

Using the GLCE/HSCE Social Studies Document to Create Units Grade 3 Example

What do we want students to know?		
GLCE/HSCE or Guidelines <i>3 – H3.0.1 Identify questions historians ask in examining the past of Michigan</i> <i>3 – H3.0.5 Use informational text and visual data to compare how American Indians...adapted to, used and modified their environment.</i>		
<p style="text-align: center;">Big Ideas</p> <p><i>Throughout history all cultures have found ways to meet their needs.</i></p> <p><i>Human creations meet many needs.</i></p>	<p style="text-align: center;">Essential Questions</p> <p><i>Why would a culture choose to spend time and resources on creating mounds that would be around thousands of years after they died?</i></p> <p><i>How are the Hopewell Indians an example of the diversity of Native Americans alive 2000 years ago?</i></p>	<p style="text-align: center;">Knowledge and Skills to be developed or reinforced</p> <ul style="list-style-type: none"> • <i>Basic landforms of the United States</i> • <i>Use research and maps to hypothesize about the unknown in history</i> • <i>Key facts about Hopewell life</i> • <i>Use maps to locate information about Hopewell trade</i> • <i>Use vocabulary terms associated with Hopewell culture and archaeological evidence</i>
How will we know that students have learned what we want them to know?		
<p style="text-align: center;">Task</p> <p>Participate in a substantive conversation with classmates to discuss the question: <i>Why would a culture choose to spend time and resources on creating mounds that would be around thousands of years after they died?</i></p> <p>Following the discussion write a paragraph to answer the question.</p>	<p style="text-align: center;">Other Evidence</p> <p>Quiz on facts about Hopewell life Vocabulary activity Map work</p>	

Social Studies Toolkit Resource Example: Grade Three Lesson Planning Activities and Teacher Notes
Grade Three Unit Development Example

This document has been created as an implementation example.
The organization and examples included here are NOT required. v.2.08

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How will we teach them what we want them to know?	
Learning Activities Outline	Techniques of Authentic Instruction
<ol style="list-style-type: none"> 1. Show students photographs of the Hopewell mounds and Egyptian Pyramids 2. Ask students if these are physical (natural) characteristics of place or human characteristics of place Ask students to provide evidence for their answers 3. Teacher will lead a discussion in which students hypothesize about why the monuments in the pictures were built 4. In groups, students jigsaw an informational reading on the Hopewell way of life 5. Each group will share their information about the Hopewell with the class 6. While listening to information from the jigsaw reading groups, students will use a graphic organizer to record information about Hopewell culture which they have learned 7. Students will use a group of maps as sources to create a map which shows where there is evidence of Hopewell culture across the United States and Canada 8. Students will use topographic maps to pose possible routes that could be used to facilitate Hopewell trade, share routes and explanations with the class 9. Students will draw a Hopewell mound for a particular geographic region and place one object--available at the time of the Hopewell--- in the mound that would not belong; after all students completed their burial mound drawings students will swap drawings and identify the "out-of-place" item 10. Working in small groups, students will create a list of what resources are needed to create burial and or astronomical earthworks like the serpent mounds 11. As a class students participate in a substantive conversation about the question: <i>Why would a culture choose to spend time and resources on creating mounds that would be around thousands of years after they died?</i> 12. Following the discussion write a paragraph to answer the question 	<ol style="list-style-type: none"> 2. Building on geography knowledge 3. Higher-order thinking and substantive conversation 6. Beginning to build depth of knowledge 7. Higher-order thinking 8. Applying depth of knowledge of geography and higher-order thinking 9. Higher-order thinking 10. Higher-order thinking 11. Substantive conversation using higher-order thinking and depth of knowledge

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Grade 3 Social Studies Planning Instruction for September

Unit Title	Origins and Michigan's Past
Big Ideas	<ul style="list-style-type: none"> Physical processes shape patterns in the physical environment Patterns of human migration can be found in history
Essential Questions	<ul style="list-style-type: none"> What caused the shape of Michigan and determined its physical characteristics? Who lived in Michigan in the past and when did they come?
Four Example GLCE Clusters • <i>Associated Skills</i>	Teacher Notes
<p>H3.0.1 Identify questions historians ask in examining the past in Michigan.</p> <ul style="list-style-type: none"> <i>Finding information</i> <i>Arranging information in usable forms</i> <i>Using information from maps, globes, and graphic information</i> <i>Classifying information</i> <i>Analyzing information</i> <i>Evaluating information</i> <p>H3.0.2 Explain how historians use primary and secondary sources to answer questions about the past.</p> <ul style="list-style-type: none"> <i>Finding information</i> <i>Arranging information in usable forms</i> <i>Using information from maps, globes, and graphic information</i> <i>Summarizing information</i> <i>Evaluating information</i> <p>H3.0.3 Describe the causal relationships between three events in Michigan's past.</p> <ul style="list-style-type: none"> <i>Arranging information in usable forms</i> <i>Using information from maps, globes, and graphic information</i> 	<p style="text-align: center;"><u>Examples of Historical Questions</u></p> <p>What physical process caused the shape of Michigan? Where is Michigan's highest point? Why isn't Michigan flat everywhere? Who were the first people to live in Michigan? How are Indians in Michigan today related to Indians who lived in Michigan centuries ago? What did Indians wear? What inventions did Indians make? Could Indian tribes talk to each other? How did lakes and rivers affect daily life? How were boys and girls educated? What did they learn? What did Indian homes in Michigan look like? Where did Indians live in Michigan? What did the Indians in Michigan eat? How can we learn about things from the past? How do we know we are correct?</p> <p style="text-align: center;"><u>Definition of a primary and a secondary source</u></p> <p>A <i>primary source</i> is a document, speech, or other sort of evidence written, created or otherwise produced during the time under study. Primary sources offer an inside view of a particular event. Examples include: Original documents: autobiographies, diaries, e-mail, interviews, letters, minutes, news film footage, official records, photographs, raw research data, speeches Creative works: art, drama, films, music, novels, poetry Relics or artifacts: buildings, clothing, DNA, furniture, jewelry, pottery <i>Secondary sources</i> provide interpretation and analysis of primary sources. Secondary sources are one step removed from the original event or "horse's mouth." Examples of secondary sources: <i>Wikipedia</i>, literary criticism analyzing a play, poem, novel, or short story, magazine or newspaper articles about events or people, textbooks</p> <p style="text-align: center;"><u>Three Example Relationships</u></p> <p>Glaciers cover Michigan: Lakes and rivers are formed when the glaciers recede; native American Indians build homes near the rivers and lakes for fishing, transportation, and trade.</p> <p>Fur bearing animals are plentiful in Michigan's forests; Native Americans become skilled trappers and hunters; Europeans seek Native Americans as trade partners in the fur trade.</p>

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<ul style="list-style-type: none"> • <i>interpreting information, analyzing information</i> • <i>synthesizing information,</i> • <i>Explaining cause and effect relationships</i> 	<p>Wyandot (Huron) Indians live in eastern Canada; the Iroquois Indians war against them and drive them out; Wyandot (Huron) Indians migrate to southeastern Michigan</p>
<p>G1.0.1 Use cardinal directions to describe the relative location of significant places in the immediate environment.</p> <ul style="list-style-type: none"> • <i>Using information from maps, globes, and graphic information</i> • <i>Classifying information</i> <p>G1.0.2 Use thematic maps to identify and describe the physical and human characteristics of Michigan.</p> <ul style="list-style-type: none"> • <i>Finding information</i> • <i>Arranging information in usable forms</i> • <i>Using information from maps, globes, and graphic information</i> 	<p><u>Examples of relative location</u> The Detroit River is east of the Muskegon and Grand Rivers Tahquamenon River is north of the Manistee River Wisconsin is west of Michigan Ohio and Indiana are south of Michigan. Marquette is north of Escanaba Grand Rapids is south of Traverse City Traditionally the Odawa (Ottawa) lived west of the Wyandot (Huron) Indians The Potawatomi and Wyandot Indians migrated from east to west</p> <p><u>Examples of thematic maps</u> Maps which only show the location of cities and towns Maps which only show the location of rivers and lakes Maps which only show where certain crops are grown Maps which only show the average rainfall or temperature Maps which only show the traditional location of Native American Indian tribes</p> <p><u>Definitions of human and physical characteristics</u> Places are characterized as having human and physical characteristics; <i>human characteristics</i> include language, religion, political systems, economic systems, population distribution, and quality of life. <i>Physical characteristics</i> include climate, landforms, soils, hydrology (properties, distribution, and effects of water on the earth's surface), vegetation, and animal life.</p>
<p>G2.0.1 Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.</p> <ul style="list-style-type: none"> • <i>Finding information</i> • <i>Arranging information in usable forms</i> • <i>Using information from maps, globes, and graphic information</i> • <i>Classifying information</i> 	<p><u>Examples of visual data sources</u> Accurate artist drawings Maps, globes, atlases Data charts and graphs (bar graphs, line graphs, pictographs) Photographs Documentary video Artifacts Timelines Internet articles and resources Books and almanacs Letters, diaries, newspapers</p>

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<p>G2.0.2 Describe different regions to which Michigan belongs.</p> <ul style="list-style-type: none">• <i>Finding information</i>• <i>Arranging information in usable forms</i>• <i>Using information from maps, globes, and graphic information</i>• <i>Classifying information</i>	<p><u>Definition of region</u></p> <p>A region is a part of the earth that shares a common characteristic with other parts, e.g., Great Lakes States, North American Countries, States east of the Mississippi River, Rainforests worldwide, English speaking countries.</p>
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