

Lesson Sequence - GIANTS.3rd.U1.Lesson 1

Unit 1 Compelling Question: What makes Michigan special?

Supporting Question: How are conditions in Michigan similar to or different from other states?

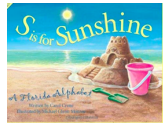
Content Expectations Addressed:	Social Studies Content Expectations
Learning Targets:	*** This looks like a long lesson with a lot of resources. The goal, however, is NOT to master each individual skill presented, but rather to expose kids to multiple resources and materials in order to gain an understanding of the skills and knowledge they already have. <u>Notes for Remote Learning</u> We have added in some suggestions for how some activities might be adjusted for remote learning. We have also included some additional resources you might use with your students if/when your school is transitioning to remote instruction. These notes and resources will be written in green font. Inquiry question: where should I build my village? I can gather information from thematic maps to help us pick a good location for a village I can explain the role of rules and laws in a community. I can describe some conditions of Michigan. I can describe some conditions of Michigan. I can locate my town on a map of Michigan. I can describe three conditions of Florida. I can compare the conditions of Florida and Michigan by demonstrating how they are alike and different (using a venn diagram or t-chart). I can represent average temperature in Michigan with a bar graph. I can represent average temperature in Michigan with a bar graph.
Additional Resources:	M is for Mitten by Annie Appleford 



I'm a Michigan Kid by Gary Bower and illustrated by Jan Bower

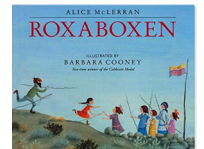
I'm a Michigan Kid [read aloud activity](#)

S is for Sunshine by Carol Crane and illustrated by Michael Glenn Monroe



Getting to Know Michigan Coloring Book -

<http://www.legislature.mi.gov/documents/publications/GettingToKnowMichigan.pdf>



Roxaboxen by Alice McLerran and illustrated by Barbara Cooney

Michigan Open Book <http://textbooks.wmisd.org/Downloads/3rd/Chapter1.pdf>

Activity- clickable resource to dress a student from Florida vs. a student from Michigan. <http://textbooks.wmisd.org/ClothinghtmlSort>

Lesson
Vocab:

[Unit 1 Lesson 1 Vocabulary](#)

Step	Instructions1 class period (approx. 40 minutes) or several 15-minute sessions.	Resources
1	Inquiry question: where should I build my village? I can gather information from thematic maps to help us pick a good location for a village (Standard G102 using thematic maps) The purpose of this activity is to get kids excited to learn more about social studies and geography! This activity will also serve as a pre-assessment for background knowledge and map skills. In a remote setting, you can share the powerpoint with students. Make this more interactive by asking students to post their thinking on the class discussion board you are using. There is also a Q&A feature on google slides which would allow you to have a running discussion right on the document. - Begin the powerpoint, referring to the notes section for the teacher talk. - The teacher recording sheet can be used to take notes during and after the activity. This is an informal assessment. Do your best to get an idea of how comfortable your students seem to be with maps and what prior knowledge they are using to decide on a location for their village. - Students should write on their recording sheet as indicated in the notes section of the powerpoint. A note about scoring: there are no right or wrong answers to the questions on the student recording sheet. You will be using this document to see what students know about the connection between the resources in a place and where people choose to settle. You might have students work in groups during this activity. Another suggestion is to have students number the map as they choose a location. For example, label the spot you would choose first. Then, when students are given more information, they can put a 2 on the map to show where they would like to live now that they know more about the conditions in each place.	Where Should We Build Our Village Teacher Recording Sheet Student Recording Sheet

	d. If you would like to do this activity in smaller periods of time, you can stop after introducing each map. For example, after introducing the map on slide 26, you can stop the activity. The next day, or another time during the day, continue on with the powerpoint until you get to the next map prompting kids to choose a spot for their town. This format would allow for more processing time for each new map. **If your browser does not display the notes section on the powerpoint, here are the notes and the corresponding slide numbers: ● Slide 2: Ask students: What do you notice in this picture? What do you think life was like back then? Did they have technology? Electricity? Cars? ● Slide 6: Ask: What other tools can we use on this map? Looking for students to identify the compass and map scale. The compass shows you which direction is north, south, east, and west. The scale tells you how big things really are. What direction is at the top of the map? North ● Slide 13: Some students may be ready to make a random choice on this slide, while other students won't be able to decide right away. You will be giving them more information later, so don't spend too much time on this particular slide. ● Slide 17: Stop at this slide and have students answer this question on their recording sheet (question 1). ● Slide 19: Ask a few students to share out, or have students turn and talk about what they think the symbols here mean. ● Slide 20: A map key should tell us what the symbols on the map mean. This map doesn't just show where it is sunny and snowy, but it also gives us information about the seasons. Our key should include that. ● Slide 24: Some other questions you might ask here are: Which place is the coldest? Which place might be the best to grow food? ● Slide 26: Students should turn and talk with a partner about this question. Listen in on student conversations and make a note of which students are using the map to explain. Concluding statement:	
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	"We have to consider many different factors when choosing where to locate a community. As we begin studying different communities in Michigan's history, we will consider how conditions affected peoples' lives. We will also think carefully about what rules and expectations community members were expected to follow in the communities they lived or live in."	
2	Learning target: I can explain the role of rules and laws in a community. 1 class period (approximately 30 minutes) Read aloud the story <u>Roxaboxen</u> by Alice McLerran This book is about a group of kids that have created their own community. After you read this story, have kids ask questions about what makes a community and who are the important people that make up your community? Here are some sample questions to ask: 1. What is a community? 2. What are two reasons that people choose to live in a community? 3. What are some community member roles that are represented in Roxaboxen? 4. Who are some community members that are important to your town/city? 5. Who is the mayor in your town/city? 6. Link to Michigan's governor- https://www.michigan.gov/whitmer/ Additional information: Citizens guide to Michigan government Our communities are similar to the community in Roxaboxen: we need rules and laws to help our community function. Because our state has so many different communities, the laws are different in different places.	

	Here you might investigate different local ordinances in your community. You can visit your city or town's website to learn more about ordinances in your community. This will set the foundation for conversations you will have around local and state laws over the next few lessons. Another idea is to create a venn diagram comparing Roxaboxen to your community.	
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Introduce Learning Target:

I can describe some conditions of Michigan.

I can locate my town on a map of Michigan.

1 class period (approximately 30 minutes)

*****Note to Teachers*****

We would suggest that you begin your discussion of Michigan with a basic Michigan map, cut it out and paste in student notebooks. Have students put a smiley face or a star where your town is.

As you work with the maps in these units, it is suggested that you glue the maps in the notebooks. This will become a great resource for you and your students to refer back to throughout the year. It opens up opportunities for writing activities as well as review for or use during assessments.

Michigan has many different communities, each with its own special set of conditions. Today we will learn about some of the special conditions across our state.

- a. Using M is For Mitten as a resource, have students look at the map on the “Letter G” page. Ask if they see a connection to the map and the mittens shown on the “Letter M” page. Read the text on the right hand side of the page so students see the connection.

The next portion of the lesson could be done using Google Earth. You could use a discussion forum for kids to post their answers, host a live inquiry with Google Earth, or post the questions and/or landforms as a look and find activity for students to work on independently.

- b. Then have students go back to the “Letter G” page. What are some things they Notice And Wonder. Have students share their noticings with the group and record the wondering statements (you won’t be able to get to all the wonder statements during this lesson, but as you go through this unit you may want to go back to this document). Tell students that we will be learning more about not only maps but Michigan and the Great Lakes. Finally, take a look at the “Letter U”

[Michigan Base Map Pair](#)

	page. Choose one or more of the following questions to discuss: - What lakes does this map show are connecting? - How are the lakes connected? - What two lakes are connected under it? - During your discussion, label some important places on your base maps. Some suggestions are: each of the great lakes, your town or city, Lansing, some places that are important to you or your students, a nearby river, etc. Use cardinal directions to help kids locate and label different places on their maps. (This could be used with big desk maps or the floor map and it is also a possibility for an assessment at the end of this unit.) Create a list of landforms, cities, and other map features you would like your students to identify. Then, treat this like a look and find game. You could give students simple hints like, “look for the Great Lake that lies to the east of our state.” Students could complete this as a self guided activity using Google Earth, then share some of their work on a discussion platform. A template for this activity can be found here. B. As you go through this activity, place emphasis on vocabulary such as peninsula, rivers, and Great Lakes. <u>You should also introduce the vocabulary word natural resources and discuss some natural resources we have here in Michigan.</u> C. The Beaches Environmental Assessment and Coastal Health Act of 2000, or BEACH Act, is a United States federal statute that sets national standards for recreational water testing and authorizes grants to pay for beach monitoring programs at state and federal levels. The following map activity can be used to search beaches in the United States and note beach warnings or advisories. https://watersgeo.epa.gov/beacon2/	Virtual look and find template
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Learning Target:

I can describe three conditions of Michigan. (Standard G201 regions in Michigan)

I can describe three conditions of Florida.

I can compare the conditions of Florida and Michigan by demonstrating how they are alike and different (using a venn diagram or t-chart). (Standard G202 Michigan in the US)

1 class period (approximately 30 minutes), OR 15- 20 minutes for a read aloud and 10-15 minutes for a discussion at another time.

M is for Mitten Read Aloud Lesson

Introduce and explore conditions in Michigan

- a. Conditions are anything you can observe and/or measure in a place. Different ways to describe this important term include:
 - what you see at a particular place
 - the characteristics of a place
 - the physical features of a place, what a place is like
 - the natural and human characteristics of an area.
- b. What are some conditions in our classroom, playground, etc.
 - Students should name the different things they see in the place you chose. For example, they might say the playground has grass, trees, dirt, swings, and fields.

If your students have 1:1 devices at home, they could take a picture of the conditions in their house/yard and then describe them. You could create a slideshow of their photos or use a discussion board to share their ideas.

- c. Today we will read a story about Michigan. Look for some different conditions you see around our state.
- d. [Read aloud directions](#)
- e. Create a class list of different conditions in Michigan
 - The list should include (at least) the following:
 1. Water (Great Lake, river, waterfall)
 2. Pine trees
 3. Sand/ sand dune
 - Students might also include a list of different plants and animals they see, the climate, buildings, etc.

M Is For Mitten by Annie Appleford and Kathy-Jo Wargin

[M is for Mitten Teacher Guide - Activities for Each Letter](#)

	○ You might also ask students to list some natural resources they saw in the book. As a formative assessment, have students either look out the classroom window or take them to the playground and have students observe and create a list of at least 5 natural resources they can see. Extension activity ideas: ● Create visual vocabulary for important conditions from your list. ● Assign one or two students a condition from the list you created. Then, have students illustrate that condition on an index card. Remind them to include a label for the condition they illustrated. ● Another option is to have students write a sentence about the condition they were assigned. For example, Michigan has a lot of pine trees. People sometimes cut them down to make lumber. (This is a good example of showing how people adapt and modify the environment)	
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5	Learning Target: I can describe three conditions of Michigan. (Standard G201 regions in Michigan) I can describe three conditions of Florida. I can compare the conditions of Florida and Michigan by demonstrating how they are alike and different (using a venn diagram or t-chart). (Standard G202 Michigan in the US) Comparing conditions in Michigan and Florida 1 class period (approximately 45 minutes) Connection - How many kids in the class have ever visited Florida? Know someone who lives in Florida? - Why do so many people go to Florida in the winter? Compare conditions - One way we can learn more about where we live is thinking about how it is the same as and different from another place. - Our state is similar to Florida, but also very different. - Using cardinal directions, locate Florida on a map of the U.S. - Talk about what students think the conditions might be in Florida based on its location. - Using the webcams, begin to look at the conditions in Florida. Similar to your read aloud with <u>M Is For Mitten</u>, students should keep track of what they notice. - A list or chart of the different conditions students notice in the webcams will be needed later. - As you are reviewing the webcams, be sure to focus students' attention on the characteristics of the different places. How are they the same as and different from where you live? - Once you have explored with the different cameras, compile a class chart listing different conditions in Florida. <u>Talk together about different natural resources found in both states.</u> - As a whole class, describe an industry that is influenced by natural resources in your	Paper or notebooks for students to take notes Venn Diagram Comparing Michigan and Florida S Is For Sunshine for the extension Webcam resources
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	community/region. Possibly make a web as a class and then have students create one with a partner naming another industry and connecting the natural resources and human interactions found in your community or region. e. Students should use the venn diagram or bubble chart to compare the two places, filling the diagram in with information from the class chart. f. You can have students write a comparison sentence or two when they finish. i. Michigan and Florida are similar because ... ii. Michigan and Florida are different because ... Extension: use the book <u>S Is For Sunshine</u> to continue examining the different conditions in Florida. The read aloud notes can be found here.	
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6	Learning target: I can represent average temperature in Michigan with a bar graph. This activity includes multiple extensions that can be done at different times during the day/week. Note: This lesson includes one main teacher led component and some options for student work. Please choose the combination of activities that will work best for your classroom. Be sure that whichever parts you choose, that you include the comparison conversation or writing at the end. A similar lesson will be repeated in lesson 2 with data for Michigan. Use the powerpoint to review the parts of the thermograph. Post the powerpoint in its entirety, or create your own copy and choose a few slides for students to view. Students can create a bar graph on their devices using this document. The virtual bar graph is kind of clunky and students will need to round each temperature to the nearest 10 in order to represent it on the graph. We are working on a fix for this. Complete a bar graph together for Detroit. - Let's use the data for Detroit to do the bar graph together. In January, the average temperature was 26 degrees. - First, we need to find the month along the bottom. Put your finger on January. - Next, we need to drag our finger up along the bar until we get to 26. The number 26 is not on our graph, but is 26 greater than or less than 20? Is it greater than or less than 30? Will this number be closer to 20 or closer to 30 on our graph? - Continue graphing the information for all twelve months. Choose a follow up activity - Complete a graph for another city from the data set as a whole class. If you are reading S Is For Sunshine and using the Florida webcams, be sure to graph the temperatures for Miami. Students can fill in their own graphs with you as you demonstrate how to graph the temperatures on the board.	Be sure to print one of each graph per student (one thermograph and one bar graph) Blank temperature graph (1 for each student and 1 to use as a demonstration) Digital temperature graph Temperature powerpoint
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	<i>This would be best if your students have not made bar graphs in the past.</i> 2. Give pairs or groups of students a strip of data for one city. They should build their own bar graph using their city data. Compare temperatures in Michigan and Florida - Are there any times during the year when our temperatures are similar? - When are our temperatures very different from the temperatures in the city you picked? - Write a sentence to explain what you noticed on the graph "I noticed that the temperature in Michigan is _____ than the temperature in _____ during _____. " "_____ has a _____ winter than us because..." Extension: you can visit worldclimate.com to find temperature data on cities around the world. The website has a wealth of data that might be tricky for kids to sort through on their own. If time permits, you might choose a few places as a class to investigate. Look up data on these cities before beginning the activity (some places are hard to find due to spelling, while other places may not have temperature data available). Then, have students add this data to a new temperature graph. Possible Extensions and supplemental resources: Getting to Know Michigan Coloring Book - http://www.legislature.mi.gov/documents/publications/GettingToKnowMichigan.pdf <u>I'm a Michigan Kid</u> read aloud activity	
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Formative/Summative Assessment

** A note on formative assessments: one feature of the G.I.A.N.T.S. curriculum is that we try to build many

informal assessments into each lesson. These include teacher observation, student notebooks, map skills, and student work on many of the activities in each lesson. You can choose to use these informal opportunities to assess students. Another option is to ask students to respond to the supporting question for the lesson or begin a response to the compelling question for the unit. Below are some places where you might choose to informally assess student work:

Formative Assessments:

Step 3 - Ask students to make observations about conditions in a given place. You might use a photograph of a place in Michigan, a page from a book, or even the conditions outside your window. Students can describe these conditions in their notebooks or verbally to a partner.

Step 5 - You can use student work on this activity to assess students' graphing skills. This is also a good opportunity to gain an idea of student knowledge around the connection between geography and climate.