHIS.16

Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after WWI

SS.HS.AMHIS.18

Movements such as the Harlem Renaissance, African-American migration, women's suffrage and Prohibition all contributed to social change

SS.HS.AMHIS.21

United States policy and mobilization of its economic and military resources during WWII affected American society. Despite mistreatment, marginalized groups played important roles in the war effort while continuing to protest unfair treatment

SS.HS.AMHIS.27

Following WWII, the United States experienced a struggle for racial and gender equality and the extension of civil rights

SS.HS.AMHIS.30

Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security

SS.HS.GEO.8

Physical, cultural, economic, and political factors contribute to human migrations (e.g., drought, religious conflicts, job opportunities, immigration laws)

SS.HS.AMGOV.1

Opportunities for civic engagement within the structures of government are made possible through political and public policy processes

SS.HS.AMGOV.2

Political parties, interest groups and the media provide opportunities for civic involvement through various means

SS.HS.AMGOV.4

The Processes of persuasion, compromise, consensus building and negotiation contribute to the democratic process

SS.HS.AMGOV.5

As the supreme law of the land, the US Constitution incorporates basic principles that help define the government of the United States as a federal republic including its structure, powers and relationship with the governed

SS.HS.AMGOV.7

Constitutional government in the United States has changed over time as a result of amendments to the US Constitution, Supreme Court decisions, legislation and informal practices

SS.HS.AMGOV.9

The constitutional amendments known collectively as the Reconstruction Amendments extended new constitutional protections to African Americans, through the struggle to fully achieve equality would continue

SS.HS.AMGOV.10

Constitutional amendments have provided for civil rights such as suffrage for disenfranchised groups

SS.HS.AMGOV.12

Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities

SS.HS.AMGOV.15

Historically, the United States has struggled with minority rule and the extension of minority rights. As a result of this struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation

SS.HS.AMGOV.17

Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities

SS.HS.AMGOV.18

A variety of entities within the three branches of government, at all levels, address public policy issues that arise in domestic and international affairs

SS.HS.ContWorlds.4

Individuals can assess how effective communicators address diverse audiences

SS.HS.ContWorlds.5

Individuals can identify, assess and evaluate world events, engage in deliberative civil debate and influence public processes to address global issues

SS.HS.ContWorlds.6

Effective civic participation involves identifying problems or dilemmas, proposing appropriate solutions, formulating action plans, and assessing the positive and negative results of actions taken

SS.HS.ContWorlds.8

Beliefs about civil and human rights vary among social and governmental systems

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