

Lesson Sequence - GIANTS.Grade.4.Unit1.Lesson1

At A Glance:

Unit 1, Lesson 1 Early settlement and farming in Michigan	
<u>Compelling Question:</u> What do people consider when deciding to move to a different town or state?	
<u>Supporting Question:</u> What did a family consider when they decided to move to the Michigan Territory?	
Overviews for Grade 4 and Unit 1	These presentations provide overviews for teachers. Presentation: Overview for all Units in Grade 4 Presentation: Overview for Unit 1 and its 3 lessons
Content Expectations Addressed:	Content standards for Lesson 1 Option to review Lesson with Google Form

Step	Instructions	Resources
1	<p><u>Making decisions in in the past</u></p> <ul style="list-style-type: none"> - Our first activity takes students into the past and asks them to decide where to put a trading post. - The presentation gradually provides information, and students may change their decisions as they gain new information from maps. - We focus on asking questions about “conditions” and “connections” as we make decisions. <p>Use the first page of the worksheets along with the presentation. The second page of the worksheet provides a short review activity.</p> <p>Answers for the review activity are in a separate presentation.</p>	<p>Decision-trading post</p> <p>Worksheets-trading post</p> <p>Answers-trading post</p>
2	<p><u>“Then and Now” - Timelines and graphs;</u></p> <p>We use timelines and graphs to see change through time in the U.S. (We contrast 1820 with 2020.)</p> <p><u>Timeline:</u> The timeline starts in 1820 and ends in 2020. Students see how two topics change between 1820 and 2020 (people employed in farming in the U.S. and type of transportation). Use the presentation to compare 1820 and 2020, using timelines.</p>	<p>Then&Now Timeline</p>

	<p>Graphs: The graphs focus on the percentage of workers who were employed in farming in the U.S. Students may be surprised by the number of people employed in farming in 1820 and the change between 1820 and 2020. Use the presentation to compare 1820 with 2020, using graphs.</p>	Then&Now_Graphs
3	<p>“Then and Now” - U.S. maps We use a U.S. map from 1787 to show that the U.S. was smaller in the past. We compare the present-day size of the U.S. (48 contiguous states) with the size at an earlier time. In the earlier time, there were only “early states” and the Northwest Territory. (Michigan would be formed from part of the Northwest Territory.) Show students a time in the past when the U.S. was smaller.</p> <p>Activities for review: <u>U.S. maps:</u> Use a presentation to review U.S. maps and practice map skills (using scale of miles, using compass directions). Answers are included after each “question” slide.</p>	Then&Now_U.S. maps Then&Now_Map review
4	<p><u>Nowlin Story #1 - A family decides to move to Michigan Territory.</u> For Unit 1, we found a primary document, a book written by William Nowlin. He writes about his family’s life in Michigan, starting in the 1830s. We extracted stories and adapted them for 4th graders. Here is the first story.</p> <p><u>Start with the first Reading.</u> The slides of the presentation include both text and images. Nowlin Story #1 focuses on the family’s decision to move to Michigan. Students will see both “Pushes” (reasons to leave New York) and “Pulls” (reasons to move to the Michigan Territory.)</p> <p>As an <u>option</u>, here is a document with text only for the Reading.</p> <p>Use a presentation about vocabulary to review Nowlin Story #1.</p> <p>Use a short ‘questions’ presentation to review the first Nowlin Story #1. Answer slides follow the question slides.</p>	NowlinStory#1,Text&images NowlinStory#1,Text only NowlinStory#1,Vocab Story#1-Review
5	<p><u>Settlement moves (west and north) into other parts of Michigan.</u> <u>Spread of settlements:</u> People moved to farms and towns in other parts of Michigan. We will use maps to see when people moved into other parts of Michigan (beyond where the Nowlin family lived). As people moved into more places in Michigan, the U.S. government opened new Post Offices. Use the presentation to see where new-comers settled inside Michigan.</p>	Settlement.spread

6	<p>Social Studies Perspectives: In our lessons, we include all four Social Science perspectives: History, Geography, Civics, and Economics.</p> <p>Start with the presentation about four types of Social Scientists. See how their viewpoints and questions differ.</p> <p>Optional: Make 4 groups of students. Each group takes one of the perspective sheets and takes notes on that sheet during the first presentation.</p> <p>Review Activity: The next presentation helps students to contrast how Social Scientists ask questions. (Answers follow separately.)</p> <p>Answers for the Review Activity are in a separate presentation.</p>	<p>Social Sciences. 2024_present</p> <p>Social Sciences. 2024_sheets</p> <p>Social Sciences. 2024_Review</p> <p>Social Sciences. 2024_Review answers</p>
7	<p><u>A student project reviews big ideas in Lesson 1:</u> Lesson 1 introduces students to a family who decided to move from New York to the Michigan Territory <u>in the 1830s</u>. How would a family decide to move <u>today</u>?</p> <p>Produce a poster or slide show or essay about the decision to move to a new place in Michigan today.</p> <p>Use the “Example-Moving” presentation as a guide.</p> <p>Also, see the “Moving Template” presentation.</p> <p>Here is an overview of the steps (also shown in the template):</p> <ul style="list-style-type: none"> – Decide to move to a place in Michigan but at least 100 miles away from your current home... For example, <ul style="list-style-type: none"> –If you live near Detroit, choose a place on the other side of the state in west Michigan. –If you live near Traverse City, choose a place in southern Michigan, or in eastern Michigan, or in the upper peninsula. – Include a T chart with pros/cons about moving. – Include Social Studies Perspectives: history, geography, economics, civics – Use Wikipedia or other internet sites to research conditions and connections at a new place. – Optional: Use an on-line clickable map of Michigan to see conditions and connections in different parts of Michigan. A very short presentation gives students a start using the Michigan Clickable Map. 	<p>Example-Movin...</p> <p>Moving Template</p> <p>Clickable map for Review</p>
8	<p><u>For Teachers: Social studies perspectives in Lesson 1</u></p> <p>History: Timelines and graphs focus on change through time. A primary document Story#1 illustrates history.</p> <p>Geography: Maps show the changing size of the U.S. Maps also show travel routes (from New York to Michigan, from Detroit to the new farm). Map</p>	

	<p>information was important for making decisions (in the “game” about where to put a trading post). Students use map skills: using scale of miles, compass directions, and key.</p> <p>Civics: By 1787, the U.S. owned all the land in the Northwest Territory (which included the area that would become Michigan.) The U.S. government sold land to farmers and others. The Preamble to the Constitution says “promote the general welfare,” and the father in Story#1 sees buying land in Michigan as a way to a better life.</p> <p>Economics: The U.S. government sold land to settlers at a reasonable price. The settlers could prove that they owned a particular piece of land because the survey by the U.S. government made clear exactly what piece they owned.</p> <p>Option to review Lesson with Google Form</p>	
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Formative/Summative Assessment

We have built review questions (and answers) into several sections in Lesson 1. We will draft a formative assessment in 2025.

A Student Journal?

Students might keep **a short journal or portfolio** that tracks their work and insights throughout social studies in 4th Grade. For example, take a photo or keep a review product from Lesson 1

Resources - Books

Extension possibilities for students:

- George and Ellen Laycock, How the Settlers Lived, 1980. (wonderful illustrations)
- Lynne Deur (with Don Ellens, illustrations), Settling in Michigan, 1992. (Chapter 5, p. 33-48)

Background for teachers:

- Lynne Deur and Sara Michel, The Making of Michigan, 1987. (note drawings and simplified maps)
- Willis F. Dunbar and George S. May, Michigan. A History of the Wolverine State, 1995
- Bruce Catton, Michigan. A History, 1976. (p. 70-74 and p 75-88)
- Randall Schaetzl, Michigan Geography and Geology, 2009.

NOTE: This lesson was first constructed in October 2024, and we updated it in August 2025.