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Lesson Sequence - GIANTS.Grade.4.Unit1.Lesson 3

At A Glance:

Unit 1, Lesson 3 Early settlement and farming in Michigan	
Compelling Question: What are some ways for a family to bring in more money when times are hard?	
Supporting Question: What did a family in Michigan do to work through hard times in the early 1800s and get to better times?	
Content Expectations Addressed:	Content standards for Lesson 1 See Step 6 below for a summary. cg will update the document for Lesson 3 Option to review Lesson with **Google Form**

Step	Instructions	Resources
1	**Nowlin Story #5 – The family works through hard times.** We learn how the family lost important animals on the farm and how the family tried to solve problems. Start with the fifth Reading. The slides of the presentation include both text and images. Nowlin Story #5 focuses on how the family lost important animals on their farm and how they tried new solutions as they lived through hard times. Teachers should emphasize the importance of farm animals as "tools" in the 1800s, the meaning of a loan or mortgage, and the benefit of having a non-farm job. As an option, here is a document with text only for the Reading. Use a presentation about vocabulary to review Nowlin Story #5. Video link: Training young oxen (from the Coggshell Farm Museum) (7:03)	Story#5-hard times, Text & images Story#5-hard times, Text only Story#5-hard times, Vocab All About Oxen
2	**Nowlin Story #6 – The family found ways to solve problems and get to better times.** The family worked toward better times. We see how new forms of transportation and selling new types of goods helped the family to solve problems.	

	Start with the sixth Reading. The slides of the presentation include both text and images. Nowlin Story #6 focuses on how the father and son used new ways to produce goods and a new way to earn money after the railroad came to Dearbornville. NOTE: We split this sixth Reading into #6Part A and #6Part B. Optional: Here is a document with text only for the Reading. Use a presentation about vocabulary to review Nowlin Story #6. Butter: It is important to realize that the farm family produced "goods" that they could sell. One "good" was butter. It was made by the mother and children. Watch the "How butter was made" video. (5:25 minutes) Option: Students can make butter in a classroom using small lidded containers and heavy whipping cream. Pour 1/4 cup cream in a small lidded container and shake. Work as partners because it takes 8-10 minutes of vigorous shaking! Drain the liquid "buttermilk," and use the butter on crackers or bread. (You might want to add a pinch of salt). Use an activity to review the first Nowlin Story #6. The presentation reviews the coming of the new railroad, how the Nowlins found new ways to make money, and how other people helped them.	Story#6A-better times,Text & images Story#6B-better times,Text & images Story#6-better times, Text only Story#6-better times, Vocab How Butter Wa… Story#6-Review, betterTimes
3	**Michigan becomes a state.** We include a presentation about Michigan becoming a state for three main reasons: 1. The Grade 3 content standards include Michigan becoming a state, but our Grade 3 GIANTS lessons did not include that story. 2. The Grade 4 content standards include Civics content standards about branches of government. The statehood story includes the U.S. Congress (law-making branch of government) and also the President of the U.S. This presentation explains how Michigan became a state. The U.S. government made the Michigan Territory follow rules before Michigan could become a state. A major problem arose after the neighboring state of Ohio made an argument against Michigan. An important compromise helped Michigan become a state. (Michigan lost a strip of land in the south, but gained a larger part of the Upper Peninsula.) Here also is a video about Michigan becoming a state. The link directs you to Facebook and wants you to sign in, but it is not necessary to sign in. Just click the X to skip the sign-in. (4:38)	Michigan becomes a state *https://www.facebook.com/michigandnr/videos/how-michigan-became-a-state/10156447180204245/*

4	**<u>Review all three lessons of Unit 1 using creative activities</u>:** Select activities appropriate for your students. Here are options: **Option A: Use a timeline to review William Nowlin's life:** Use the presentation (Timeline.W.Nowlin) to introduce the timeline activity. First, you see several events in William's life plus events in Michigan history, and then the blank timeline. The timeline for students to use is a <u>separate</u> document. (There is an answer page at the end of the presentation.) Here are Timeline worksheets for students to use. —--------- **Option B: Create a Then and Now presentation:** Use the presentation (Then&Now,Child Chores) to introduce the "Then and Now" activity. We contrast an example of doing chores (mainly farm chores) in the past with today. We also list several topic possibilities that students can investigate, and we outline steps. Students choose a topic and compelling question. They read about it and/or watch videos. Then they create their own "Then and Now" presentation. —--------- **Option C: Make models that review the Nowlin stories and/or portray life in Michigan in the 1800s**: The presentation shows examples or possibilities for models. <u>Divide the class into groups. Each group will have a task</u>: <u>Geographers</u> create map of the area from Detroit to Dearborn <u>Builders</u> create the Nowlin home (cardboard or sticks for logs) <u>Farmers</u> show farmland, crops, or farm animals <u>Traders</u> build a farmer's market in Detroit <u>Engineers</u> build a plank road <u>Mechanics</u> build an ox cart —--------- **Option D: Describe/compare character traits that were seen in the Nowlin stories**: - The presentation (People in stories) provides a list of people in the stories and a short description to stimulate ideas about their character traits. - Students should select a few people and analyze/describe their character traits. Recall examples of kindness, perseverance, hard work/grit in the Nowlin stories. - We provide a list of Character Traits. Select character traits for the people who helped the Nowlin family.	<u>Timeline,W.Nowlin</u> Timeline <u>Then & Now, ChildChores</u> <u>Examples, models</u> <u>People in stories</u> *Link to Character Traits:* *<u>https://www.readwritethink.org/sites/default/files/resources/lesson_images/lesson807/traits-list.pdf</u>*

	—--------- **Option E: Find local history at a museum:** Resource: **List of Museums in Michigan** —--------- **Option F: Find local history at a local cemetery:** Stimulus: There is a link to a photo of Nowlin graves. In a local cemetery, find monuments that look older and note when people lived; note their ages. Does it say where they were born?	https://www.findagrave.com/memorial/111400259/william-nowlin#
5	**Students use the "clickable" map of Michigan to explore map layers related to early farming settlement.** Clickable map of Michigan link: https://textbooks.wmisd.org/michigan.html The presentation shows how to turn on layers (corn land, nut trees) that show conditions that were important for farmers when they decided where to settle. Other layers (pine trees, population density and population dots) are also interesting. Activity: A short "starter" presentation helps students use the Michigan clickable map.	Mi-Clickable and Settlement StudentsTryClickable
6	**For teachers:** Here is a summary of important content standards in all three lessons of Unit 1: --**Geography**: The Nowlin family and the government changed both conditions and connections. *(They cleared away trees to make farmland. Governments built the Chicago Road and the railroad which would be helpful connections to Detroit where farmers could sell farm goods.)* --**History**: List types of transportation the Nowlin family used and summarize how transportation changed between 1830 and 2024. *(Oxen or horses pulled carts or wagons for local travel; they provided muscle power. Steamboat and steam engine railroad were used for longer distances and burned wood or coal to produce steam that turned wheels.)* --Economics and History: List different types of work/jobs that the Nowlin family had that helped the family build a new life. *(Farm work included cutting down trees, building houses, planting food crops, feeding and training oxen to pull, milking cows, and making food products like butter. The family also moved food products to town and traded. In addition to farm work, they cut wood for the railroad, built a brick wall at the arsenal, and hunted for deer.)* --Economics: List the different types of "goods" and "services" that the family sold or traded. *(Services: farm work for others, training young oxen. Goods: watermelons, eggs, butter, oats, wood, deer meat and hides and other "abundance" where they had "extra" or more than they needed for their*	

	own family.) --Civics: The U.S. government provided surveying and roads that were helpful to early settlers like the Nowlin family. *The government's surveying of the land before sale and then sale at a reasonable price was helpful to settlers. The government also funded building of plank roads that were safe (not muddy) and free (not a toll road).*	
	Option to review Lesson with **Google Form**	

Formative/Summative Assessment
There are several options for Review activities in Lesson 3, Step 4. The review activities at the end of the lesson also provide ways for students to reflect on what they experienced in the lesson. *Students might keep a short journal or portfolio that tracks their work and insights throughout social studies in 4th Grade.*